



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme

# June 2003

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## GCE

## Religious Studies

## Unit RS02

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## Levels of Response descriptors in AS examinations

Marks for 10-mark questions are shown in brackets

Level	Quality of Written Communication	AO1	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.	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> <b>[9-10]</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.	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> <b>[7-8]</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.	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> <b>[5-6]</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.	A simple argument, with some evidence in support.	<b>4-6</b> <b>[3-4]</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.	A few basic points which are relevant, but no real argument.	<b>1-3</b> <b>[1-2]</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.	No attempt to engage with the question or nothing of relevance.	<b>0</b>

## Unit 2: An Introduction to the Old Testament

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

*“The story of the giving of the Law on Mount Sinai is central to the Old Testament tradition. The Law embodies the religion and life of the Old Testament.*

(a) *Examine the nature of the Law given on Mount Sinai.*

Description of laws relating to duties to God and to fellow humans  
more developed answers may refer to the type of law here as apodictic  
and may contrast with casuistic  
and some will relate these to other law codes of the Ancient Near East

Level 2 if only summary of Decalogue.  
Limit to Level 3 for points arising only from the text.

*(10 marks)*

**AO1**

(b) *Explain how the Law was central to the idea of Covenant.*

Expect some definition of Covenant  
Law as the people's side –  
the conditions they had to keep  
Law as part of the notion of election

If Covenant only award maximum Level 2.

*(10 marks)*

**AO1**

- 2 (a) *Examine what may be learned from the story of Elijah and the contest on Mount Carmel about the different types of prophets in Israel at the time.*

Elijah as the lone prophet – man of God  
 Standing up for Mosaic Yahwism  
 Faith in Yahweh  
 Challenge to the people – therefore some popular following and appeal

‘Different types’ will vary according to how different sources have classified the Baal prophets.

But following points likely:  
 Ecstasies – group of prophets  
 Also popular with the people  
 Methods – working themselves up into a frenzy  
 To try to bring fire upon the altar

(15 marks) AO1

- (b) **“The story of the contest on Mount Carmel is impossible for the modern reader to accept.”**

*Examine the aspects of this story which may cause problems for the modern reader, and assess how far the claim is true.*

***Identification of possible problems***

Intolerance to those of different religions  
 Notion and practice of sacrifice – animal rights, etc.  
 Miraculous elements  
 Elijah’s slaughter of the prophets of Baal:  
 etc.

For marks higher than Level 3 there needs to be some examination of the problems  
 Awareness of the background of the time  
 Theological issues  
 etc.

No more than Level 4, 7 marks if only one aspect, however well done.

(10 marks) AO1

**Assessment**

How far do these really cause a problem?  
 Some will deal with each of the problems identified above item by item, others, more generally  
 Do people take the story literally anyway?  
 Some will look at issues of scriptural authority, and discuss literalist versus critical approaches  
 Look for reasoned argument

(15 marks) AO2

3 (a) *Describe the work of a prophet in the Old Testament.*

Basic description of the work of a prophet:  
 Man of God  
 Spokesman  
 Conscience of the nation  
 Some will use classifications of roeh and nabi  
 Cultic functions  
 etc.

For marks above Level 3 there must be exemplification. Better answers are likely to show awareness of change and development.

Some may take general view; some may draw on one prophet. Limited credit can be given for narrative which does not focus on the ‘work’ of a prophet.

(15 marks)

AO1

(b) *“Amos was a typical prophet.”*

*Explain the aspects of the work of Amos which were similar to those of other prophets you have studied, and assess how far you agree with this claim.*

**Amos as ‘typical’**

*Others you have studied – may include the 1 Samuel material and Elijah.*  
 Material selected will depend on the stance they are taking.

Loner  
 Call - sense of vocation – ‘I was no prophet..’  
 Acting as conscience of the nation  
 Standing up to authority  
 Speaking an unpopular message  
 Visions as the basis of his message  
 etc.  
 Comparison will be mainly with Elijah

(10 marks)

AO1

**Assessment**

Some will simply talk about how far he was different / similar. Thus agreeing / disagreeing with the claim.

Others may also point to features such as the lack of the use of the miraculous to suggest that he was not typical.

Best answers will show awareness of the complexity of the phenomenon of prophecy, and therefore the difficulty / impossibility of talking about ‘typical’ or that it is possible to say prophecy was a constantly evolving feature of religious life.

To be assessed on quality of balanced and reasoned argument.

(15 marks)

AO2