

General Certificate of Education

Religious Studies 6061

RS07 Studies in the Old Testament

Mark Scheme

2005 examination – June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Examination Levels of Response

Religious Studies (Advanced) A2 Level Descriptors

[Marks for 10-mark questions are shown in brackets]

| Level | A2 Descriptor for Quality of Written Communication in AO1 and AO2 | A2 Descriptor AO1 | Marks | A2 Descriptor AO2 | Marks |
|-------|--|---|-----------------|--|-------|
| 5 | Highly appropriate form and style of writing; clear and coherent organisation of information; appropriate and accurate use of specialist vocabulary; good legibility and high level of accuracy in spelling, punctuation and grammar. | A thorough treatment of the topic, which may be in depth or breadth. Information is accurate and relevant. A thorough understanding is shown through good use of relevant evidence and examples. Where appropriate good knowledge and understanding of diversity of views and / or scholarly opinion is demonstrated. | 17-20 [9-10] | A very good response to issue(s) raised. Different views, including where appropriate those of scholars or schools of thought, are discussed and evaluated perceptively. Effective use is made of evidence to sustain an argument. Systematic analysis and reasoning leads to appropriate conclusions. There may be evidence of independent thought. | 17-20 |
| 4 | Appropriate form and style of writing; clear and coherent organisation of information; appropriate and accurate use of specialist vocabulary; good legibility and high level of accuracy in spelling, punctuation and grammar. | A generally thorough treatment of the topic. Information is accurate and relevant. Good understanding is demonstrated through use of relevant evidence and examples. Where appropriate, alternative views and / or scholarly opinion are satisfactorily explained. | 13-16 [7-8] | A good response to issue(s) raised. Different views, including where appropriate those of scholars or schools of thought, are discussed. A process of reasoning leads to an appropriate conclusion. There may be some evidence of independent thought. | 13-16 |
| 3 | Mainly appropriate form and style of writing; generally clear and coherent organisation of information; mainly appropriate and accurate use of specialist vocabulary; good legibility and fairly high level of accuracy in spelling, punctuation and grammar. | A satisfactory treatment of the topic. Information is mostly accurate and relevant. A reasonable understanding is demonstrated through use of some relevant evidence and examples. Where appropriate, some familiarity with diversity of views and / or scholarly opinion is shown. | 9-12 [5-6] | A satisfactory response to issue(s) raised. Views are explained with some supporting evidence and arguments, and some critical analysis. A conclusion is drawn that follows from some of the reasoning. | 9-12 |
| 2 | Form and style of writing appropriate in some respects; some of the information is organised clearly and coherently; some appropriate and accurate use of specialist vocabulary; satisfactory legibility and level of accuracy in spelling, punctuation and grammar. | A superficial answer, which includes some key facts and demonstrates limited understanding using some evidence / examples. Where appropriate, brief reference may be made to alternative views and / or scholarly opinion. | 5-8 [3-4] | Main issue is addressed with some supporting evidence or argument, but the reasoning is faulty, or the analysis superficial or only one view is adequately considered. | 5-8 |
| 1 | Little clarity and coherence in organisation; little appropriate and accurate use of specialist vocabulary; legibility and level of accuracy in spelling, punctuation and grammar barely adequate to make meaning clear. | Isolated elements of accurate and relevant information. Some signs of understanding. Evidence and examples are sparse. | 1-4 [1-2] | Some simple reasons or evidence are given in support of a view that is relevant to the question. | 1-4 |
| 0 | Little clarity and coherence in organisation; little appropriate and accurate use of specialist vocabulary; legibility and level of accuracy in spelling, punctuation and grammar barely adequate to make meaning clear. | Nothing of relevance. | 0 | No valid points made. | 0 |

RS07: Studies in the Old Testament

- 1 (a) *Examine the nature of the crisis which the Exile posed for the people of the time.*

This is one of the themes of Specification Section 16.3, 'Reflections in Times of Crisis', and candidates may approach the topic in a variety of ways. These will be credited accordingly. They may wish to look separately at those who went into exile and those who remained.

Crisis

Of belief

Temple as Yahweh's dwelling place – therefore, if Temple was destroyed, so was Yahweh

Where was God at this time?

Theology of Zion – inviolability – shattering of what had come to be accepted belief

This affected both groups of people.

Of the practice of their religion

Most significantly expressed in Psalm 137 – how shall we sing the Lord's song in a strange land?

Without the Temple, no opportunity for the sacrificial system or all the other ritual practices

Having to re-think their entire framework of religion – this particularly true for those who had gone into exile.

Society and organisation

With the removal of the leadership, the people left in Jerusalem had lost social and religious hierarchy and structure = also facing poverty and desolation.

The Exiles were faced with the realities of living in a strange country and culture.

Identity

The people who had gone into exile were having to develop a new sense of identity – especially religious identity, etc.

Note that candidates are not required to have studied historical background, so detailed understanding of this should not be expected.

No more than Level 2 for narrative – **this is about the nature of the crisis.**

For answers above low Level 4, there should be some breadth – though need only be two areas.

(20 marks) AO1

- (b) ***Outline the responses to the crisis of the Exile found in the passages you have studied, and assess how far these passages may have answered the questions which the Exile raised for the people.***

Responses

Anger and retribution, Psalm 137
Focus on God's saving acts, including those in the Exodus, reflections on this in Psalms
Themes of deliverance – as expressed in material from Second Isaiah
Formulation of Law
Stress on Covenant traditions,
etc.

Credit other relevant material.

(10 marks) AO1

Assess

Responses of anger and retribution would not have answered the questions but may have given a focus for their frustrations – 'if I forget thee O Jerusalem', etc.
God's saving acts and deliverance would have been encouraging
Stress on law – gave new focus to the religion
Responses focused more on the needs of those who were in Exile.

BUT would not necessarily have answered the people's questions of why? Or the fundamental challenges to their beliefs and practices posed by the Exile,
etc.

Look for reasoned and balanced argument. Best answers are likely to show awareness of critical issues involved.

(20 marks) AO2

- 2 (a) ***Examine the characteristics and concerns of the Law given to the people by Moses according to the Old Testament.***

Expect some awareness of the issues of the whole Law
As well as the Decalogue
God given
Dealing with duties to God
And to fellow humans
Apodictic and casuistic
Practical implications
Awareness expected of the likely setting of the domestic laws in passages studied not belonging to wilderness period
Demands for social justice
For foreigners as well as Israelites
And care for the land
Ritual laws,
etc.

Maximum Level 4 (13 marks) for only one of characteristics / concerns.

(20 marks) AO1

- (b) ***Outline the role of Moses in the Exodus tradition, and assess the claim that the Law was more important than the Exodus for the people of Ancient Israel.***

Role of Moses

Note that candidates will not have studied the whole of the Exodus tradition. All that is expected comes from material which is on the specification, but credit can be given for other material if it is appropriate and relevant.

Leadership

Call to leadership (Exodus 3)

Encouragement to people

Parting of the waters

Crossing of the 'Red Sea'

Leadership through the wilderness period

Different emphases in sources

Expect some awareness of the type of leadership offered.

(10 marks) AO1

Assess

Law was more important

Look at impact of the Law – foundation for everything within religion of Ancient Israel

Everything based on this

Binding the people together as a community

Essential part of Covenant relationship

Expect some awareness of the interrelatedness

Continued importance throughout Old Testament and into Judaism today, etc.

BUT

May argue that the Exodus was far more important

Taking the people out of slavery and to within sight of the promised land

Experiences of hardship binding the people together

Exodus may be seen as necessary for giving of the Law to have occurred

Best answers are likely to show awareness of at least some of the critical questions, e.g.

Dating of the Law

Historicity of Moses

The Exodus as involving the whole people, or a small group of tribes, or other views of Exodus, etc., and also to be able to comment on the inter-relatedness of Law and Exodus.

(20 marks) AO2

- 3 (a) *Examine the views on the nature of the created world and of the human condition that are found in the passages which you have studied from the Psalms and from Wisdom literature.*

Created world

Perfection of creation – Psalm 8
Vivid portrayal in Psalm 104, with cosmic imagery
God’s majesty over all of his creation
Creation planned by God – man given dominion over the rest (Ecclus)
Whole universe created by God
Beautiful and ordered, including the planets and the weather (Ecclus)

Human condition

Little less than a god – master over the creatures Psalm 8
Sinful humanity – Psalm 104
Subject to will of God – Psalm 105
Human potential for good reflected throughout Wisdom – range of examples
But subject to punishment
Follies of the human condition well illustrated
Views of the just and the unjust – all subject to God
Fixed life span
Free will (Ecclus),
etc.

Need to refer to both topics and both sources.
If only one, limit to Level 4 (13 marks), however good.

(20 marks) AO1

- (b) *Explain the views on the nature of the created world and on the human condition which are found in Genesis 1-3, and assess the claim that these views are far less favourable than those found in the Psalms and Wisdom literature.*

Explain

Genesis 1-3: includes the J account – with lowly view of humanity – dust of the earth, etc.

P account has higher view – majesty of the created world

Orderly nature, formless void, etc.

With humanity as the pinnacle of creation – but reliant on God

Relationship between humanity and other creatures

Fallen nature of humanity – essentially prone to sinfulness

Ready to pass the blame

Results of the fall – more accursed than other creatures

Necessity of human toil – and pain in childbirth

No more than Level 4 (7 marks) if answer does not cover both created world and human condition, however well done.

(10 marks) AO1

Assess

Agree

Evidence as above, supported by consideration of reasons

‘High’ views – as identified above

Late date of the Wisdom literature

Candidates may consider possible purpose of Psalms

And of Wisdom literature

And the effect which these have on the pictures they present.

BUT

There are favourable views expressed in Genesis, especially in the P material

Also a very ordered cosmology

Strong stress on the wrong-doing of man, and of the punishment which will follow occurs in both sets of material

Best answers are likely to show awareness of critical issues – dating of various sources – influence of external factors, closeness of Psalms to the P source, etc.

(20 marks) AO2