

Religious Studies A World Religion(s)

General Certificate of Secondary Education

Unit **B579**: Judaism 1 (Beliefs, Special Days, Divisions and Interpretations)

Mark Scheme for June 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
	Level 2
	Level 3
	Level 4
	Benefit of the doubt
	Benefit of the doubt not given
	Tick
	Cross
	Unclear
	Accurate Language
	Attempts evaluation
	Development
	Significant amount of material that does not answer the question
	Too vague

For every additional object please insert a tick in the bottom right of the page to indicate that the material has been seen and considered.

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, Spelling, Punctuation and Grammar

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.

SPaG is now assessed in part (e) of each question. Please refer to the grid below when awarding the SPaG marks.

Spelling, punctuation and grammar (SPaG) Assessment Grid

<i>High performance 3 marks</i>
Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
<i>Intermediate performance 2 marks</i>
Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>Threshold performance 1 mark</i>
Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

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/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

<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	Marks	Guidance
1	(a)	<ul style="list-style-type: none"> • Abram. <p>1 mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Be faithful to one god • Relocate • Change of name • Circumcise • Sacrifice animals <p>1 mark for each response.</p>	2	
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Food laws • Festival laws • Circumcision • Jews may feel a greater sense of responsibility • Modes of worship • Ritual dress. • Shabbat <p>1 mark for each response.</p>	3	Circumcision can be credited again, even if already credited in 1.b.
	(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>The Covenant gives them a strong sense of history and a connection with their ancestors. They may feel that they are not alone in the world and derive reassurance from</p>	6	

Question	Answer	Marks	Guidance
	<p>this. It may give them a sense of solidarity with other Jews and encourage them to be faithful to G-d. Jewish boys are circumcised at eight days. Jews have strong monotheist beliefs. Aspects of Abraham's behaviour might inspire them in their own religious lives. They may derive their Zionist beliefs from the story.</p>		
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Abraham is hugely respected in Judaism and other religions. He is renowned for his determination and faithfulness in G-d.</p> <p>This is exemplified by his obedience at various stages in his life.</p> <p>Jews still follow the example of Abraham in circumcision. Abraham might not be seen as an historical figure by some.</p> <p>The morality of the binding of Isaac is questionable. Abraham lived so long ago that he can offer little to someone in contemporary society. Abraham's treatment of Hagar and Ishmael may raise certain questions.</p>	12	
	<p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.</p>	3	

Question		Answer	Marks	Guidance
2	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Day of Atonement • Day of Expiation • Day of Obliteration. <p>1 mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • The Head of the Year • Jewish New Year • Yom Hadin/The Day of Judgement • Yom Hazikaron/The Day of Remembering • Yom Truah/The Day of Blowing. • High Holy Day • Day of Awe. <p>1 mark for each response.</p>	2	English and Hebrew terms can be credited.
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Buying of fruit • Lighting candles • Synagogue service • Cards and greetings • Eating apple and honey • The fish head on the table • The blowing of the shofar • Tashlich • Beginning the Days of Returning. <p>1 mark for each response.</p>	3	

Question	Answer	Marks	Guidance
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>The Days of Returning help to create a sense of unity in the Jewish community. The process of forgiveness and repentance involved brings peace of mind to individuals. Jews can enjoy the joyfulness of the eve of Yom Kippur in anticipation of the day. The symbolism of white dress, including the kittel, enhances the experience, as does the prevalence of white in the synagogue. The nature of the readings in the synagogue reinforces the themes of the day. The Kol Nidre helps Jews identify with previous generations. Neilah helps to focus the mind. A visit to the mikveh may be made as an act of spiritual purification. The extent of the fast helps Jews to concentrate on repentance, rather than material things.</p>	6	
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Fasting is common throughout world religion, including Islam and Christianity. This is partly because it encourages people to be introspective. Fasting enhances catharsis within the Jewish community at an individual and a group level. It helps to distract people from material things and to focus on spiritual values and relationships with G-d and others. Being hungry might well make it harder to concentrate on the meaning of The Day. Jews might find themselves distracted as their minds wander during the time in the synagogue. The religious tradition of fasting is antiquated and unhelpful for people.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.	3	

Question		Answer	Marks	Guidance
3	(a)	<ul style="list-style-type: none"> Pious. <p>1 mark for response.</p>	1	Specific term required or phrase containing "Pious"
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> Orthodox Ultra Orthodox Neo Orthodox Conservative/Masorti Reconstructionist Liberal Reform Zionist Ashkenazi Sephardic. Progressive <p>1 mark for each response.</p>	2	Do not accept Hasidism
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> The central figure of the rebbe Generally introspective community Use of Kabbalah Traditional gender roles Observant attitude to mitzvot Traditional styles of dress Large families. <p>1 mark for each response.</p>	3	

Question	Answer	Marks	Guidance
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Israel is so important to the Jews because of the covenant with Abraham and the idea of a 'Promised Land'. Israel is important as a focus for the religion. Jerusalem is faced during prayer and synagogues are built facing Jerusalem. Some Jews believe in the 'ingathering of the exiles' during the Messianic Age. In this time the Temple will be rebuilt. Jews may recognise the importance of holy sites in Israel, especially the Western Wall that is the sole remains of the last Temple in Jerusalem. Some Jews believe that they have a responsibility to live in Israel. A Jewish way of life is easier to follow in Israel. Jews may visit Yad Vashem as a way of showing respect to the Jews murdered by the Nazis. Israel is sometimes seen as a sanctuary from persecution. Jews have a right to settle there.</p>	6	
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>The key reasons for the development of Zionism remain issues for Jews today. Israel is seen as a refuge from persecution and as place of security. The Promised Land is believed to have been given to their ancestors. It is part of the covenant between G-d and the Jews, made with Abraham. Many Jews consider it important to support Israel today in financial, spiritual and political ways. Belief in a Jewish homeland has formed an important part of the liturgy. Jews should try to integrate into the Diaspora. Jews can follow their religion anywhere – G-d is omnipresent. Some Jewish groups reject Zionism as a political manifestation.</p>	12	Also credit conversation about Neturei Karta.
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.	3	

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