



*Rewarding Learning*

**ADVANCED**  
**General Certificate of Education**  
**2014**

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**Religious Studies**

**Assessment Unit A2 3**

*assessing*

**The Covenant Community: Prophecy and Renewal**

**[AR231]**

**TUESDAY 13 MAY, MORNING**

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**MARK  
SCHEME**

## GCE Religious Studies

### A2 Mark Scheme (A2 1 – A2 8)

#### 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.

In addition, for synoptic assessment, A Level candidates should demonstrate knowledge and understanding of the connections between different elements of their course of study.

- Critically evaluate and justify a point of view through the use of evidence and reasoned argument.

In addition, for synoptic assessment, A Level candidates should relate elements of their course of study to their broader context and to aspects of human experience.

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.

**A2 BANDS****AO1 (30 marks)**

<p><b>Band 5</b></p> <ul style="list-style-type: none"> <li>• A full and highly informed response to the task.</li> <li>• Demonstrates comprehensive understanding and accurate knowledge.</li> <li>• A very high degree of relevant evidence and examples.</li> <li>• A very sophisticated style of writing set within a clear and coherent structure.</li> <li>• An extensive range of technical language and terminology.</li> <li>• An almost totally faultless use of spelling, punctuation and grammar.</li> </ul>	<b>25–30</b>
<p><b>Band 4</b></p> <ul style="list-style-type: none"> <li>• A reasonable and well informed response to the task.</li> <li>• Demonstrates a high degree of understanding and almost totally accurate knowledge.</li> <li>• A very good range of relevant evidence and examples.</li> <li>• A mature style of writing set within a mainly clear and coherent structure.</li> <li>• A wide range of technical language and terminology.</li> <li>• A mainly accurate use of spelling, punctuation and grammar.</li> </ul>	<b>19–24</b>
<p><b>Band 3</b></p> <ul style="list-style-type: none"> <li>• A good response to the task.</li> <li>• Demonstrates a reasonable degree of understanding and mainly accurate knowledge.</li> <li>• A good range of relevant evidence and examples.</li> <li>• A reasonably mature style of writing with some coherent structure evident.</li> <li>• A good range of technical language and terminology.</li> <li>• Reasonably accurate use of spelling, punctuation and grammar.</li> </ul>	<b>13–18</b>
<p><b>Band 2</b></p> <ul style="list-style-type: none"> <li>• A limited response to the task.</li> <li>• Demonstrates some knowledge and understanding.</li> <li>• A basic range of evidence and/or examples.</li> <li>• Style of writing is just appropriate.</li> <li>• Structure is disorganised in places.</li> <li>• Limited range of technical language and terminology.</li> <li>• Limited command of spelling, punctuation and grammar.</li> </ul>	<b>7–12</b>
<p><b>Band 1</b></p> <ul style="list-style-type: none"> <li>• A very basic response to the task.</li> <li>• Demonstrates minimal knowledge and understanding.</li> <li>• Little, if any, use of evidence and/or examples.</li> <li>• Inappropriate style of writing within a poor structure.</li> <li>• A very basic range of technical language and terminology.</li> <li>• Very poor use of spelling, punctuation and grammar.</li> </ul>	<b>0–6</b>

## AO2 (20 marks)

<p><b>Band 5</b></p> <ul style="list-style-type: none"> <li>• A comprehensive and coherent response demonstrating an excellent attempt at critical analysis, supported by a high awareness of scholarly views.</li> <li>• Very good personal insight and independent thought expressed through a highly developed argument which is set, where necessary, in the context of wider aspects of human experience.</li> <li>• An extensive range of technical language and terminology.</li> <li>• An almost totally faultless use of spelling, punctuation and grammar.</li> </ul>	<b>17–20</b>
<p><b>Band 4</b></p> <ul style="list-style-type: none"> <li>• A very good response demonstrating a very good attempt at critical analysis, supported by a good awareness of scholarly views.</li> <li>• Good personal insight and independent thought expressed through a developed argument which is set, where necessary, in the context of wider aspects of human experience.</li> <li>• A wide range of technical language and terminology.</li> <li>• A mainly accurate use of spelling, punctuation and grammar.</li> </ul>	<b>13–16</b>
<p><b>Band 3</b></p> <ul style="list-style-type: none"> <li>• A reasonable response demonstrating a good attempt at critical analysis, supported by an awareness of the views of some scholars.</li> <li>• Some personal insight and independent thought expressed through reasonable argument which is set, where necessary, in the context of wider aspects of human experience.</li> <li>• A good range of technical language and terminology.</li> <li>• Reasonably accurate use of spelling, punctuation and grammar.</li> </ul>	<b>9–12</b>
<p><b>Band 2</b></p> <ul style="list-style-type: none"> <li>• A limited response demonstrating a modest attempt at critical analysis, with limited awareness of scholarly views.</li> <li>• Limited personal insight and independent thought expressed through some argument.</li> <li>• A good range of technical language and terminology.</li> <li>• Reasonably accurate use of spelling, punctuation and grammar.</li> </ul>	<b>5–8</b>
<p><b>Band 1</b></p> <ul style="list-style-type: none"> <li>• A very basic response demonstrating little attempt at critical analysis, with minimal awareness of scholarly views.</li> <li>• Poor personal insight and/or independent thought.</li> <li>• Shallow argument.</li> <li>• Limited range of technical language and terminology.</li> <li>• Limited command of spelling, punctuation and grammar.</li> </ul>	<b>0–4</b>

## Section A

AVAILABLE  
MARKS

- 1 (a) An analysis of the contradictory message of doom and hope with reference to relevant passages in the story of Jeremiah, may include some of the following, e.g.:
- A consideration of Jeremiah's message of judgement, doom and hope
  - Reference to the visions of the "Almond Tree" and "Boiling Pot" that gave rise to his message
  - Commentary on "The Loin Cloth" Jer 13: 1–11
  - Commentary on "The Broken Jar" Jer 13: 12–14
  - Commentary on "The Potter and the Clay" Jer 18: 1–12
  - Commentary on "The Clay Flask" Jer 19: 1–15
  - Commentary on "The Yoke" Jer 27: 1–11 and Jer 28: 1–17
  - The Temple sermon – wrongs to be punished
  - His warning about impending exile
  - Sin against God will bring judgement on the nation
  - God will remain faithful to his covenant
  - Upon repentance there will be restoration and hope
  - The purchase of a field – its importance and its implications
  - Letter to the exiles and messianic prophecy
  - The New Covenant Jer 31: 31–34
  - Context of the prophet's message including historical background, personal detail and summary of his mission. [30]

- (b) A critical assessment of the view may include some of the following, e.g.:
- The relevance of the confessions to both Jeremiah and the people of his time
  - The confessions as providing a unique look at the prophet's inner struggle with faith, persecution, suffering and isolation
  - Consideration of duty and vocation
  - Conversation with God
  - The relevance of the confessions to people today
  - The courage needed to accept undeserved suffering and the amount of faith needed to accept it with humility and confidence in God
  - The difficulty of understanding and then accepting that God can use suffering for good
  - Issues of depression; suicide; mental illness; loneliness
  - Loss of faith and the personal struggle
  - Reference to the Confessions of Jeremiah with some awareness of their content (Jer 11:18-20; 12:1-6; 15:10-21, 17:14-18; 18:18-23; 20:7-13). [20]

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## Section A

AVAILABLE  
MARKS

2 (a) An explanation of Ezekiel's teaching on judgement and restoration with reference to the imagery of the Shepherds of Israel and the Valley of Dry Bones may include some of the following, e.g.:

- The dual purpose of Ezekiel's message in relation to the historical context
- Detail and commentary on the irresponsible Shepherds (Ezekiel 34)
- Detail and commentary on the Valley of Dry Bones (Ezekiel 37)
- The consequences of bad leadership leading to judgement
- The people's behaviour – Temple desecration and false worship
- The true shepherd cares for his sheep; God is the true shepherd
- Hope through a new Shepherd, the sheep will be brought together and protected by God
- Israel scattered as a result of their behaviour – judgement
- A new nation with God breathing life into them – restoration
- Two sticks (Ezekiel 37: 15–24) and reference to New Covenant
- New Temple. [30]

(b) A critical assessment of the view may include some of the following, e.g.:

- A pessimistic early message
- Effects of the fall of Jerusalem and destruction of the Temple
- The situation of the people in exile
- Ezekiel's change of focus from judgement to hope
- The message of hope brought through his shepherd imagery and visions of dry bones and a New Temple
- Offered hope to those faithful to God
- Promised restoration after judgement
- God faithful to his covenant
- Demands on the people
- Defeat of Gog
- Shaved head (Ezekiel 5). [20]

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## Section A

AVAILABLE  
MARKS

- 3 (a) An examination of the conduct of Nehemiah and the role played by Ezra may include some of the following, e.g.:

Context of their activities:

- Physical vulnerability of Jerusalem
- Social difficulties
- Moral and religious decadence
- Opposition from opposing tribes
- Reluctance by some to engage in heavy work
- Attempts to kill Nehemiah
- Forms of social injustice
- Idolatrous worship caused in part by mixed marriages
- Dilution of culture and language
- Abuse of temple
- Neglect of the Sabbath
- Reading of the Book of the Law and penitential prayer.

Actions of Nehemiah and the role of Ezra in response to these:

- Nehemiah's example of prayer and personal sacrifice, e.g. no salary
- Nehemiah's leadership and organisational skills
- Treatment of gentiles
- Sabbath and trading laws
- Divorce of foreign wives
- That the people renew the covenant and keep the Book of the Law
- How Ezra complemented the work of Nehemiah as priest endorsing the work of Nehemiah. [30]

- (b) A critical assessment of the view may include some of the following, e.g.:

- An open ended response citing relevant examples
- Consideration of the extent to which Nehemiah and Ezra show very poor example of the virtue of tolerance
- Both argued for purity in religion
- Holiness and faithfulness to God are more important than toleration
- Evil should not be tolerated
- Importance of social reform to confront social injustice
- Radical action to defend and protect one's faith and culture
- Respect for the Sabbath
- Dangers of extremism, isolationism, ruthlessness
- Unpaid work
- Abolition of Usuary
- Neither advocated violence
- How Nehemiah and Ezra saw themselves as custodians of their faith. [20]

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## Section A

- 4 (a) An analysis of the rediscovery of the Torah and Josiah's reform programme may include some of the following, e.g.:
- Religious context that made reform necessary
  - Political context which made reform possible: decline in Assyrian power; rise in Nationalism
  - Finding of "the Book of the Law" and Josiah's reaction
  - Impact of "the Book of the Law" on the reforms which took place
  - Detail on the reforms including explanation and commentary
  - Reforms outside Jerusalem
  - Temple reforms
  - Jeremiah's attitude to the reforms – initial support. [30]
- (b) A critical evaluation of the view may include some of the following, e.g.:
- An open ended response citing relevant examples
  - The motivation or need for reform
  - Examples of reform from Old Testament – Hezekiah; Josiah and demise
  - Ecclesia semper reformandaest (the Church is always to be reformed)
  - Watchword of the Reformation
  - Without reform the Church falls away from true worship and obedience
  - There is no perfect institution, hence the need for reform
  - Examples of more recent reforms – Vatican 11
  - The extent to which the motivation for reform can be more political than religious
  - Reforms that have come from grass roots – Methodism and emerging church groups
  - The importance of leadership for religious reform; leadership in Methodist Church; Catholic Church; Church of Ireland
  - Challenges presented by more authoritarian structures. [20]

## Section A

AVAILABLE  
MARKS

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100

## GCE Religious Studies

### A2 Mark Scheme (A2 1 – A2 8)

#### 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. In addition, for synoptic assessment, A Level candidates should demonstrate knowledge and understanding of the connections between different elements of their course of study.
- Critically evaluate and justify a point of view through the use of evidence and reasoned argument. In addition, for synoptic assessment, A Level candidates should relate elements of their course of study to their broader context and to aspects of human experience.

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.

It is important that in the marking of the synoptic assessment unit, assistant examiners take account of the candidate's abilities in drawing together strands of knowledge and understanding from at least two different content areas.

Using the chosen theme, candidates will be expected to explore connections between elements of the selected areas of study. They should make appropriate use of the content as set out in the subject content for each module.

The five strands of knowledge and understanding act as a common and unifying structure for the specification. These are:

- the key concepts within the chosen areas of study, (e.g. religious beliefs, teachings, doctrines, principles, ideas and theories) and how these are expressed in texts, writings and/or practices
- the contribution of significant people, tradition or movements to the areas studied
- religious language and terminology
- major issues and questions arising from the chosen areas of study
- the relationship between the chosen areas of study and other specified aspects of human experience

In particular candidates should demonstrate the ability to relate such connections to other aspects of human experience.

**A2 BANDS****AO1 (30 marks)**

<p><b>Band 5</b></p> <ul style="list-style-type: none"> <li>• A full and comprehensive understanding of the connections between the selected areas of study in relation to the theme.</li> <li>• Well integrated response.</li> <li>• Clear and critical analysis.</li> <li>• Highly accurate use of evidence and examples.</li> <li>• Sophisticated style of writing. Very well structured and coherent throughout.</li> </ul>	<b>25–30</b>
<p><b>Band 4</b></p> <ul style="list-style-type: none"> <li>• A high degree of understanding of the connections between the selected areas of study in relation to the theme.</li> <li>• A well integrated response.</li> <li>• Some very good critical analysis.</li> <li>• Mainly accurate use of evidence and examples.</li> <li>• Mature style of writing.</li> <li>• Well structured and coherent throughout.</li> </ul>	<b>19–24</b>
<p><b>Band 3</b></p> <ul style="list-style-type: none"> <li>• A good understanding of the connections between the selected areas of study in relation to the theme.</li> <li>• For the most part an integrated response.</li> <li>• Reasonable degree of critical analysis.</li> <li>• A good degree of accurate evidence and examples.</li> <li>• Reasonably mature style of writing.</li> <li>• Some evidence of good structure and coherence.</li> </ul>	<b>13–18</b>
<p><b>Band 2</b></p> <ul style="list-style-type: none"> <li>• A limited understanding of the connections between the selected areas of study in relation to the theme.</li> <li>• Mere juxtaposition of the two areas of study, perhaps emphasising one content area at the expense of another.</li> <li>• A limited attempt at critical analysis.</li> <li>• Insufficient use of accurate evidence and examples.</li> <li>• Immature style of writing.</li> <li>• Lacking in structure and coherence.</li> </ul>	<b>7–12</b>
<p><b>Band 1</b></p> <ul style="list-style-type: none"> <li>• A basic understanding of the connections between the selected areas of study in relation to the theme.</li> <li>• Demonstrating only partially accurate knowledge of the different content areas studied.</li> <li>• Little attempt, if any, at critical analysis.</li> <li>• Inappropriate style of writing with a very basic structure.</li> </ul>	<b>0–6</b>

## AO2 (20 marks)

<p><b>Band 5</b></p> <ul style="list-style-type: none"> <li>• A comprehensive analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.</li> <li>• Very effective comparison and evaluation of scholarly viewpoints.</li> <li>• Mature personal insight and independent thought.</li> <li>• A very well sustained and critical argument, expressed accurately and fluently with considerable sophistication using a wide range of terminology.</li> </ul>	<b>17–20</b>
<p><b>Band 4</b></p> <ul style="list-style-type: none"> <li>• A good analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.</li> <li>• Very good comparison and evaluation of scholarly viewpoints.</li> <li>• Good personal insight and independent thought.</li> <li>• A well sustained and critical argument, expressed accurately, fluently and using a range of terminology.</li> </ul>	<b>13–16</b>
<p><b>Band 3</b></p> <ul style="list-style-type: none"> <li>• A reasonable analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.</li> <li>• Very good comparison and evaluation of scholarly viewpoints.</li> <li>• Some evidence of personal insight and independent thought.</li> <li>• A line of argument, expressed accurately and using some relevant terminology.</li> </ul>	<b>9–12</b>
<p><b>Band 2</b></p> <ul style="list-style-type: none"> <li>• A limited analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.</li> <li>• Some comparison and evaluation of scholarly viewpoints.</li> <li>• Limited personal insight and independent thought.</li> <li>• Little evidence of critical argument.</li> <li>• Inaccuracies evident.</li> </ul>	<b>5–8</b>
<p><b>Band 1</b></p> <ul style="list-style-type: none"> <li>• A basic analysis of the statement in relation to connections made between the areas of study and other aspects of human experience.</li> <li>• Little, if any, comparison and evaluation of scholarly viewpoints.</li> <li>• Minimal personal insight and independent thought.</li> <li>• A basic attempt to follow a line of argument.</li> <li>• Imprecisely expressed.</li> </ul>	<b>0–4</b>

## Section B

5 (a) In outlining and examining some key teachings on the theme of moral living, candidates should refer to at least **two** different areas of study and could consider some of the following, e.g.:

- Definition of morality
- Religious and secular perspectives on what constitutes as authentic moral living
- Religious and social morality
- Key figures and their teaching
- Moral absolutes v moral relativism
- The subjective nature of morality
- Personal responsibility
- The role of conscience
- The role of reason in moral decision-making
- The intuitive and instinctive nature of morality
- Consequences of moral/immoral living – concept of rewards and punishments
- Rediscovery of virtues, e.g. mercy [30]

(b) In critically assessing the claim, candidates should refer to other aspects of human experience and could consider some of the following, e.g.:

- Extent to which it is possible to live a moral life without religious belief
- Extent to which religious institutions and religious believers are immoral despite religious belief
- Extent to which religious leaders challenge immorality
- Extent to which political and civil leaders act in an immoral way despite claiming to possess religious belief
- Examples of charitable work motivated by religious belief
- Extent to which people feel free to live a moral life without the “baggage” of religious belief
- Extent to which society has values and principles because of religious belief
- View that religious belief has no contribution to make to an increasingly secular society on any level including morality
- True religion should lead to moral living
- Consideration of historical and/or contemporary examples. [20]

Section B

50

Total

150

AVAILABLE  
MARKS