



ADVANCED
General Certificate of Education
2018

Religious Studies

Assessment Unit A2 3

assessing

Themes in the Old Testament

[ARE31]

TUESDAY 5 JUNE, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

The main purpose of a mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for **GCE Religious Studies**

Candidates should be able to:

- demonstrate knowledge and understanding of religion, including:
 - religious, philosophical and/or ethical thought and teaching;
 - influence of beliefs, teachings and practices on individuals, communities and societies;
 - cause and significance of similarities and differences in belief, teaching and practice; and
 - approaches to the study of religion and belief (AO1); and
- analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study (AO2).

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17 or 18-year-old which is the age at which the majority of candidates sit their GCE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17 or 18-year-old GCE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Levels of response

In deciding which level of response to award, examiners should look for the ‘best fit’ bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

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

Other Aspects of Human Experience at AS Level

Candidates must engage with other aspects of human experience, when required, to access Bands 3–5.

Synoptic Assessment at A2 Level

Candidates must support their answer with reference to at least one other unit of study to access Bands 4–5.

Candidates must engage with other aspects of human experience in their AO2 response to access Bands 3–5.

Quality of written communication

Quality of written communication is taken into account in assessing candidates’ responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

- Level 1: Quality of written communication is basic.
- Level 2: Quality of written communication is limited.
- Level 3: Quality of written communication is good.
- Level 4: Quality of written communication is very good.
- Level 5: Quality of written communication is excellent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 1 (Basic): The candidate makes only a basic selection and use of an appropriate form and style of writing. The organisation of material lacks clarity and coherence. There is little or no use of specialist vocabulary. Presentation, spelling, punctuation and grammar are basic and the intended meaning is not clear.

Level 2 (Limited): The candidate makes a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is limited use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 3 (Good): The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 4 (Very Good): The candidate makes a very good selection and use of an appropriate form and style of writing. Relevant material is organised with clarity and coherence. There is very good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a very good standard to make meaning clear.

Level 5 (Excellent): The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

A2 BANDS

Total Marks: [20]

Band	AO1 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> • An excellent response to the question asked. • Demonstrates comprehensive understanding and knowledge. • Demonstrates a comprehensive understanding of the influence of beliefs, teachings and practices on individuals, communities and societies. • A very high degree of relevant evidence, examples and scholarship. • A sophisticated answer with a clear and coherent structure. • An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar. 	[17]–[20]
4	<ul style="list-style-type: none"> • A very good response to the question asked. • Demonstrates a high degree of understanding and almost totally accurate knowledge. • Demonstrates a high degree of understanding of the influence of beliefs, teachings and practices on individuals, communities and societies. • A very good range of relevant evidence, examples and scholarship. • A mature answer with a mainly clear and coherent structure. • A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar. 	[13]–[16]
3	<ul style="list-style-type: none"> • A good response to the question asked. • Demonstrates a reasonable degree of understanding and mainly accurate knowledge. • Demonstrates a reasonable degree of understanding of the influence of beliefs, teachings and practices on individuals, communities and societies. • A good range of relevant evidence, examples and scholarship. • A reasonably mature answer with some evidence of structure and coherence. • A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar. 	[9]–[12]
2	<ul style="list-style-type: none"> • A limited response to the question asked. • Demonstrates limited knowledge and understanding. • Demonstrates limited understanding of the influence of beliefs, teachings and practices on individuals, communities and societies. • A limited range of evidence, examples and scholarship. • A limited answer with limited evidence of structure and coherence. • A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar. 	[5]–[8]
1	<ul style="list-style-type: none"> • A basic response to the question asked. • Demonstrates minimal knowledge and understanding. • Demonstrates minimal understanding of the influence of beliefs, teachings and practices on individuals, communities and societies. • Little, if any, use of evidence, examples and scholarship. • A basic answer with basic structure and coherence. • A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar. 	[1]–[4]

A2 BANDS

Total Marks: [30]

Band	AO2 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> • A comprehensive and coherent response demonstrating an excellent attempt at critical analysis. • An excellent attempt to evaluate aspects of, and approaches to, religion and belief. • An excellent attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • An excellent attempt at providing personal insight and independent thought. • A sophisticated answer with a clear and coherent structure. • An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar. 	[25]–[30]
4	<ul style="list-style-type: none"> • A very good response demonstrating a very good attempt at critical analysis. • A very good attempt to evaluate aspects of, and approaches to, religion and belief. • A very good attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • A very good attempt at providing personal insight and independent thought. • A mature answer with a mainly clear and coherent structure. • A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar. 	[19]–[24]
3	<ul style="list-style-type: none"> • A reasonable response demonstrating a good attempt at critical analysis. • A good attempt to evaluate aspects of, and approaches to, religion and belief. • A good attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • A good attempt at providing personal insight and independent thought. • A reasonably mature answer with some evidence of structure and coherence. • A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar. 	[13]–[18]
2	<ul style="list-style-type: none"> • A limited response demonstrating a modest attempt at critical analysis. • A limited attempt to evaluate aspects of, and approaches to, religion and belief. • A limited attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • A limited attempt at providing personal insight and independent thought. • A limited answer with limited evidence of structure and coherence. • A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar. 	[7]–[12]
1	<ul style="list-style-type: none"> • A basic response demonstrating little attempt at critical analysis. • A basic attempt to evaluate aspects of, and approaches to, religion and belief. • A basic attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • A basic attempt at providing personal insight and independent thought. • A basic answer with basic structure and coherence. • A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar. 	[1]–[6]

Section A**AVAILABLE
MARKS**Answer **two** questions

1 (a) "The God of the Old Testament is a God of compassion."
Present a case for this statement.

Answers may include:

- A discussion of Hosea 11:1–11 of the struggle within the heart of God who must bring judgment for sin and yet has compassion on his people
- God's compassion in making two new tablets of stone for the people of Israel (Exodus 34:1–9), reference to Exodus 34:6–7 where God promises to forgive sin while not leaving the guilty unpunished
- A discussion of God's concern for the widow, orphan and foreigner including the command to leave the remains of the harvest (Deuteronomy 24:17–21) and the command regarding the year of tithing
- A discussion of a personal God who 'knows' the prophet Jeremiah, the confessions of Jeremiah point to a personal God who listens
- Possible discussion of God as a judge who will not tolerate the sin of his people any longer, the Temple Sermon of Jeremiah and symbolic actions of Ezekiel point to God's holy nature who must judge what is evil
- God's nature as hope-giver who will restore Israel including references to the New Covenant (Jeremiah 31); vision of dry bones as an image of restored Israel (Ezekiel 37); the renewed creation (Ezekiel 47)

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) "There were good reasons to explain a violent God in ancient Israel, but in the modern world such a view of God is no longer acceptable." Critically assess this view.

AVAILABLE MARKS

Answers may include:

- A discussion of Israel's unique relationship with God who was the head of the nation, God had a right to protect and defend Israel
- As a new nation without a homeland, Israel required extra protection including divine judgment on those who opposed it which included violent acts against aggressive nations
- The picture of God's violence in the Old Testament is hard to explain especially when Israel was called to completely destroy opposition
- The concept of a violent God in Christianity seems at odds with the New Testament picture of the compassion of God who sent Jesus into the world
- The concept of a violent God is unhelpful in a world already torn apart by war and which is working towards peace, reconciliation and understanding
- A discussion of the idea of a violent God as a justification for Holy War and atrocities which were carried out by Christians
- The misuse of the concept to justify extremism today, e.g. Islamic extremists
- A discussion on the nature of God as different from human nature, His violence as divine judgment upon sin which cannot go unpunished
- A transcendent God has the right to bring violence upon his creation without that violence being tainted by sin
- Some groups within various religious traditions believe that a violent God is still acceptable and those who oppose God's will should experience a violent end

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

2 (a) Examine the importance of the call of Jeremiah as a prophet to Judah.

AVAILABLE
MARKS

Answers may include:

- The political, social and religious context to Jeremiah's message with particular reference to the increase in pagan worship and pagan morals during the reign of Manasseh
- A discussion of the statement of God who 'knew' Jeremiah and the ongoing relationship during the laments and struggles that Jeremiah has with God
- The excuses of Jeremiah and reassurance of God with possible reference to the parallels to Moses
- The importance of the prophet's call as validating and authenticating the true prophet particularly in light of the rejection of Jeremiah by the people as outlined in his own words in his private poems
- Reference to the nature of Jeremiah's message in chapter 1 verse 10 that it would deal with judgment (uprooting/tearing down) as well as a message of hope (building/planting) and how this is reflected in the rest of the book
- A discussion of the sign of the almond tree and the boiling pot as an indication of the swift, coming judgment from the North
- God's pronouncement in chapter 1 verses 15–16 which points towards the Exile which Jeremiah refers to throughout his message

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) Consider critically the relevance of Jeremiah's message both in his own time and today.

AVAILABLE
MARKS

Answers may include:

- A discussion of the importance of Jeremiah's message in his own time to challenge injustice and sin in Judah
- With the fall of the Northern Kingdom, Jeremiah's message was more relevant than ever if Judah was to avoid the same judgment
- Jeremiah's struggles with God point to his rejection by his people who did not regard his message as important or relevant
- The message of the Temple Sermon is a challenge to all religious people, both then and now, not to place their security in religious rituals, practices or places
- The message of judgment for exploiting the poor/foreigners is relevant to current issues including use of Fairtrade and the European migrant crisis
- Exploitation of the poor in Northern Ireland including slavery/sex-trafficking
- The challenge that sin will not be overlooked and the comfort that injustice will not be tolerated forever is relevant in all ages
- Moral and ethical absolutes which must be adhered to challenges post-modern culture both within society and the church
- The Confessions of Jeremiah encourage honest and open dialogue with God which can be missing in some sections of Christian Church practice
- The nature and importance of the New Covenant which is the basis for the Christian faith and its call to know God and promise of forgiveness for sin
- A call to obedience over sacrifice/religious practice is difficult in any age
- Discussion if the laws given to Israel still apply to the church
- Moral absolutes are no longer accepted, making a message of judgment meaningless
- The teaching on the New Covenant, hope was only important for people living under the Old Covenant

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

3 (a) Identify and consider how Ezekiel acted out his prophecy.

AVAILABLE MARKS

Answers may include:

- Evidence of Ezekiel's oral messages of judgment including the oracles of judgment in chapter 6 and his message to the Shepherds of Israel
- A discussion of the sign of the siege of Jerusalem and the placing of an iron pan as a sign of God's abandonment of Jerusalem
- The sign and significance of Ezekiel lying on his left side for 390 days and his right side for 40 days as a symbol of the sins of Israel and Judah
- The eating of siege rations and cooking over human excrement as a sign of the conditions which would face Jerusalem
- The symbolism and significance of Ezekiel shaving his hair and the fate of the people to fire, sword and wind, reference to the remnant and the fact that not even they will be safe from disaster. God's explanation of the total destruction that faces Israel after commanding this symbolic action
- The symbolic action of Ezekiel packing his belongings for exile in the sight of the people as an indication of the exile that was to come

Accept valid alternatives

Mark in levels

(AO1)

[20]

(b) Critically assess the claim that the message of Ezekiel is primarily a message of judgment.

Answers may include:

- A discussion of the call of Ezekiel which focuses on the Israelites as a rebellious nation who will not listen to the words that the prophet speaks
- A discussion of the importance of the symbolic actions to emphasise the nature of judgment in a clear and visible way, there are no parallel sign acts of hope
- The shocking death of Ezekiel's wife to drive home the fall of Jerusalem
- A discussion of the shepherds in chapter 34 who are singled out for God's judgment
- The contrast between judgment and hope that comes after the Dry Bones experience
- A discussion of the detailed description of the Temple and New Creation which stand in contrast to the judgment of the previous chapters
- The fact that Ezekiel has a significant portion of his message devoted to hope when compared with other prophetic messages which focus almost exclusively on judgment

Accept valid alternatives

Mark in levels

(AO2)

[30]

50

Section A

100

Synoptic Bands

Total Marks: [20]

Band	AO1 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> An excellent attempt at analysis with a full and highly informed response to the question. Demonstrates comprehensive understanding and accurate knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies. A very high degree of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study. A sophisticated answer with a clear and coherent structure. An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar. 	[17]–[20]
4	<ul style="list-style-type: none"> A very good attempt at analysis with a well informed response to the question. Demonstrates a high degree of understanding and almost totally accurate knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies. A very good range of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study. A mature answer with a mainly clear and coherent structure. A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar. 	[13]–[16]
3	<ul style="list-style-type: none"> A good attempt at analysis with a reasonably well informed response to the question. Demonstrates a good understanding and mainly accurate knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies. A good range of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study. A reasonably mature answer with some evidence of structure and coherence. A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar. 	[9]–[12]
2	<ul style="list-style-type: none"> A limited attempt at analysis with a limited response to the question. Demonstrates a limited understanding and limited knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies. A limited range of relevant evidence, scholarship and exemplification with particular reference to at least one other unit of study. A limited answer with limited evidence of structure and coherence. A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar. 	[5]–[8]
1	<ul style="list-style-type: none"> A basic attempt at analysis with a basic response to the question. Demonstrates a basic understanding and basic knowledge of the themes considering the influence of beliefs, teachings and practices on individuals, communities and societies. A basic range of evidence, scholarship and exemplification with particular reference to at least one other unit of study. A basic answer with basic structure and coherence. A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar. 	[1]–[4]

Candidates must refer to at least one other unit of study in their AO1 response to access Bands 4–5.

Synoptic Bands

Total Marks: [30]

Band	AO2 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> • A comprehensive and coherent response demonstrating an excellent attempt at critical analysis in relation to other aspects of human experience. • An excellent attempt to evaluate aspects of, and approaches to, religion and belief. • An excellent attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • An excellent attempt at providing personal insight and independent thought. • A sophisticated answer with a clear and coherent structure. • An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar. 	[25]–[30]
4	<ul style="list-style-type: none"> • A very good response demonstrating a very good attempt at critical analysis in relation to other aspects of human experience. • A very good attempt to evaluate aspects of, and approaches to, religion and belief. • A very good attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • A very good attempt at providing personal insight and independent thought. • A mature answer with a mainly clear and coherent structure. • A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar. 	[19]–[24]
3	<ul style="list-style-type: none"> • A reasonable response demonstrating a good attempt at critical analysis in relation to other aspects of human experience. • A good attempt to evaluate aspects of, and approaches to, religion and belief. • A good attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • A good attempt at providing personal insight and independent thought. • A reasonably mature answer with some evidence of structure and coherence. • A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar. 	[13]–[18]
2	<ul style="list-style-type: none"> • A limited response demonstrating a modest attempt at critical analysis which struggles to relate to other aspects of human experience. • A limited attempt to evaluate aspects of, and approaches to, religion and belief. • A limited attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • A limited attempt at providing personal insight and independent thought. • A limited answer with limited evidence of structure and coherence. • A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar. 	[7]–[12]
1	<ul style="list-style-type: none"> • A basic response demonstrating little attempt at critical analysis which fails to relate to other aspects of human experience. • A basic attempt to evaluate aspects of, and approaches to, religion and belief. • A basic attempt using evidence, reasoning and scholarship to construct well informed and balanced arguments. • A basic attempt at providing personal insight and independent thought. • A basic answer with basic structure and coherence. • A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar. 	[1]–[6]

Candidates must engage with other aspects of human experience in their AO2 response to access Bands 3–5.

Section B**AVAILABLE
MARKS**

4 (a) "Sin will always involve alienation from God and others."

Present a case for this statement. You must support your answer with reference to at least one other unit of study.

Answers may include:

- Reference to the concept of the Fall which led to Adam and Eve's expulsion from the Garden of Eden and Augustine's understanding of this as a basis for the doctrine of original sin which alienates people from God
- Sin viewed as rebellion against God and the source of evil and division between humans and God
- Reference to specific laws in the Book of the Covenant which show the impact of sin and how it damages the relationship between people
- Psalm 51 points to the need for confession, repentance and forgiveness given that sin alienates people from God and others
- A discussion of the place and importance of confession and repentance in religious and secular communities to overcome the damage sin creates in human relationships
- A discussion of Luther's definition of sin as *homo incurvatus in se* and the idea of being alienated from the true self and how that impacts all human relationships
- A discussion regarding the need for a Messiah as the one who would forgive sin and overcome its alienating power
- A discussion of Calvin's doctrine of 'total depravity' and how sin has corrupted and affected all relationships both with others and with God and the ongoing implications this doctrine has had for the church
- A discussion of the perennial need for those who will stand up to and challenge sin and its impact in any generation
- A discussion of, and reference to, examples of how the breaking of God's law has always led to broken relationships and alienation from others throughout history

Accept valid alternatives

Mark in levels

Candidates must support their answer with reference to at least one other unit of study to access Bands 4–5.

(AO1)

[20]

(b) "In a world that has outgrown religion, the concept of sin is irrelevant." Critically evaluate this view. You must refer to other aspects of human experience in your answer.

AVAILABLE MARKS

Answers may include:

- Reference to other aspects of human experience
- A discussion of the post-modern world which does not accept the idea of sin or moral absolutes
- A secular society rejects the existence of God and the concept of sin
- Scandals within the church in recent years have shown that the church has covered up and ignored sin and therefore cannot expect people who are not religious to have a concept of sin
- In an increasingly 'virtual world' it is possible for people to ignore the consequences of their actions
- Society's glorification of money and power at any cost has made sin not only acceptable but laudable; those who appear to 'sin' are sometimes rewarded rather than punished
- The legal process is based on the acceptance of right and wrong, rather than the traditional moral-religious view of sin
- Human nature still regards certain things as unacceptable due to an inbuilt understanding of good and evil
- A discussion of examples of society's leaders who have challenged sin and injustice, e.g. Martin Luther King, Oscar Romero
- Possible historical and/or contemporary exemplification
- The concept of sin may no longer be part of the vocabulary of most people in society, but there is still a strong sense of morality and right and wrong in society
- The concept of sin in the past was closely connected to sexual sin but this is no longer the case; sexuality is much more regarded as a private affair
- How the secular concept of alienation has come to replace the concept of sin
- While the concept of sin may be in decline there is a need to have language to express new forms and understandings of wrongdoing, e.g. environmental issues
- Among the religious of whatever perspective the concept of sin is still meaningful and relevant
- Often, in times of disaster, secular politicians use the language of sin, regularly using the religious term "evil" about events

Accept valid alternatives

Mark in levels

Candidates must engage with other aspects of human experience to access Bands 3–5.

(AO2) [30] 50

Section B

50

Total

150