



**General Certificate of Education  
June 2011**

**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.

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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 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.	<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 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.	<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. An evaluation is made which is consistent with 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**

**01 Examine how John's Gospel draws from both a Greek and a Jewish background.**

Expect examples as evidence of Greek background. E.g. Prologue (Logos), signs (token), discourses (symbolism).

Expect examples of evidence of Jewish background. E.g. Prologue (Genesis, Moses), signs (Old Testament signs/symbolism), discourses (symbolism)

Greek background identified into various strands E.g. Platonism, stoicism, Philo. View that background is Hellenistic Judaism.

Dead Sea Scrolls show Jewish rather than Greek background.

Material from any part of John's Gospel is valid.

If only Greek or Jewish background discussed Maximum level 5 (23)

**(30 marks)**

**AO1**

**02 'A knowledge of the Greek and Jewish backgrounds is essential for an understanding of John's Gospel.' How far do you agree?**

**Essential for understanding:**

Gives deeper insight into person and ministry of Jesus.

Jesus' teaching made clearer

Expect examples to illustrate.

**Not essential for understanding:**

Can be understood without background knowledge

The background adds nothing of significance.

Expect examples to illustrate.

Revelation (understanding) through Holy Spirit

Discussion about "essential". i.e. some degree of help.

Discussion that Gospel does not have Greek/Jewish background.

**(20 marks)**

**AO2**

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

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

- 'I am the Bread of Life' (John 6<sup>30-58</sup>)
- 'I am the True Vine' (John 15<sup>1-17</sup>).

**Bread of Life:**

Jesus as "I am" (God), Jesus as Messiah, Jesus as Greater than Moses, Jesus as 'True Bread'.

Link with Exodus and manna

Messianic banquet

Supersedes law of Moses

Sacramental imagery (Last Supper)

Metaphorical imagery (eating and drinking – Coming to Jesus and believing)

**True Vine:**

Jesus as Vine, Jesus as Messiah, Jesus' love,  
Idea of pruning and producing fruit  
Need of disciples to remain in Jesus – dependency on him  
Need to keep commandments – love one another  
God as gardener who removes branches that do not bear fruit

Maximum Level 5 (23) if only one discourse discussed.

**(30 marks) AO1**

**04 'The discourses tell us little about the person of Jesus since they are John's interpretation.' Assess this claim.**

Issue of authenticity of material.  
Very different to that in Synoptics. Unique to John. Implies developed Christology.  
Jesus making claim to be God in "I am".  
Bread of life particular questioned as seems sacramental yet said before events of Last Supper and death. Has it been added later?  
BUT – Jesus speaking to different audience – hence different style/content. More theological/philosophical. Also fits Hellenistic Jewish background.

Discussion about degree of what they tell us about Jesus.

**(20 marks) AO2**

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

**05 Examine the nature of signs with reference to any two signs in John's Gospel.**

Background to word (pointers beyond event itself). Contrast with Synoptics (mighty works)  
Miracles of healing/raising from dead/resurrection but no exorcisms  
Spectacular events with Christological focus (person and work of Jesus). John 20:30-31.  
Symbolism. Exodus motif (manna /light/water) – A new Exodus for New Israel.  
Salvation through the acts of Jesus  
Link with erga.  
Word of command / faith

Maximum level 5 (23) if only one sign discussed.

**(30 marks) AO1**

**06 'An understanding of Christian theology is necessary in order to understand the signs in John's Gospel.' Assess this claim.**

Complex symbolism/background/theology. Would general reader miss point?  
BUT – 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.

**(20 marks) AO2**

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

**07 Examine the nature and purpose of John's passion narrative (John 18-19).**

**Nature:**

Meaning of "Passion" – story of actual events of Jesus "hour".

Emphasis on Kingship/Fulfilment of prophecy/in control/glorification/Passover Lamb

Number of unique elements in account e.g. Pilate discussion/cry from cross/blood and water

Irony

Interprets death of Jesus (John has a theology)

Death is victory not defeat (glory)

**Purpose:**

Part of general purpose of John's Gospel (e.g. John 20:31/ Spiritual gospel/supersede Synoptics)

Specific purposes in Ch 18-19: theology of Cross/focus of whole gospel

Maximum Level 5 (23) if only discussed one of nature/purpose.

**(30 marks)**

**AO1**

**08 'John's passion narrative contains little that is historical fact.'  
Assess this claim.**

**Not historical:**

Possible late date of Gospel may suggest later gloss.

Discrepancies with Synoptics (e.g. date of crucifixion)

Additional material not found in Synoptics (e.g. Pilate conversation)

Shaped to fit OT prophecy

**Historical:**

Explanation for differences to Synoptics (e.g. Different source)

Supplements Synoptics

Reliability of rest of John's Gospel (e.g. topography)

Possible apostolic authorship

**(20 marks)**

**AO2**

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