



General Certificate of Education

Religious Studies 6061

RS08 Studies in the New Testament

Mark Scheme

2005 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) A2 Level Descriptors

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

Level	A2 Descriptor for Quality of Written Communication in AO1 and AO2	A2 Descriptor AO1	Marks	A2 Descriptor AO2	Marks
5	Highly appropriate form and style of writing; clear and coherent organisation of information; 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, which may be in depth or breadth. Information is accurate and relevant. A thorough understanding is shown through good use of relevant evidence and examples. Where appropriate good knowledge and understanding of diversity of views and / or scholarly opinion is demonstrated.	17-20 [9-10]	A very good response to issue(s) raised. Different views, including where appropriate those of scholars or schools of thought, are discussed and evaluated perceptively. Effective use is made of evidence to sustain an argument. Systematic analysis and reasoning leads to appropriate conclusions. There may be evidence of independent thought.	17-20
4	Appropriate form and style of writing; clear and coherent organisation of information; appropriate and accurate use of specialist vocabulary; good legibility and high level of accuracy in spelling, punctuation and grammar.	A generally thorough treatment of the topic. Information is accurate and relevant. Good understanding is demonstrated through use of relevant evidence and examples. Where appropriate, alternative views and / or scholarly opinion are satisfactorily explained.	13-16 [7-8]	A good response to issue(s) raised. Different views, including where appropriate those of scholars or schools of thought, are discussed. A process of reasoning leads to an appropriate conclusion. There may be some evidence of independent thought.	13-16
3	Mainly 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 accuracy in spelling, punctuation and grammar.	A satisfactory treatment of the topic. Information is mostly accurate and relevant. A reasonable understanding is demonstrated through use of some relevant evidence and examples. Where appropriate, some familiarity with diversity of views and / or scholarly opinion is shown.	9-12 [5-6]	A satisfactory response to issue(s) raised. Views are explained with some supporting evidence and arguments, and some critical analysis. A conclusion is drawn that follows from some of the reasoning.	9-12
2	Form and style of writing appropriate in some respects; some of the information is organised clearly and coherently; some appropriate and accurate use of specialist vocabulary; satisfactory legibility and level of accuracy in spelling, punctuation and grammar.	A superficial answer, which includes some key facts and demonstrates limited understanding using some evidence / examples. Where appropriate, brief reference may be made to alternative views and / or scholarly opinion.	5-8 [3-4]	Main issue is addressed with some supporting evidence or argument, but the reasoning is faulty, or the analysis superficial or only one view is adequately considered.	5-8
1	Little clarity and coherence in 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.	Isolated elements of accurate and relevant information. Some signs of understanding. Evidence and examples are sparse.	1-4 [1-2]	Some simple reasons or evidence are given in support of a view that is relevant to the question.	1-4
0	Little clarity and coherence in 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.	Nothing of relevance.	0	No valid points made.	0

RS08: *Studies in the New Testament*

- 1 (a) *Examine what is learnt about the person and work of Jesus from the following two signs:*

*Water to Wine (John 2¹⁻¹¹), and
The Healing of the Officer's son (John 4⁴⁶⁻⁵⁴).*

Water to Wine

Person

humanity – mother / historical figure attending wedding
supernatural power – performance of the miracle
Glory – revealed to disciples / parallel with God's creation in Genesis (days) /
produced faith
Authority – obeyed his words
Messiahship – bridegroom hint / wedding feast

Work

Replacing Judaism – 6 pots / failure to cleanse / best served last
Purification through blood / death – wine / purification pots / sixth day (Friday)
Provider – wine provided
Abundance – overflowing pots
Open to all people – Cana / New promised land

Healing of Officer's Son

Person

Humanity – historical figure
Supernatural power – performance of miracle
Authority – healed by a command
Object of faith – disciples believed

Work

Life giver – close to death but healed
Open to all – Gentile
Allegory of Jesus' death and new risen life
Completion – Seventh hour

Maximum Level 3 if only dealt with one sign.
Maximum Level 3 if only dealt with person or work aspects.
Maximum Level 4 if not related back to the text.

(20 marks) AO1

- (b) *Examine the meaning of the word 'sign' as used by John, and assess how far John's presentation of the miracles of Jesus as signs presents difficulties for modern-day readers.*

Examine

Background to "sign" – pointers / Classical Greek idea of signet ring, etc. / contrast Synoptic and dunameis / wide meaning including Old Testament usage / illustrate from text of John's Gospel

What signs pointed to – exodus motifs / belief / John 20³⁰⁻³¹

(10 marks) AO1

Assessment

Does present difficulties – suggests symbolic not literal / raises questions about historicity in New Testament / meaning of symbols not clear / questions "power" of New Testament message / belief in what?

Doesn't present difficulties – take symbolic meaning without having to believe literally / makes New Testament more believable as supernatural structure removed / see stories as vehicles of truth.

(20 marks) AO2

- 2 (a) *Examine the nature and significance of discourses by reference to "I am the Light of the World", and "I am the Resurrection and the Life".*

The "nature" and "significance" need to be illustrated from the two discourses.

Nature

Nature means the characteristics / common features of that type of material, e.g. talks / monologues / dialogues / sermons / long passages including people butting-in / possible conflict settings / misunderstandings and clarification / links with signs.

The actual phrase "I am".

Significance

Significance means the idea of importance – which could include the importance for the evangelist (purpose / fits into scheme of book / message, etc.) and also possibly importance for 21st century reader)

e.g. vehicles for teaching / vehicles for themes / for clarification of areas of difficulty / evangelistic / enable believer in Jesus to gain eternal life / Christological teaching / sacramental teaching.

Maximum Level 3 if only one discourse referred to.

Maximum Level 3 if only looked at one of nature or significance.

Possible that some candidates will just look at the meaning of the discourses – maximum Level 2 if not related clearly to focus of question.

(20 marks) AO1

- (b) ***Outline the beliefs about judgement in John's Gospel, and assess to what extent these beliefs about judgement contradict each other.***

Text: John 3: ¹⁶⁻²¹, ^{5²¹⁻³⁰}, ^{6³⁵⁻⁵⁸}, ^{11²¹⁻²⁷}, ^{12⁴⁴⁻⁵⁰}.

Outline

Comment on judgement as part of eschatology

Emphasis on saving not condemning / came to save not judge

Hear voice in graves and rise to live or condemnation / those who believe will never die

Those not condemned

Are those hearing and believing / raise up those that Son has been given on last day / those that eat and drink of Jesus will be raised to eternal life

Those condemned

Are those not believing / those who do evil / those not believing already condemned

Son judges – not the Father / Son Given authority to Judge by Father as Son is the Son of Man / judgement just / Jesus not judge / the word will condemn and word comes from Father spoken through Jesus.

Level 5 possible if breadth rather than depth.

(10 marks) AO1

Assessment

Contradiction as to

Who judges – Son / Father / Spirit / Word?

When judgement happens – now or Last Day / present or future?

Grounds of judgement – believing / Father not given to Son / evil / eat and drink of Jesus

Not a contradiction

e.g. Jesus' judgement is future, not present. Hence he is judge but not during his earthly ministry

People are described as judging themselves NOW, by their response to Jesus.

Hence the ambiguity of whether Jesus judges

Different meanings of "to judge". One is the idea of passing judgement, condemn (5:30) whilst the other is to speak justice and truth (7:24). In this way the conflict could be resolved (5:22 / 8:50 and 12:47 / 9:39)

Perhaps also Jesus could be seen as a vehicle of judgement through whom the Father judges

Level 5 possible for two views that contradict, if dealt with in depth.

(20 marks) AO2

3 (a) Examine the presentation of Jesus in John's Passion narrative.

Text John¹⁸⁻¹⁹

Kingship – Titles of Jesus over the cross / crown of thorns / purple robes / conversation with Pilate
Fulfilment of the Scriptures, e.g. 19:24
In control – Pilate's conversation / contrast picture of Pilate's indecision / words from Cross about his mother
Glorification – cup Father given him 18:11 / blood and water from side link to chapter 7³⁷⁻³⁹ / idea of the "hour" / "It is accomplished"
Passover lamb – change of crucifixion date to link with Passover lamb slaughtered 19:31.
Belief in Jesus – discussion with Pilate about "truth" / testimony true 19:35
Human / divine

(20 marks) AO1

(b) "In John's Gospel, the Paraclete is presented as the spiritual continuation of the physical Jesus."

Explain why this statement might be made, and assess how far it is true.

Explain

Reference to "Another" counsellor, linking them – his alter ego
Both share similar characteristics, e.g. both sent / both characterised as "Truth"
Both share similar work – examples
Link of giving of Spirit to Jesus' glorification (7:39; 20:22-23)

(10 marks) AO1

Assess

Maximum Level 2 if developing above points only.

The differences challenge truth of statement
e.g. different part of trinity
Paraclete has different work to Jesus
Paraclete not glorified but glorifies Son / witnesses to Christ
extends work – permanent / within
Paraclete has own personality
Also challenge usual understanding of 14:16 (another, a Paraclete)

(20 marks) AO2