



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2015**

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**Religious Studies**

**Assessment Unit AS 3**

*assessing*

An Introduction to Old Testament  
Covenant and Prophecy

**[AR131]**

**WEDNESDAY 10 JUNE, AFTERNOON**

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**MARK  
SCHEME**

## **Part 1: Levels of Response**

The specification requires that candidates demonstrate the following assessment objectives in the context of the learning outcomes and skills set out in the specification.

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study.
- Critically evaluate and justify a point of view through the use of evidence and reasoned argument.

Each of the two assessment objectives has been categorised into five levels of performance relating to the respective abilities of the candidates. Having identified, for each assessment objective listed opposite, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

## **(AO1) Knowledge and Understanding**

### **Band 5 ([29]–[35])**

- a full response to the task.
- demonstrates a high level of accurate knowledge and comprehensive understanding
- uses a very good range of relevant evidence and examples
- a mature style of writing demonstrating a clear and coherent structure
- almost totally faultless use of spelling, punctuation and grammar
- makes use of a wide range of technical language and terminology.

### **Band 4 ([22]–[28])**

- a reasonably full response to the task
- demonstrates a very good level of accurate knowledge and understanding
- uses a good range of relevant evidence and examples
- a reasonably mature style of writing demonstrating a clear and coherent structure
- mainly accurate use of spelling, punctuation and grammar
- makes use of a wide range of technical language and terminology.

### **Band 3 ([15]–[21])**

- a good response to the task.
- demonstrates a good level of accurate knowledge and understanding
- uses a range of relevant evidence and examples
- an appropriate and reasonably coherent style of writing
- reasonably accurate use of spelling, punctuation and grammar
- makes use of a range of technical language and terminology.

### **Band 2 ([8]–[14])**

- a limited response to the task
- demonstrates little accurate knowledge and understanding
- uses a limited range of evidence and examples
- style of writing is just appropriate to the task and may lack coherence in places
- limited command of spelling, punctuation and grammar
- evidence of some technical language and terminology.

### **Band 1 ([0]–[7])**

- a very basic response to the task
- demonstrates minimal knowledge and understanding
- very little use of evidence or examples
- style of writing is such that there is very little coherence or structure
- very poor grasp of spelling, punctuation and grammar
- little or no use of technical language and terminology.

## **(AO2) Critical Line of Argument**

### **Band 5 ([13]–[15])**

- a full and coherent response.
- demonstrating a very good attempt at critical analysis.
- very good reference to other points of view.
- highly accurate and fluent.
- very good evidence of sustained and informed argument which is set, where necessary, in the context of other aspects of human experience.
- almost totally faultless use of spelling, punctuation and grammar.
- makes use of a very wide range of technical language and terminology.

### **Band 4 ([10]–[12])**

- a reasonably full response.
- demonstrating a good attempt at critical analysis.
- good reference to other points of view.
- accurate and fluent.
- good evidence of sustained and reasoned argument which is set, where necessary, in the context of other aspects of human experience.
- mainly accurate use of spelling, punctuation and grammar.
- makes use of a wide range of technical language and terminology.

### **Band 3 ([7]–[9])**

- a reasonable response.
- demonstrating some attempt at critical analysis.
- some reference to other points of view.
- reasonably accurate and fluent.
- some evidence of sustained argument, which is set, where necessary, in the context of other aspects of human experience.
- reasonably accurate use of spelling, punctuation and grammar.
- makes use of a range of technical language and terminology.

### **Band 2 ([4]–[6])**

- a limited response.
- demonstrating a modest attempt at critical analysis, although references to other points of view are limited.
- some inaccuracy in places.
- a limited argument which struggles to relate, where necessary, to other aspects of human experience.
- limited command of spelling, punctuation and grammar.
- evidence of some technical language and terminology.

### **Band 1 ([0]–[3])**

- a simplistic response.
- demonstrating little attempt at critical analysis.
- practically no reference to other points of view.
- minimal argument which fails to relate, where necessary, to other aspects of human experience.
- very poor grasp of spelling, punctuation and grammar.
- little or no use of technical language and terminology.

## **Quality of Written Communication**

All questions require candidates to answer in continuous prose in English. Quality of written communication is incorporated within the assessment objectives and reflected in the above assessment bands. Assistant examiners are instructed to take this criterion into account when allocating marks to candidates' responses.

## **Part 2: Contextual Reference Points**

The generic level of response mark scheme set out above is elucidated in this part of the mark scheme through the provision of contextual reference points in terms of the content appropriate to the particular question under consideration.

## Section A

AVAILABLE  
MARKS

Answer **one** question from Section A.

1 (a) An account of the different reasons for David's rise to power and his success may include some of the following, e.g.:

- David's bravery and success against Goliath
- David's popularity and esteem in the hearts of the people (1 Sam18:1-16)
- His connection to Saul's family
- Military success as commander of the army; defeat of the Philistines
- David's religious and political leadership, capture of Jerusalem, positioning of Ark of the Covenant
- Close relationship with God and the Davidic Covenant
- David's shrewd actions and behaviour
- His religious endorsement by Samuel
- Saul's demise as King. [35]

(b) Comments on the view that David's failures were personal rather than religious may include some of the following, e.g.:

- David's successes were both political and religious – uniting the tribes and providing security, making Jerusalem the religious capital
- Reference to the Bathsheba affair and the commandments broken – lying, coveting, adultery and murder
- The involvement of Joab and death of Uriah had social, moral and religious implications
- David's failure to control his children was a personal failure (2 Sam 13:1-33)
- Reference to Absalom and Tamar incidents
- Subsequent intertribe strife
- David's neglect of the covenant was more than personal
- He set a poor example to his people and the consequences affected all his people. [15]

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2 (a) An explanation of the nature and importance of prophecy in the Old Testament with reference to the quotation may include, e.g.:

- The origins of prophecy in Israel
- Ecstatic prophecy and its possible emergence from Canaanite culture
- Evolution of war prophets, court prophets and cultic prophets
- Role of the seer
- The message of the prophets as God’s spokesmen (1 Kings 18)
- Proclamation of punishment (1 Kings 17:1; Amos 7:1-9)
- Call to justice (1 Kings 21)
- Call of the prophets (Isaiah 6; Amos 7; 1 Kings 17)
- Religious and ethical teaching
- Consequences of the prophet’s work (Elijah on Mt Carmel)
- Challenge to complacency. [35]

(b) A comment on the view that it was the actions of the prophets rather than their words which revealed them as messengers of God may include, e.g.:

- The message of the prophets focused on justice and the nature of God
- The content of the message was often contrary to the practice of the people
- The words of the message were memorable (visions of Amos)
- Elijah used words followed by action on Mt Carmel
- Amos’ message brought him into conflict with Amaziah and that exchange was noted
- It was the authenticity of the message which ultimately revealed the prophets as messengers of God, if the message came to fulfilment
- Teaching of Micah
- Importance of visions
- Offer of support and guidance in times of difficulty. [15]

**Section A**

**AVAILABLE MARKS**

50

**50**

## Section B

AVAILABLE  
MARKS

Answer **one** question from Section B.

**3 (a)** An explanation as to how Hosea was a messenger of redemptive judgement may include some of the following, e.g.:

- Context of Hosea's teachings
- Reference to religious and social sins and the breaking of the covenant
- Symbolism of marriage to Gomer
  - Covenant with God
  - Meaning of the children's names
  - Gomer's harlotry in relation to alliances with other nations and in relation to apostasy and syncretism
  - The purpose of exile
- Probationary period for Israel
- Yahweh as a righteous judge
- Yahweh as a loving, merciful and forgiving God and the renewal of the covenant
- Revelation of the nature of God: forgiving, merciful, loving; judgement was not the end. [35]

**(b)** Comment on the view with reference to other aspects of human experience may include some of the following, e.g.:

- An open-ended response citing relevant contemporary and/or historical examples
- The obligations to obey God's law and set an example to others
- Actions showing love and forgiveness
- The position of religious believers in society
- The opportunity to witness to one's faith
- The need to make a stand for justice and equality
- The dangers of hypocrisy
- Examples of religious people who have clearly behaved in an illegal or immoral way
- Examples of non religious people who have shown the highest moral standards
- The recognition that all humans are fallible. [15]

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4 (a) An explanation as to how Isaiah dealt with opposition to his message may include some of the following, e.g.:

- Political context to the prophecy of Isaiah of Jerusalem
- Social and religious context to the prophecy of Isaiah of Jerusalem
- Message of condemnation of leaders' hypocrisy, greed and self-indulgence
- The call of Isaiah and the recognition that he would face opposition
- The 'Song of the Vineyard' and references to the behaviour of the people
- Theme of hope: reference to the Remnant and The Messianic Oracles
- Holiness, power and sovereignty of God
- Call for repentance and conversion
- Condemnation of political and religious leaders
- Call for sincere worship and a relationship between ritual and morality
- Response of King Ahaz
- Demand to accept God's punishment and His plan for the people and to stop trusting in the human power of other nations
- Challenge to trust in the one true God
- Reference to the messianic prophecies
- Reference to examples from the text
- Response of Ahaz. [35]

(b) An exploration of the view in relation to other aspects of human experience may include some of the following, e.g.:

- An open-ended response citing relevant contemporary and/or historical examples
- Extent to which society has become materialistic, selfish, secular
- Examples of religious and social sins in society
- Increase in crime and examples of racism and discrimination
- Reference to injustice and corruption
- Extent to which complacency is an issue for religious believers
- Role of religious leaders in calling people to live a holy and moral life
- The need to make a stand for justice and equality
- The work of volunteers and charity workers including religious organisations
- Responsibility of all religious people to challenge complacency where they find it, e.g. the workplace, in the home, in school, in the community
- How moral interpretation can be socially or culturally fashioned
- How Humanists have the capacity to be moral
- Failure of religious leaders to address concerns. [15]

**Section B**

**Total**

**AVAILABLE  
MARKS**

50

**50**

**100**





