



General Certificate of Education

Religious Studies (5061/6061)

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

Mark Scheme

2007 examination - June series

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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.	13-15 [9-10]	A very good response to the issues raised. Different views are clearly explained with supporting evidence and arguments are critically analysed. A process of reasoning leads to an appropriate conclusion.	13-15
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.	10-12 [7-8]	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.	10-12
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.	7-9 [5-6]	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.	7-9
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.	4-6 [3-4]	A simple argument, with some evidence in support.	4-6
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.	1-3 [1-2]	A few basic points which are relevant, but no real argument.	1-3
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.	0	No attempt to engage with the question or nothing of relevance.	0

RS02: An introduction to the Old Testament

- 1 **Read this passage and answer parts (a) and (b) which follow.**

'The prophet Elijah is an outstanding figure in the Old Testament. In the name of his religion, he was not afraid to challenge King Ahab, and his wife, Queen Jezebel. These challenges included the contest on Mount Carmel and the events relating to Naboth's Vineyard.'

- (a) Explain why Elijah challenged Ahab to the contest on Mount Carmel.**

Look for some of the following:

Told by God
Conflict brought about by syncretism
Result of Ahab's marriage to Jezebel
Omride dynasty
Ahab clearly tolerant of Jezebel's religion and the practices she brought into the country / Jezebel's treatment of prophets of Yahweh
Elijah intolerant of syncretistic practices of the people
Immediate circumstances of the drought
Effects of this in agricultural society of the time – would lead to famine and death
Elijah wanting to prove supremacy of Yahweh
Why on Mount Carmel?

Maximum Level 2 for just a story.

As a general guide, for Level 4 expect two reasons, well explained.

For marks of Level 4 and above, there should be awareness of a range of reasons.

For Level 5 expect three reasons, well explained.

(10 marks) AO1

- (b) Explain why Elijah came into conflict with Ahab and Jezebel in the story of Naboth's Vineyard.**

Call from God / Elijah already in conflict because of Carmel and aftermath
What happened to Naboth
Idea of land being held in trust from God
So Naboth was upholding that responsibility
The king, like everyone else, was subject to the law and its responsibilities
Principles of Mosaic Yahwism – ethical monotheism
Murder of Naboth – breaking Law.

The question asks candidates to explain, so beware of simple narrative.

Maximum Level 3 for just story.

(10 marks) AO1

- 2 (a) ***Explain what is meant by the concept of 'covenant' in the Old Testament.***

Covenant – some basic definitions expected
Berith – shackle or bond
Binding agreement
With responsibilities on both sides
Models of Covenant from daily life of Old Testament
As well as political models from the Ancient Near East.

The focus of the question is on the concept of Covenant. Marks of up to Level 3 (9 marks) can therefore be awarded for points such as the above. For marks above this, there will need to be clear exemplification, which is likely to be from Abrahamic or Mosaic Covenants.

Because of narratives of Covenant which do not help the explanation.

(15 marks) AO1

- (b) ***'Amos believed the people of his time were breaking the Covenant.'***
(i) ***Outline the ways in which the behaviour of the people of Israel at the time of Amos conflicted with the responsibilities of the Covenant.***

This part needs to be carefully focussed, and not just appear as a list of the 'wrongs' of the people, but an outline is all that is required.

Covenant involved loyalty to Yahweh.

People were breaking this by their syncretism
And by their false religiosity.

It also involved concern for their fellow humans.

People were breaking this by their exploitation of the poor and needy
The perversion of justice in the courts
The lack of *mispat* in daily life,
etc.

For marks above Level 3 (5 marks), there needs to be a clear link between Covenant responsibilities and what the people were doing.

(10 marks) AO1

- (ii) **Assess the view that the teaching of Amos provides an ideal introduction to the ideas of Covenant responsibility.**

Agree

The covenant is about duties to God and to fellow humans
The book shows the outworkings of Covenant in daily life
And the fact that superficial religiosity is inadequate
View of scholars that earliest reliable evidence on relationship between God and Israel may come from the prophets, and Amos exemplifies this
Many would argue that Covenant concept belongs to the time of the prophets and was later read back into the Mosaic period,
etc.

Disagree

Most obvious cause for disagreement would be the fact that the word Covenant is not mentioned in the book
Cannot be 'ideal' introduction without decisive event of entering into that relationship
Some may raise critical points about date of Covenant.

Candidates likely to draw comparisons with Abraham or Moses material mentioned above.

Look for reasoned and balanced discussion – a variety of valid points may be made on either side.

(15 marks) AO2

- 3 (a) **Examine the ideas on the nature of God which are found in the passages you have studied about Abraham.**

God who enters into a relationship with people
Appears to people
Makes demands on people – sacrifice of Isaac
– circumcision
Makes promises – land and descendants
Enters into a covenant relationship.

Henotheism – rather than monotheism.

Some may comment on the differing perspectives of the sources, although this cannot be expected at this level.

For Level 4 and above there must be some range of ideas.

(15 marks) AO1

- (b)(i) **Outline the ideas on the nature of God which are found in the passages you have studied from the book of Amos.**

God who makes demands on his people in terms of their every day life
Expects loyalty
Punishes people
Yet reluctant to do so
Images from nature
Brings famine on the people
Sense of a personal relationship
God's demands and expectations put into the 1st person,
etc.

(10 marks) AO1

- (ii) **Assess the claim that it is not easy for 21st century people to relate to either the ideas about God found in the stories of Abraham, or to those found in the book of Amos.**

Agree

May say that a God who speaks to people is difficult
Or that a God who demands human sacrifice is a problem.
Some may consider ideas of divine punishment, as in Amos, to be a problem.

Disagree

May argue that this is still the God of Jews and Christians today, and basic characteristics are as relevant now as then, even though forms of expression may differ.
Some may say that people have changed, but God has not.

The claim in the question is that neither set of ideas is easy to relate to – some may evaluate this by saying that the ideas from one set of traditions are easier to relate to than the other.

Allow full credit if candidates only deal with ideas from Abraham or Amos.

(15 marks) AO2