



**General Certificate of Education
June 2010**

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 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.

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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
7	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.	28-30 41-45	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.	19-20 28-30	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.
6	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.	24-27 36-40	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.	16-18 24-27	
5	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.	20-23 29-35	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.	13-15 20-23	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.
4	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.	15-19 22-28	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.	10-12 15-19	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.
3	A summary of key points. Limited in depth or breadth. Answer may show limited understanding and limited relevance. Some coherence.	10-14 15-21	A basic attempt to justify a point of view relevant to the question. Some explanation of ideas and coherence.	7-9 10-14	
2	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.	5-9 8-14	A superficial response to the question with some attempt at reasoning.	4-6 5-9	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.
1	Isolated elements of partly accurate information little related to the question.	1-4 1-7	A few basic points, with no supporting argument or justification.	1-3 1-4	
0	Nothing of relevance.	0	No attempt to engage with the question or nothing of relevance	0	

RST3E: *New Testament***Question 1 The context of John's Gospel**

0

1

Examine the relationship between John's Gospel and the synoptic gospels.

Expect candidates to focus on the similarities and differences between material in the synoptics and material in John's Gospel to show that there is some sort of relationship, e.g. similarity – story of the healing of the nobleman cf. Luke 7¹⁻¹⁰. Differences may include material omitted from synoptics such as virgin birth, temptations, transfiguration, no exorcisms. There is also additional material in John's Gospel, e.g. the signs, farewell discourse. Also, material in John is less narrative and more discourse. Some events raise chronological problems with the synoptics, e.g. the two cleansings of the Temple.

Expect candidates to discuss some possible explanations about the relationship. These may suggest that John is supplementary to, independent of, interpretative of, or a substitute for, the synoptics.

Candidates may make some reference to relevant scholars.

Maximum Level 4 if only similarities and differences are listed without any attempt at linking to relationship.

(30 marks)**AO1**

0

2

'The theory that John's Gospel is dependent on one or more of the synoptic gospels raises more problems than it solves.' Assess this claim.**For support of claim**

Expect some reference to the problems it raises, e.g. problems for accounting for the differences with synoptics, such as Jesus' teaching, historical differences. Raises issues about historical reliability.

For challenge to claim

The differences can be explained / harmonised. John may be seen as correcting the synoptics and therefore regarded as historically accurate. The teaching may be that which Jesus gave in Jerusalem.

(20 marks)**AO2**

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

0	3
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Examine the nature and purpose of the discourses in John's Gospel with reference to the discourse 'I am the Light of the World' (John 8¹²⁻¹⁹ and 9¹⁻⁴¹).

In answers, expect reference to such features as:

Nature

'I am', talks, sermons, monologues, dialogues, long passages (of Jesus or writer) including people butting in, possible conflict, misunderstandings and clarification, links with signs.

Purpose

Vehicles for teaching / vehicles for themes / for clarification of areas of difficulty / evangelistic / enable believer in Jesus to gain eternal life / christological teaching / sacramental teaching.

Expect some reference to text.

Maximum Level 5 (23) if only one of nature or purpose answered.

(30 marks)

AO1

0	4
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'The issues in the discourses have no relevance for people today.'
Assess this claim.

Support for the claim

Expect some reference to the unreliability of text, time and cultural gap, problem of symbolism, secular audience.

Challenge to claim

Expect some reference to word of God, reliability, eternal truths, discourses understandable to 21st century people.

(20 marks)

AO2

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

0

5

Examine John's portrayal of Jesus and his ministry with reference to the sign 'Water into Wine' (John 2¹⁻¹¹).

In answers, expect reference to such features as:

Portrayal of Jesus

Humanity – mother / historical figure attending wedding.

Supernatural power – performance of the miracle.

Glory – revealed to disciples / parallel with God's creation in Genesis (days) / produced faith.

Authority – obeyed his words.

Messiahship – bridegroom hint / wedding feast.

Ministry

Replacing Judaism – six pots / failure to cleanse / best served last.

Purification through blood / death – wine / purification pots / sixth day (Friday).

Provider – wine provided.

Abundance – overflowing pots.

Open to all people – Cana / new promised land.

Expect limited reference to text.

Expect some overlap between portrayal of Jesus and his ministry.

(30 marks)**AO1**

0

6

'John was concerned to present the signs as historical events.'

To what extent do you agree?

Agree with view

Evidence they are historical events: e.g. archaeological support and details in stories.

Lack of symbolism. Consistent with a supernatural Jesus.

Disagree with view

The rejection of the supernatural and impossibility of events. Only recorded in John.

Expect some recognition of word 'sign' suggesting symbolism.

(20 marks)**AO2****Question 4 The nature, role and purpose of the passion and resurrection narratives**

0

7

Examine the purpose of John's resurrection narrative.

In answers, expect reference to some of the following:

Apologetic / anti-docetic

Sacramental teaching

The Church

Holy Spirit teaching.

Expect some evidence from text to support the purpose stated.

(30 marks)**AO1**

0

8

**‘John’s Gospel is more interested in the death of Jesus than in the resurrection.’
Assess this claim.**

In support of claim

Expect some reference to theme of ‘the hour’ and coming death throughout the gospel / the theological focus on the meaning of Jesus’ death.

Challenge to claim

Expect reference to importance of resurrection, special material of appearances. Also view that, for John, the death and resurrection cannot be separated. He saw them as the one event. Jesus’ glorification.

(20 marks)

AO2