



**General Certificate of Education
January 2012**

Religious Studies

RSS07

New Testament

AS Unit G

Final

Mark Scheme

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 students' 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 students' 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.

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Examination Levels of Response

Religious Studies (Advanced Subsidiary) AS Level Descriptors

Level	AS Descriptor AO1	Marks	AS Descriptor AO2	Marks	AS Descriptors for Quality of Written Communication in AO1 and AO2
7	A thorough treatment of the topic within the time available. Information is accurate and relevant, and good understanding is demonstrated through use of appropriate evidence / examples	28-30	A well-focused, reasoned response to the issues raised. Different views are clearly explained with supporting evidence and argument. There is some critical analysis. An appropriate evaluation is supported by reasoned argument.	14-15	Appropriate form and style of writing; clear and coherent organisation of information; appropriate and accurate use of specialist vocabulary; good legibility; high level of accuracy in spelling punctuation and grammar.
6	A fairly thorough treatment within the time available; information is mostly accurate and relevant. Understanding is demonstrated through the use of appropriate evidence / example(s)	24-27	A mostly relevant, reasoned response to the issues raised. Different views are explained with some supporting evidence and argument. There is some analysis. An evaluation is made which is consistent with some of the reasoning.	12-13	
5	A satisfactory treatment of the topic within the time available. Key ideas and facts are included, with some development, showing reasonable understanding through use of relevant evidence / example(s).	20-23	A partially successful attempt to sustain a reasoned argument. Some attempt at analysis or comment and recognition of more than one point of view. Ideas adequately explained.	10-11	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.
4	A generally satisfactory treatment of the topic within the time available. Key ideas and facts are included, showing some understanding and coherence.	15-19	A limited attempt to sustain an argument, which may be one-sided or show little ability to see more than one point of view. Most ideas are explained.	7-9	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.
3	A summary of key points. Limited in depth or breadth. Answer may show limited understanding and limited relevance. Some coherence.	10-14	A basic attempt to justify a point of view relevant to the question. Some explanation of ideas and coherence.	5-6	
2	A superficial outline account, with little relevant material and slight signs of partial understanding, or an informed answer that misses the point of the question.	5-9	A superficial response to the question with some attempt at reasoning.	3-4	Little clarity and organisation; little appropriate and accurate use of specialist vocabulary; legibility and level of accuracy in spelling, punctuation and grammar barely adequate to make meaning clear.
1	Isolated elements of partly accurate information little related to the question.	1-4	A few basic points, with no supporting argument or justification.	1-2	
0	Nothing of relevance.	0	No attempt to engage with the question or nothing of relevance.	0	

RSS07: *New Testament*

Question 1 How the synoptic gospels came into being

0	1
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Examine the relationship between the three synoptic gospels.

The focus is on the relationship. Expect some students to give reasons why scholars see a relationship between the gospels (i.e. the fact that there are similarities between the gospels) and make reference to the two source theory. Examining the differences should lead students to the four source theory or alternative theories involving all three synoptic gospels.

Expect some reference to text to support/illustrate statements.

Maximum level 5 (23) if only examined similarities and differences without reference to possible theories.

Level 7 possible for detailed account of four source theory or for variety of theories.

(30 marks) AO1

0	2
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**'The synoptic gospels give accurate accounts of the life of Jesus.'
How far do you agree?**

The focus is the uncertainty of sources and authorship implies the gospels are untrustworthy. Expect students to highlight problem of differences, questions about authorship, and findings of various Biblical criticisms (e.g. source, form and redaction) suggesting changes to suit audience/readership. Support for accurate accounts may highlight similarities, question findings of Biblical criticisms and defend more traditional views about sources and authorship. Additional arguments might include lack of dispute about content and possible harmonising.

An appropriate conclusion should be in terms of 'how far.'

(15 marks) AO2

Question 2 Aspects of Jesus' teaching and action, parables and healings

0	3
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Examine the purpose of miraculous healings with reference to the healing of Legion.

Expect reference to 'mighty works' and the power and authority of Jesus, as well as some reference to link with ministry and the Kingdom i.e. the miracles are seen to endorse the message of the announcement of the Kingdom of God. Also expect reference to Jesus wanting to help people or giving people reason to have faith.

The material should be supported by the candidate alluding to relevant parts of the account of the healing of Legion to illustrate/exemplify.

(30 marks) AO1

0

4

'In a scientific age Jesus' miracles have no meaning.'
Assess this claim.

For support of claim - expect focus on the miracles having symbolic meaning or that they were psychological healings. Alternatively, students may argue that science shows miracles as impossible and therefore meaningless since they contradict the laws of nature. If symbolic – then symbolic of what?

For challenge to claim - expect responses to above views. Expect focus on claim that science is neutral as to whether miracles happen, in which case miracles may show Jesus' power over the natural world. If symbolic they still have meaning.

There should be an appropriate conclusion that makes some attempt at assessing the claim.

(15 marks)**AO2**

Question 3 The arrest, trial and death of Jesus

0

5

With reference to the accounts of Jesus' trial and death, examine how:

- **Matthew portrays Jesus as a suffering Messiah**
- **Luke portrays Jesus as an innocent man.**

Evidence from text for Matthew's portrayal may include references to events as well as titles given and used by Jesus e.g. Son of Man coming on clouds; fulfilment of prophecy; words from the cross. Expect reference to 'suffering' as well as 'Messiah'.

Evidence from text for Luke's portrayal may include – three times innocent by Pilate; asking God to forgive them; handing Jesus over to Herod to avoid decision; refusal to save himself; criminal recognises Jesus as having done nothing wrong; centurion – this is righteous man.

Maximum level 5 (23) if only one answered.

(30 marks)**AO1**

0

6

To what extent can these differences in the portrayal of Jesus be satisfactorily explained?

To support explanation of differences expect reference to harmonisation, source, form and redaction criticism.

To challenge expect critique of biblical criticisms and so rejecting that explanation.

Problem of contradictions yet claimed as word of God.

An appropriate conclusion should be in terms of 'to what extent' and 'satisfactorily'.

(15 marks)**AO2**

Question 4 The resurrection of Jesus

0

7

Explain the problems raised by the synoptic accounts of the resurrection.

Expect a number of problems such as:
 differences in accounts,
 contradicting science,
 the supernatural,
 symbolic or historical,
 the nature of Jesus' body.

Level 7 possible with depth or breadth.

(30 marks)**AO1**

0

8

'The problems raised by the synoptic accounts of the resurrection cannot be solved.' How far do you agree?

Challenges to view may give possible solutions, e.g. differences harmonised.

Does cannot = impossible?

Support for the view may include arguing why the problems do not seem resolvable (e.g. it would undermine science, it is not possible to conclude whether historical or symbolic, the solutions offered are not convincing).

An appropriate conclusion should weigh up in terms of 'how far' and may focus on "cannot".

(15 marks)

AO2

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