



**General Certificate of Education  
June 2012**

**Religious Studies**

**RST3E**

**New Testament**

**A2 Unit 3E**

**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.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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.

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## Examination Levels of Response

### Religious Studies (Advanced) A2 Level Descriptors

Level	A2 Descriptor AO1	Marks <i>Unit 4 italics</i>	A2 Descriptor AO2	Marks <i>Unit 4 italics</i>	A2 Descriptors for Quality of Written Communication in AO1 and AO2
<b>7</b>	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. Knowledge and understanding of connections with other elements of the course of study are demonstrated convincingly.	<b>28-30</b> <b>41-45</b>	A very well-focused response to the 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. The argument is related perceptively and maturely to the broader context and to human experience.	<b>19-20</b> <b>28-30</b>	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.
<b>6</b>	A generally thorough treatment of the topic which may be in depth or breadth. Information is almost all accurate and mainly relevant. Clear understanding is demonstrated through use of relevant evidence and examples. Where appropriate, alternative views and / or scholarly opinion are satisfactorily explained. Knowledge and understanding of connections with other elements of the course of study are clearly demonstrated.	<b>24-27</b> <b>36-40</b>	A well-focused response to the 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 evaluation. There may be evidence of independent thought. The argument is related clearly to the broader context and to human experience.	<b>16-18</b> <b>24-27</b>	
<b>5</b>	A satisfactory treatment of the topic. Information is mostly accurate and mainly relevant. A reasonable understanding is demonstrated through use of some evidence and examples. Where appropriate, some familiarity with diversity of views and / or scholarly opinion is shown. Some knowledge and understanding of connections with other elements of the course of study are demonstrated.	<b>20-23</b> <b>29-35</b>	A satisfactory response to the 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. Some of the response is related satisfactorily to the broader context and to human experience.	<b>13-15</b> <b>20-23</b>	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.
<b>4</b>	Key ideas and facts are included; demonstrates some understanding and coherence using some evidence and examples. Where appropriate, brief reference may be made to alternative views and / or scholarly opinion. Limited knowledge and understanding of connections with other elements of the course of study are demonstrated.	<b>15-19</b> <b>22-28</b>	The 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. Little of the response is related to the broader context and to human experience.	<b>10-12</b> <b>15-19</b>	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.
<b>3</b>	A summary of key points. Limited in depth or breadth. Answer may show limited understanding and limited relevance. Some coherence.	<b>10-14</b> <b>15-21</b>	A basic attempt to justify a point of view relevant to the question. Some explanation of ideas and coherence.	<b>7-9</b> <b>10-14</b>	
<b>2</b>	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.	<b>5-9</b> <b>8-14</b>	A superficial response to the question with some attempt at reasoning.	<b>4-6</b> <b>5-9</b>	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.
<b>1</b>	Isolated elements of partly accurate information little related to the question.	<b>1-4</b> <b>1-7</b>	A few basic points, with no supporting argument or justification.	<b>1-3</b> <b>1-4</b>	
<b>0</b>	Nothing of relevance.	<b>0</b>	No attempt to engage with the question or nothing of relevance	<b>0</b>	

## **RST3E: *New Testament***

### **Question 1 The context of John's Gospel**

0	1
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**Examine ways in which John's Gospel was a response to the situation and needs of the Early Church.**

Expect a variety of approaches: e.g. links to synoptics in terms of developing the meaning of the synoptic narratives and the Christology, such as clarifying Jesus' relationship to God and Jesus' humanity; Inaugurated eschatology meeting needs of delay of second coming; setting out the faith in appropriate cultural context in order to win new converts (e.g. Greek background-logos; Jews –OT references); assumes a non-Christian readership (Dodd); Strengthening faith of those unsure; apologetic (e.g. opposing Gnosticism).

**(30 marks)**

**AO1**

0	2
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**'Knowledge of the background to John's Gospel is irrelevant to an understanding of its message.'**

**Assess this claim.**

For support of claim expect discussion to include:  
that the Gospel is understandable without background knowledge,  
we do not know the background,  
The Holy Spirit gives us understanding/revelation  
Its message is universal for all time, regardless of background

Against claim, expect discussion to include:  
Gospel set and addressed to a particular culture which is different from present day  
Symbols need interpreting for modern day readers  
Full understanding requires knowledge of background

Expect some examples from text to illustrate.

**(20 marks)**

### **Question 2 The nature, role and purpose of the discourses in John's Gospel**

0	3
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**Examine the purpose of the discourses in John's Gospel.**

Expect a variety of discourses to be used to illustrate.  
Purposes may include:  
teaching about the person of Jesus, especially the "I am" reference,  
teaching about the work of Jesus (e.g. giving eternal life, judgement)  
the superiority of Jesus to all others, (e.g. superior to Abraham, Way truth and life)  
to counter attacks on Jesus  
the universal aspects such as Light of world, bringer of life, the door.

**(30 marks)**

**AO1**

0

4

**‘The discourses are not Jesus’ words; they are interpretations of his teaching.’  
How far do you agree?**

To support view expect reference to differences to Synoptics. Issue of historicity and developed Christology. More philosophical – lack of parables and synoptic teaching. Late date of writing. Idea of Johannine community. Radical view that not even interpretations but totally created by Early Church.

To challenge view expect reference to links with synoptics. Material is based more Jerusalem to different audience – hence more philosophical. Traditional view of authorship. Early date of Gospel. Summaries of Jesus’ words that contain essence. Idea of Holy Spirit giving remembrance of words to writer.

An appropriate conclusion in terms of “how far”.

**(20 marks)****AO2**

**Question 3 The nature, role and purpose of signs in John’s Gospel**

0

5

**Examine the purpose of signs in John’s Gospel with particular reference to the Crippled Man (John 5<sup>1-18</sup>).**

Support from text of healing of Crippled Man.

From text expect reference to superiority over Judaism e.g. symbolism of 38 years/sheep gate/cleansing pool/five porticoes; teaching about the person of Jesus. Expect other purposes, such as; sacramental; pointers to Jesus’ glory; realised eschatology.

Expect discussion of John 20:30-31.

Maximum level 5(23) if no reference to Crippled Man text.

**(30 marks)****AO1**

0

6

**‘People at the time would have understood the signs as John did.’**

**Assess this claim.**

Expect support for claim in terms of reaction of crowd showing understanding. The symbolism was obvious given background of eye-witnesses.

Challenge to claim may include evidence from text that eye-witnesses did not understand. The symbolism is developed Christology and soteriology and so only understood after death of Jesus etc.

An appropriate conclusion will be in terms of assessing claim. Expect some to debate phrase “as John did” and the phrase “people at the time.”

**(20 marks)****AO2**

**Question 4 The nature, role and purpose of the passion and resurrection narratives**

<b>0</b>	<b>7</b>
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**Examine the portrayal of Jesus and his ministry in John's resurrection narrative.**

Expect reference to text to support both person and work, though they may overlap. Selection of material may include Jesus portrayed as human and also as divine e.g. Mary/rabboni, Thomas –My lord and my God).

Portrayal through work may include belief in Jesus as Christ leads to eternal life; empowers churches mission by giving of Holy Spirit; for all humans (153 fish); returning to Father – work accomplished; peace (reconciliation) /forgiveness; Jesus' work from God (angels, scriptures, resurrection).

**(30 marks) AO1**

<b>0</b>	<b>8</b>
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**'In John's Gospel, Jesus is presented as purely human in the passion narrative But purely divine in the resurrection narrative.'**

**Assess this view.**

In support of view expect reference to physical, treated as criminal, flogged, referred to as "man", emotions, crucifixion, death

Divine elements in resurrection: different body/not recognised/not limited/Son of God claim/overcame death

In challenge to view expect divine elements in Passion – Claim of "I am"/the cup my Father has given me/healing of Malchus/prophecy about Peter betrayal/discussion with Pilate/power from above/Scripture fulfilled

human elements in resurrection – spoke/touched/physical/felt pain/anguish/seen/ate.

An appropriate conclusion will be in terms of assessing claim in terms of balance between both aspects.

**(20 marks) AO2**

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