

Religious Studies

Advanced Subsidiary GCE

Unit **G573**: Jewish Scriptures

Mark Scheme for January 2013

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations

Annotation	Meaning
	Level 1 – to be used at the end of each part of the response in the margin
	Level 2 – to be used at the end of each part of the response in the margin
	Level 3 – to be used at the end of each part of the response in the margin
	Level 4 – to be used at the end of each part of the response in the margin
	Level 5 – to be used at the end of each part of the response in the margin
	Highlighting a section of the response that is irrelevant to the awarding of the mark
	Point has been seen and noted eg where part of an answer is at the end of the script

Subject-specific Marking Instructions

Handling of unexpected answers

If you are not sure how to apply the mark scheme to an answer, you should contact your Team Leader.

NOTE: AO2 material in AO1 answers must not be cross-credited and vice-versa

AS Preamble and Instructions to Examiners

The purpose of a marking scheme is to ‘... enable examiners to mark in a standardised manner’ [CoP 1999 25.xiv]. It must ‘allow credit to be allocated for what candidates know, understand and can do’ [xv] and be ‘clear and designed to be easily and consistently applied’ [x]. The **Religious Studies Subject Criteria** [1999] define ‘what candidates know, understand and can do’ in terms of two Assessment Objectives, weighted for the OCR Religious Studies specification as indicated:

All candidates must be required to meet the following assessment objectives.

Knowledge, understanding and skills are closely linked. Specifications should require that candidates demonstrate the following assessment objectives in the context of the content and skills prescribed.

AO1: Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study.

AO2: Sustain a critical line of argument and justify a point of view.

The requirement to assess candidates' quality of written communication will be met through both assessment objectives.

In order to ensure the marking scheme can be 'easily and consistently applied', and to 'enable examiners to mark in a standardised manner', it defines Levels of Response by which candidates' answers are assessed. This ensures that comparable standards are applied across the various units as well as within the team of examiners marking a particular unit. Levels of Response are defined according to the two Assessment Objectives; in Advanced Subsidiary, the questions are in two parts, each addressing a single topic and targeted explicitly at one of the Objectives.

Positive awarding: it is a fundamental principle of OCR's assessment in Religious Studies at Advanced Subsidiary/Advanced GCE that candidates are rewarded for what they 'know, understand and can do' and to this end examiners are required to assess every answer by the Levels according to the extent to which it addresses a reasonable interpretation of the question. In the marking scheme each question is provided with a brief outline of the likely content and/or lines of argument of a 'standard' answer, but this is by no means prescriptive or exhaustive. Examiners are required to have subject knowledge to a high level and the outlines do not attempt to duplicate this.

Examiners must **not** attempt to reward answers according to the extent to which they match the structure of the outline, or mention the points it contains. The specification is designed to allow teachers to approach the content of modules in a variety of ways from any of a number of perspectives, and candidates' answers must be assessed in the light of this flexibility of approach. It is quite possible for an excellent and valid answer to contain knowledge and arguments which do not appear in the outline; each answer must be assessed on its own merits according to the Levels of Response.

Key Skill of Communication: this is assessed at both Advanced Subsidiary and A2 as an integral part of the marking scheme. The principle of positive awarding applies here as well: candidates should be rewarded for good written communication, but marks may not be deducted for inadequate written communication; the quality of communication is integral to the quality of the answer in making its meaning clear. The Key Skill requirements in Communication at Level 3 include the following evidence requirements for documents about complex subjects, which can act as a basis for assessing the Communications skills in an examination answer:

- Select and use a form and style of writing that is appropriate to your purpose and complex subject matter.
- Organise relevant information clearly and coherently, using specialist vocabulary when appropriate.
- Ensure your text is legible and your spelling, grammar and punctuation are accurate, so your meaning is clear.

Levels of Response: the descriptions are cumulative, ie a description at one level builds on or improves the descriptions at lower levels. Not all the qualities listed in a level must be demonstrated in an answer for it to fall in that level (some of the qualities are alternatives and therefore mutually exclusive). There is no expectation that an answer will receive marks in the same level for the two AOs.

Question		Indicative Content	Mark	Guidance
1	(a)	<p>AO1 Some candidates might go straight to the set texts and give a brief account of the covenants in turn, identifying the apparent requirements.</p> <p>Other candidates might choose to approach the topic with a general introduction about covenants. They might consider the extent to which covenants by their very definition might be assumed to include stipulations. Candidates might make reference to other covenants in ANE but this is not essential.</p> <p>Whichever the approach, effective responses are likely to be those which show familiarity with the set texts and might demonstrate understanding of the distinctive features of the covenants in the Jewish Scriptures, such as G-d taking the initiative etc.</p> <p>The specification includes the covenants with Adam (Genesis 1:26–30), Noah (Genesis 8:20–9:29), Abraham (Genesis 12, 15 and 17), Moses (Exodus 19–24), David (2 Samuel 7) and Jeremiah (chapter 31).</p> <p>To address the question, candidates might, for example, make reference to the command to Adam and then to Noah to be stewards of the earth, Abraham obediently leaving one land for another and instituting circumcision etc. They might focus on the significance of the Mosaic Law for the Jews and attempt to explain the spiritual dimension of Jeremiah's covenant.</p>	25	

Question	Indicative Content	Mark	Guidance
(b)	<p>AO2 Obviously, candidates need to have some knowledge and understanding of the specification texts in order to support their arguments successfully.</p> <p>The specification encourages study of the way in which the idea develops through the texts from a largely single-sided agreement on the part of G-d to a two-way agreement between G-d and humanity but candidates are free to agree or disagree with the stimulus quotation.</p> <p>Some candidates might outline the apparent development and discuss how far it reflects the views of writers and editors looking back with hindsight at Jewish sacred history.</p> <p>Some might argue that situations change and perceptions might develop but the covenant between G-d and the Jews remains basically the same. Besides making the more obvious points about circumcision or about the Mosaic law, candidates might argue that even in the Exile Jeremiah foresees a restoration of land and a reunited Israel and Judah which presupposes the continuation of promises in the covenants that G-d made with Abraham and with David.</p> <p>Other candidates might incorporate discussion of the role of the Jews into the wider context of the covenant with the whole of humanity.</p>	10	

Question	Indicative Content	Mark	Guidance
2 (a)	<p>AO1 Candidates may wish to set the scene in the context of the traditional tale by describing how Satan was permitted to test the innocent Job and what Job suffered and therefore why he responded in the way he did.</p> <p>The main part of responses, however, is likely to concern the arguments in the set chapters by which Eliphaz, Bildad and Zophar try to help Job come to terms with his calamitous suffering whilst he continues to rail against his fate and to challenge the traditional arguments.</p> <p>Candidates might explain for example that Eliphaz in chapter 4–5 advises Job not to despise the chastening of the Almighty and Bildad in chapter 8 suggests that the children of Job might have sinned and brought their fate on themselves. Bildad goes on to question the purity of Job whilst Zophar in chapter 11 urges Job to set his heart aright and not be so arrogantly self righteous for he might even have sinned unwittingly.</p> <p>Most candidates are likely to include Job’s point of view as well as the arguments of his ‘comforters’, though not necessarily in equal proportions. Effective responses are likely to be those which show familiarity with the text of the relevant chapters. In chapter 6 and 7 Job tells Eliphaz that only the sufferer has any idea of the torment he is in. Chapter 9 is his answer to Bildad and chapters 12–14 his response to Zophar.</p>	25	

Question	Indicative Content	Mark	Guidance
(b)	<p>AO2 The 'comforters' are condemned in the Epilogue (chapter 42). Reference to this chapter might be made and is creditworthy but it is not essential in the discussions. Some candidates might concentrate in their arguments on the material dealt with in Part (a).</p> <p>Candidates are free to decide how far they think the traditional points of view make sense or to argue that the motives of the 'comforters' were genuine and that Job must have listened to his friends to some extent because he repented.</p> <p>Some discussions might try to explore exactly why the friends were condemned by G-d. Those using 42:8 might consider what is meant by, "for you did not speak properly about Me as My servant Job did".</p> <p>Some candidates might conclude that possibly the 'comforters' had tried to apply logic whereas Job had learnt to make a faith response.</p>	10	

Question		Indicative Content	Mark	Guidance
3	(a)	<p>AO1 Inevitably there will be some story telling but competent responses are likely to be those which use the material to address the question.</p> <p>Implicitly or explicitly, responses need to demonstrate fairly comprehensive knowledge and understanding of the contents of the book.</p> <p>Most responses are likely to explain that the sailors and the Ninevites are gentiles.</p> <p>Efficient responses are likely to demonstrate understanding that the gentiles are the catalysts not only for the sequence of events but to spur Jonah's realisation about the nature and character of the universal G-d. Candidates might point to a reference to Jonah a prophet in the reign of Jeroboam II in eighth century Israel (2 Kings 14:25) though this is not essential.</p> <p>Candidates who do make reference to the eighth century might comment that the historical background of those times was turbulent. Prosperity led to international problems around the Fertile Crescent. Israel eventually fell to Assyria. Jews had to take notice of the Gentile world.</p> <p>The identification is only an hypothesis so is not essential but a number of candidates will assume from the text that the book of Jonah was probably written to address that sort of issue. Theologically the book suggests that the covenant people were having to reassess their role in the Gentile world.</p>	25	

Question	Indicative Content	Mark	Guidance
(b)	<p>AO2 Some candidates might argue that Jonah never disbelieves in G-d but he comes across as disobedient.</p> <p>A case could be made that his perception of G-d's power is limited in that he thinks he can run away and that G-d's jurisdiction ends at the Mediterranean sea.</p> <p>Later he objects to the Gentiles being forgiven and quarrels with G-d about the kikayon plant.</p> <p>Some candidates might try to defend Jonah on the grounds that on the ship he admitted he was the one to blame and he repented in the belly of the big fish.</p> <p>Other candidates might defend him on the grounds that he knew, as a prophet, that the Gentiles would repent and that they would survive and eventually destroy the disobedient Israel.</p>	10	

Question	Indicative Content	Mark	Guidance
4 (a)	<p>AO1 Candidates are likely to demonstrate knowledge of the contents of the three chapters. Some might explain the impact of Elijah as each scenario is being recounted. Others, possibly equally effectively, might deal with this aspect of the question at the end.</p> <p>Responses might begin with Obadiah finding Elijah for King Ahab. Even at this point there seems to be a popular idea expressed by Obadiah that Elijah can appear and disappear at will.</p> <p>In addressing the question, most candidates are likely to use details from the confrontation on Mount Carmel between Elijah and Jezebel's prophets of Baal to emphasise the miraculous elements of the incident and the authoritative presence of the single figure of Elijah. Running before the chariot might be regarded as impressive.</p> <p>Candidates are likely to include Elijah's religious experience on Mount Horeb (Sinai) and at some stage the response is likely to define true prophets and expand on their role forthtelling and foretelling when speaking the word of the Lord.</p> <p>The incident of Naboth's vineyard became significant and had impact on future generations as Elijah took the side of Naboth and condemned King Ahab and Queen Jezebel thus setting the scene for the eighth century prophets and their concern with social justice.</p>	25	

Question	Indicative Content	Mark	Guidance
(b)	<p>AO2 Candidates are likely to apply the points they made about the impact of Elijah and discuss the relative impact or lack of impact that these things might make in today's world and the extent to which the stories, therefore, might be considered relevant to our times.</p> <p>Some candidates might suggest possible dates when the history books were compiled, by whom or why, from earlier sources, and, though creditworthy if made relevant to the question, this approach is not essential to every discussion.</p> <p>Others might argue that, because of the nature of sacred writings, all the types of literature in the Jewish Scriptures are and always will be relevant, though possibly in different ways, throughout history and can become relevant to individual experience when read in an insightful or receptive manner.</p>	10	

APPENDIX 1 AS LEVELS OF RESPONSE

Level	Mark /25	AO1	Mark /10	AO2
0	0	absent/no relevant material	0	absent/no argument
1	1–5	almost completely ignores the question <ul style="list-style-type: none"> little relevant material some concepts inaccurate shows little knowledge of technical terms. <p style="text-align: right;"><i>L1</i></p>	1–2	very little argument or justification of viewpoint <ul style="list-style-type: none"> little or no successful analysis views asserted with no justification. <p style="text-align: right;"><i>L1</i></p>
Communication: often unclear or disorganised; can be difficult to understand; Spelling, punctuation and grammar may be inadequate				
2	6–10	a basic attempt to address the question <ul style="list-style-type: none"> knowledge limited and partially accurate limited understanding selection often inappropriate might address the general topic rather than the question directly limited use of technical terms. <p style="text-align: right;"><i>L2</i></p>	3–4	a basic attempt to sustain an argument and justify a viewpoint <ul style="list-style-type: none"> some analysis, but not successful views asserted with little justification. <p style="text-align: right;"><i>L2</i></p>
Communication: some clarity and organisation; easy to follow in parts; spelling, punctuation and grammar may be inadequate				
3	11–15	satisfactory attempt to address the question <ul style="list-style-type: none"> some accurate knowledge appropriate understanding some successful selection of material some accurate use of technical terms. <p style="text-align: right;"><i>L3</i></p>	5–6	the argument is sustained and justified <ul style="list-style-type: none"> some successful analysis which may be implicit views asserted but not fully justified. <p style="text-align: right;"><i>L3</i></p>
Communication: some clarity and organisation; easy to follow in parts; spelling, punctuation and grammar may be inadequate				
4	16–20	a good attempt to address the question <ul style="list-style-type: none"> accurate knowledge good understanding good selection of material technical terms mostly accurate. <p style="text-align: right;"><i>L4</i></p>	7–8	a good attempt to sustain an argument <ul style="list-style-type: none"> some effective use of evidence some successful and clear analysis considers more than one view point. <p style="text-align: right;"><i>L4</i></p>
Communication: generally clear and organised; can be understood as a whole; spelling, punctuation and grammar good				
5	21–25	a very good/excellent attempt to address the question showing understanding and engagement with the material <ul style="list-style-type: none"> very high level of ability to select and deploy relevant information accurate use of technical terms. <p style="text-align: right;"><i>L5</i></p>	9–10	A very good/excellent attempt to sustain an argument <ul style="list-style-type: none"> comprehends the demands of the question uses a range of evidence shows understanding and critical analysis of different viewpoints. <p style="text-align: right;"><i>L5</i></p>
Communication: answer is well constructed and organised; easily understood; spelling, punctuation and grammar very good				

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

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