



Exemplars

AS Religious Studies: Paper 3 - New Testament

AS Religious Studies Exemplars: Paper 3 – New Testament

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Introduction

- The purpose of this pack is to provide teachers and students with some examples of responses to AS Religious Studies Paper 3: New Testament.
- The sample assessment materials which these responses are based on can be found on the Pearson website
- In this pack, you will find a small sample of responses, an examiner commentary and the mark scheme for each question.
- The responses are all from students and we have retained their original responses where possible. In some cases, the student scripts have been typed to ensure that they are clear to read.
- We will add to these exemplar packs throughout the year
- If you have any enquiries regarding these materials or have any other questions about the course, please contact our subject advisor team on teachingreligiousstudies@pearson.com

Question 1

Question and Mark Scheme

1 Explore the key ideas concerning the authorship of the Fourth Gospel.

Mark scheme

Question number	Answer	
1	8 marks AO1 AO1 will be used by candidates to demonstrate knowledge, understanding and specialist language and terminology when responding to the question. Candidates may refer to the following. <ul style="list-style-type: none"> • Authorship of the Gospel is traditionally ascribed to John the Apostle because of the authority lent by his association with Jesus as an inner-circle disciple and eyewitness. • The anonymous character of the Beloved Disciple may be identified as the author. • The Gospel may be the product of community authorship because of its late dating and concerns expressed by those members of the community who have been expelled from the synagogue. • The community may have been directly associated with the Beloved Disciple ('<i>We know his testimony is true</i>') and, traditionally, therefore with John the Apostle. • Late dating of the gospel has also led to suggestions that the author may be John the Elder, also referred to as the author of the Johannine Epistles. 	
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).

Candidate A:

1 Explore the key ideas concerning the authorship of the Fourth Gospel.

The 4th gospel was written by John. 90% of John's gospel regards Jesus' life and it can't be found in other gospels. The author of the 4th gospel is named as the aging apostle John, an apostle of Jesus. A number of recent discoveries have shed new light on ancient Jewish rituals proving that John's writing seems to be quite historically precise and written in the first century, which makes it pre-conciliar. Although John may have been influenced by Hellenism, he was Jewish and wrote his gospel with a strong Jewish influence. The pure community saw themselves as different from the pharisees and the scribes, who they considered corrupted but lived in simple communities. They practiced the Sabbath and the shunning of material possessions. The community believed they were all apostles so it can be said that they all wrote the gospel.

(Total for Question 1 = 8 marks)

Examiner comment:

The candidate gains level 2 – 5 marks.

The candidate uses a good range of material but needs more development of these ideas to show understanding of the question of authorship. The point about the dating of the fourth Gospel was well made but not extended to confirm or reject authorship by John the Elder or the Beloved Disciple.

The candidate can develop the response by developing why the anonymous character of the Beloved Disciple suggests authorship. The candidate could also develop the response by establishing the link between the eye witness and authorship of the Gospel by citing examples of specific detail that can only be known by an eye witness.

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).
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Candidate B:

1 Explore the key ideas concerning the authorship of the Fourth Gospel.

The Gospel of John is one of the four canonical gospels and appears fourth after the Synoptic gospels of Matthew, Mark and Luke. ~~Recent~~ Christian tradition has attributed the gospel to John the apostle. Christians have identified the author as "the disciple whom Jesus loved" and is sometimes called John the evangelist. Also the ~~idea~~ "Johannine community" is believed to have given rise to the gospel as a tradition developed around the community. The authorship of the gospel is traditionally given to John the Apostle because of the authority lent by his association with Jesus as an inner-circle disciple and eyewitness. 10/11

(Total for Question 1 = 8 marks)

~~The~~ ~~author~~ ~~of~~ ~~the~~ ~~gospel~~ ~~was~~ ~~not~~ ~~the~~ product of community authorship. ~~because~~ ~~of~~ ~~its~~ ~~late~~ ~~dating~~ ~~and~~ ~~concerns~~ ~~expressed~~ ~~by~~ ~~those~~ ~~members~~ ~~of~~ ~~the~~ ~~community~~ ~~who~~ ~~had~~ ~~been~~ ~~excluded~~ ~~from~~ ~~the~~ ~~synagogue.~~ The community may have been ~~directly~~ involved with the 'Beloved Disciple' and ~~therefore~~ with John the Apostle. 11/11

Examiner comment:

The candidate gained level 3 – 7 marks

This candidate has included a wide range of key ideas and developed each of them, however, the second point about community authorship is restated and confirms dating of the Fourth Gospel rather than authorship. The final point regarding the possibility of involvement by the community with the Beloved Disciple extended the point made earlier about the 'inner circle and eye witness' account. The candidate can develop the response more fully by exploring how the anonymous character of the Beloved Disciple suggests authorship.

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).
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Question 2

Question and Mark Scheme

- 2 Assess the significance of the political situation in 1st-century Palestine for the life and work of Jesus.

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">• Roman occupation of 1st-century Palestine defined the response of the religious authorities to Jesus.• The religious authorities were accountable for maintaining order and for being seen to act against potential revolutionaries.• The stability of the priesthood and the temple were dependent on a stable relationship between the political and religious authorities. <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">• Jesus was a charismatic leader and as such was seen as a threat to political stability, therefore if it were not for Roman rule over Palestine, Jesus would not have been crucified, which was characteristically a Roman sentence for secular offences.• The High Priest was appointed by Rome and was responsible for maintaining peace in Jerusalem, thus they had to act against Jesus as a potential revolutionary.• The priests feared Roman reprisal against them and the temple, therefore to maintain a working relationship with Rome, it was in their interest to have Jesus arrested.• Roman occupation meant Jesus' death was more likely a deterrent, otherwise the only charges that would have been made were religious ones, which could not be guaranteed to result in the death penalty. <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).

2 Assess the significance of the political situation in 1st-century Palestine for the life and work of Jesus

Candidate A:

2 Assess the significance of the political situation in 1st-century Palestine for the life and work of Jesus.

Israel was part of the Roman empire and the Romans were ~~the~~ political authorities. Because ~~the~~ Romans found it difficult to understand the Jewish religion, they ~~delegated~~ delegated a great deal of power to the Sanhedrin who were the high Jewish council which met in Jerusalem. This meant that Jewish authorities had great power and influence over the everyday lives of the Jews. During the time of Jesus there were 4 main groups - the Pharisees, Sadducees, Essenes and Zealots. The Pharisees were the people's party who strictly conformed to Jewish law. The Sadducees were wealthy and conservative leaders who resisted traditions in favour of religion. Jesus was born in Nazareth but was raised as middle class because

he was a craftsman. The Essenes were the poor ones who saw themselves as the true people of God. The Zealots saw themselves as revolutionaries and freedom fighters. They nurtured that it was unlawful to acknowledge the sovereignty of a gentile ruler and to pay taxes to that people.

Examiner comment:

The candidate gains level 2 – 5 marks

The response shows a range of knowledge and addresses the question with a limited range of elements. The question of the significance of the political situation needs more focussed attention as the candidate has described different religious groups without addressing more fully their political significance. The response can be improved by widening the range of elements used for addressing the question and including more detail as appropriate. The question of the significance of any element in the question must be addressed to answer this question more fully.

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, which are supported by an attempt to appraise evidence (AO2).
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Candidate B:

were Jewish leaders

2 Assess the significance of the political situation in 1st-century Palestine for the life and work of Jesus.

The political setting was made up of the Pharisees and Sadducees. The Pharisees were made up of the lawyers in the Sanhedrin who were an assembly of 73-71 men. The Sadducees were corrupt people who often bribed Roman authorities and as a result were often put in important roles e.g. Temple priest. The Zealots were an aggressive political party who would use physical violence to fight Roman authorities. Jesus was in constant conflict with the Pharisees and the Sadducees as his action often went against them. They condemned the miracles performed by Jesus and thought that Jesus would bring unwanted Roman attention. This meant that these two political parties opposed the work of Jesus. This led to the Pharisees and Sadducees becoming united against Jesus which led to his death. (Total for Question 2 = 9 marks)

Jesus was a charismatic leader and as such was seen as a threat to political stability, therefore it was not for Roman rule over Palestine, Jesus might not have been crucified.

2) The high priest was responsible for maintaining peace in Jerusalem, and therefore they had to act against Jesus as he was a potential revolutionary. Also for them to have a good relationship with Rome, they arrested Jesus, as the high priests feared Roman reprisal against them.

Examiner comment:

The candidate gains level 3 – 9 marks

Specialist language is sustained throughout; wide range of knowledge, clear critical deconstruction of issues.

The candidate clearly understands the significance of living under political occupation and has presented coherent and reasoned judgements of what this meant for Jesus' life and work. The candidate presents detail about political groups operating during the life of Jesus and draws out how their own self-interest in preserving a peaceful relationship with Rome impacted on their attitude to Jesus. Candidates might also draw on other specific Gospel incidents to illustrate the significance of this situation and this example is indicative of a possible approach.

More space will be provided in future papers so additional paper for this question would not be necessary.

Question 3

Question and Mark Scheme

3 Assess the view that the Feeding of the 5000 and the Raising of Lazarus are the most important signs in the Fourth Gospel.

Question number	Indicative content
3	<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"> • The signs in the Fourth Gospel are key Christological tools that illustrate Jesus' identity as the Son of God. • Signs are linked with 'I am' sayings, which in turn are linked to the name of God and to Old Testament symbolism. • Signs in the Fourth Gospel are frequently linked with controversies with the Jewish authorities over Jesus' identity and work. <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 Feeding of the 5000 is vital for presenting Jesus as the Bread of Life, fulfilling and transcending Moses and the giving of the manna in the wilderness, since this shows Jesus as superseding the salvific events of the Old Testament. • The Raising of Lazarus is linked with Jesus as the 'resurrection and the life', which anticipates his own resurrection and offers an understanding of realised eschatology, therefore conveying to the reader that salvation is fully available in the present, not just in the future. • Other signs could be considered equally or more important to the Gospel, such as the changing of water into wine, which marks the beginning of Jesus' ministry as the 'best saved till last'. • The healing of the paralysed man and healing of the blind man could be seen as equally or more important because they are twin signs, which are set against the background of Sabbath conflicts and Christological disputes about Jesus' nature and authority to act. <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, which are supported by an attempt to appraise evidence (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, which are fully supported by the comprehensive appraisal of evidence (AO2).

Candidate A:

3 Assess the strengths of the view that the Feeding of the 5000 and the Raising of Lazarus are the most important signs in the Fourth Gospel.

In ~~Mark~~ ^{John's gospel} 6:30, Jesus feeds 5000 people. He does this to show his ability. He gathered 5 loaves and 2 fish and when the disciples gave them out to the crowd, there was enough when 12 baskets left over. This shows ~~Jesus~~ ~~it~~ can be seen as one of the most important signs as John used to mainly focus on the theological and ~~philosophical~~ ^{philosophical} actions of Christ however, he talks about his actions too, and we can use the miracle of feeding 5000 to support the idea that Jesus is the source of our life. This could link to his "I am" statement which is "I am the bread of life" this is because he provides us with food so we can survive because of ~~the~~ him. The raising of Lazarus may also be an important sign as it points to the divinity of Jesus and how he ~~to~~ has power to ~~of~~ resurrect the dead. He performed these miracles to show

(Total for Question 3 = 9 marks)

TOTAL FOR SECTION A = 26 MARKS

the people he is the true ~~son~~ ^{son} of God man and
center in position as he is the true saviour.
Furthermore, he performed real miracles which are
events that go against the laws of science
which again prove Jesus is divine

Examiner comment:

The candidate gains level 2 – 6 marks

The candidate presents a range of knowledge about the two signs and focusses on how these show Jesus' divinity. The candidate makes judgements in a limited range of elements in the question. Appraisal of the evidence repeats similar points about Jesus' divinity. The view in the question is not directly addressed.

This response can be improved by presenting a wider range of knowledge and suggesting that strength of the feeding of the 5,000 lies in how it elucidates replacement theology and likewise a strength of the raising of Lazarus would be within its eschatological reference. These are just indicative points; however, relying only on the concept of Jesus' divinity narrows the scope of this response.

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).
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Candidate B:

3 Assess the strengths of the view that the Feeding of the 5000 and the Raising of Lazarus are the most important signs in the Fourth Gospel.

The signs in the fourth gospel are Christological tools that ~~show~~ ^{show} Jesus' identity as the Son of God. The signs are linked with the 'I am' sayings which in turn is linked to the name of God and the symbolism presented in the old testament. Moreover, the Feeding of the five thousand depict Jesus as the bread of life, fulfilling and transcending ~~the~~ Moses and the giving of the manna in the wilderness, as this show Jesus as ~~superseding~~ superseding the salvific events of the old testament. Furthermore the Raising of Lazarus is linked with 'Resurrection and life'. It ~~also~~ ~~forwards~~ ~~the~~ resurrection of Jesus ~~and~~ ~~offers~~ ~~an~~ ~~understanding~~ of ~~himself~~ himself and ~~the~~ reveals to ~~humanity~~ human kind that salvation is available in the present and not just in the future. Feeding the 5000 transcends Jesus over Moses and Raising of Lazarus. (Total for Question 3 = 9 marks)

Lazarus show the availability of salvation ~~therefore~~ ~~they~~ ~~are~~ the most important signs in the Gospel.

TOTAL FOR SECTION A = 26 MARKS

Examiner comment:

The candidate gains level 3 – 9 marks

The candidate presents a wide range of knowledge about the two signs and focusses in detail on their strengths so that their relative importance may be assessed. The candidate supports judgements with comprehensive appraisal of the evidence and concludes the response by giving clear reasons for agreeing with the view in the question.

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, which are fully supported by the comprehensive appraisal of evidence (AO2).
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Question 4a

Question and Mark Scheme

4 (a) Explore the key ideas of the Prologue to the Fourth Gospel.

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 Prologue introduces Jesus as the Word (Logos), a concept that was familiar in both Jewish and Hellenistic thought. • Jesus is identified with life and light, overcoming darkness and opposition. • John the Baptist is presented as more than a herald for Jesus, but as a Witness to him also sent on a mission from God. • Jesus is sent as the Word 'made flesh' – the incarnation of God, coming into the world to reveal the glory of the Father. • Jesus is presented as greater than Moses and the Law, offering the fullest revelation of God available to humanity, coming to a world which is his, by his agency in creation, and yet which will reject him.

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).

Candidate A:

4 (a) Explore the key ideas of the Prologue to the Fourth Gospel.

(8)

John's prologue makes it clear that the word (logos) is the source of all life. The life of Jesus is the life of all humanity and creatures. One key theme is the theme of light & and darkness. Jesus is the light in the darkness so he's a guide for humanity. The Jews had initially rejected the light but God had sent it again through Jesus. Another key theme that is shown in the prologue is belief. People have to believe in order to become children of God. John initially tries to convince people and then Jesus explains that if they don't believe, they won't go to heaven. Furthermore, by reading the prologue, we can see the idea that the world became flesh. Jesus isn't talking on the form of a human but is actually becoming human. This is known as the incarnation. Another key idea is the idea of law. Jesus has authority as he's existed since the beginning. Law was given to man through God in Israel (Moses) but people failed to follow. Jesus came to reinforce it.

Examiner comment:

The candidate gains level 3 – 6 marks

This is a comprehensive response with an accurate use of terminology. There is detailed coverage of a range of key ideas of the Prologue. The level of detail places this response within Level 3 however; a wider range of key ideas such as glory, and John the Baptist would raise this response towards the top of this level.

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).
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Candidate B:

4 (a) Explore the key ideas of the Prologue to the Fourth Gospel.

(8)

The prologue introduces Jesus as the word or logos (which is greek), which was a concept familiar to Jewish and hellenistic communities. Another key idea presented in the prologue is 'dark and light'. Jesus is depicted as the light and the life that overcomes the darkness and opposition. Then the baptist is presented as a witness to Jesus, sent by God ~~to on a mission to aid Jesus.~~

Jesus is also portrayed as the ~~word~~ word made flesh sent as the incarnation of God in human form to show the world the glory of his father. This makes him greater than Moses and the law as he was directly sent by God to save humanity.

Examiner comment:

The candidate gains level 3 – 6 marks

This fairly brief response deploys a wide range of knowledge to show understanding of key ideas of the Prologue. More in-depth development of these key ideas and the inclusion of John the Baptist would raise achievement but the candidate does enough to get into Level 3.

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).
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Question 4b

Question and Mark Scheme

b) Analyse the view that the Prologue provides the key to unlock the Gospel.

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"> • Major themes in the Gospel are anticipated in the Prologue such as life, truth and glory. • 'I am' sayings, signs and discourses develop the themes of the Prologue. • The Prologue may be a Christological hymn added later to summarise the Christology of the Gospel. <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 Prologue serves to offer a reliable testimony to Jesus before the reader embarks on the content of the Gospel because John the Witness is praised by Jesus in the Gospel. • Major themes are placed in context, which is important for enabling the reader to understand their importance to the Gospel as a whole. • The role of conflict in the Gospel is unlocked because it is anticipated fully in the Prologue, including the 'giant takeover bid' (Morna Hooker). • However, the Prologue may serve other purposes because some major themes in the Prologue, such as Logos, are not developed later in the Gospel. • Furthermore, some major Gospel themes, such as the role of the paraclete, are not introduced in the Prologue. • However, if the Prologue is a later addition, written as a hymn or prayer, and not a deliberate Prologue to the Gospel, then any keys it provides to unlock the Gospel are coincidental. <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	1–5	<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 elements in the question are made. • Judgements 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).

Candidate A:

(b) Analyse the view that the Prologue provides the key to unlock the Gospel.

(20)

All the evangelists use an effective way to open their gospels. Mark and Luke begin with the birth narrative which establishes Jesus' divine identity from his birth and foreshadows events that will ~~be~~ later encountered in the text. Mark instead begins with Jesus' identity coming, which is introduced by John. John's gospel first is verse in his gospel takes a more cosmological approach. He takes the reader on a journey before creation. He begins by establishing Jesus as Son of God before conception and for eternity, a theme for the gospel.

The prologue is believed to be distinctive in 3 ways. Firstly, it pre-emptively portrays the idea of Jesus' pre-existence.

John takes us before the start of Jesus' ministry on earth and starts from the beginning, unlike Matthew and Luke who focus on his existence at his birth in the world. The prologue also takes a poetic form with prose interruptions about John the Baptist.

Finally, in the prologue, there's a strong focus on the idea of logos, or the word, which doesn't

Finally, in the prologue, there's a strong focus on the idea of logos, or the word, which doesn't appear elsewhere in his gospels.

Scholars are undecided on how the prologue

relates to the rest of the gospel. Stanton described it as the "leaves" through which to see the rest of the gospel. Smalley observed that "the major themes & ideas of Luke appear for the first time in brief form". Some scholars also believe it is an appropriate ending, which was supported by Hoskyns & and Power.

The prologue contains the idea ^{that} ~~as~~ Jesus is the light & and life of the world. This idea is worked in John where he 2 are ~~the~~ linked: "I am the light of the world, he who follows me will not walk in darkness, but will have the light of life" meaning Jesus will guide man out of the darkness and into his life, which will result to eternal life. The prologue shows Jesus as the creator of world ~~in which~~ creates symbolism with the creation story: "the word was with and the world was made".

The final idea ~~of~~ in the prologue is grace and truth. as stated in 1:14: "full of grace and truth". This idea is a characteristic of the old testament covenants. Grace is God's love for his creation. Hooker described the gospel as "a gigantic ~~revelation~~ takeover bid." This

idea can be seen later in some of
the "I am" ~~statements~~ statements such as the bread,
the vine and other claims. ^{Moses} ~~Moses~~ ~~was~~ only
brought the law whereas Jesus also brings
from "I am" the way, the ~~at~~ truth and the
life. Only through Jesus can one come to
know God. From this, it would appear
that the prologue is the key to unlock
the gospels however Robinson claims this,
claiming that the prologue is a later
addition to the gospels and was put in
to bring a conclusion. This idea also
claims that the prologue is the key to
unlock gospels. On the other hand, we could
argue that it adds a new idea,

(Total for Question 4 = 28 marks)

A. d.)

The idea of pre-existence. This idea shows Jesus' divinity and presence with God from creation.

Another idea is that the prologue is a poem with occasional interruptions about John. Borneo suggested it was an dramatic hymn written in poetic style and frequent use of the word "and". He argued it was translated to Greek, showing it could have originally been written in

it was translated to Greek, showing it could have originally been written in Aramaic. Barnett disagrees and argues that the prologue is a thematic approach and runs down of clues to core, thus providing that the prologue is a key to unlock the gospel.

To conclude, I believe the idea of it being being a poem or a later addition is relevant as no matter what, it still suggests and prepares the reader for ideas to come. Although ~~I believe~~ ^{I believe} the ~~prologue~~ ^{prologue} is the key to understanding the gospel however I think it's a vital part of the writing as it can help

readers prepare for topics to come. Hooker believed it is the "key" to understanding the gospel but I disagree as it is not necessarily a key, but it is rather a good collection of key ideas within the gospel.

Examiner comment:

The candidate gains level 4 – 17 marks

The response deploys a wide range of knowledge and with carefully selected appropriate scholarship that is used appropriately to develop a range of elements in the question. Coherent judgments are constructed from the appraisal of evidence and the question is addressed.

There is enough evidence of a critical deconstruction of themes in the Prologue to place this response in Level 4.

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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Candidate B:

(b) Analyse the view that the Prologue provides the key to unlock the Gospel.

(20)

The Prologue provides the key to unlock the Gospel, because major themes in the Gospel are portrayed and anticipated in the Prologue such as life, death, truth, glory.

The Prologue is a major foreshadow into the life of Jesus and also sets up the foundation for the work

of Jesus that will take place.

Significantly, the 7 'I am' sayings greatly develop the themes of the

Prologue as they also reinforce the fact that Jesus is the son of

God. Also they foreshadow the events

about to take place as Jesus

said "I am the bread of life" which

which later became true as he

fed the 5000. Also the 5 am

sayings are very true as Jesus said

that "I am the bread of life"

after he had fed the 5000.

In addition to that the prologue serves to offer a rhetorical testimony to Jesus before the reader embarks on the content of the gospel. ~~later~~ This proves to be ~~more than~~ as later we see Jesus praising John the witness.

Furthermore, major themes are placed in context such as life, death, light, dark, which is as important as it enlightens the reader to have a better understanding of the gospel as a whole.

On the other hand the prologue could serve other purposes as major themes in the prologue such as logos, which are not later developed in the Gospel.

In conclusion, the prologue does provide the key to unlock the gospel in the form of key themes and ideas that are introduced to the reader by John. This in turn allowed the reader to have a better understanding when reading the rest of the Gospel.

Examiner comment:

The candidate gains level 2 – 10 marks.

The response presents a limited range of knowledge and makes connections between a limited range of elements in the question. The introduction is promising but the brevity of the overall response results in an undeveloped exposition of the themes in the Prologue and possible application to the question as some opportunities to fully extrapolate an opinion from the evidence presented are missed.

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 elements in the question are made.• Judgements made with little or no attempt to appraise evidence (AO2).
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