

GCE 2005  
*January Series*



# Mark Scheme

## Religious Studies Specification

### RS02 An introduction to the Old Testament

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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 Subsidiary) AS Level Descriptors

[Marks for 10-mark questions are shown in brackets]

Level	AS Descriptors for Quality of Written Communication in AO1 and AO2	AS Descriptor AO1	Marks	AS Descriptor AO2	Marks
5	Appropriate form and style of writing, clear and coherent organisation of information, with appropriate and accurate use of specialist vocabulary; good legibility and high level of accuracy in spelling, punctuation and grammar.	A thorough treatment of the topic within the time available. Information is accurate, and good understanding is demonstrated through use of appropriate evidence / examples.	<b>13-15</b> <b>[9-10]</b>	A very good response to the issues raised. Different views are clearly explained with supporting evidence and arguments and are critically analysed. A process of reasoning leads to an appropriate conclusion.	<b>13-15</b>
4	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 spelling, punctuation and grammar.	A fairly thorough treatment within the time available; information is mostly accurate and relevant. Understanding is demonstrated through the use of appropriate evidence / examples.	<b>10-12</b> <b>[7-8]</b>	A good response to the issues raised. Different views are explained with some supporting evidence and arguments and some critical analysis. A conclusion is drawn which follows from some of the reasoning.	<b>10-12</b>
3	Mainly appropriate form and style of writing, some of the information is organised clearly and coherently; there may be some appropriate and accurate use of specialist vocabulary. Satisfactory legibility and level of accuracy in spelling, punctuation and grammar.	A satisfactory treatment of the topic within the time available. Key ideas and facts are included, showing reasonable understanding.	<b>7-9</b> <b>[5-6]</b>	Main issues are addressed and views are considered, with some supporting evidence. There is some attempt at analysis or comment. Evaluation may not be fully supported by reasoning or evidence.	<b>7-9</b>
2	Form and style of writing appropriate in some respects; some clarity and coherence in organisation; there may be some appropriate and accurate use of specialist vocabulary; legibility and level of accuracy in spelling, punctuation and grammar adequate to convey meaning.	An outline account, including some relevant material. Limited in depth or breadth. Answer may show limited understanding. Some coherence.	<b>4-6</b> <b>[3-4]</b>	A simple argument, with some evidence in support.	<b>4-6</b>
1	There may be little clarity and coherence in organisation; little appropriate or accurate use of specialist vocabulary. The legibility and level of accuracy in spelling, punctuation and grammar may be very limited.	Isolated elements of accurate and relevant information. Slight signs of understanding.	<b>1-3</b> <b>[1-2]</b>	A few basic points which are relevant, but no real argument.	<b>1-3</b>
0	There may be little clarity and coherence in organisation; little appropriate or accurate use of specialist vocabulary. The legibility and level of accuracy in spelling, punctuation and grammar may be very limited.	Nothing of relevance.	<b>0</b>	No attempt to engage with the question or nothing of relevance.	<b>0</b>

**RS02: An introduction to the Old Testament**

- 1 Read the passage and answer questions (a) and (b) which follow.

*“The prophet Amos travelled from his home to the Northern Kingdom of Israel. There he found many things which shocked him about the people’s way of life. He reminded the people of their responsibilities and told them what he believed would be the consequences of their actions.”*

- (a) **Outline the responsibilities of which Amos reminded the people.**

An **outline** is all that is required here. Look for awareness of:

Covenant responsibilities

Loyalty to Yahweh

Remembering what he had done for them

Expressed in daily life

Mispat – justice

Responsibilities to fellow humans, especially in relationships between rich and poor.

Although this is an outline, for marks above Level 3 there needs to be some range of ideas, and demonstration of understanding.

No more than Level 3 (5 marks) if notion of Covenant is not at least alluded to.

**(10 marks) AO1**

- (b) **Outline what Amos believed would be the consequences of their actions.**

An **outline** is all that is required here. Look for awareness of:

Punishment for their failure to keep their side of the Covenant

Remnant can be seen as negative – showing what a small part will be left

Day of the Lord

Destruction of their luxurious living

Destruction as described in the visions

May also include punishments upon the nations (Chapter 1 to 2)

Although this is an outline, for marks above Level 3 there should be some exemplification, but note that no credit should be given for **debates** about whether or not Amos was a prophet of doom. This question is AO1 only.

**(10 marks) AO1**

- 2 (a) ***Examine the ways in which the idea of ‘God as one’ is presented in the passages you have studied from the Old Testament.***

A wide range of passages may be used.

An obvious starting point is the Shema (Deuteronomy 6).

Expect some discussion of this and its importance.

Decalogue: 1<sup>st</sup> commandment.

Ways in which God makes himself known to Abraham and to Moses.

Expect candidates to be able to use relevant material from the prophets in their condemnation of polytheism, etc.

Most able candidates are likely to be able to talk about distinctions between henotheism and monotheism.

No more than Level 3 (9 marks) if no reference to anything other than the Shema, however well done.

***(15 marks)***    **AO1**

- (b) ***Outline the idea of Covenant, and assess the claim that Covenant becomes increasingly personal through the different presentations of this idea in the Old Testament.***

**Outline**

An outline is all that is required, and the question asks for ‘idea’ – credit cannot be given for lengthy narratives of the making of Covenants

Basic definition:

Binding agreement

Used for everyday transactions

With conditions on both sides

Examples needed here

Berith – bond, shackle

‘Cutting a covenant’

Implying special relationship between God and the people.

Credit knowledge of models of Covenant within Ancient Near Eastern society.

**(10 marks) AO1**

**Assess**

**Agree**

Likely to be on the grounds that the idea of Covenant presented by Jeremiah is the most personal from the examples in the specification – ‘Write it upon your hearts’, etc.

Or the personal demands made upon the people in their everyday lives in the Mosaic Covenant, etc.

**Disagree**

May argue that Abraham is the most personal because it is with one man and his family.

**Developed answers**

Likely to show awareness of critical issues about chronology of narratives, etc.

Look for reasoned and balanced argument – variety of forms of response likely.

**(15 marks) AO2**

3 (a) **Examine the types of prophecy in the 10<sup>th</sup> and 9<sup>th</sup> centuries BCE.**

There are various classifications, and candidates should be given credit for whichever classification they use, **as long as it is appropriate to the 10<sup>th</sup> and 9<sup>th</sup> centuries.**

**Roeh**

Lone figure  
Respected  
Man of God  
Associated with shrines  
Often concerned with practical, trivial matters  
Paid for his advice.

**Nabi**

Ecstatic  
Went round in groups  
Expect some reference to the means of ecstasy  
Working themselves up into a frenzy  
Artificial stimulants, music, etc.  
Nature of ‘prophetic rapture’  
Not always respected.

This is likely to be the focus of the 10<sup>th</sup> century references based on 1 Samuel

**9<sup>th</sup> century**

Similar ideas - the prophets of Baal - generally fitted the pattern of the ecstatic prophets  
But they were also court prophets  
Brought by Jezebel

Elijah as the lone figure  
Man of God  
Standing up against the king,  
etc.

Examples / development needed for marks above Level 3.

**(15 marks) AO1**

- (b) *“Elijah was a new type of prophet, in many ways more like those of the 8<sup>th</sup> century.”*

*Examine the evidence for this claim, and assess how far it is true.*

**Elijah as new**

Presented as a great figure on the national scene  
Able and willing to challenge the king  
Acting as the ‘conscience of the nation’  
Standing up for Mosaic Yahwism

**Ways in which his teaching was more like later prophets**

Stress on social justice – seeing connections between religion and morality  
Especially as represented in story of Naboth  
Strong stress on monotheism  
And condemnation of Baal worship,  
etc.

**(10 marks) AO1**

**Assess**

**Agree**

Points as above  
Especially in terms of his stress on morality

**Disagree**

He fitted in naturally to the culture of his time  
Contest on Mount Carmel belongs much more to earlier than later prophecy  
Possible use of sympathetic magic  
Examples of ecstasy

Also look for awareness of issues such as the individuality of all prophets, so each must be seen in his own right, against his own background,  
etc.

Look for reasoned and balanced argument - this may be approached in a variety of ways.

**(15 marks) AO2**