

Teacher Resource Bank

GCE Religious Studies Unit F (RSS06) *Old Testament* June 2009 Examination Candidate Exemplar Work:

• Candidate B



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2009 (June) Unit F Old Testament

Example of Candidate's Work from the Examination

Candidate B

2 (a) With reference to the Old Testament passages you have studied, examine the concept of covenant.

(30 marks) AO1

Candidate Response

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AO1 (30 marks)

The candidate displayed a sound knowledge and understanding of the Abrahamic and Mosaic covenants, making good use of the texts. The call of Abraham and the story relating to the near sacrifice of Isaac were used to illustrate further the commitment and faith that were at the heart of Old Testament covenant making. This response gave more than mere description, and the relationship between the two covenants was also considered. Both covenants were related to the concept of covenant as an agreement between unequal parties. Much more might have been said, however, about the concept itself. The candidate might have discussed in more depth the structure of vassal treaties of the Ancient Near East and the extent to which this was reflected in the Old Testament covenants studied. This would have helped put the script more securely into the A grade that this candidate was awarded.

The candidate's communication skills were of a high order. Progression of thought could be seen in the use of paragraphing and spelling, punctuation and grammatical construction were all sound.

Level 5 (22 marks)



(b) 'The idea of covenant suggests an impersonal relationship with God.'

Assess this view.

(15 marks) AO2

Candidate Response

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AO2 (15 marks)

The candidate created a reasoned and persuasive argument in support of the viewpoint stated in the question. A variety of points were made to support the argument: the legalist nature of the Mosaic covenant and the stress on God's transcendence and holiness in the description of the theophany. The candidate commented also on the sense of distance created by the submissiveness of Abraham, as seen in his willingness to sacrifice his son. The candidate came to the conclusion that the very nature of a covenant led to an impersonal relationship.

On the other side of the debate, the candidate briefly pointed out that the idea of election implied a personal relationship with Israel, and also referred to God's covenant with Abraham as personal. Much more might have been said, however. The candidate might, for instance, have referred to the highly personal language used in Exodus 19⁴⁻⁵.

Again, the candidate displayed sound communication skills, giving clear and coherent organisation of information'.

Level 6 (12 marks)

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3 (a) Examine the types of prophecy found in the 10th and 9th centuries BCE. *(30 marks)*

Candidate Response

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AO1 (30 marks)

The response to this question concentrated on two particular incidents: the anointing of Saul in 1 Samuel 10 and the competition on Mt. Carmel. After stating that the main role of a prophet was to bring the people back to the covenant, the candidate illustrated this with reference to Samuel creating a unified nation through making Saul king and to the people's acknowledgement of God's omnipotence through what Elijah did on the mountain. The candidate also referred to Samuel as a seer, using the anointing narrative as an example of his powers of prediction. In the final paragraph, there was a brief examination of ecstatic prophecy as illustrated by the actions of the Baal prophets on Mt. Carmel.

AQA

This answer would have been improved with reference to other types of prophets, e.g. court prophets, and with the use of a wider range of textual material. Using 1 Samuel 9, the candidate might have considered other features of the seer, and reference to 1 Samuel 10 would have led to more detailed comment on ecstatic prophecy. The answer might also have included a consideration of Elijah as showing a transitional stage in prophecy, with reference not only to the Carmel narrative but also to the incidents recorded in 1 Kings 19 and 21.

Again, the candidate showed good organisation of material through paragraphing and a 'high level of accuracy in spelling, punctuation and grammar'.

Level 4 (16 marks)

(b) Assess the view that Samuel was a more important prophet than Elijah in the development of prophecy.

(15 marks) AO2

Candidate Response

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AO2 (15 marks)

The candidate made an attempt to focus on the question and to give more than one viewpoint, but came up with very limited arguments. The answer centred, as in (a), with the prophetic task of bringing Israel back to the covenant.

In support of the statement, the following arguments might have been considered:

- Samuel's involvement with Saul raised prophecy to a new level; he was not just a seer, being paid for a service given.
- He promoted a type of prophecy that was not given to the excesses of the ecstatic prophets; Elijah's behaviour in the Carmel narrative could be said to represent a more primitive type of prophet.



• The two strands of tradition in 1 Samuel 8-10 reveal a type of prophet that had connections with the king, but was not a 'yes' man and in this he paved the way for Elijah and the later classical prophets.

Against the statement:

- Elijah's ethical monotheism marked a significance development in the type of message delivered by prophets.
- His ministry came from a sense of vocation and inner conviction rather than from being a paid professional.
- The Horeb incident reveals both the close relationship with God and the political significance that were seen in the classical prophets.

Again, sensible paragraphing and sound spelling etc. were reflected throughout this answer.

Level 4 (8 marks)