



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2013**

---

**Religious Studies**

**Assessment Unit AS 3**

*assessing*

An Introduction to Old Testament  
Covenant and Prophecy

**[AR131]**

**THURSDAY 13 JUNE, AFTERNOON**

---

**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

Answer **one** question.

AVAILABLE  
MARKS

- 1 (a) An explanation of the religious significance of the call may include some of the following, e.g.:
- Context to the call: Personal detail on Isaiah and the religious and political background to his prophecy in Judah
  - Setting of Isaiah's call, his vision and the nature of God as revealed by the vision
  - Reaction of Isaiah which revealed his sense of unworthiness
  - The burning coal placed on Isaiah's mouth, how it symbolised the cleansing of sin and God's forgiveness
  - God's call to Isaiah to be his prophet and Isaiah's response
  - Warning from God that people would not listen and that in one sense Isaiah's mission would fail because judgement was inevitable
  - Commentary could include;
    - God's holiness and how it caused Isaiah to become aware of his sins and the sins of his people
    - God is all powerful and therefore in control of history, the people are taught to put their trust in Yahweh
    - How purification was required before Isaiah could begin his work
    - The influence of the call experience on Isaiah's ministry – How holiness and sin were to dominate his teaching
- [35]
- (b) An exploration of the claim may include some of the following, e.g.:
- Evidence of reluctance at first due to sense of inadequacy;
    - Isaiah: Inadequacy due to awareness of sin
  - Elijah: Doubt following incident on Mt. Carmel
  - Positive response often came from God's intervention;
    - Isaiah: Purification of sin
    - Amos: His rejection of the term seer and refusal to return to Judah because God had called him to prophecy to the northern kingdom of Judah
  - With God's intervention a prophet seemed compelled to respond positively to God's call
  - Reference to the call of any other prophet studied as evidence for or against the claim
  - Counter argument that prophets did not respond positively to their call and only responded at all because of divine intervention
- [15]

50

2 (a) A description and explanation of the teaching of Micah on social justice may include some of the following, e.g.:

- Political and personal background
- The imagery of the court trial
- Extent of social injustice and condemnation of the wealthy landlords
- The cities as a symbol of injustice and oppression against the poor
- Existence of moral corruption in the land, in the cities and amongst the Jewish leaders
- Call for repentance which would be evident by social reform
- Message of judgement against the cities of Samaria and Jerusalem
- Condemnation of religious leaders who failed to exercise their religious and social duties
- Prophet's demand for justice, kindness and humility [35]

(b) An exploration of the view may include, e.g.:

- Micah's message of judgement against Samaria and Jerusalem could be viewed as largely negative
- Also, his message of condemnation of the religious establishment
- Moral corruption in the cities and homes of the people could be viewed as negative comment and was probably interpreted at the time as a negative comment
- However, it could be argued that Micah has a positive vision of the nation where justice and equality prevail
- His message of social justice could be viewed as a positive goal for the nation
- Also, his reference to the remnant and the coming of the Messiah could be viewed as positive comment
- Message of doom and hope, judgement and renewal [15]

**Section A**

AVAILABLE  
MARKS

50

50

## Section B

Answer **one** question.

AVAILABLE  
MARKS

- 3 (a) An explanation of the Covenant may include some of the following, e.g.:
- the request by David to build a house/temple for the Ark to dwell in
  - request to Nathan was an attempt to gain Divine approval and Nathan's initial agreement
  - Nathan's response to David that the Ark had always been housed in a tent
  - the word of God came to Nathan telling him to tell David that the Ark had always been housed in a tent and that no request had ever been made by the Lord for it to be kept in a house/temple
  - There may have been a fear that had David built a temple for the Ark it would have given him an unacceptable measure of control over religious affairs
  - the Lord's instruction to Nathan to tell David how he had been blessed
  - unconditional promise that God would establish a house/dynasty for David which would ensure the kingdom would last forever
  - a dynasty would ensure that the kingdom of David would last forever
  - unconditional promise that at a definite stage in Israel's history, a Davidic king would be elected to the special position of Son of God
  - the Son of God would be God's Anointed One or Messiah and he would have the role of establishing the Kingdom of God on earth
  - unconditional promise that God would judge each king for their failures but that He would not withdraw His steadfast love for the king
  - such a promise assured each king of God's hesed or Covenant loyalty
  - the fact that it was part of "Royal Theology" that God made a special Covenant with David
  - the Covenant marked the beginning of a royal view that Yahweh would be in favour of any king who was a descendant of King David
  - the Covenant marked the beginning of a royal view that social stability was assured in Judah
  - during the reign of David's son, Solomon, a house/temple was built to house the Ark and the Jewish people identified the Temple as a symbol of the continued presence of God among them. It became their eternal sanctuary

[35]

(b) An exploration of the claim 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
- religious leaders have a responsibility to set a good example in their personal lives
- religious leaders lose credibility when their moral integrity is impugned
- challenges presented by respect for life issues, e.g. euthanasia, abortion
- challenges prescribed by radical changes to morality e.g. homosexuality
- the loss of moral integrity by religious leaders, e.g. the clerical abuse scandals
- the relationship between religious law and state law
- the controversy in the Republic of Ireland over the possible legalisation of abortion
- the decline of marriage and family values
- the controversy surrounding the possible legalisation of gay marriage
- the need for religious leaders to defend moral standards and challenge unjust laws

[15]

AVAILABLE  
MARKS

50

4 (a) An explanation of how the personal life of Hosea relates to his prophetic ministry may include some of the following, e.g.:

- Context to Hosea's prophecy – religious and political
- Instruction from Yahweh for Hosea to marry Gomer
- Detail of the prophet's relationship with Gomer including;
  - Unfaithfulness of Gomer
  - Decision to end marriage taken by Hosea
  - Instruction from Yahweh for Hosea to take Gomer back
  - Renewal of marriage
- Illustration of religious teaching including;
  - Peoples unfaithfulness through corrupt religious practices and social sins
  - The peoples trust in political alliances
  - Ending of covenant by Yahweh – punishment/judgement was certain
  - Illustration of the nature of God as illustrated by Hosea
  - Loving, merciful and forgiving
  - Theme of redemptive judgement – punishment was not meant to be punitive. It would lead to repentance and redemption
  - Renewal of the covenant
- Reference to children's names and their symbolism [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.
- A central theme in the message of Hosea and other Old Testament Prophets is that forgiveness depends on repentance
- The need for forgiveness is also a theme in the New Testament and other sacred texts
- Practice in Christian Churches and other churches suggests repentance is required for forgiveness
- The difficulty of being able to offer forgiveness without sorrow/penance in human relationships
- If love is unconditional should forgiveness be dependant upon repentance?
- Is unconditional love achievable for humanity or is it a state only the divine can reach?
- Recent examples where forgiveness was found to be difficult e.g. the Anglican minister, Julie Nicholson
- Total love is greater than forgiveness
- The example of Bud Welch, a practicing Christian who forgave the killing of his daughter in the Oklahoma City bombing [15]

**Section B**

**Total**

AVAILABLE  
MARKS

50

50

100