

Mark Scheme (Results)

Summer 2013

GCE Religious Studies (6RS04)  
Paper 1J  
New Testament

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

1 (a)

Level	Mark	AO1
1	1-6	<i>Levels Descriptor</i>
		<p>Candidates are likely to re-tell the key ideas of the passage but without demonstrating understanding of the theological arguments within it.</p> <ul style="list-style-type: none"> <li>The response is likely to be unstructured and make simple reference, for example, to the concept of God as 'faithful, wise and true' and how far this applies to the New Testament.</li> </ul>
2	7-12	<i>Levels Descriptor</i>
		<p>Candidates are likely to have correctly identified one or two key ideas but will rely a good deal on repetition of the passage and on linking basic narrative detail from the New Testament by way of illustration.</p> <ul style="list-style-type: none"> <li>Candidates may offer further examples of ideas from the text such as the way in which Jesus is presented in the New Testament and the use of Jewish Bible references.</li> <li>They may recognise the issue raised by the extract to the effect that the evangelists had reason to establish continuity between Jesus and the Jewish Bible.</li> </ul>
3	13-18	<i>Levels Descriptor</i>
		<p>Candidates are likely to have correctly identified a range of key ideas, whilst still relying to some degree on narrative detail from the New Testament.</p> <ul style="list-style-type: none"> <li>They may focus on Bowker's view on teaching of the New Testament on 'other so-called gods'.</li> <li>They may be able to comment on one of the references Bowker cites.</li> <li>Candidates may examine the effect that this may have on the gospel readers' understanding of Jesus.</li> </ul>
4	19-24	<i>Levels Descriptor</i>
		<p>Candidates are likely to have focused on key points such as:</p> <ul style="list-style-type: none"> <li>the significance of and grounds for Bowker's claim that Jewish Bible passages quoted may not reflect their original meaning.</li> <li>The importance for the New Testament writers that God is understood to be the only true God and yet 'Jesus is related to God in an equally unique way'.</li> <li>Candidates may include further relevant information from the gospel they have studied for the Developments paper.</li> <li>Candidates may consider what would be involved in the evangelists imposing their own meaning on Jewish Bible</li> </ul>
5	25-30	<i>Levels Descriptor</i>
		<p>Candidates may offer comprehensive understanding and interpretation of the passage:</p>

		<ul style="list-style-type: none"><li>• They may examine in detail both references outlined by Bowker with some consideration of their particular purpose and interest for the evangelists.</li><li>• They may suggest reasons for considering the importance of the integrity of the New Testament teachings.</li><li>• Candidates are likely to draw extensively from their knowledge of the gospel they have studied for Developments.</li><li>• Candidates are likely to show an understanding of elements of New Testament Christology and relate them to the extract.</li><li>• At this level, candidates may make some reference to the understanding of the New Testament writers that Jesus was also fully human and to the rest of Bowker's article.</li></ul>
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(b)

Level	Mark	AO2
1	1-5	<i>Levels Descriptor</i>
		At this level: <ul style="list-style-type: none"><li>• Candidates are likely to make a simple observation about the implications of New Testament teaching on the relationship between Jesus and God.</li></ul>
2	6-10	<i>Levels Descriptor</i>
		Candidates are likely to express a simple view regarding the key ideas of the passage. <ul style="list-style-type: none"><li>• Candidates may recognise some implications of raising questions about how Jesus' relationship with God is understood, for example, whether it is meaningful to speak of him as equally divine and human.</li><li>• They may make a basic observation about the implications of the New Testament writers' manipulation of the Jewish Bible.</li></ul>
3	11-15	<i>Levels Descriptor</i>
		Candidates are likely to have offered more than one response supported by scholarly views and personal opinion regarding the theological argument of the passage: <ul style="list-style-type: none"><li>• Candidates may make reference to the work of other scholars studied regarding Jesus' relationship with God and how this is presented in the New Testament.</li><li>• At this level, candidates may refer to the wider implications for Christian belief, practice and behaviour of belief in the divinity of Jesus as presented in the New Testament</li><li>• Candidates may make a simple suggestion regarding the implications of the New Testament writers' claiming the Jewish Bible for Jesus.</li></ul>
4	16-20	<i>Levels Descriptor</i>
		Candidates are likely to offer clear evaluative responses to the theological arguments in the passage, supported by use of scholarly contributions alongside informed and reasoned personal opinion, and arriving at a balanced conclusion: <ul style="list-style-type: none"><li>• They may consider the wider problem of New Testament reliability, for example, weighing up the relative reliability of how the different gospel writers have presented the person of Jesus.</li><li>• Candidates may consider the implications of how the New Testament teachings lead to the development of the doctrine of the Trinity.</li><li>• Candidates may consider whether Bowker is correct in his assessment of how the evangelists attempted to emphasise the continuity Jesus offered with the Jewish Bible.</li><li>• Candidates may attempt to reach some conclusions based on the rest of Bowker's article.</li></ul>

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