

GCE 2004
June Series



Mark Scheme

Religious Studies Specification

RS07: Studies in the Old Testament *(Subject Code 5061/6061)*

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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Dr Michael Cresswell Director General

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

Answer two questions.

1 (a) Explain what is meant by the Exodus tradition.

This involves two elements – but candidates may approach it in a variety of ways.

They need to identify what the Exodus was. The specification does not require a lot of detail, but they should be able to identify ideas such as:

Exodus as time of crisis for the people
Conditions of the people as slaves
Moses' leadership
Crossing of the Red Sea
Beginning of wanderings
Events at Sinai.

Candidates should also be able to consider the central position of the Exodus in *heilsgeschichte*, especially as exemplified in the Song of Moses in Exodus 15. This focuses on the idea of God intervening in history on behalf of the people. They should also be able to pick up the ideas found in Psalm 105. Candidates have the text, so expect discussion of some of the ideas expressed here. Some may explore the new Exodus theme in Deutero-Isaiah.

No more than Level 3 for simply narrating the Exodus story – however well done.

(20 marks) AO1

- (b) *“Even if the Exodus itself never happened, the ideas behind the Exodus tradition remain important.”*

Explain this statement and assess the claim which it makes.

Explain – Knowledge and understanding of relevant issues:-

Why the ideas of human destiny in the hands of God are so important in Old Testament thought

The importance of the Covenant tradition

Role of Moses – argument that even if Moses didn’t exist a ‘Moses figure’ is necessary

Knowledge of various theories about the Exodus – one event or gradual movements of tribes

Awareness of critical views about the reading back of many later aspects of Old Testament thought into the ‘Exodus’ period

God who acted in history set the people apart from the worship of the nature gods of the surrounding nations in the Ancient Near East

etc.

(10 marks) AO1

Assess – Evaluation of issues

Use of ideas such as the above to support the view: idea of a God who acted in history more important than historicity of any one particular event.

Against

Central pillar of Old Testament thought would be destroyed, brings into question many other parts of the Old Testament.

If Exodus didn’t happen then diminishes importance of Moses

etc.

(20 marks) AO2

- 2 (a) *Examine the understandings of the human condition which are found in the Wisdom literature you have studied.*

Humans as suffering: Job

Able to explore their condition and to try to reason

Capable of both good and evil

And to take control of their lives

But still in the hands of God

Subject to divine rewards and punishments

Fate of the just and of the unjust

Mortal - with fixed span of life

Life planned out by God

Insignificant compared with the wonders of creation

But in many ways quite a ‘high’ view of humanity

etc.

Candidates should have the text so there should be discussion and examination
For marks above Level 3 there should be a range of ideas and examples.

Must be focus on wisdom literature and human condition.

(20 marks) AO1

- (b) *“Wisdom literature is totally secular in nature.”*

Examine the evidence for this claim and assess how far it is true.

Examine

Strong emphasis on everyday and practical concerns
 Ordinary business of life
 Getting on with friends and neighbours
 Advice for rich and poor
 Rulers and ordinary people
 Questions of suffering affect all, and not limited to the religious.

(10 marks) AO1

Assess

Use of the above.

But

Strong religious perspective
 Wisdom comes from the Lord
 Wisdom as a means of following the demands of God
 And understanding divine will
 Strong emphasis on God as creator of time and space.
 Allow argument that it is in the scripture so must be religious.

Look for reasoned conclusion on either side.

(20 marks) AO2

- 3 (a) *Examine the views on the nature of God which are found in the passages you have studied from the origin stories in Genesis (chapters 1 to 11).*

Should be awareness of the influence of different sources here, so that candidates can recognise the differing theological perspectives:

God as creator – power
 And sustainer – caring for his creation
 Orderly (P)
 Credit comments on liturgical tone of Genesis 1
 Emphasis on cosmic powers in P
 Creation more by trial in J
 Watching over his creation, and setting bounds for them
 Entering into a relationship with his creation
 Punishing (flood)
 But rewarding virtue (Noah)
 And entering into Covenant with the righteous
 Limiting man’s pride (Babel).

N.B. The question does ask for Genesis 1-11. No more than mid Level 4 (14 marks) if nothing beyond the creation stories.

(20 marks) AO1

- (b) *Explain the view of the nature of God found in the Psalms you have studied, and assess the claim that these Psalms provide a much fuller idea of the nature of God than that found in the early chapters of Genesis.*

Explain

Look for evidence from the Psalms studied from specification (credit may also be given for others which are used)

Majesty and splendour of God (Psalms 8, 104)
Emphasis on creative power (Psalms 104)
And care for all aspects of nature (Psalms 104)
Far above man (Psalms 8), whose duty it is to praise him (Psalms 105)
Ways in which God has dealt in human history (Psalms 105)
And his relationship with the Hebrew people (Psalms 137).

Type of language employed in Psalms – glory, majesty, cosmic scale, etc.

(10 marks) AO1

Assess

Use of points such as the above
Poetic style of Psalms may increase the sense of grandeur of God, compared with the narratives of Genesis.
etc.

Against

Some would argue that all that needs to be said is contained within the Genesis narratives
Or that Psalms merely re-iterate the ideas found in Genesis.

Look for reasoned arguments on both sides
The best answers should be able to point to the distinctions within the Genesis narratives, and to the fact that the P narratives are much closer in time and in theology to the Psalms than the J material. They may also comment on the influence of other Ancient Near Eastern material on the Genesis narratives.

(20 marks) AO2