

General Certificate of Education

Religious Studies 6061

**RS07 *Studies in the
Old Testament***

Mark Scheme

2008 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.

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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 religious ideas which are found in Genesis 1-3.

God as creator
Constant theme of 'and God saw that it was good' in the P narrative
Sense of order and orderliness
Everything set in its place.

God who will not tolerate evil.

Man as the pinnacle of creation
Stewardship
Man's relationship to the animals
Weak and fallible state of humanity shown in the Fall story.

God enters into relationship with man
Varying views on the nature of that relationship
Sets rules for people
Consequences if those rules are broken – Fall

For marks above Level 3 there needs to be some range and appropriate exemplification. Best likely to analyse background of religious ideas.

(20 marks) AO1

(b)(i) Examine the ideas on the relationship between humans and God found in Genesis 6-9.

Examine

God cannot tolerate the wickedness which he sees upon the earth
and so destroys
Demonstration of power of God over humans
But rewards Noah, the one righteous man
Communicates with Noah
Preservation of creation through his instructions to Noah
Entering into Covenant with Noah
Expect some exploration of the concept of Covenant
Promise never again to destroy the earth,
etc.

(10 marks) AO1

- (ii) ***With reference to Genesis 1-3 and Genesis 6-9, assess the view that these passages are only important because of the religious ideas they contain.***

Assess

This can be approached in a variety of ways.

Are only important

e.g. can only be understood as theology rather than as history

Literal verses or symbolic interpretations of the text.

It may be approached from the angle of the role of myth in the Ancient Near Eastern world – are these narratives theology or myth?

Or were the various writers using myth for their own theological purposes?

Others may consider approaches such as narrative criticism

Or reader response theory.

Are not only important because of religious ideas

Implication of taking the passages literally

Scientific verses or religious views of creation – RS06 material would be relevant here and should be credited

Some may look at archaeological evidence for Flood, and thus argue about historicity.

Any or all of these are valid, so long as a balanced argument is produced.

(20 marks) AO2

2 (a) *Examine the nature of Wisdom in the Old Testament passages you have studied.*

Style – short statements

Proverbial style

Prudential approaches

Focus on the individual

Everyday issues

Universal human experiences

Search for how to master life

Questioning about the problems of life

and about the fundamental questions of life

Hypostatisation of 'wisdom'.

Concern for how one should act before God

Lack of reference to nation or its history

Or to acts of salvation.

Relationship to Wisdom in wider Ancient Near Eastern context

Family tradition

Moral instruction of the young

Role of professional 'wise' people,

etc.

Allow some credit for products of the wisdom tradition, but focus needs to be on main stream. Credit both 'wisdom' itself and the wisdom tradition.

(20 marks) AO1

- (b) ***Outline the nature of Law in the Old Testament passages you have studied, and assess whether Wisdom or Law was more important for the people of the Old Testament.***

Outline

Apodictic and casuistic
Torah-binding upon all
Embodies every aspect of life
No distinction between sacred and secular
Sinaitic law – duties to God and to men
Ritual laws
Respect for others' life and property
Aspects of family life,
etc.

Need for clear exemplification for marks over Level 3 (6 marks).

(10 marks) AO1

Assess

Obviously, we do not know the minds of the people.

Wisdom

Wisdom would have been accessible – practical advice for everyday life
Drawn from culture of Ancient Near East
May well have had more practical applications
And been more easily understood.

Law

Law is Torah – absolutely central to Old Testament life and religion
Central to Covenant – nothing could be more important
Law was the basis of all else.
Some may develop the argument by looking at various theories of the date of the Law, and the relative lateness of Wisdom literature.

(20 marks) AO2

- 3 (a) ***Explain why the Exodus and the Exile may be seen as times of crisis for the people of Ancient Israel.***

Explain

Exodus

Arose out of a time of crisis

People in slavery

'Let my people go'

Questions of identity and belonging

Even when they had escaped, feeling that they would have been better off as slaves

Exile

Loss of kingship

Loss of land

Loss of Temple

Leading to sense that God was no longer with them

'How can we sing the Lord's song in a strange land?'

Loss of opportunity to practise religion

Especially sacrificial system

Crisis for those who were left behind.

Candidates are likely to have more to say about Exile, but maximum Level 4 (13 marks) if only this dealt with.

(20 marks) AO1

- (b)(i) ***Outline the ways in which the Exile may be seen as a time of new beginnings for the people.***

Outline

Exile

Time when the religion of Judaism really began

Development of distinctive identity

Move towards a religion based on the Torah

Rather than on the sacrificial system

Realisation that religion was not dependent on the particular location of the Temple,
etc.

For marks above L⁴ (7) should deal with practical aspects as well as theology.

(10 marks) AO1

- (ii) ***Assess the view that the Exile was more a time of crisis than a time of new opportunities and new beginnings.***

Assess

Agree

Use of points such as the above

May 'take the long view'

Disagree

Despite these factors, time of great trauma for the people

Feelings of total despair in Exile

How shall we sing the Lord's song in a strange land?'

Look for reasoned and balanced argument – better answers may bring in a range of perspectives.

(20 marks) AO2