

# General Certificate of Education

## Religious Studies 6061

*Studies in the New Testament RS08*

# 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) 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 the interpretation of the Feeding of the Five Thousand (John 6<sup>1-15</sup>).***

General comment about “signs”  
New Moses  
Eucharistic features  
Symbolism with Passover  
Messianic banquet and earthly King  
Interpretation given in following discourse  
Power of Jesus over nature  
Lavishness of provision.

Maximum Level 3 if no reference to text.

**(20 marks) AO1**

- (b) ***‘The signs in John’s Gospel show the superiority of the teaching of Jesus over that of Judaism.’***

***With reference to other signs that you have studied in John’s Gospel, examine this statement, and assess the claim that this was the main purpose of the signs in John’s Gospel.***

**Examine**

Using other signs illustrate the superiority over Judaism.

Maximum Level 3 if only considered one sign (expect most on water into wine account).

**(10 marks) AO1**

**Assessment**

**Was main purpose**

Expect argument to support, based on wide occurrence of theme in signs.

**Not main purpose**

Other purposes especially John 20<sup>30-31</sup>  
Sacramental  
Pointers to Jesus’ glory  
Discussion about “main” purpose  
Discussion about how to discern purpose  
More than one purpose?

**(20 marks) AO2**

- 2 (a) ***“I am the Way, and the Truth, and the Life.”  
“I am the True Vine.”***

***Examine what these claims reveal about the person and work of Jesus.***

General background to ‘I am’ (Exodus 3)

Jesus is guide to follow and life-giver

Only way to God?

Truth versus falsity

Idea of faithfulness

Symbolism of vine

Link with Jesus and disciples (vine and branches)

Isaiah 5

Sacramental image

Possible other backgrounds of image, e.g. Mandeans.

Maximum 2 if only summarised text.

Maximum Level 3 if only discussed one claim.

Expect some overlap between person and work, but both should be mentioned specifically for Level 5.

**(20 marks) AO1**

- (b) ***‘John’s presentation of Jesus as the ‘eschatological judge’ contradicts the views expressed in the ‘I am’ sayings: “I am the Way, and the Truth, and the Life”, and “I am the True Vine”.’***

***Examine John’s presentation of Jesus as the ‘eschatological judge’, and assess the claim given above.***

**Examine**

General comments on eschatology and judge / judgement.

Support from text – emphasis on Jesus as Judge, especially John 5<sup>21-30</sup>

Use of title Son of Man

Emphasis that belief brings life, but by implication disbelief brings death

Time of Judgement is at end time.

**(10 marks) AO1**

**Assessment**

**Support claim of contradiction**

Reference to ‘I am’ sayings in part (a)

Emphasis on salvation and life, rather than judgement

Avoidance of judgement through belief in Jesus.

**Against claim of contradiction**

Judgement is implied in ‘I am’ sayings especially “I am the True Vine”

Not contradictory but complementary

Gives other side of picture which implies Jesus as Judge

Supports eschatological role of Jesus.

**(20 marks) AO2**

- 3 (a) ***Examine what can be learned about the work of Jesus from John’s Resurrection Narrative.***

Resurrection was what signs pointed to – glorification  
 Evidence for life after death  
 Belief in Jesus as Christ leads to eternal life  
 Empowers church’s mission by giving of Holy Spirit  
 For all humans (153 fish)  
 Returning to Father – work accomplished  
 Peace (reconciliation) / forgiveness  
 Appearances involve baptism / eucharist symbolism  
 Jesus’ work from God (angels, scriptures, resurrection).

**(20 marks) AO1**

- (b) ***‘The Paraclete has been described as “the presence of Jesus when he is absent”.’***

***Examine John’s teaching on the person of the Paraclete, and assess the view that this statement is an adequate summary of John’s teaching on the person of the Paraclete.***

**Examine**

Expect reference to John 14 “another counsellor”  
 Discussion about “Paraclete” and “another”  
 Language used implies person  
 Work of spirit parallels Jesus’ work  
 Link with Father.

**(10 marks) AO1**

**Assessment**

**Adequate summary**

Embraces main elements / teaching

**Not adequate summary**

Discuss how Paraclete is different from Jesus  
 Discuss “adequate” – omits aspects / distorts picture  
 Discuss “summary”.

**(20 marks) AO2**