



General Certificate of Education

Religious Studies 6061

**RS08 *Studies in the
New Testament***

Mark Scheme

2008 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.

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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 nature of signs with reference to the following two signs:**

***Water into Wine (John 2¹⁻¹¹), and
The Feeding of the Five Thousand (John 6¹⁻¹⁵).***

Expect features such as:

Pointers / background to word 'signs'

Miraculous acts

Word of command

Symbolism

Old Testament themes especially Exodus motif / festivals

Work and person of Jesus

Faith

Maximum Level 2 if not illustrated from text.

Maximum Level 3 (12 marks) if only one sign referred to.

(20 marks) AO1

- (b) ***'The signs in John's Gospel show Jesus as the Christ, the Son of God and the giver of life.'***

- (i) ***With reference to other signs that you have studied in John's Gospel, examine this statement.***

Illustrate quotation from the text of signs

No credit for signs used in part (a)

Maximum Level 4 (7 marks) for only one aspect discussed (the Christ / the Son of God / Giver of life)

Maximum Level 4 (7 marks) if only one other sign.

(10 marks) AO1

- (ii) ***Assess the claim that the main purpose of the signs in John's Gospel was to show who Jesus was.***

Assessment

Agree

Link above to main purpose.

Show purpose reflected across the signs.

Disagree

Show not across all signs

Discussion on alternative purposes

e.g. superiority over Judaism / sacramental / supplement synoptic material

Evangelistic and encouragement (ambiguous text)

Reference to believe / Jesus is Christ / Son of God.

Ambiguous – answers question Who is Jesus? or, Who is the Christ?

Discussion on not "main" purpose

Criteria for judging main purpose?

Link of purpose of signs with rest of Gospel?

(20 marks) AO2

2 (a) Examine the nature and significance of discourses with reference to:

***'I am the Door of the Sheep' (John 10¹⁻¹⁰), and
'I am the Resurrection and the Life' (John 11¹⁻⁴⁴).***

Nature

Expect highlighting of discourses as talks, sermons, monologues, dialogues, long passages (of Jesus or writer) including people butting in, possible conflict, misunderstandings and clarification, links with signs

Significance

Expect discussion as vehicles for teaching and themes, for clarification (or enlightenment) of areas of difficulty, as part of dialogue between the Church and Judaism, in converting to or strengthening those in Church, as guides to eternal life, and particularly having a Christological function.

Maximum Level 3 (12 marks) if only one discourse referred to.

Maximum Level 3 (12 marks) if only one of nature or significance.

(20 marks) AO1

- (b) **Examine the concept of judgement in John's Gospel, and assess the view that John's Gospel is more concerned with present salvation than with future judgement.**

Text: John 3:¹⁶⁻²¹, **5**²¹⁻³⁰, **6**³⁵⁻⁵⁸, **11**²¹⁻²⁷, **12**⁴⁴⁻⁵⁰.

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

Agree

Clear examples of emphasis of present salvation

Present salvation – gives life, present tense, now is, never dies,

Judgement now and not future

Disagree

Emphasis is on future judgement

Future judgement – future tense, the last day, yet to come

Also evidence of future salvation and present judgement

Present yet also future – inaugurated eschatology

Close link between salvation and judgement – different aspects of the same thing

Weight of emphasis?

(20 marks) AO2

- 3 (a) **Examine what can be learnt about the person and work of Jesus from John's Passion narrative.**

Text John 18-19

Person

I am (he) – then they fell to ground
 Kingship – titles over Cross / crown of thorns / purple robes / conversation with Pilate
 Calls God – father
 My Kingdom not of this world
 Son of God
 In control

Work

Fulfilled prophecy
 Drink the cup the Father has given me
 Come into world to testify to truth
 Passover lamb
 Glorification – idea of the hour / it is accomplished

Overlap between person and work.

(20 marks) AO1

- (b) **Outline John's teaching on the work of the Paraclete, and assess how far you agree with the view that the Paraclete Jesus returned.**

Meaning of the word Paraclete
 To testify about Jesus (15²⁶⁻²⁷)
 To convict the world of guilt in regard to sin and righteousness and judgement (16⁸⁻¹¹)
 To teach (14²⁶)
 To enable believer to witness (15²⁶)
 To lead the Church (16¹²⁻¹⁵)
 To replace Jesus (14¹⁶⁻¹⁸; 16⁷)
 Glorifies Jesus (16¹⁴)

(10 marks) AO1

Assessment

Agree

Similarities between work of Jesus and Paraclete
 Similarities between person of Jesus and Paraclete
 Discussion about "another Counsellor"

Disagree

Different roles, e.g. Paraclete not glorified but glorifies Son / witnesses to Jesus
 Different work / person, e.g. Paraclete convicts world of guilt, etc.
 Paraclete permanent and within
 Challenge usual understanding of 14¹⁶ (another, a Paraclete)

Degree of closeness to Jesus discussed.

(20 marks) AO2