

Religious Studies A: (World Religion(s))

General Certificate of Secondary Education

Unit **B585**: Jewish Scriptures 1

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, i.e. 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

<p>Level 3 5-6</p>	<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
<p>Level 2 3-4</p>	<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
<p>Level 1 1-2</p>	<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
<p>Level 0 0</p>	<p>No evidence submitted or response does not address the question.</p>

AO2 part (e) question

Level 4 10-12	<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>	Level 2 4-6	<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>
Level 3 7-9	<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>	Level 1 1-3	<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>
		Level 0 0	No evidence submitted or response does not address the question.

Question		Answer	Mark	Guidance
1	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • the sixth day • the final day <p>1 mark for response.</p>	1	Accept Friday
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • light or day • dark or night • the heavens • the earth <p>1 mark for each response.</p>	2	
	(c)	<p>Responses might include:</p> <p>G-d said let us make man in our image Man formed of the dust of the ground G-d breathed into his nostrils G-d formed man</p> <p>A statement one mark, with development two marks, with exemplification/amplification three marks.</p>	3	<p>Don't accept creation of woman. Don't accept commandments to man.</p>

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>The nature of G-d, that G-d wanted to benefit the world, ultimately this shows G-d's kindness. This passage shows the beginning of the creation account and as such the preamble to the creation of man and of the world in general. Overall this shows the love of G-d and His kindness for wanting to benefit others through the creation. It also shows the omnipotence of G-d and the Omni benevolence and omniscience of G-d.</p> <p>He is a loving, caring G-d who engages with humanity. G-d has always existed; there has never been a time without G-d. G-d is a creator, who is the source of the origins of our own planet, the universe and all life. G-d is an awesome, omnipotent G-d who sustains the planet and all life. G-d knows everything, sees everything and is everywhere. He is to be both loved and feared. Man is not completely in charge – he must obey G-d as he will be accountable to G-d eventually.</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 consider man's role in the creation as being the last creature to be created (on the sixth day) and therefore the most important. Man is given license to rule over the rest of creation and as such this makes man very important. However, it must be remembered that man was only given his place within creation by G-d and as such must not become arrogant and must not exploit the animal kingdom.</p> <p>The purpose of mankind is to control and dominate creation; some believe this means that the earth and its resources are ours to use as we please(dominion). Some may discuss what this means in context: a good ruler is ne who is wise and considers the good of all, so mankind must take care of the planet. G-d commanded mankind 'rule over' other species so we should dominate creation, however, in doing this we have exploited the earths resources to the detriment of the planet. The concept of stewardship may be mentioned. Candidates may discuss looking after the planet, global environment, animal welfare and preservation. Vegetarianism.</p>	12	Any other related topics ie Grace after Meals may be credited.

Question		Answer	Mark	Guidance
2	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • promise • contract • agreement <p>1 mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • positive • negative • Mitzvot between man and G-d/man and man. <p>1 Mark for each response.</p>	2	<p>Accept specific mitzvot and accept religious and ethical</p> <p>Torah and Rabbinic laws</p>
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Pharaoh chases after the Israelites • Israelites panic • crossing the Red Sea • drowning of Egyptians, • pillar of fire, • pillar of smoke, • G-d provides food and water for the journey • G-d establishes rules for the Israelites to live by <p>Accept any significant incident relating to the Israelites departure from Egypt.</p> <p>One mark for each response</p>	3	<p>Accept plagues, but not manna and desert events or anything that happened after the splitting of the red sea.</p>

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>It marked the beginning of the Jews as a nation and gave them a collective identity.</p> <p>They are reminded that G-d is all powerful and can help them. Through the number of mitzvot connected with Exodus they will remember G-d's ability to assist them.</p> <p>It displayed to them that G-d expected them to serve Him. It showed them and the world that G-d would be prepared to interfere in history and nature to help them. This would be significant throughout history, particularly at times of persecution.</p> <p>Reaffirms the covenant relationship between G-d and mankind. It is also proof of the omnipotence of G-d and of his love for them as his chosen people.</p> <p>Candidates may discuss Pesach, Shema, giving of the Torah and the accompanying laws.</p> <p>May discuss relevance of this to Judaism 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>The Revelation at Sinai was vital for Judaism in as much as it laid the foundation for what was to come later. It could be said it helped Jews maintain their loyalty to the Torah. The Revelation of G-d would give the authority for the keeping of the Mitzvot and the Jewish way of life in general. However it could be suggested that Jews could be constantly looking back to an event which is increasingly far away in time and therefore less relevant. Some candidates may point to the fact that progressive Jews show less emphasis on the divine role at Sinai.</p> <p>The 10 Commandments provide Jews with the basis of a relationship with G-d and with one another. They are the bedrock of Jewish society and have been for the last 2000 years. As society has evolved and changed some argue that it is difficult to live 100% by those commandments – i.e not working on the Sabbath. The commandments provide structure for Jews to live by and if everyone did there would be less pain and suffering. There are differences in the ways in which different types of Jew interpret these rules and the importance placed on them. Secular Jews do not really consider the religious aspects of Judaism but value their cultural identity so there is less emphasis on the revelation at Sinai.</p>	12	

Question		Answer	Mark	Guidance
3	(a)	Responses might include: <ul style="list-style-type: none"> • Nineveh 1 mark for response.	1	Accept Assyria
	(b)	(i) Responses might include: <ul style="list-style-type: none"> • <i>Tarshish</i> 	1	Do not accept Jaffe
		(ii) Responses might include: <ul style="list-style-type: none"> • <i>the storm / being thrown overboard</i> 	1	Accept: G-d, sailors, fish/whale.

Question	Answer	Mark	Guidance
(c)	<p>Responses might include:</p> <p>He prayed to G-d He fasted, wore sack cloth and ashes and got of his throne. The king removed his robe, declared a general fast for people and animals, and ordered the people of Nineveh to repent</p> <p>A statement one mark, with development two marks, with exemplification/amplification three marks.</p>		
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>The effect one person, Jonah, could have by going to the city of Nineveh, which in effect saved the entire city from doom. Though G-d had instructed him, Jonah did not want to reprimand them for their evil ways. This shows a person must take a moral lead when society around is not living properly, a person must speak out for what is ethically and religiously correct. Further it is not up to an individual to be concerned if his actions are unsuccessful. He must nevertheless pass on the word of G-d to the people, if he sees wrong doing and evil he must speak out even if he is unsure whether his comments would be heeded.</p> <p>The influence of Jonah on the sailors because of his beliefs shows how belief and faith influence others both positively and negatively. Jonah's faith was being tested and his failure to carry out G-d's instructions had an impact on him and the sailors.</p> <p>Jonah successfully delivering the message to the King of Nineveh brought about a change in the whole people, so one person can make a difference.</p>	6	

Question	Answer	Mark	Guidance
(e)	<p>Examiners should mark according to the AO2 descriptors. Candidates may consider some of the following:</p> <p>Candidates may agree with this statement as this is a common interpretation of the book and they may point to what happened when Jonah attempted to run away from G-d's bidding. Alternatively they may argue that the book contains vital teachings about G-d's forgiveness, of Jonah and the Ninevites. They may point to the teachings about Jewish/ non-Jewish relations, or the idea that everyone must obey G-d's will, or that they take responsibility for those around them or that they must understand the role of the individual and that these are the main points of the Book of Jonah. Some may disagree because of Jonah's freewill, given by G-d, allowed him to take the course of action he did and flee from G-d's call. His anger and actions by Jonah to kill himself when he saw the compassion of G-d towards the people of Nineveh shows he had freewill and choice. G-d can use the choices we make freely for good and evil.</p> <p>Some may agree and state that it was all part of G-d's plan and he has power and control over everything. Therefore, although mankind is given freewill to choose what to say and what to do, G-d acts upon our choices and causes other things to happen to steer mankind in the right direction. Therefore, mankind is not totally free. Candidates may discuss the power of the king/sailors.</p> <p>Some may conclude that G-d's presence was behind these events – all of the events were predestined and Jonah was a pawn for G-d to carry out his work on earth. G-d did not allow Jonah to kill himself but intervened through nature, showing Jonah not being totally free. Generally the Tenakh teaches that mankind is free and given choices to make good or bad circumstances. Jonah is teaching that G-d is aware of all we do and can intervene if necessary. It teaches us that we are to fear G-d and follow G-d but it must be free choice.</p>	12	
	Total	48	

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