



General Certificate of Education

Religious Studies (5061/6061)

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

Mark Scheme

2007 examination - June series

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Examination Levels of Response

Religious Studies (Advanced Subsidiary) AS Level Descriptors

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

Level	AS Descriptors for Quality of Written Communication in AO1 and AO2	AS Descriptor AO1	Marks	AS Descriptor AO2	Marks
5	Appropriate form and style of writing, clear and coherent organisation of information, with 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 within the time available. Information is accurate, and good understanding is demonstrated through use of appropriate evidence / examples.	13-15 [9-10]	A very good response to the issues raised. Different views are clearly explained with supporting evidence and arguments are critically analysed. A process of reasoning leads to an appropriate conclusion.	13-15
4	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 spelling, punctuation and grammar.	A fairly thorough treatment within the time available; information is mostly accurate and relevant. Understanding is demonstrated through the use of appropriate evidence / examples.	10-12 [7-8]	A good response to the issues raised. Different views are explained with some supporting evidence and arguments and some critical analysis. A conclusion is drawn which follows from some of the reasoning.	10-12
3	Mainly appropriate form and style of writing, some of the information is organised clearly and coherently; there may be some appropriate and accurate use of specialist vocabulary. Satisfactory legibility and level of accuracy in spelling, punctuation and grammar.	A satisfactory treatment of the topic within the time available. Key ideas and facts are included, showing reasonable understanding.	7-9 [5-6]	Main issues are addressed and views are considered, with some supporting evidence. There is some attempt at analysis or comment. Evaluation may not be fully supported by reasoning or evidence.	7-9
2	Form and style of writing appropriate in some respects; some clarity and coherence in organisation; there may be some appropriate and accurate use of specialist vocabulary; legibility and level of accuracy in spelling, punctuation and grammar adequate to convey meaning.	An outline account, including some relevant material. Limited in depth or breadth. Answer may show limited understanding. Some coherence.	4-6 [3-4]	A simple argument, with some evidence in support.	4-6
1	There may be little clarity and coherence in organisation; little appropriate or accurate use of specialist vocabulary. The legibility and level of accuracy in spelling, punctuation and grammar may be very limited.	Isolated elements of accurate and relevant information. Slight signs of understanding.	1-3 [1-2]	A few basic points which are relevant, but no real argument.	1-3
0	There may be little clarity and coherence in organisation; little appropriate or accurate use of specialist vocabulary. The legibility and level of accuracy in spelling, punctuation and grammar may be very limited.	Nothing of relevance.	0	No attempt to engage with the question or nothing of relevance.	0

RS07: Studies in the Old Testament

- 1 (a) Explain what is meant by the 'Exodus tradition' and by the Exile.

Exodus tradition

Whole series of events focussing around the escape of the slaves from Egypt
Under the leadership of Moses
Events of the crossing of the Red Sea
People reaching the 'promised land'
Event became focal point of *heilsgeschichte*
Context of Law-making
Theological implications of the time; role of Passover.

Exile

Events including the deportations of 597 and 586
When leadership of Judah taken into Exile in Babylon
Exile lasted for approximately 60 years
People lived in relative freedom, and some prosperity
Crisis because of loss of land
Loss of Temple
Loss of Davidic kingship,
etc.

Candidates **must** deal with both of these points for marks above Level 4 (13 marks).

For marks of Level 4 and above, candidates need to show awareness that the Exodus tradition is more than simply the narrative of the events of the Exodus – expect some theological significance.

For Level 5 marks, there is likely to be some awareness of critical issues.

(20 marks) AO1

- (b) ***Outline the ways in which the themes of the Exodus are found in the passages you have studied from the Exilic period, and assess the claim that the Exodus tradition only came to be important at the time of the Exile.***

Outline

Most likely reference will be second Isaiah
Ideas of God leading his people
Acting on their behalf
Warrior leader
Triumphal leadership
Highway through the desert paralleling idea of crossing the Red Sea
New beginning,
etc.

The question asks for 'passages', so there needs to be some textual reference. Maximum Level 2 (4 marks) if not.

(10 marks) AO1

Assess

Agree

View of much recent scholarship is that Exodus traditions retrojected from the time of the Exile.
Especially with new interest in the Law which developed at this time.
Many would argue that Exodus was a series of small migrations rather than one single dramatic event.
Experience of Exile forced people to re-evaluate their history and their place in it.
Crisis led them to re-emphasise ways in which God had acted on their behalf in the past, in order to retain hope.

Disagree

More literal interpretations would take the history as literally true.
Importance of Moses in Jewish history and tradition cannot be overestimated or denied.
Exodus was the pivotal event for the giving of the Law and the settlement in the land.
Could argue that the Exile was only important because of the Exodus. God had acted on behalf of his people, and so the Exile, which was a standard political event in the life of the Ancient Near East, took on a particular significance,
etc.

For marks of Level 4 and above, there must be a clear focus on 'only came to be important'.

(20 marks) AO2

- 2 (a) ***Explain the ways in which both the Law and Wisdom were the basis for daily life in Ancient Israel.***

Law

Governed all aspects of life, both religious and secular

Expect some coverage of the range of aspects of life covered by the Law

Social aspects of the Decalogue – duties to others, family, respect for life and property, etc.

As well as the other mitzvot of the Torah.

Wisdom

Concern for practical day-to-day aspects of life

Getting on with friends and neighbours

Advice for rich and poor

Rulers and ordinary people,

etc.

For marks of mid Level 3 (10 marks) and above, there needs to be clear attention to 'basis for daily life'.

No more than Level 4 (14 marks) if only one of Wisdom or Law dealt with, however well.

(20 marks) AO1

- (b) ***Outline the views on human mortality and immortality in the passages which you have studied from the Wisdom literature, and assess the claim that, despite its emphasis on the afterlife, the real emphasis of these passages is on coping with daily life.***

Outline

Mortality

Man has fixed life span
Everything in the hands of God.

Immortality

Wisdom clearly trying to reason through the concept of immortality
Souls of the just in the hands of God
Receiving blessing
Punishment for the godless
Immortality through remembrance (Wisdom 3)
The just live for ever,
etc.

Credit material from other Wisdom passages as long as it is relevant.

(10 marks) AO1

Assess

Agree

Majority of Wisdom literature is concerned with life in the present world
Very much down to earth
Very practical
Only the 'wise' will be rewarded
Wisdom challenges view that life was short and full of trouble.

Disagree

If there is a belief in an afterlife, then this will be overriding concern, and ultimately more important than the practicalities of everyday life.

Answers are likely to recognise that Wisdom literature covers quite a long period of time and a variety of styles, and different concerns are reflected in different parts of the wisdom literature.

The best answers will recognise the range of views and perspectives within the Wisdom literature studied.

(20 marks) AO2

- 3 (a) **Examine the views of the human condition, and of the relationship between humans and God, which are found in the passages you have studied from the book of Job and from the Psalms.**

Human condition

Job

Emotional aspects of human condition.

Individual suffering – expect examples of this, but beware of lengthy narrative.

Depressed, regretting the fact that he had been born.

Challenge to the traditional idea that the righteous prosper and the bad are punished with suffering.

Insignificant and ignorant by comparison with God.

Social aspects.

Psalms

‘A little lower than the angels’

Mere mortal

Master over creation

Corporate suffering.

Anger.

Relationship

Job

Job’s fate, from the outset, was in the hands of God

Tested by God

God talks to him / he is able to relate to God

Job arguing and reasoning with God in the later parts of the Book

Cannot understand God.

Psalms

God as sovereign over man / dependence of man

God ‘mindful of him’

Should praise God

God acts in history on behalf of people

Ideas of salvation history

Humans question their relationship

There are four elements here – human condition, relationship, Job and Psalms. Although there is not the same amount of material in all of them, all need to be considered for marks over Level 4 (14 marks). They may be dealt with separately or thematically.

Credit will be given for relevant critical views, although Level 3 can be gained without these.

(20 marks) AO1

- (b)(i) ***Outline the views of the human condition found in the passages you have studied from the book of Genesis.***

Pinnacle of creation in P story
Dust of the earth in J
Trusted by God
But then fallen
Consequence of Fall
One righteous man remained – Noah
Man's pride and its consequences.

This question asks for the range of Genesis material, and answers which do not go beyond Genesis 1 – 3 should not be awarded more than Level 3.

(10 marks) AO1

- (ii) ***Assess the claim that the views of the human condition found in the book of Genesis are more true to life than those found in the book of Job or in the Psalms.***

Agree

Psalms and Job go to extremes
Of high points and low points
Genesis presents a picture of people struggling with life as it is
Tower of Babel is natural picture of human ambition,
etc.

Disagree

Life does have its extremes
Total suffering resulting from natural disasters or terrorism or war
May say that Genesis cannot be seen as true to life because it is myth
But myth is a reflection on experience and may convey much truth,
etc.

Look for reasoned and balanced argument – material for the answer could be used in a variety of ways.

For marks of Level 4 and above, answers need to be focussed on 'more true to life'.

(20 marks) AO2