



# Mark Scheme (Results)

Summer 2024

Pearson Edexcel GCE  
In Religious Studies (9RS0)  
Paper 3 New Testament Studies

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Summer 2024

Question Paper Log Number 75732

Publications Code 9RS0/03 2406\_MS

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### Paper 3: New Testament Studies – Mark scheme

Question number	Answer
1	<p>8 marks AO1</p> <p><b>AO1 will be used by candidates to demonstrate knowledge, understanding and specialist language and terminology when responding to the question.</b></p> <p><b>Candidates may refer to the following.</b></p> <ul style="list-style-type: none"> <li>• The messianic secret is a theme of biblical criticism which explains why Jesus wanted to hide his identity on different occasions.</li> <li>• Jesus did not think he was the Messiah; Mark emphasised Jesus' status as the Messiah.</li> <li>• Jesus' commands to secrecy are a theological rather than historical device.</li> <li>• Jesus acted with authority and believed himself to have been commissioned by God.</li> <li>• Scholars offer different explanations for Jesus' command to keep his works and mission secret.</li> </ul>

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

Question number	Answer
2	<p data-bbox="314 304 686 333">4 marks AO1, 8 marks AO2</p> <p data-bbox="314 367 1436 495"><b>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding when responding to the question, and in meeting AO2 descriptors described below.</b></p> <p data-bbox="314 528 1334 557"><b>Candidates who assess only one scholar cannot proceed beyond L2.</b></p> <p data-bbox="314 591 1166 620"><b>Candidates may refer to the following in relation to AO1.</b></p> <ul data-bbox="363 654 1228 851" style="list-style-type: none"> <li>• Morison was initially sceptical about the resurrection and set out to expose the resurrection as a myth.</li> <li>• Wilson takes a historical approach and investigates the resurrection as if it is a mystery to be solved.</li> <li>• Together Wilson and Morison take a rational and historical approach in their study of the resurrection.</li> </ul> <p data-bbox="314 884 1422 978"><b>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.</b></p> <p data-bbox="314 1012 1166 1041"><b>Candidates may refer to the following in relation to AO2.</b></p> <ul data-bbox="363 1075 1453 1787" style="list-style-type: none"> <li>• Wilson reviews the evidence of the empty tomb and naturalistic explanations for the resurrection and during his later research became convinced of its truth. This had great significance for understanding the resurrection of Jesus because he moved from his original proposition of myth to accepting the historical resurrection as rational.</li> <li>• There has been much work on the value of historical investigation, for example by Morison, and comparisons of alternative explanations, which can be seen to reject the idea that the resurrection can only be meaningfully understood as myth and therefore the understanding that it has a historical basis holds more significance.</li> <li>• The strength of Morison's methodical work is his preference for naturalistic explanations to the supernatural; however, Morison overlooks details that do not support his argument (angel seen by women in Matthew) and does not follow through on his view that improbable events are more likely than miracles and these weaknesses can significantly support the sceptics' basis for myth.</li> <li>• Wilson was critical of his own argument that the Gospel accounts were written to counter earlier arguments by deniers of bodily resurrection. However, accounts of the transformation of disciples in Acts and St Paul's letters ultimately persuaded him that the historical resurrection is the best explanation and therefore he concluded the resurrection is not a myth.</li> </ul> <p data-bbox="314 1982 1436 2042">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	1–4	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues are identified (AO2).</li> <li>• Judgements are supported by generalised arguments (AO2).</li> </ul>
Level 2	5–8	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues which lead to a simplistic chain of reasoning (AO2).</li> <li>• Judgements of a limited range of elements in the question are made (AO2).</li> </ul>
Level 3	9–12	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).</li> </ul>

Question number	Indicative content
3(a)	<p>10 marks AO1</p> <p><b>AO1 will be used by candidates to demonstrate knowledge and understanding and specialist language and terminology when responding to the question.</b></p> <p><b>Candidates may refer to the following.</b></p> <ul style="list-style-type: none"> <li>• This sign takes place prior to Jesus' death and became the immediate cause of why he is put on trial.</li> <li>• The raising of Lazarus is unique to the Fourth Gospel and anticipates Jesus' own resurrection from the dead.</li> <li>• Martha refers to Lazarus being dead for four days and Jews believed that after this time the spirit would have departed the body.</li> <li>• Jesus proclaims 'I am the resurrection and the life' before performing this sign.</li> <li>• Jesus commands Lazarus to 'come out' – Jesus' words cause Lazarus' resurrection and reaffirms the last predicative 'I am' saying.</li> <li>• The taking away of the stone mentioned in connection with the tomb foreshadows the scene of Jesus' resurrection.</li> </ul>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Knowledge and understanding of key religious ideas and beliefs is superficial (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies that are not directly linked to the extract (AO1).</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Knowledge and understanding of key religious ideas and beliefs is detailed, however it is not fully developed (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs and are linked in most cases to reference from the extract (AO1).</li> </ul>
Level 3	7–10	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Knowledge and understanding of key religious ideas and beliefs is detailed and fully developed (AO1).</li> <li>• Knowledge and understanding addresses a broad range of key religious ideas and beliefs and are fully linked to references from the extract (AO1).</li> </ul>

Question number	Indicative content
3(b)	<p>5 marks AO1, 15 marks AO2</p> <p><b>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.</b></p> <p><b>Candidates may refer to the following in relation to AO1.</b></p> <ul style="list-style-type: none"> <li>• The ministry of Jesus is about revealing his Divinity and offering a way of salvation through him.</li> <li>• Jesus performed signs to reveal that he was the Son of God.</li> <li>• Signs are used in the Fourth Gospel to show the identity of Jesus as more than a human miracle worker.</li> </ul> <p><b>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.</b></p> <p><b>Candidates may refer to the following in relation to AO2.</b></p> <ul style="list-style-type: none"> <li>• Jesus established himself as the Son of God through performing signs and therefore signs are very important for demonstrating the source of Jesus' authority and power.</li> <li>• The Fourth Gospel makes it clear that Jesus did not act on his own authority as a human miracle worker; therefore, signs are extremely important for understanding that Jesus' ministry is not about glorifying himself.</li> <li>• The signs performed during Jesus' ministry reflect his intimate relationship with God. Therefore, anything that Jesus said and did is consistent with his divine mission.</li> <li>• The signs are important for understanding Jesus' ministry because they directly reveal the glory of God working through him.</li> <li>• Signs are important for understanding his ministry because Jesus uses them as vehicles for questioning religious laws and codes for living.</li> <li>• The signs have an important Christological focus, reflecting Jesus' identity and not just his capability within ministry. Arguably Jesus' self-revelation in the 'I am' sayings offer a direct theophany that is more useful for understanding the purpose of Jesus' ministry.</li> </ul> <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	1–4	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues are selected (AO2).</li> <li>• Makes basic connections between a limited range of elements in the question (AO2).</li> <li>• Judgements are supported by generic arguments (AO2).</li> </ul>
Level 2	5–8	<ul style="list-style-type: none"> <li>• A limited range of knowledge, specialist language and terminology are selected, some of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues (AO2).</li> <li>• Makes connections between a limited range of elements in the question (AO2).</li> <li>• Judgements of a limited range of elements in the question are made with little or no attempt to appraise evidence (AO2).</li> </ul>
Level 3	9–12	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues, which lead to a simple chain of reasoning (AO2).</li> <li>• Makes connections between many but not all of the elements in the question (AO2).</li> <li>• Judgements of a limited range of elements in the question are made, which are supported by an attempt to appraise evidence (AO2).</li> </ul>
Level 4	13–16	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected, most of which are used appropriately and accurately throughout (AO1).</li> <li>• Deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Makes connections between a wide range of elements in the question (AO2).</li> <li>• Constructs coherent and reasoned judgements of many but not all of elements in the question, which are supported by the appraisal of some evidence (AO2).</li> </ul>
Level 5	17–20	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Makes connections between the full range of elements in the question (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question, which are fully supported by the comprehensive appraisal of evidence (AO2).</li> </ul>

Question number	Indicative content
4	<p>5 marks AO1, 25 marks AO2</p> <p><b>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.</b></p> <p><b>Candidates may refer to the following in relation to AO1.</b></p> <ul style="list-style-type: none"> <li>• The people are not clear about when the Kingdom will arrive, which is why they ask Jesus.</li> <li>• Realised eschatology suggests the Kingdom has come in the person of Jesus.</li> <li>• Inaugurated eschatology suggests the Kingdom has begun but its completion is yet to come.</li> </ul> <p><b>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.</b></p> <p><b>Candidates may refer to the following in relation to AO2.</b></p> <ul style="list-style-type: none"> <li>• There is no clear view on eschatology in the Gospel because confusion from the audience is highlighted by the repeated questioning about it and a variety of understandings can be supported by the text.</li> <li>• Jesus' statement that the Kingdom of God is in your midst shows realised eschatology rather than futurist because it refers to its current presence, which is evident in other passages in the Gospel such as 'But if I drive out demons by the finger of God, then the kingdom of God has come to you.'</li> <li>• The view of realised eschatology is wrong because Jesus hints at a future arrival of the Kingdom of God in other teachings and is clearly talking about future events with temporal phrases such as 'first' and 'on that day', thus emphasising its imminent but future nature.</li> <li>• The view that Jesus' teaching about the Kingdom of God was futurist is supported in the Gospel because Jesus deploys apocalyptic language of imminent arrival; for example: 'For the Son of Man in his day will be like the lightning...But first he must suffer many things...On that day ...no one who is in the field should go back for anything'</li> <li>• Inaugurated eschatology is the best explanation of the view of the Kingdom in Luke because there are elements of its presence in the person and work of Jesus, for example in miracles, and the challenge to respond to the offer of the Kingdom as well as clear evidence of futurist apocalyptic elements.</li> <li>• Jesus' teaching of a non-empirical Kingdom is full of problems for the supporters of logical positivism whose central thesis is the verification principle. This theory of knowledge asserts only statements verifiable through direct observation are meaningful and thus talk of a kingdom of God is utterly meaningless. (This shows links to Philosophy of Religion).</li> <li>• Normative ethics would support a more egalitarian Kingdom of God and reinforces its ethical demands. The nature of whether the Kingdom as fully or partially realised is not the most important point because it is how the reader responds to the ethical challenge of the Kingdom that can be argued as the main emphasis. (This shows links to Religion and Ethics).</li> <li>• Different religions affirm incompatible truths on significant issues and problems arise for adherents of all religions on the question how they will fare in the Christian Kingdom of God. Buddhism believes in rebirth whilst Hinduism affirms reincarnation - these beliefs are radically different to Christian eschatology and raises the debate as to which religious truth is 'true'. (This shows links to Study of a Religion).</li> </ul> <p><b>Candidates may refer to the following in relation to AO2.</b></p> <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

	<p>Candidates who do not show links with another area of their course of study will not be able to gain marks beyond the top of Level 4.</p>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–6	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues are identified (AO2).</li> <li>• Makes basic connections between a limited range of elements in the question (AO2).</li> <li>• Judgements are supported by generic arguments (AO2).</li> <li>• Judgements made with no attempt to appraise evidence (AO2).</li> <li>• Conclusions are provided but are simplistic and/or generic (AO2).</li> </ul>
Level 2	7–12	<ul style="list-style-type: none"> <li>• A limited range of knowledge, specialist language and terminology are selected, some of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues (AO2).</li> <li>• Makes connections between a limited range of elements in the question (AO2).</li> <li>• Judgements of a limited range of elements in the question are made (AO2).</li> <li>• Judgements made with little or no attempt to appraise evidence (AO2).</li> <li>• Conclusions are provided, which loosely draw together ideas but with little or no attempt to justify (AO2).</li> </ul>
Level 3	13–18	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues, which lead to a simplistic chain of reasoning (AO2).</li> <li>• Makes connections between many but not all of the elements in the question (AO2).</li> <li>• Judgements of some of the elements in the question are made (AO2).</li> <li>• Judgements are supported by an attempt to appraise evidence (AO2).</li> <li>• Conclusions are provided, which logically draw together ideas and are partially justified (AO2).</li> </ul>
Level 4	19–24	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected, most of which are used appropriately and accurately throughout (AO1).</li> <li>• Deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Makes connections between a wide range of elements in the question (AO2).</li> <li>• Constructs coherent and reasoned judgements of many but not all of elements in the question (AO2).</li> <li>• Reasoned judgements are supported by the appraisal of some evidence (AO2).</li> <li>• Convincing conclusions are provided which fully and logically draw together ideas and are partially justified (AO2).</li> </ul>
Level 5	25–30	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Makes connections between the full range of elements in the question (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).</li> <li>• Reasoned judgements are fully supported by the comprehensive appraisal of evidence (AO2).</li> </ul>

		<ul style="list-style-type: none"> <li>• Convincing conclusions are provided which fully and logically draw together ideas and are fully justified (AO2).</li> </ul>
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