

GCE 2004  
*June Series*



# Mark Scheme

## Religious Studies Specification

### *RS08: Studies in the New Testament* *(Subject Code 5061/6061)*

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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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*Dr Michael Cresswell Director General*

## 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
<b>5</b>	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.	<b>17-20</b> <b>[9-10]</b>	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.	<b>17-20</b>
<b>4</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.	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.	<b>13-16</b> <b>[7-8]</b>	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.	<b>13-16</b>
<b>3</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.	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.	<b>9-12</b> <b>[5-6]</b>	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.	<b>9-12</b>
<b>2</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.	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.	<b>5-8</b> <b>[3-4]</b>	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.	<b>5-8</b>
<b>1</b>	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.	<b>1-4</b> <b>[1-2]</b>	Some simple reasons or evidence are given in support of a view that is relevant to the question.	<b>1-4</b>
<b>0</b>	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.	<b>0</b>	No valid points made.	<b>0</b>

**RS08: Studies in the New Testament**

- 1 (a) *With reference to any two signs in St John’s Gospel, examine the nature of signs.*

Nature / characteristics / key features of Signs:  
 Pointers  
 Symbolism  
 miraculous acts  
 word of command  
 Old Testament themes especially Exodus motif  
 Work and person of Jesus  
 Faith

Maximum Level 2 if not illustrated from text.  
 Maximum Level 3 if only one sign referred to.

**(20 marks) AO1**

- (b) *“These signs are written that you may believe that Jesus is the Christ, the Son of God.”*

*Explain this statement and assess the extent to which it is an adequate summary of the main purpose of the signs in John’s Gospel.*

**Explain**

Illustrate quote from the text of Signs.  
 Evangelistic and encouragement (ambiguous translation).  
 Reference to believe / Jesus is Christ / Son of God.

Maximum Level 3 if not illustrated from text.

**(10 marks) AO1**

**Assess****It is an adequate summary**

Expand explanation above linking to “adequate summary” / “main purpose”.

**It is not an adequate summary**

Discussion on alternative purposes, e.g. superiority over Judaism / sacramental.  
 Discussion on not an “adequate” summary.  
 Discussion on not “main” purpose.

**(20 marks) AO2**

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

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

“I am” link with Exodus  
 Good Shepherd  
 dies for sheep / knows his sheep / death not accident / shepherd as ruler / link with David / link with God as shepherd in Psalms / Ezekiel  
 Way / Truth / Life  
 Jesus is life-giver and guide to follow / only way to God / truth verses falsity / faithfulness idea

Maximum Level 3 if only discussed **one** main claim

Maximum Level 3 if only discussed **one** of work or person of Jesus.

**(20 marks) AO1**

- (b) ***Explain how the work of Jesus is continued in the work of the Paraclete, and assess the view that the main work of the Paraclete is to oppose the world.***

**Explain**

Link to “another counsellor” / discussion about meaning of Paraclete (counsellor) that parallels work of Jesus  
 e.g. Both are called “Holy” (6<sup>69</sup> / 14<sup>26</sup>) and characterised by “the truth” (14<sup>6</sup>/14<sup>17</sup>)  
 Both are teachers (13<sup>13-14</sup> / 14<sup>26</sup>) and witness and reveal (1<sup>18</sup> / 15<sup>26-27</sup>); Jesus reveals himself and the Father, whilst Paraclete witnesses to and reveals the glorified Son.  
 Therefore:-  
 Both speak about Jesus (14<sup>6</sup> / 14<sup>26</sup>) and set out to convince and convict the world (1<sup>12</sup> / 16<sup>8-11</sup>)  
 Both are in the disciples (14<sup>20</sup> / 14<sup>17</sup>)

Level 5 possible if 3 examples fully discussed.

**(10 marks) AO1**

**Assess**

Yes: Reference to 16<sup>8-11</sup>, other aspects link to that theme. Judgement role.

No: Other work of Paraclete are more important / link to meaning of Paraclete / helper / teach / witness / guides the Church. New birth / replaces Jesus / glorifies Jesus. Discussion about “main” work.

**(20 marks) AO2**

- 3 (a) *“The Jesus presented in John’s Resurrection Narrative is neither truly human nor truly divine.”*

*Examine the evidence for this statement*

Human: touched / seen / speaks / heard / eats, etc.  
 divine: Resurrection / different body / not recognised / not limited / Ascension  
 examination of neither truly human nor divine.

Maximum Level 3 if only listed evidence from text.

Maximum Level 3 if only dealt with either human or divine aspect.

**(20 marks) AO1**

- (b) *“John’s Resurrection Narrative cannot be regarded as an accurate historical account of events because it is full of symbolism and contradiction.”*

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

**Explain**

Evidence for symbolism and contradiction from account: Resurrection itself symbolic not literal / Presentation of Peter symbolic / catch of fish symbolic. Contradiction within Gospel (award also if discussed contradiction with other Gospel accounts) / e.g. contradiction of touching yet not being allowed to touch/contradiction giving of Spirit.

Maximum Level 3 if only dealt with either symbolism or contradiction

**(10 marks) AO1**

**Assess**

**It is true**

Expand above material, drawing out implications

**It is not true**

Discussion whether there are contradictions or how they can be harmonised.

Discussion whether the symbolism implies unhistorical symbolism **and** historical. Deeper meaning in historical events.

**(20 marks) AO2**