



General Certificate of Education

Religious Studies (5061/6061)

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

Mark Scheme

2007 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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2007 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

Examination Levels of Response

Religious Studies (Advanced Subsidiary) AS Level Descriptors

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

Level	AS Descriptors for Quality of Written Communication in AO1 and AO2	AS Descriptor AO1	Marks	AS Descriptor AO2	Marks
5	Appropriate form and style of writing, clear and coherent organisation of information, with 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 within the time available. Information is accurate, and good understanding is demonstrated through use of appropriate evidence / examples.	13-15 [9-10]	A very good response to the issues raised. Different views are clearly explained with supporting evidence and arguments are critically analysed. A process of reasoning leads to an appropriate conclusion.	13-15
4	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 spelling, punctuation and grammar.	A fairly thorough treatment within the time available; information is mostly accurate and relevant. Understanding is demonstrated through the use of appropriate evidence / examples.	10-12 [7-8]	A good response to the issues raised. Different views are explained with some supporting evidence and arguments and some critical analysis. A conclusion is drawn which follows from some of the reasoning.	10-12
3	Mainly appropriate form and style of writing, some of the information is organised clearly and coherently; there may be some appropriate and accurate use of specialist vocabulary. Satisfactory legibility and level of accuracy in spelling, punctuation and grammar.	A satisfactory treatment of the topic within the time available. Key ideas and facts are included, showing reasonable understanding.	7-9 [5-6]	Main issues are addressed and views are considered, with some supporting evidence. There is some attempt at analysis or comment. Evaluation may not be fully supported by reasoning or evidence.	7-9
2	Form and style of writing appropriate in some respects; some clarity and coherence in organisation; there may be some appropriate and accurate use of specialist vocabulary; legibility and level of accuracy in spelling, punctuation and grammar adequate to convey meaning.	An outline account, including some relevant material. Limited in depth or breadth. Answer may show limited understanding. Some coherence.	4-6 [3-4]	A simple argument, with some evidence in support.	4-6
1	There may be little clarity and coherence in organisation; little appropriate or accurate use of specialist vocabulary. The legibility and level of accuracy in spelling, punctuation and grammar may be very limited.	Isolated elements of accurate and relevant information. Slight signs of understanding.	1-3 [1-2]	A few basic points which are relevant, but no real argument.	1-3
0	There may be little clarity and coherence in organisation; little appropriate or accurate use of specialist vocabulary. The legibility and level of accuracy in spelling, punctuation and grammar may be very limited.	Nothing of relevance.	0	No attempt to engage with the question or nothing of relevance.	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:**

***The Healing of the Officer's son (John 4⁴⁶⁻⁵⁴), and
The Crippled Man (John 5¹⁻¹⁸).***

The Healing of the Officer's son

Person

Humanity – historical figure / supernatural power – performance of miracle
Authority – healed by a command / object of faith – household believed.

Work

Life giver – close to death but healed / open to all – possible gentile / allegory of Jesus' death and new, risen life / completion – seventh hour.

The Crippled Man

Person

Knowledge / relationship with Father / power and authority / Good Shepherd.

Work

Faith and belief / authority over Sabbath / life-giving word / superiority over Judaism.

Often there is overlap between the person and work.

Level 4 (13 marks) maximum if only dealt with one sign.

Level 4 (13 marks) maximum if only dealt with person or work aspects.

Level 4 (13 marks) maximum if not related back to the text.

(20 marks) AO1

- (b)(i) **Examine the use of symbolism in John's account of one sign not discussed in part (a).**

Discussion and illustration of theological symbolism in the sign. Expect most candidates to discuss water into wine sign.

Maximum Level 3 if symbolism not explained.

(10 marks) AO1

- (ii) ***'John was more interested in symbolism than in historical accuracy.'***

Assess this claim.

Agree

Develop points from above. Use of word 'sign'.

Historical aspects are symbolic and used to illustrate the theological meaning.

Artificial story, not in synoptics, supernatural.

Disagree

Defence of historical data. Detailed and specific people / places, some things have no clear symbolism. Not symbolism. Interpreters reading things into text that were not meant.

Good candidates will debate whether "either / or" rather than "and".

(20 marks) AO1

- 2 (a) ***'I am the Bread of Life.'***
'I am the Light of the World.'

Explain what these sayings reveal about the person and the work of Jesus.

Bread of Life

"I am" meaning *ego eimi* / Exodus 3:14

Sacrificial

Old Testament Moses link / Passover / Manna

Messianic.

Light of the World

Feast of tabernacles / true light

God claims / light attribute of God

Enlightenment / witness

Judgement.

Level 4 (13 marks) maximum if only one claim is discussed.

(20 marks) AO1

- (b)(i) **Examine the contribution of modern scholarship to the understanding of the saying 'I am the Good Shepherd'.**

Possible approaches may include:

Old Testament links

Link to David, link with God as Shepherd in Psalms and Ezekiel

Insight through background

Work of shepherds, lead from front, know sheep

Theological insight

Dies for sheep, death not accident

Level 5 possible without reference to named scholars.

(10 marks) AO1

- (ii) **Assess the claim that the imagery of these three 'I am' sayings is irrelevant to 21st century readers.**

Irrelevant

Meaning of symbols not clear, no belief in God, unreliability of the Gospel, myth, rejection of absolute claims, other religious issue, 2000 years ago not modern day.

Relevant

Authority of scripture, revelation from God, time makes no difference to its truth, Eternal implications, imagery clear, explained in text.

(20 marks) AO2

- 3 (a) Examine John's purposes in writing the Resurrection Narrative.**

Text: John²⁰⁻²¹

Apologetic – Jesus physically rose

Anti-docetic – Jesus human

Signs of pointing to resurrection

Belief (including Thomas)

Role of Peter and his re-commissioning

Sacramental teaching

The Church and its commission

Holy Spirit teaching.

(20 marks) AO1

- (b)(i) **Examine the ways in which John portrays Jesus as human in the Passion Narrative.**

Human

Physical, treated as criminal, flogged, referred to as 'man', emotions, crucifixion, death.

(10 marks) AO1

- (ii) **Assess the view that, in John's Gospel, Jesus is presented as purely human in the Passion Narrative, but purely divine in the Resurrection Narrative.**

Agree

Purely human – discussion of points such as in part (b)(i)

Purely divine – different body / not recognised / not limited / Son of God claim / overcame death / supernatural.

Disagree

Divine elements in Passion – Claim of "I am" / the cup my Father has given me / prophecy about Peter's betrayal / discussion with Pilate / power from above / Scripture fulfilled.

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

Good candidates will debate balance of each.

(20 marks) AO2