



**General Certificate of Education
June 2013**

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.

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

Copyright © 2013 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) 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 critically analysed perceptively. Effective use is made of evidence to sustain an argument. Appropriate evaluation is fully supported by the reasoning. 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 and critically analysed. Appropriate evaluation is supported by reasoned argument. 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. An evaluation is made that is consistent with 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**

Explain the evidence to support the view that John's Gospel was dependent on one or more of the synoptic gospels.

External evidence from Papias/Clement of Alexandria.

Knowledge of the synoptics (especially Luke) in John.

Explanation of the differences (e.g. supplementing synoptics/correcting synoptics)

Writing to different audience

Windisch-John avoids duplication of synoptics. Evidence he assumes readers know the synoptics.

John's omission of key synoptic events suggests knowledge of synoptics.

(30 marks)**AO1****0****2**

'The argument that John's Gospel was dependent on one or more of the synoptic gospels has more strengths than weaknesses.'
Assess this claim.

Possible arguments to support claim might include:

Explains differences and omissions.

Reflects different area of teaching ministry in Jerusalem that synoptics omit.

Possible arguments to challenge claim might include:

Some reference to the actual possible problems such as date of gospel and historical reliability. Expect some examples of conflict with Gospels and references to different teaching by Jesus than that in synoptics. The issue of whether the apostle John would rely on non- apostolic sources?

Criticisms of view by Gardner-Smith and Dodd.

Some may also comment:

John is the Beloved Disciple – may cite Irenaeus – therefore an eye-witness, not needing to use anyone else's account

(20 marks)**AO2**

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

0	3
----------	----------

Examine John's portrayal of Jesus and his ministry with reference to the following discourses:

- 'I am the Good Shepherd' (John 10¹¹⁻¹⁸)
- 'I am the Way, the Truth and the Life' (John 14¹⁻⁷).

Expect general discussion about phrase "I am"

Good Shepherd:

Link of shepherd image with Greek/Gnostic background. Old Testament links. Contrast with Ezekiel 34. Lays down life. Voluntary. Authority. Knows his sheep. Received from Father. Many key figures in the Old Testament were shepherds.

Way, Truth and Life:

Addressed to disciples. Exclusivism – no other way. Fullest revelation of God. Knowing Jesus is knowing God. Replacement of Torah based Judaism. Jesus is way because he is truth. Truth linked to God (Psalms) Life could refer back to John 1⁴ which may refer to creation. Alternatively it may refer to resurrection life or spiritual life - the foretaste of salvation.

Maximum Level 5(23 marks) if only one discourse discussed.
Do not credit material beyond these discourses

(30 marks) AO1

0	4
----------	----------

'It is possible for modern readers to understand the discourses only if they have a knowledge of Christian theology.'
To what extent do you agree?

Possible arguments to support the view might include:

Theology e.g. Trinity/judgement/salvation. But explained using complex symbolism e.g. vine and background e.g. Old Testament/festivals
Would general reader miss point without this understanding?

Possible arguments to challenge the view might include:

Levels of understanding – can be appreciated at different levels.
Maybe scholarship understands deeper meanings but central ideas remain, even if reader has lower level of understanding.
Discussion whether NT scholars have unnecessarily complicated meanings and distorted them.
Revelation.

(20 marks) AO2

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

0

5

Examine the nature of signs in John's Gospel with particular reference to the Feeding of the Five Thousand (John 6¹⁻¹⁵).

Background to word (pointers beyond event itself). Contrast with Synoptics (mighty works)

Miracles of healing/raising from dead/resurrection but no exorcisms

Spectacular events (multiplication of food) with Christological focus (person and work of Jesus- link with Passover/Last Supper/Messianic banquet). John 20:30-31.

Symbolism e.g. twelve baskets. Exodus motif (manna /bread/feeding) – A new Exodus for New Israel. Salvation through the acts of Jesus. Link with erga?

Word of command/faith

Max. L3 for narrative answers

Max. L4 if no reference to Feeding of the Five Thousand

(30 marks)**AO1**

0

6

'There was no good reason for John to use signs in his Gospel.'

Assess this claim.

Possible arguments to support claim might include:

Not part of Jesus' teaching - Symbolism points to later addition because of developed Christian theology.

John 20 suggests signs to prove who he is but synoptics (temptations) suggest Jesus rejected this approach.

Not clear what the signs mean. Not recorded anywhere else- so suggests addition by writer.

Possible arguments to challenge claim might include:

They are actual events from Jesus' life that were vehicles for teaching.

Purpose of signs explained in John 20.

Miracles part of ministry of coming of Kingdom. Signs are enacted parables and Jesus used parables. Cultural reason – to persuade audience.

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

0

7

Examine the nature and purpose of the resurrection narrative in John 20-21.

Nature:

John has separate source. Unique stories include the catch of fish. Themes of Holy Spirit and faith are highlighted. Emphasis on bodily resurrection. Motif of Jesus appearing to them in the midst of their condition and transforming it. Christ the liberator. The great sign that all the others looked to - the glorification - hence giving of the Holy Spirit. Universal Church -153 fish and the net not broken.

Purpose

Expect reference to apologetic/anti-docetic, sacramental teaching, The Church, Holy Spirit, discipleship teaching. Need for belief (e.g. John 20:30-31)

Expect some reference to text to illustrate.

Maximum Level 5 (23) if only nature or purpose discussed.

(30 marks)**AO1**

0

8

**‘John teaches that salvation is possible only because of the resurrection.’
Assess this claim.**

Possible arguments to support claim might include:

Emphasis on resurrection as part of salvation (glory).

Resurrection linked to exaltation and triumph.

Lifting up passages/assurance of resurrection.

Demonstrates that sacrifice was effective.

Possible arguments to challenge claim might include:

Emphasis is on death of Jesus/sacrificial/the hour/ the lamb of God sayings.

Resurrection is not the means of salvation.

John also has emphasis on salvation through revelation and belief rather than death and resurrection.

John 6 is emphasis on communion with Christ.

Some may also comment:

Salvation through the cross

Passion makes effective all that has gone before

Resurrection is evidence of salvation won on the cross

Salvation is a work of the Church because of the cross and resurrection.

(20 marks)

AO2