



**Advanced Subsidiary GCE
GCE RELIGIOUS STUDIES**

Unit G573: AS Jewish Scriptures

Specimen Paper

G573 QP

Morning/Afternoon

Time: 1 hour 30 minutes

Additional Materials: Answer Booklet (...pages)



INSTRUCTIONS TO CANDIDATES

- Answer **two** questions.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part of question.
- The total number of marks for this paper is **70**.

ADVICE TO CANDIDATES

- Read each question carefully and make sure you know what you have to do before starting your answer.

This document consists of **2** printed pages.

Answer **two** questions.

- 1 (a) How were the covenants G-d made with Abraham different from previous covenants? [25]
(b) To what extent did the covenants with Abraham replace all previous covenants? [10]
- 2 (a) Explain the significance of the covenants G-d made with David and with Jeremiah. [25]
(b) 'The covenants with David and Jeremiah have nothing in common.' Discuss. [10]
- 3 (a) Describe the ideas about G-d in the books of Jonah and Job. [25]
(b) 'G-d was more compassionate to Jonah than to Job.' Discuss. [10]
- 4 (a) Explain what G-d teaches Jonah about life. [25]
(b) To what extent might the book of Jonah be classified as wisdom (hohma) literature? [10]

Paper Total [70]

SPECIMEN



OXFORD CAMBRIDGE AND RSA EXAMINATIONS

Advanced Subsidiary GCE

GCE RELIGIOUS STUDIES

G573 MS

Unit G573: AS Jewish Scriptures

Specimen Mark Scheme

The maximum mark for this paper is 70.

SPECIMEN

This document consists of **6** printed pages.

Band	Mark /25	AO1	Mark /10	AO2
0	0	absent/no relevant material	0	absent/no argument
1	1-5	<p>almost completely ignores the question</p> <ul style="list-style-type: none"> • little relevant material • some concepts inaccurate • shows little knowledge of technical terms <p>Communication: often unclear or disorganised</p>	1-2	<p>very little argument or justification of viewpoint</p> <ul style="list-style-type: none"> • little or no successful analysis <p>Communication: often unclear or disorganised</p>
2	6-10	<p>focuses on the general topic rather than directly on the question</p> <ul style="list-style-type: none"> • knowledge limited and partially accurate • limited understanding • selection often inappropriate • limited use of technical terms <p>Communication: some clarity and organisation</p>	3-4	<p>an attempt to sustain an argument and justify a viewpoint</p> <ul style="list-style-type: none"> • some analysis, but not successful • views asserted but not successfully justified <p>Communication: some clarity and organisation</p>
3	11-15	<p>satisfactory attempt to address the question</p> <ul style="list-style-type: none"> • some accurate knowledge • appropriate understanding • some successful selection of material • some accurate use of technical terms <p>Communication: some clarity and organisation</p>	5-6	<p>the argument is sustained and justified</p> <ul style="list-style-type: none"> • some successful analysis which may be implicit <p>Communication: some clarity and organisation</p>
4	16-20	<p>a good attempt to address the question</p> <ul style="list-style-type: none"> • accurate knowledge • good understanding • good selection of material • technical terms mostly accurate <p>Communication: generally clear and organised</p>	7-8	<p>a good attempt at using evidence to sustain an argument</p> <ul style="list-style-type: none"> • some successful and clear analysis • might put more than one point of view <p>Communication: generally clear and organised</p>
5	21-25	<p>an excellent attempt to address the question showing understanding and engagement with the material</p> <ul style="list-style-type: none"> • very high level of ability to select and deploy relevant information • accurate use of technical terms <p>Communication: answer is well constructed and organised</p>	9-10	<p>an excellent attempt which uses a range of evidence to sustain an argument</p> <ul style="list-style-type: none"> • comprehends the demands of the question • shows understanding and critical analysis of different viewpoints <p>Communication: answer is well constructed and organised</p>

Question Number	Answer	Max Mark
<p>1(a)</p> <p>How were the covenants G-d made with Abraham different from previous covenants?</p>	<p>Candidates may include some description of the covenants G-d made with Abraham but responses that do not move beyond the descriptive elements are unlikely to achieve higher levels.</p> <p>Good responses are likely to focus on suggesting potential differences and to focus on explaining significant points from the set texts (Genesis 12, 15 & 17). Abraham leaving Ur is the focal point in Genesis 12, the cutting of the covenant is in Genesis 15 and the covenant of circumcision is in Genesis 17.</p> <p>Candidates may wish to make reference to types of covenant in ANE or to place the covenants in the context of the purpose and process of the literary compilation of the Jewish scriptures.</p> <p>Good responses are likely to demonstrate knowledge and understanding of the set texts and to contrast the covenants made with Adam and Noah.</p> <p>To what extent did the covenants with Abraham replace all previous covenants?</p> <p>Discussion is likely to develop from the material used in the first part of the question.</p> <p>Candidates might argue that there is progression in the covenants but not necessarily the superseding of the previous covenants.</p> <p>Good responses are likely to have considered the contrasting nature of the covenants made with Adam and Noah as being applicable to all humankind whilst the Abrahamic cycle reflects the concern of Biblical source material with the promise of a people and a land and with the covenant of circumcision.</p>	<p>[25]</p> <p>[10]</p>
<p>2(a)</p> <p>Explain the significance of the covenants G-d made with David and with Jeremiah.</p>	<p>Candidates may include some description of the covenants, particularly in the case of David, as the context of the message via Nathan with the play on the word 'house' is very relevant to the terms of the covenant.</p> <p>Candidates who do not move beyond the descriptive elements will not achieve higher levels. Answers should focus on the 'significance' element.</p> <p>Candidates will likely to need to consider the relevant set texts: 2 Samuel 7 and Jeremiah 31.</p> <p>Good responses are likely to show knowledge and understanding of these and the actual covenants.</p>	<p>[25]</p>

Question Number	Answer	Max Mark
2(b)	<p>'The covenants with David and Jeremiah have nothing in common.' Discuss.</p> <p>There are many equally viable approaches to this discussion and they are likely to depend on which significant factors are emphasised in part (a).</p> <p>Candidates are free to conclude that there is nothing in common between a promise of a physical lineage to a king and that of a spiritual covenant for all people, including the least to the greatest, or to argue, to a lesser or greater extent, that there is continuity between all the covenants and some common themes.</p> <p>Better responses are likely to be firmly rooted in the text of the two chapters set for study.</p>	[10]
3(a)	<p>Describe the ideas about G-d in the books of Jonah and Job.</p> <p>Answers should focus on 'ideas' and should move beyond a mere description of events in the books of Jonah and Job.</p> <p>Good responses are likely to include concepts such as justice, mercy, compassion, omnipotence, omnipresence, universalism etc.</p> <p>Some candidates may consider these ideas with examples from the stories which show the contrast between the human and the Divine nature and the inability to hide from G-d or resist G-d's wishes.</p> <p>Good responses are likely to be firmly rooted in knowledge and understanding of the set texts.</p>	[25]
3(b)	<p>'G-d was more compassionate to Jonah than to Job.' Discuss.</p> <p>There might be a range of different approaches in addressing this quotation, building on the material used in part a).</p> <p>Some candidates might compare the extent to which either or both characters brought on some of their own sufferings because of their attitudes and yet G-d persisted in leading each to some theological insight.</p> <p>Good discussions are likely to reflect on the way G-d is presented in these two books and thereby to develop points made in the first part of the question.</p>	[10]

Question Number	Answer	Max Mark
4(a)	<p>Explain what G-d teaches Jonah about life.</p> <p>Inevitably there needs to be some description but better responses will need to move beyond the events in the text to focus on the explanation of what G-d teaches Jonah about life.</p> <p>Good responses are likely to show understanding that most of the lessons which G-d teaches Jonah about life are tied up to lessons Jonah is learning about G-d. Candidates are likely to illustrate their explanations with examples.</p> <p>Candidates may further consider Jonah's inability to hide from G-d or to ignore or question G-d's wishes.</p> <p>Candidates may also explain how the texts demonstrate the compassion of G-d towards the gentiles and the role of the Jewish people among gentiles etc.</p>	[25]
4(b)	<p>To what extent might the book of Jonah be classified as wisdom (hohma) literature?</p> <p>There are a number of different approaches possible. Some candidates will discuss types of literature.</p> <p>Candidates might discuss the purpose of wisdom literature which explores spirituality and the human dilemma. They might point out that though Jonah is not usually considered as a typical example of wisdom literature there are some common features.</p> <p>Good discussions are likely to point out that the Jewish scriptures tend to have an extra dimension of faith in response to the questions of life that distinguishes them from the wisdom literature of other cultures.</p>	[10]
Paper Total		[70]

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	Total
1(a)	25		25
1(b)		10	10
2(a)	25		25
2(b)		10	10
3(a)	25		25
3(b)		10	10
4(a)	25		25
4(b)		10	10
Totals	50	20	70

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