

General Certificate of Education

Religious Studies 5061

**RS03 *An introduction to the
New Testament***

Mark Scheme

2008 examination – June series

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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 and 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 early church believed that miracles were not just supernatural events, but revelations of the person and work of Jesus. The miracles were more than events; they were a revelation of Jesus’ relationship with God and man. However, the miracle stories have presented problems for 21st century readers.’

- (a)** ***Explain what the miracle of Calming the Storm teaches about Jesus’ relationship with God and man.***

Matthew 8^{23 - 27}; Mark 4^{35 - 41}; Luke 8^{22 - 25}

God

controls sea (psalms) / rebukes wind / waves obey / link with end times / at peace with God (asleep)

Man

saves / disciples / faith
Human characteristics – asleep

Maximum Level 4 (7 marks) if only dealt with either God or Man.

(10 marks) AO1

- (b)** ***Explain what problems the miracle of Calming the Storm may present for 21st century readers.***

Textual issues

Historically unreliable / redaction criticism / source and form criticism / differences in accounts

Scientific issues

Miracle denies science

Theological issues

Why not other miracles / God could do more / God can’t break his own laws.

(10 marks) AO1

- 2 (a) Explain what may be understood about the person of Jesus from Matthew's Birth narrative.**

Special in some way – angels / King / worshipped / Virgin birth / link with Holy Spirit / divine

Titles may reveal person – Christ (Messiah) – one who brings in the Kingdom / Jesus – name means the Lord saves / Saviour / Immanuel – God with us / Son of God

Historical / Human figure (born of Mary / Bethlehem) / Jewish

Parallel with Moses / New Moses

Maximum Level 4 (10 marks) if general and no reference to text material made.

Level 5 possible for breadth or depth.

(15 marks) AO1

- (b)(i) Outline the evidence that John's Prologue (John 1¹⁻¹⁸) was written for Jews.**

Jewish features:

Use of Old Testament

Moses

Jewish titles (Messiah, Son of David)

Symbolism

Jewish setting and culture.

(10 marks) AO1

- (ii) Assess the view that John's Prologue and Matthew's Birth narrative have nothing in common.**

Agree

Highlight their differences:

John – philosophical / set against creation / Logos

Matthew – Historical / set in time and place

Disagree

Highlight similarities:

Jewish emphasis / titles / divinity / human / Old Testament usage / Moses link.

(15 marks) AO2

- 3 (a) Examine the main themes in Matthew's presentation of Jesus' resurrection.**

Matthew 28¹⁻²⁰

Apologetic / physical resurrection / Jewish readership / Holy Spirit / great commission / Church.

Level 5 for depth or breadth.

(15 marks) AO1

- (b) ***‘Luke’s Resurrection narrative is very different from Matthew’s Resurrection narrative.’***
- (i) ***Outline the ways in which critical approaches, such as redaction criticism, attempt to account for these differences.***

Luke 24 ^{1 - 53}

Sources different (Source)

Sources contained different accounts affected by Early Church influences (Form)

Readership was different (Redaction)

Aim was different (Redaction)

(10 marks) AO1

- (ii) ***Assess how far these differences raise problems for 21st century readers.***

Problems

Unreliable sources / contradictions / unsure of what Jesus said and did.

Not a problem

Critical approaches wrong / see findings as helpful rather than problematic / shows we can find actual words of Jesus.

(15 marks) AO2