

General Certificate of Education

Religious Studies 5061

An introduction to the New Testament RS03

Mark Scheme

2006 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Examination Levels of Response

Religious Studies (Advanced Subsidiary) AS Level Descriptors

[Marks for 10-mark questions are shown in brackets]

| Level | AS Descriptors for Quality of Written Communication in AO1 and AO2 | AS Descriptor AO1 | Marks | AS Descriptor AO2 | Marks |
|-------|--|---|-------------------------------|---|--------------|
| 5 | Appropriate form and style of writing, clear and coherent organisation of information, with appropriate and accurate use of specialist vocabulary; good legibility and high level of accuracy in spelling, punctuation and grammar. | A thorough treatment of the topic within the time available. Information is accurate, and good understanding is demonstrated through use of appropriate evidence / examples. | 13-15 [9-10] | A very good response to the issues raised. Different views are clearly explained with supporting evidence and arguments are critically analysed. A process of reasoning leads to an appropriate conclusion. | 13-15 |
| 4 | Appropriate form and style of writing; generally clear and coherent organisation of information, mainly appropriate and accurate use of specialist vocabulary; good legibility and fairly high level of spelling, punctuation and grammar. | A fairly thorough treatment within the time available; information is mostly accurate and relevant. Understanding is demonstrated through the use of appropriate evidence / examples. | 10-12 [7-8] | A good response to the issues raised. Different views are explained with some supporting evidence and arguments and some critical analysis. A conclusion is drawn which follows from some of the reasoning. | 10-12 |
| 3 | Mainly appropriate form and style of writing, some of the information is organised clearly and coherently; there may be some appropriate and accurate use of specialist vocabulary. Satisfactory legibility and level of accuracy in spelling, punctuation and grammar. | A satisfactory treatment of the topic within the time available. Key ideas and facts are included, showing reasonable understanding. | 7-9 [5-6] | Main issues are addressed and views are considered, with some supporting evidence. There is some attempt at analysis or comment. Evaluation may not be fully supported by reasoning or evidence. | 7-9 |
| 2 | Form and style of writing appropriate in some respects; some clarity and coherence in organisation; there may be some appropriate and accurate use of specialist vocabulary; legibility and level of accuracy in spelling, punctuation and grammar adequate to convey meaning. | An outline account, including some relevant material. Limited in depth or breadth. Answer may show limited understanding. Some coherence. | 4-6 [3-4] | A simple argument, with some evidence in support. | 4-6 |
| 1 | There may be little clarity and coherence in organisation; little appropriate or accurate use of specialist vocabulary. The legibility and level of accuracy in spelling, punctuation and grammar may be very limited. | Isolated elements of accurate and relevant information. Slight signs of understanding. | 1-3 [1-2] | A few basic points which are relevant, but no real argument. | 1-3 |
| 0 | There may be little clarity and coherence in organisation; little appropriate or accurate use of specialist vocabulary. The legibility and level of accuracy in spelling, punctuation and grammar may be very limited. | Nothing of relevance. | 0 | No attempt to engage with the question or nothing of relevance. | 0 |

RS03: An introduction to the New Testament

1 Read this passage and answer parts (a) and (b) which follow.

‘The accounts of Jesus’ birth are very different in the Gospels of Matthew and Luke. By looking closely at what the Gospel writers include and the way they tell their stories, we can clearly see what they wanted to convey to their readers about the person of Jesus.’

(a) Outline what may be learned about the person of Jesus from Luke’s Birth narrative.

Expect some of the following:

Historical figure / human

Superior to John the Baptist

Divine / Son of God

Line of David / King

Rejected and humble birth

Messiah

Saviour.

Maximum Level 3 if no reference to text.

Level 5 for three areas discussed fully.

Level 5 for depth or breadth.

(10 marks) AO1

(b) Explain what Matthew’s purposes may have been in presenting his Birth narrative.

Expect some of the following:

Written to Jews with lots of Old Testament quotations to show that Jesus is the long awaited Jewish Messiah.

To show Jesus is of royal descent and so includes the story of the wise men and their gifts.

To show Jesus as the New Moses.

Writing to the Church and it is thought that the Gospel was used for teaching so Matthew has shaped his material in easy to remember ways.

Maximum Level 3 if no reference to text.

Level 5 for two areas discussed fully.

Level 5 for depth or breadth.

(10 marks) AO1

2 **(a)** Explain what the parable of The Sower teaches about the Kingdom of God.

Expect some of the following:

Jesus brings in the Kingdom

Enter Kingdom through the word (Gospel)

Some opposition to message but rich harvest

Growth certain

Allegorical interpretation linked to types of hearers

Possible original meaning linked to Jesus’ ministry

Maximum Level 2 if only recounted parable explanation given in text.

(15 marks) AO1

- (b)(i) *‘Critical approaches, such as redaction criticism and narrative criticism, are helpful for an understanding of the parables in the gospels.’*

Explain how such critical approaches can be applied to a parable that you have studied.

Expect some of the following:

Source criticism showing different sources and origins

Form criticism showing process by which material has been transmitted and what original may have been

Redaction criticism showing layers of different possible meanings and purposes and audiences (3 Sitzen im Leben)

Narrative criticism showing narrative construction and characters.

Any parable from Gospels acceptable.

Maximum Level 3 if only one critical approach discussed.

Maximum Level 3 if no reference to a parable.

Level 5 possible for two critical approaches discussed.

(10 marks) AO1

- (ii) *Assess the view that such critical approaches are not helpful at all for an understanding of the parables.*

Assessment

Not helpful

Expect challenge to findings (e.g. assumptions of critical approaches challenged)

View of Bible as Word of God

Unjustified challenge to people’s faith, etc.

Helpful

Gives insight

Reveals possible original meaning

Reveals interests of Early Church

Reveals transmission history.

(15 marks) AO2

- 3 (a) *Examine the main themes in Luke’s presentation of Jesus’ crucifixion and death.*

Expect some of the following:

Innocence (they don’t know what they are doing; criminal – he has done nothing wrong; righteous man)

Non-tragic (people followed – not deserted; Father forgive them, commend spirit)

In control (concerned for other – women; forgiveness; with me in Paradise; into your hands)

Concern for outcasts (told women not to weep, criminals)

Saviour (saved others, Christ of God, the Chosen One; “Save us” said criminal; remember me when come into Kingdom; Jesus – with me in Paradise, Curtain of Temple).

Maximum Level 3 if no reference to text.

(15 marks) AO1

- (b) *‘Mark wrote his account of Jesus’ crucifixion and death to show that Jesus was the promised Messiah.’*

Explain this statement, and assess the claim that this was Mark’s only aim in writing his account.

Explanation

Evidence to show Jesus was promised Messiah
Fulfilment of Old Testament (Psalm 22 and 69 and Isaiah 53)
Messianic titles used (e.g. centurion)
Effective (temple curtain).

Maximum Level 3 if only one area discussed.

(10 marks) **AO1**

Assessment

Support

Bulk of Gospel is passion account
The focus of a “Gospel” and reason for writing one.

Against

Alternative purposes – suffering part of Messianic work, meaning of Gospel (Good News), writing to non-Jews, correcting docetic views (humanity stressed)
Discussion about “only” aim and problem of deciding aims, etc.

(15 marks) **AO2**