

## **GCSE**

### **Religious Studies A (World Religion(s))**

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

General Certificate of Secondary Education

### **Mark Scheme for June 2016**

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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

The symbol consists of the letters 'BP' in a bold, black, sans-serif font, enclosed within a red square border.

Blank Page – this annotation **must** be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.

**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, 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.

**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**

<b><i>High performance 3 marks</i></b>
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.
<b><i>Intermediate performance 2 marks</i></b>
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.
<b><i>Threshold performance 1 mark</i></b>
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

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

## AO2 part (e) question

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

## MARK SCHEME

Question		Answer	Mark	Guidance
1	(a)	<p><b>What is a Kippah?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• A skull cap</li> <li>• A head covering</li> </ul> <p>One mark for response.</p>	1	
	(b)	<p><b>Give two reasons why Jews pray.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• It is a mitzvah</li> <li>• To praise G-d</li> <li>• To confess sins</li> <li>• To thank G-d for things</li> <li>• To ask G-d for things</li> <li>• To get closer to G-d</li> <li>• Specific prayers related to specific events</li> <li>• Brings the community together</li> </ul> <p>One mark for each response.</p>	2	

Question	Answer	Mark	Guidance
(c)	<p><b>Describe the role of a Jewish congregation in worship.</b></p> <p>Responses might include:</p> <p style="padding-left: 40px;">They are there to worship G-d. They should listen to the Torah reading and offer support to each other. The congregation must listen to the sermon and reflect on their own lives. They may share in Kiddush and observe the mitzvot whilst looking forward to the coming of the Messiah.</p> <p>Marks will be awarded for any combination of statement, development and exemplification.</p>	3	
(d)	<p><b>Explain why wearing ritual dress is important for some Jews.</b></p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Ritual dress is an important aid to worship. It helps Jews to feel closer to G-d and aids their communication with him. It also helps to give them a separate identity. The tallit is used to remind Jews of the mitzvot. The tephillin have a similar purpose and are also commanded in the Torah. The kittel is symbolic of spiritual purity. Different groups use styles of dress that have a certain ritual or symbolic importance. The sheitl and traditions about modesty are religiously significant for some denominations.</p>	6	Expect combination of examples that are explained and general observations.

Question	Answer	Mark	Guidance
(e)	<p><b>'Worshipping G-d is the most important thing that a Jew does.'</b></p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>The Jewish faith is based on the covenant and this requires the worship of G-d. This might be reflected in the Ten Commandments. G-d saved the Jews and took them out of slavery. He has looked after his people and is deserving of worship. Worship of G-d unites both the family and the community. This includes adherence to the Mitzvot. By following these, Jews are carrying out an act of worship. G-d is all-powerful, all-knowing and so on. As such, he merits a Jew's devotion. That said, Jews may feel that their greatest responsibility is owed to those around them, those they can be sure exist. Perhaps they should particularly devote themselves to the care of their family. Many Jews have no faith, perhaps because they feel that G-d let them down during times of persecution. They may well feel that the greatest responsibility they have is to their community and the State of Israel.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.	SPaG 3	

Question		Answer	Mark	Guidance
2	(a)	<p><b>State the meaning of the term 'ritual'.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Ceremony</li> <li>• Ceremonial</li> <li>• Repeated observance</li> <li>• Service</li> <li>• Sacrament</li> <li>• Liturgy</li> <li>• Celebration</li> <li>• Rite</li> <li>• Tradition</li> <li>• Practice</li> </ul> <p>One mark for response.</p>	1	
	(b)	<p><b>State two types of animal that Jews may not eat.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Pigs</li> <li>• Shellfish</li> <li>• Insects</li> <li>• Fish without fins and scales</li> <li>• Birds of prey</li> <li>• Whales</li> <li>• Frogs</li> <li>• Eels</li> <li>• Octopus</li> <li>• Carnivores</li> <li>• Non-domesticated birds</li> <li>• Examples of the above</li> </ul>	2	Name an animal or a category.

Question	Answer	Mark	Guidance
	One mark for each response.		
(c)	<p><b>List three things that might take place at a Bat Mitzvah.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Torah reading</li> <li>• Haftarah reading</li> <li>• Baruch Shepatrani</li> <li>• Advice from the rabbi</li> <li>• Deliver sermon</li> <li>• Honours for family members</li> <li>• Seudah</li> <li>• Derasha</li> <li>• Recite blessings</li> <li>• Gifts</li> </ul> <p>One mark for each response.</p>	3	No marked if reference to a boy.
(d)	<p><b>Explain why keeping Kashrut food laws is important for Jews.</b></p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>The origins of the food laws lie in the Torah and they are part of the covenant. They indicate the importance of holiness and being 'chosen'. Keeping kosher is a key indication of what a Jew believes about the covenant and being one of G-d's chosen people. Food is important as a symbol in ritual and festivals. Keeping kashrut is a very important aspect of the Jewish faith and the mitzvot are never out of date to an observant Jew. Kashrut helps to bind the community together and gives individuals a shared identity.</p>	6	They must focus on explaining not describing food laws.

Question	Answer	Mark	Guidance
(e)	<p><b>‘Jews have a responsibility to help the wider community.’</b></p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Jews have always considered charity to be important. They also believe that we were all created in G-d’s image and therefore we are all deserving of respect. The Tenakh has many passages about caring for the needy and this includes non-Jews. Many of the Mitzvot are about the ethical treatment of other people. Some consider this to be the most important aspect of Judaism. Jews see themselves as a ‘light to the nations’ and many of them are fully integrated into wider society. That said, many Jewish communities keep themselves separate from wider society and prioritise other Jews. Jews clearly feel the need to be protective of their own, especially in the light of so much persecution in the past. Jews obviously encourage the young to marry within their community and send their children to Jewish schools. So for some, being responsible towards each other is more important than being responsible towards the wider community. Some might argue that the hastening the coming of the Messiah is the best way to help the community.</p>	12	Credit reference to the Jewish community outside the family
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.	SPaG 3	

Question		Answer	Mark	Guidance
3	(a)	<p><b>What is the Torah?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Teaching</li> <li>• Instruction</li> <li>• Jewish Law</li> <li>• First five books of the Bible</li> <li>• Pentateuch</li> <li>• Genesis, Exodus, Leviticus, Numbers, Deuteronomy</li> <li>• The Law given to Moses by G-d</li> <li>• Direct revelation from G-d</li> </ul> <p>One mark for response.</p>	1	
	(b)	<p><b>State two reasons why the Talmud is important for Jews.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Divine origin</li> <li>• Elaborates on written law</li> <li>• Can be applied to modern life</li> <li>• Study is an act of worship</li> <li>• Provides link to ancestors</li> <li>• Chain of Tradition</li> <li>• Examples of specific teaching</li> </ul> <p>One mark for each response.</p>	2	

Question	Answer	Mark	Guidance
(c)	<p><b>State three ways in which Jews show respect for the Tenakh.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Reading and study</li> <li>• Use in worship</li> <li>• Dressing of the Torah</li> <li>• Use of megillot</li> <li>• Observance of mitzvot</li> <li>• Used as guide to life</li> <li>• Encourage children to read</li> </ul> <p>One mark for each response</p>	3	If the response relates to the Torah, it must state it is about the Torah to be credited.
(d)	<p><b>Explain why Jews have different beliefs about the Tenakh.</b></p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Sacred texts shape the religion of the People of the Book to a greater or lesser extent. As the texts are seen as sacred by religious Jews, they are considered holy or special. However, what is meant by this can vary significantly. . Not all Jews understand the same thing by 'sacred'. Progressive Jews have a more liberal interpretation and elevate the role of people in the production of the texts. They are seen by some to be revelations by G-d to humanity. Orthodox Jews believe that the Torah was given to Moses on Mount Sinai. At the same time, many Jews believe that the Torah was, in part, a human product. As such, some parts might be adapted and reinterpreted. Other parts may be seen as no longer culturally relevant or out dated. Ethical teachings may be held in higher esteem than ritual practices.</p>	6	

Question		Answer	Mark	Guidance
	(e)	<p><b>'The Torah is still relevant in the modern world.'</b></p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Jews may argue that all the books of the Tenakh have a divine origin and that they are therefore always relevant. It is not for human beings to question what G-d has provided. Different books may be seen as important at different times or when facing different problems and their teachings can be adapted to modern dilemmas. Many festivals require specific books or sidrot. Progressive Jews might be more concerned by the ethical content of what is written. This might lead them towards certain texts. Many of the books of the Tenakh are used by Jews in worship. The prophets include important information about ethical teachings regarding poverty and justice, for example. They also include information about the coming of the Messiah so they are relevant to the future as well. The text is no longer seen as relevant by some as it may be considered to be a human product that is no longer culturally relevant. It might be seen as archaic and sexist in some of its teachings.</p>	12	
		Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.	SPaG 3	
			<b>Total</b>	<b>51</b>

**Awarding Spelling, Punctuation and Grammar to scripts with a coversheet**

1. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
  - a. Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
  - b. Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
  - c. Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (eg grammar only)	Mark if candidate eligible for two thirds (eg grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3
6	2	4
7	2	5
8	3	5
9	3	6

2. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point 1 above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
3. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point 1 above.
4. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

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