



Pearson
Edexcel

Mark Scheme (Results)

Summer 2018

Pearson Edexcel GCE
In Religious Studies (8RS0/03)
Paper 3: New Testament Studies

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Paper 3: New Testament Studies Mark Scheme - 2018

Question number	Answer
1	<p>8 marks AO1</p> <p>AO1 will be used by candidates to demonstrate knowledge, understanding and specialist language and terminology when responding to the question.</p> <p>Candidates may refer to the following.</p> <ul style="list-style-type: none"> • The titles for Jesus convey something about Jesus’ person and purpose and in this context are Christological. • The writers of the synoptic gospels use a wide range of Christological titles for Jesus including Son of God, Son of Man, Son of David, Lord and Christ. • Each writer of the synoptic gospels used specific titles of Jesus to portray in their narrative how Jesus’ identity and mission was accepted or misunderstood by people. • The title Son of God was used to emphasise that this understanding of Jesus is reliable and authoritative especially when further confirmed by the voice of God heard at Jesus’ baptism and the Transfiguration. • The Son of Man title of Jesus appears in all the synoptic gospels and is rooted in the Old Testament as a general designation for humankind.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1). • Provides a superficial understanding of key religious ideas and beliefs (AO1).
Level 2	3–5	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1). • Develops key religious ideas and beliefs to show a depth of understanding (AO1).
Level 3	6–8	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1). • Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1).

Question number	Indicative content
2	<p>3 marks AO1, 6 marks AO2</p> <p>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</p> <p>Candidates may refer to the following in relation to AO1.</p> <ul style="list-style-type: none"> • Scholars are divided over how far there are Hellenistic influences in the Prologue. • Many themes and terminology found in the Prologue seem rooted in Hellenistic background and suggest the likelihood it was written to make the gospel acceptable to Greeks. • The idea of light and darkness is clearly Hellenistic in origin. <p>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</p> <p>Candidates may refer to the following in relation to AO2.</p> <ul style="list-style-type: none"> • The use of the word Logos reveals how John used both Jewish and Hellenistic influences to introduce readers to the person of Jesus because the Logos has a Jewish and Greek background. • Hellenistic influence is evident in the Prologue, however, there is also an emphasis on Old Testament themes. • The radical claim that the Word became flesh is the central message of the Prologue which therefore suggests the main influences are distinctly non-Hellenistic. • The use of dualism in the Fourth Gospel suggests very clear links with Hellenistic ideas therefore revealing the centrality of this particular influence. <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Information/issues are identified (AO2). • Judgements are supported by generalised arguments (AO2).
Level 2	4–6	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues which lead to a simplistic chain of reasoning (AO2). • Judgements of a limited range of elements in the question are made (AO2).
Level 3	7–9	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).

Question number	Indicative content
3	<p data-bbox="418 271 831 304">3 marks AO1, 6 marks AO2</p> <p data-bbox="418 338 1445 517">AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</p> <p data-bbox="418 555 1358 589">Candidates may refer to the following in relation to AO1.</p> <ul data-bbox="418 591 1477 801" style="list-style-type: none"> <li data-bbox="418 591 1445 656">• Scholars have not always assumed that Mark’s gospel was written first. <li data-bbox="418 658 1477 723">• Augustine (AD 400) claimed that Mark’s gospel is an abbreviation of Matthew’s Gospel. <li data-bbox="418 725 1461 801">• Until the eighteenth century biblical scholars believed that Matthew was written first not Mark’s Gospel. <p data-bbox="418 840 1437 981">AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</p> <p data-bbox="418 1019 1358 1052">Candidates may refer to the following in relation to AO2.</p> <ul data-bbox="418 1055 1485 1552" style="list-style-type: none"> <li data-bbox="418 1055 1485 1196">• Matthew and Luke follow the material and order of Mark very closely but additional material shared by Matthew and Luke suggests the existence of another source referred to as ‘Q’ which strengthens the priority of Mark over Matthew and Luke. <li data-bbox="418 1198 1485 1339">• The argument for Markan priority rather than Matthean priority is strengthened because the apparently abbreviated form of Matthew’s gospel in Mark leaves out some of the most famous Matthean accounts of Jesus’ life and teaching. <li data-bbox="418 1341 1485 1440">• The priority of Mark is strengthened because of the theory that Matthew and Luke appear to have adapted or removed phrases from Mark’s text possibly to improve the literary style of Mark. <li data-bbox="418 1442 1398 1552">• Given that Mark was not a disciple and not in Jesus’ immediate circle, his account may have been written at a later date, and therefore the priority of Mark is unconvincing. <p data-bbox="418 1621 1477 1686">Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Information/issues are identified (AO2). • Judgements are supported by generalised arguments (AO2).
Level 2	4-6	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues, which lead to a simplistic chain of reasoning (AO2). • Judgements of a limited range of elements in the question are made (AO2).
Level 3	7-9	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).

Question number	Indicative content
4(a)	<p>8 marks AO1</p> <p>AO1 will be used by candidates to demonstrate knowledge, understanding and specialist language and terminology when responding to the question.</p> <p>Candidates may refer to the following.</p> <ul style="list-style-type: none"> • The tradition that John was killed with his brother James about 4 years after the death of Jesus raises doubts regarding John the Apostle being the author. • Irenaeus did not actually say that John wrote the Fourth Gospel but that it was written with his authority. • John the Apostle would have been very old and probably living in Ephesus. • The language of the gospel is too sophisticated to have been written by an uneducated disciple. • Some details in the Fourth Gospel suggest it was written by an eye witness.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1). • Provides a superficial understanding of key religious ideas and beliefs (AO1).
Level 2	3–5	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1). • Develops key religious ideas and beliefs to show a depth of understanding (AO1).
Level 3	6–8	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1). • Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1).

Question number	Indicative content
4(b)	<p>5 marks AO1, 15 marks AO2</p> <p>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</p> <p>Candidates may refer to the following in relation to AO1.</p> <ul style="list-style-type: none"> • The purpose of the Fourth Gospel is stated by the writer in John 20:31 'But these are written that you may believe that Jesus is the Messiah, the Son of God, and that by believing you may have life in his name.' • The Fourth Gospel was written as a polemic to show how the work of the promised Messiah would be fulfilled in Jesus. • Another purpose of the Fourth Gospel was to express theological truths about Jesus rather than historical facts. <p>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</p> <p>Candidates may refer to the following in relation to AO2.</p> <ul style="list-style-type: none"> • Scholars believe that the purpose of the Fourth Gospel is to lead readers into belief that Jesus is the Son of God and therefore is a spiritual gospel because it expresses vital truths about Jesus. • Several references to the Son of God suggest therefore the purpose of the gospel is to emphasise this divine aspect of Jesus' nature. • The writer emphasises the intimate relationship between Jesus and the Father because of several references to Christ as the Son of God and how Jesus clearly knows his father's will. • Incidents involving the disciples and women who acknowledge Jesus as the Messiah are included because they highlight the fact that Jesus is the Messiah who will bring salvation. • The inclusion of signs in the Fourth Gospel, such as the Wedding Feast at Cana, were not only about emphasising Jesus' divinity but also to convey clearly the inadequacy of Judaism. • The inclusion of a conversation between Jesus and a respected religious figure such as Nicodemus was important because it illustrated the struggle between Jewish teachings and Jesus' teachings.

	Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–5	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Information/issues may be selected (AO2). • Makes basic connections between a limited range of elements in the question. • Judgements are supported by generic arguments (AO2). • Judgements made with no attempt to appraise evidence (AO2).
Level 2	6–10	<ul style="list-style-type: none"> • A limited range of knowledge, specialist language and terminology are selected, some of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues (AO2). • Makes connections between a limited range of elements in the question (AO2). • Judgements of a limited range of the elements in the question are made. • Judgements are made with little or no attempt to appraise evidence (AO2).
Level 3	11–15	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues, which lead to a simple chain of reasoning (AO2). • Makes connections between many but not all of the elements in the question (AO2). • Judgements of a limited range of elements in the question are made. • Judgements are supported by an attempt to appraise evidence (AO2).
Level 4	16–20	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Makes connections between the full range of elements in the question (AO2). • Constructs coherent and reasoned judgements of the full range of elements in the question. • Reasoned judgements are fully supported by the comprehensive appraisal of evidence (AO2).

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