

Religious Studies A (World Religion(s))

General Certificate of Secondary Education

Unit **B586**: Jewish Scriptures 2 (Talmud)

Mark Scheme for June 2012

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

The following annotations are available on SCORIS:

Annotation	Meaning
L1	Level 1
L2	Level 2
L3	Level 3
L4	Level 4
BOD	Benefit of the doubt
NBOD	Benefit of the doubt not given
tick	Tick
Cross	Cross
?	Unclear
AL	Accurate Language
AE	Attempts evaluation
DEV	Development
IRRL	Significant amount of material that does not answer the question
TV	Too vague

Subject-specific Marking Instructions**General points**

It is important to remember that we are rewarding candidates' attempts at grappling with challenging concepts and skills. Reward candidates for what they know, understand and can do. Be positive. Concentrate on what candidates can do, not on what they cannot do.

For all parts of each response your first task is to match the response to the appropriate level of response according to the generic levels of response given below. Only when you have done this should you start to think about the mark to be awarded.

There are different ways of reaching a high level. Some candidates will go straight to the higher levels. Other candidates will gradually climb their way there by working their way through lower levels first.

The mark scheme for each paper will list responses which a candidate might offer. The list will not be exhaustive and where a candidate offers a response which is not listed, examiners will be expected to use their knowledge and discretion as to whether the response is valid. Examiners who are in any doubt should contact their Team Leader immediately.

Specific points

Half marks must never be used.

Do not transfer marks from one part of a question to another. All questions, and sub-questions, are marked separately.

Mark what the candidate has written, do not assume that the candidate knows something unless they have written it.

Depending on the objective being assessed the levels of response start with one from the following list of flag words:

AO1 Weak, Satisfactory, Good

AO2 Weak, Limited, Competent, Good

During the standardisation process, examples of work at each level will be used to define the meaning of these flag words for the examination. In particular the word good must not be interpreted as the best possible response. It will be what is judged to be although better responses could be offered.

Remember that we are trying to achieve two things in the marking of the scripts:

- (i) to place all the candidates in the correct rank order
- (ii) to use the full range of marks available – right up to the top of the range; 'Good' means a good response *from a GCSE candidate* and can therefore be awarded the highest marks.

This means that it is imperative you mark to the agreed standard.

Written communication

Written communication covers: clarity of expression, structure of arguments, presentation of ideas, grammar, vocabulary, punctuation and spelling.

In the marking of these questions the quality of the candidate's written communication will be one factor (other factors include the relevance and amount of supporting detail) that influences whether an answer is placed at the bottom, the middle, or the top, of a level.

The following points should be remembered:

- answers are placed in the appropriate level according to the RS assessment objectives, ie no reference is made at this stage to the quality of the written communication;
- when answers have been placed into the appropriate level, examiners should then consider quality of written communication in the placing of the answer towards the top or bottom of the level;
- the quality of written communication must **never** be used to move an answer from the mark band of one level to another.

AO1 part (d) question

Level 3 5–6	<p>A good answer to the question. Candidates will demonstrate a clear understanding of the question.</p> <ul style="list-style-type: none"> • A fairly complete and full description/explanation/analysis • A comprehensive account of the range and depth of relevant material • The information will be presented in a structured format • There will be significant, appropriate and correct use of specialist terms • There will be few if any errors in spelling, grammar and punctuation.
Level 2 3–4	<p>A satisfactory answer to the question. Candidates will demonstrate some understanding of the question</p> <ul style="list-style-type: none"> • Information will be relevant but may lack specific detail • There will be some description/explanation/analysis although this may not be fully developed • The information will be presented for the most part in a structured format • Some use of specialist terms, although these may not always be used appropriately • There may be errors in spelling, grammar and punctuation.
Level 1 1–2	<p>A weak attempt to answer the question. Candidates will demonstrate little understanding of the question</p> <ul style="list-style-type: none"> • A small amount of relevant information may be included • Answers may be in the form of a list with little or no description/explanation/analysis • There will be little or no use of specialist terms • Answers may be ambiguous or disorganised • Errors of grammar, punctuation and spelling may be intrusive.
Level 0 0	<p>No evidence submitted or response does not address the question.</p>

AO2 part (e) question

<p>Level 4 10–12</p>	<p>A good answer to the question. Candidates will demonstrate a clear understanding of the question.</p> <ul style="list-style-type: none"> • Answers will reflect the significance of the issue(s) raised • Clear evidence of an appropriate personal response, fully supported • A range of points of view supported by justified arguments/discussion • The information will be presented in a clear and organised way • Clear reference to the religion studied • Specialist terms will be used appropriately and correctly. <p>Few, if any errors in spelling, grammar and punctuation</p>	<p>Level 2 4–6</p>	<p>A limited answer to the question. Candidates will demonstrate some understanding of the question.</p> <ul style="list-style-type: none"> • Some information will be relevant, although may lack specific detail • Only one view might be offered and developed • Viewpoints might be stated and supported with limited argument/discussion • The information will show some organisation • Reference to the religion studied may be vague • Some use of specialist terms, although these may not always be used appropriately. <p>There may be errors in spelling, grammar and punctuation</p>
<p>Level 3 7–9</p>	<p>A competent answer to the question. Candidates will demonstrate a sound understanding of the question.</p> <ul style="list-style-type: none"> • Selection of relevant material with appropriate development • Evidence of appropriate personal response • Justified arguments/different points of view supported by some discussion • The information will be presented in a structured format • Some appropriate reference to the religion studied • Specialist terms will be used appropriately and for the most part correctly. <p>There may be occasional errors in spelling, grammar and punctuation</p>	<p>Level 1 1–3</p>	<p>A weak attempt to answer the question. Candidates will demonstrate little understanding of the question.</p> <ul style="list-style-type: none"> • Answers may be simplistic with little or no relevant information • Viewpoints may not be supported or appropriate • Answers may be ambiguous or disorganised • There will be little or no use of specialist terms. <p>Errors of grammar, punctuation and spelling may be intrusive</p>
		<p>Level 0 0</p>	<p>No evidence submitted or response does not address the question.</p>

Question		Answer	Mark	Guidance
1	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • morning • evening • when you get up • when you go to bed. <p>1 mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Tefillin • Mezuzah • Tzitzit. <p>1 mark for each response.</p>	2	Accept teach your children Torah as a valid interpretation, but not just 'studying Torah' or 'Teaching Torah'.
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • with all your heart • with all your soul • with all your might (or physical resources). <p>1 mark for each response.</p>	3	Accept only exact wording.

Question		Answer	Mark	Guidance
	(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>There is much that the candidates can introduce, however it should be linked in some way to the command within the Shema. Torah study connects a person to G-d, it also makes someone knowledgeable in the commands and Jewish life in general. Candidates may also discuss the idea of studying Torah for its own sake, as a duty and an end in itself and not for any other reason. The Shema teaches that Torah should be spoken of in a range of daily situations. There may be a range of responses to this question which could all be credited.</p>	6	Candidates may refer to the importance of Torah study in their daily lives, for example, following mitzvot.
	(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>Candidates may consider the text of the Shema and its many teachings. They may highlight the outward signs as examples of the practical side of Judaism, they may also refer to the commitment required of the Jew emanating from the Shema. The emphasis on education of the children or the mention of Land of Israel. The way it has been thought of as the most important prayer to recite just before death and at times of religious persecution. However they can suggest its over importance in that there are many basic aspects of Judaism which are not contained within the Shema like the mitzvot between man and man, many fundamental Jewish beliefs like the messiah, life after death, the shabbat, festivals.</p>	12	
2	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> King Solomon <p>1 mark for response.</p>	1	Accept David as text refers David and his son Solomon.

Question	Answer	Mark	Guidance
(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Shabbat • Any of the Torah mandated festivals • Rosh Chodesh (New Moon). <p>1 mark for each response.</p>	2	Due to the open ended nature of the question it has been decided that Purim, Chanukah, and at a wedding feast are included.
(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Site of the temple • Holiest place in the world • Messiah will lead Jews back to restore the temple order • Jews face Jerusalem in Prayer. <p>1 mark for each response.</p>	3	
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>There are many aspects that candidates can draw on, the spiritual uplift given to the individual, by the additional prayers for example. The increased sense of family at his time for example at the Seder meal on Passover or the heightened communal cohesion which comes after the more lengthy services in the synagogue. In addition each festival has its own link with history. This will increase a sense of connection with the past and gives authority to the way of life. They are the basic signs of a Jew to give a sense of identity.</p>	6	

Question		Answer	Mark	Guidance
	(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>Candidates may state that blessing G-d is important, whether it be Grace After Meals with its blessings or within the structure of the amidah for example where there are further blessings. Clearly blessings have an important role for the Jews. Blessing G-d gives a sense of respect for G-d and acknowledgement of His goodness. However candidates may also point to other areas of Jewish life which are also important be it helping the poor, understanding the importance of the Land of Israel. There are also a range of other areas of Jewish life not mentioned in the Grace After Meals for example the outward signs.</p> <p>Look for Levels of Response, it does not matter which side of the argument the candidate chooses to take.</p>	12	
3	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • The elders <p>1 mark for response.</p>	1	
	(b) (i)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Moses (our teacher) 	1	G-d is not an acceptable answer to this question.
	(ii)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Sinai 	1	

Question	Answer	Mark	Guidance
(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Be deliberate in judgement • Develop many disciples • make a (protective) fence around the Torah. <p>1 mark for each response.</p>	3	Accept only Pirke Avot 1.1
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>Candidates can show that Judaism is based on tradition and that is a source of authority that dates back to Sinai. This automatically gives their present practice great authority. It also demonstrates a total and unbending commitment to follow what is right They may mention that having ethical teaching enshrined in the Mishnah shows the importance the ethical side of Judaism for contemporary living. They may highlight the work of the rabbis in adapting to change within Judaism.</p> <p>They may choose to mention some of the teachings of Ethics of the Fathers and comment on their importance for Jews today.</p>	6	

Question	Answer	Mark	Guidance
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>Candidates may take the view that Judaism having ethical monotheism at its heart is equally or more concerned about morals and ethical behaviour. They may quote examples as ethical laws or principles eg 'Love your neighbour as yourself,' or point to social justice issues raised by the Torah.</p> <p>Candidates may focus on the difference between revealed texts and non-revealed texts. They may argue that since, for example, the Ethics of the fathers was written by man it is of less importance. Since it is of less authority than the Torah for example. They may say that since Progressive Jews do not believe in many things that Orthodox Jews believe those things are of less importance. They may cite examples eg the interpretation of Halacha. On the other hand, it could be suggested that it is the rabbis respond to new challenges and thus ensure that Judaism remains a dynamic living religion and does not become stuck in a time warp. This shows the importance of the rabbis' teachings.</p> <p>Much of the discussion may centre around the <i>more</i> important. They are free to choose which view they wish to accept.</p>	12	

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