

Religious Studies A (World Religion(s))

General Certificate of Secondary Education

Unit **B580**: Judaism 2 (Worship, Community and Family, Sacred Writings)

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

High performance 3 marks
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.
Intermediate performance 2 marks
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.
Threshold performance 1 mark
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

Level 3 5–6	A good answer to the question. Candidates will demonstrate a clear understanding of the question. <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
Level 2 3–4	A satisfactory answer to the question. Candidates will demonstrate some understanding of the question. <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	A weak attempt to answer the question. Candidates will demonstrate little understanding of the question. <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	No evidence submitted or response does not address the question.

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	Marks	Guidance
1	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • A cantor • A musician who helps lead worship. • Leads the prayer/worship <p>1 mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Bells/rimmonim • Breastplate • Pomegranate • Crown • Binder/mappah • Mantle • Yad • Star of David. <p>1 mark for each response.</p>	2	English and Hebrew terms should be credited
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Kittel/white robe • Tallit/prayer shawl • Yamulka/skull cap/kippah • Tephillin/phylacteries/prayer boxes. • Tzitzit <p>1 mark for each response.</p>	3	<p>English and Hebrew terms should be credited</p> <p>Accept Sheitel as ritual dress.</p> <p>Accept black/fir hat as it has a historical ritual basis</p>

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 role that the rabbi performs in services helps Jews to worship. The rabbi has importance in various rites of passage, such as Bar Mitzvah. The rabbi has a duty to teach, offer pastoral support and resolve problems of Jewish Law within the community. The rabbi might coordinate charity events and make statements on behalf of the community. The rabbi might explain Judaism to school students and liaise with other faith groups.</p>	6	
(e)		<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Prayer aids Jews in their relationship with G-d. It is an important part of all major world faiths. They use prayer to praise G-d, to confess their sins, to thank G-d for what he has done for the Jewish people, to ask G-d her help and guidance. Prayer helps to unite the community. If there is no god, prayer is a largely pointless exercise. There are plenty of other important aspects of worship, not least the reading of the Torah and the sermon preached by the rabbi. The latter relates Judaism to contemporary events. The observance of the mitzvot may be seen as the most useful means of communicating with G-d.</p>	12	
		Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.	3	

Question		Answer	Marks	Guidance
2	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Fit • Proper • Appropriate • Pure • Dietary/food laws (or relating to) <p>1 mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Wool/animal product • linen/plant product /cotton <p>1 mark for each response.</p>	2	Accept any combination
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Animals that do not chew the cud may be eaten • Animals do not have cloven hooves may be eaten • Poultry not listed in the Torah may not be eaten • Fish without fins and scales may not be eaten • Meat with blood in it may not be eaten • Meat mixed with dairy may not be eaten • Animals not slaughtered in accordance with Jewish Law may not be eaten • Products without rabbinic approval may not be eaten • Insects may not be eaten • Cannot drink wine produced by Gentiles <p>1 mark for each correct response.</p>	3	

Question		Answer	Marks	Guidance
(d)		<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>The origins of the food laws are in the Torah and Talmud so are seen as divine. They are therefore part of the covenant and reflect the importance of holiness and being 'chosen'. Different types of food are used in ritual and festivals. Examples from Pesach and Rosh Hashanah, amongst others, may be given. Food is an important part of Jewish tradition and identity. Food can help to bind a community together and make it distinctive.</p> <p>A humane approach to the preparation of animal products is important</p>	6	
(e)		<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>Judaism is a religion based around the family, understood in its broadest sense. As such, Jews feel a strong bond with each other. This is enhanced by living in a Jewish community. There are practical benefits in having a rabbi, kosher food, a synagogue and so on easily available.</p> <p>Many Jews believe that they should be fully integrated into wider society and this does not compromise their beliefs. There may also be practical problems for Jews who are forced to travel for work. Living outside a community may not damage relationship with G-d. Jews may reject a restrictive existence within a strict community.</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"> • Hebrew. <p>1 mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Bereshit/Genesis • Shemot/Exodus • Vayikra/Leviticus • Bamidbar/Numbers • Devarim/Deuteronomy. <p>1 mark for each response.</p>	2	English or Hebrew is acceptable
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • The Creation • The Garden of Eden • The Tower of Babel • The Flood • The Covenant with Abraham • The Covenant with Moses • The Plagues • The Exodus • Joseph and his brothers. <p>1 mark for each correct response.</p>	3	Different episodes from the same story may be credited.

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 Torah is seen as the word of G-d to Moses. It is seen as special and holy, unlike other books. There are differences in attitude between the Orthodox and Progressive traditions. Progressive Jews do not consider it to be the unadulterated words of G-d to Moses. The Torah enables the community to solve problems and answer questions. The text is used for guidance on a whole range of practical and ethical issues. The Jews are known as the 'People of the Book'. The Torah is one of the ways in which Jews get to know the will of G-d and how to fulfil their side of the covenant.</p>	6	
(e)		<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>All mitzvot in the Torah are from G-d and therefore of infinite value. As such, people are not worthy to prioritise mitzvot and decide which may be neglected. The mitzvot are part of the covenant and Jews are therefore obliged to follow them. Laws in the Torah denote holiness and being 'chosen'. They have enabled Jews to live distinctive lives and have helped to preserve the community.</p> <p>They have been interpreted by rabbis to ensure their relevance. Some mitzvot can no longer be followed, including those about the Temple and sacrifice.</p> <p>Some parts of the Torah are incompatible with other conventional ethical beliefs. Some Jews believe that ethical mitzvot are more important than ritual mitzvot. Following some mitzvot can help to separate the Jews from the rest of society.</p>	12	
		Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.	3	

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