



**General Certificate of Education
June 2012**

Religious Studies

RST3D

Old Testament

A2 Unit 3D

Final

Mark Scheme

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 students' 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 students' 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.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2012 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered schools and colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools and colleges to photocopy any material that is acknowledged to a third party even for internal use within the school or college.

Set and published by the Assessment and Qualifications Alliance.

Examination Levels of Response

Religious Studies (Advanced) A2 Level Descriptors

Level	A2 Descriptor AO1	Marks <i>Unit 4 italics</i>	A2 Descriptor AO2	Marks <i>Unit 4 italics</i>	A2 Descriptors for Quality of Written Communication in AO1 and AO2
7	A thorough treatment of the topic, which may be in depth or breadth. Information is accurate and relevant. A thorough understanding is shown through good use of relevant evidence and examples. Where appropriate good knowledge and understanding of diversity of views and / or scholarly opinion is demonstrated. Knowledge and understanding of connections with other elements of the course of study are demonstrated convincingly.	28-30 41-45	A very well-focused response to the issue(s) raised. Different views, including where appropriate those of scholars or schools of thought, are discussed and evaluated perceptively. Effective use is made of evidence to sustain an argument. Systematic analysis and reasoning leads to appropriate conclusions. There may be evidence of independent thought. The argument is related perceptively and maturely to the broader context and to human experience.	19-20 28-30	Appropriate form and style of writing; clear and coherent organisation of information; appropriate and accurate use of specialist vocabulary; good legibility and high level of accuracy in spelling, punctuation and grammar.
6	A generally thorough treatment of the topic which may be in depth or breadth. Information is almost all accurate and mainly relevant. Clear understanding is demonstrated through use of relevant evidence and examples. Where appropriate, alternative views and / or scholarly opinion are satisfactorily explained. Knowledge and understanding of connections with other elements of the course of study are clearly demonstrated.	24-27 36-40	A well-focused response to the issue(s) raised. Different views, including where appropriate those of scholars or schools of thought, are discussed. A process of reasoning leads to an appropriate evaluation. There may be evidence of independent thought. The argument is related clearly to the broader context and to human experience.	16-18 24-27	
5	A satisfactory treatment of the topic. Information is mostly accurate and mainly relevant. A reasonable understanding is demonstrated through use of some evidence and examples. Where appropriate, some familiarity with diversity of views and / or scholarly opinion is shown. Some knowledge and understanding of connections with other elements of the course of study are demonstrated.	20-23 29-35	A satisfactory response to the issue(s) raised. Views are explained with some supporting evidence and arguments, and some critical analysis. A conclusion is drawn that follows from some of the reasoning. Some of the response is related satisfactorily to the broader context and to human experience.	13-15 20-23	Mainly 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 accuracy in spelling, punctuation and grammar.
4	Key ideas and facts are included; demonstrates some understanding and coherence using some evidence and examples. Where appropriate, brief reference may be made to alternative views and / or scholarly opinion. Limited knowledge and understanding of connections with other elements of the course of study are demonstrated.	15-19 22-28	The main issue is addressed with some supporting evidence or argument, but the reasoning is faulty, or the analysis superficial or only one view is adequately considered. Little of the response is related to the broader context and to human experience.	10-12 15-19	Form and style of writing appropriate in some respects; some of the information is organised clearly and coherently; some appropriate and accurate use of specialist vocabulary; satisfactory legibility and level of accuracy in spelling, punctuation and grammar.
3	A summary of key points. Limited in depth or breadth. Answer may show limited understanding and limited relevance. Some coherence.	10-14 15-21	A basic attempt to justify a point of view relevant to the question. Some explanation of ideas and coherence.	7-9 10-14	
2	A superficial outline account, with little relevant material and slight signs of partial understanding, or an informed answer that misses the point of the question.	5-9 8-14	A superficial response to the question with some attempt at reasoning.	4-6 5-9	Little clarity and organisation; little appropriate and accurate use of specialist vocabulary; legibility and level of accuracy in spelling, punctuation and grammar barely adequate to make meaning clear.
1	Isolated elements of partly accurate information little related to the question.	1-4 1-7	A few basic points, with no supporting argument or justification.	1-3 1-4	
0	Nothing of relevance.	0	No attempt to engage with the question or nothing of relevance	0	

RST3D: *Old Testament*

Question 1 Ways of reading the Old Testament

0	1	Examine different ways in which the Old Testament accounts of the burning bush and the crossing of the sea may be understood.
---	---	--

Any appropriate approaches should be credited, e.g. fundamentalist/liberal debate, traditions as primarily historical/theological, psychological and those that address the question globally.

Insights of source, form and/or redaction criticism might be used to assist in comment on content, historicity, religious ideas etc.

Reader response criticism might lead to consideration of the meaning of the stories taken as a whole.

Students might consider the differing significance of these traditions for Jews (e.g. the Exodus as a defining moment in their history) and Christian (e.g. the Exodus as prefiguring both resurrection and baptism).

Better answers might use a range of scholarship and critical theories.
Maximum level 5 if only one narrative dealt with.

(30 marks) AO1

0	2	'The importance of these accounts lies entirely in the theological points they make.' Assess this claim.
---	---	---

Agree

No historical basis to events or to Moses as an individual.

Even if stories have basis in history, the events were so far in the past that they no longer have significance.

Profound and timelessly/universally relevant insights into nature of God – e.g. holy, transcendent, omnipotent, redeemer.

Disagree

Important for many Jews and Christians that Moses existed and that the Crossing of the Sea was an historical event.

Theological points have little meaning for many people.

The significance of the traditions lies in their story value – appealing to the imagination and evoking a response from the reader.

(20 marks) AO2

Question 2 God and humanity**0****3****Examine the views on the human condition found in the passages you have studied from Genesis.****Genesis 1-3**

Humans in the image of God, with dominion over rest of creation.

Lowliness of humanity seen in creation from the dust of the earth.

Duty to till the land.

Man given authority over animals.

Ambiguous nature of relationship between sexes – both in God's image and the woman 'bone of my bone', but the man names the woman.

Restrictions on human freedom – not to eat of the fruit of specified trees.

Rebellious nature and desire to be more than human resulted in disaster.

Genesis 6-9

Human mortality.

Humans as sinful creatures – punished, but provision made for their survival.

Covenant with Noah – God's recognition/acceptance of human moral frailty.

Dominion over rest of creation – now extended to killing animals for food.

Sanctity of human life.

Family relationships to be built on respect.

Genesis 11

Human arrogance – refusal to accept limitations.

Myth explaining inability of humans to communicate with each other, misunderstanding.

Better answers might cover a range of set texts and use insights of source criticism.

(30 marks)**AO1****0****4****'Old Testament views on the human condition contain important insights for today.' How far do you agree?****Agree**

Role of humanity as stewards of the world.

Limits to what humans can understand/achieve – pushing beyond boundaries leads to disaster.

Human frailty/mortality to be accepted.

Sanctity of human life.

Disagree

Part of human nature to push at boundaries of knowledge etc. – integral to evolutionary process and essential to solving problems of human existence (suffering, poverty, environmental crisis etc.)

Negative view of humans as intrinsically sinful and corrupt.

Implication of male dominance.

Dominion seen as speciesism.

The impact of living in a secular society.

Though not a requirement, better answers might refer to other Old Testament texts beyond those in 03.

(20 marks)**AO2**

Question 3 The ways in which people believed they should live their lives

0	5
----------	----------

Examine views found in the Wisdom literature about how people should live their lives.

Good family relationships, living in harmony, children showing respect to parents.
Good relationships with friends and neighbours – free from quarrelling, slander, deceitfulness, sexual immorality.
Developing the right attitude to possessions – avoiding poverty but at the same time being generous to the poor and promoting social justice.
Enjoying life to the full, but not at others' expense.
Recognising human frailty and mortality in contrast to God's transcendence.
Living by the motto: the fear of the Lord is the beginning of wisdom.
Wisdom of Solomon – to live in such a way as to be rewarded with immortality.
Teaching of Wisdom of Solomon to rulers – importance of justice, simplicity of heart, honesty.
Virtue all-important – more important than having children/leading a long life.
Ecclesiasticus – life focused on God and repentance for sins.

Better answers might cover a range of views, with effective use of the set texts.
(30 marks)

AO1

0	6
----------	----------

'Views on right living found in the Wisdom literature are too narrow.'
How far do you agree?

Agree

Teaching centred round family and local community – nothing on international relationships.
Theological basis of Wisdom's and Ecclesiasticus' guidance – broader basis needed for people with no religious faith.
Mainly disparaging attitudes to women in Wisdom literature – need for positive guidance.

Disagree

For most people, the most important relationships are those within the family and local community – guidance given on this very helpful.
Guidance to rulers in Wisdom of Solomon applicable to international situation.
Views on right living, though centred round family/local community, wide-ranging in content.

(20 marks)

AO2

Question 4 How people coped in times of crisis – suffering and hope**0****7****Examine the development of prophecy during the Exilic period.**

There is no expectation that students should refer to texts other than those set for study, but credit should be given to answers making appropriate comment on other Old Testament passages. Credit also to be given to answers that deal with the development in structure of prophetic oracles.

Reinforcement/development of insights of pre-exilic prophecy.

Explicit monotheism – other gods do not exist/satire on idolatry.

God the Lord of creation – the sole creator, who made the stars/constellations worshipped as deities by the Babylonians.

God the Lord of history but working now to save his people, rather than to punish them as in much pre-exilic prophecy.

Idea of God's direction of events in history developed to include the idea of Cyrus as the 'anointed one' – God's close relationship with him, speaking to him etc. even though Cyrus unaware.

Universalism – God not just the creator of all peoples and in control of their destiny; he now invites them into a relationship with him.

This combined with strong sense of nationalism – Israel more important to God than any other nations.

Vision of return to Judah a second Exodus even more glorious than the first.

Relationship with Israel more personal/tender than in much pre-exilic prophecy.

Servant Songs – role of servant in relation to Israel as a community and other nations.

Better answers might include a range of ideas with effective use of the set texts.

(30 marks)**AO1****0****8****'Exilic prophecy gave great hope to the people.'****Assess this claim.****Agree**

Exile a time of crisis for many Jews – message of Isaiah 40-55 a response to their spiritual needs and doubts, e.g. explicit monotheism, God as the Lord of history and creation, God's love for his people, the vision of the return to Judah as imminent and as a second exodus.

Sense of alienation from God and despair about the past and present.

Overwhelmed by magnificence of Babylon and Babylonian cult.

Fears about the rise of Cyrus – would the Jews be in for more of the same?

Disagree

Jews in Judah suffering terrible deprivation – little in Isaiah 40-55 for them.

Some of claims extravagant – hard to believe and not justified by later events.

No good reason for thinking in terms of imminent return – Babylon still flourishing and no cause for thinking that Cyrus would be any different from other conquerors.

(20 marks)**AO2**