

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

General Certificate of Secondary Education **B585**

Jewish Scriptures 1

**Mark Scheme for June 2010**

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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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## INSTRUCTIONS TO EXAMINERS

### 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

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

## AO2 part (e) question

Level 0 0	<b>No evidence submitted or response does not address the question.</b>
Level 1 1-3	<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> <li>• Errors of grammar, punctuation and spelling may be intrusive</li> </ul>
Level 2 4-6	<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> <li>• There may be errors in spelling, grammar and punctuation</li> </ul>
Level 3 7-9	<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> <li>• There may be occasional errors in spelling, grammar and punctuation</li> </ul>
Level 4 10-12	<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> <li>• Few, if any errors in spelling, grammar and punctuation</li> </ul>

		Mark Scheme	Mark	Rationale/Additional Guidance
Answer any <b>two</b> questions, you must answer <b>all</b> parts (a-e) of the questions you choose.				
1		<b>JONAH 4:10-11</b> Hashem said, “You took pity on the kikayon for which you did not labour, nor did you make it grow; it lived [one] night and perished after one night. And I – shall I not take pity upon Nineveh that great city, in which there are more than a hundred and twenty thousand persons who do not know their right hand from their left hand, and many animals as well?”		
1	a	<b>Why was Jonah upset that the kikayon perished?</b>  Responses might include: <ul style="list-style-type: none"> <li>• It was giving him shade</li> </ul> 1 mark for response.	1	
1	b	<b>State two things the people of Nineveh did after Jonah went to them with G-d’s prophecy.</b>  Responses might include: <ul style="list-style-type: none"> <li>• Believed the message and repented;</li> <li>• Proclaimed a fast;</li> <li>• Put on sackcloth;</li> <li>• Encouraged by the king to pray.</li> </ul> 1 mark for each response.	2	
1	c	<b>List three things that happened to Jonah to show that he was wrong to ignore the Divine call to the people of Nineveh?</b>  Responses might include:	3	

		<ul style="list-style-type: none"> <li>• He caused a storm;</li> <li>• Jonah was chosen by the sailors' casting of lots;</li> <li>• Jonah swallowed up by a fish;</li> <li>• The people of Nineveh heeded his message and repented.</li> </ul> <p>1 mark for each response</p>		
1	d	<p><b>Explain what the book of Jonah teaches about repentance</b></p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates may consider some of the following:</p> <ul style="list-style-type: none"> <li>• Jonah's plea for forgiveness;</li> <li>• G-d's forgiveness of him;</li> <li>• G-d's forgiveness of the people of Nineveh;</li> <li>• Repentance and forgiveness are related concepts so this will be at the heart of many responses.</li> </ul>	6	
1	e	<p><b>'The story of Jonah is unlikely to be true.'</b></p> <p><b>Discuss this statement. You should include different supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</b></p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>Candidates may discuss the veracity of the story considering the elements that seem fantastic – e.g. being swallowed by a fish. They may assess that it is therefore unlikely to be true.</p> <p>They may discuss whether or not it matters if the story is</p>	12	

	<p>historically and factually accurate.</p> <p>They may consider that there are different kinds of truth and that the book contains much spiritual and religious truth or that the story highlights the importance of Jewish - non Jewish relations and the role of divine providence.</p>		
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2		<p><b>Genesis 2:1-2</b></p> <p><b>Thus the heaven and the earth were finished, and all their array. By the seventh day G-d completed His work which He had done, and He abstained on the seventh day from all his work which He had done. G-d blessed the seventh day and sanctified it because on it he abstained from all his work which G-d created to make.</b></p>		
2	a	<p><b>What is another name for the seventh day?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Sabbath</li> <li>• Shabbat</li> </ul> <p>1 mark for response.</p>	1	
2	b	<p><b>State two things that G-d created on the previous day.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• living creatures;</li> <li>• different kinds of animals;</li> <li>• man or male and female.</li> </ul> <p>1 mark for each response.</p>	2	
2	c	<p><b>Explain how we know from the creation account that G-d was pleased with his creation.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• It states G-d saw it was, 'good';</li> <li>• 'very good' (on the sixth day);</li> <li>• the seventh day, G-d blessed;</li> </ul>	3	

		<ul style="list-style-type: none"> <li>• sanctified it;</li> <li>• completed creation.</li> </ul> <p>1 mark for each response.</p>		
2	d	<p><b>Explain the importance of this passage for Jews.</b></p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>The question is looking at practical application in life and faith from this passage.</p> <p>There is much that can be said about the creation in general and the institution of the Sabbath in particular. It has affected Jewish life and continues to do so. Candidates can include any of the Sabbath customs and laws to illustrate the idea of the Sabbath being at the core of Jewish life. For example, among the many aspects that could be quoted:</p> <ul style="list-style-type: none"> <li>• the candles lit to honour the Sabbath;</li> <li>• the two loaves (<i>challot</i>) showing G-d's providence over the world.</li> </ul>	6	
2	e	<p><b>'The seventh day is the most important day of Creation.'</b></p> <p><b>Discuss this statement. You should include different</b></p>	12	

	<p><b>supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</b></p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>Candidates might agree with this statement, the seventh day was undoubtedly important in that G-d completed his work and was pleased with it. It contained the Sabbath which was to become a cornerstone of Jewish belief and practice and therefore assumes the greatest prominence within Creation. However candidates may argue that all the days were equally important as they were all part of G-d's creative act. Other days of the Creation are described by G-d as 'good' which would indicate their importance.</p> <p>Responses may also include the importance G-d placed in the development of the Creation, by building up to the key elements, the creation of man and then leading up to the rest on the final day.</p> <p>Alternatively they may argue that since G-d is omnipotent it does not matter how days G-d spent on the Creation. Look for strength of argument.</p>		
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3		<p><b>Exodus 20:3-4</b></p> <p><b>You shall not recognise the gods of others in my presence. You shall not make yourself a carved image nor any likeness of that which is in the heavens above or the earth below or in the water beneath the earth.</b></p>		
3	a	<p><b>What is the First commandment?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• I am the Hashem your G-d who took you out of the land of Egypt;</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• You should have no other gods before me.</li> </ul> <p>1 mark for response.</p>	1	
3	b	<p><b>Give two other positive commands from Exodus 20 3-14:</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Remember the Sabbath day to keep it holy / rest on the Sabbath;</li> <li>• Honour your father and your mother.</li> </ul> <p>1 mark for each response.</p>	2	
3	c	<p><b>Give three teachings from Exodus 20 about people's relationship with other people?</b></p> <p>Candidates may include three of the following</p> <ul style="list-style-type: none"> <li>• parent child relationships;</li> <li>• fidelity in married life;</li> <li>• truthfulness;</li> <li>• interpersonal relationships;</li> </ul>	3	

		<ul style="list-style-type: none"> <li>• honesty in business;</li> <li>• Medical ethics - responsibility to heal.</li> </ul> <p>1 mark for each response.</p>		
3	d	<p><b>Explain the importance of the teachings in Exodus 20 in connection with marriage and family life for Jews.</b></p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>There is much to draw upon. Answers may include comments on:</p> <ul style="list-style-type: none"> <li>• honouring parents;</li> <li>• do not commit adultery and do not covet your neighbour's wife.</li> </ul> <p>The question is looking for practical ways in which the Mitzvot highlight man's relationship with man. Candidates may discuss how the teachings influence crucial aspects of a Jew's life and faith.</p>	6	
3	e	<p><b>'All of the Ten Commandments should be obeyed.'</b></p> <p><b>Discuss this statement. You should include different supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</b></p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>Many candidates are likely to agree with the statement</p>	12	

	<p>because all the commandments were given by G-d and are thus equally important. The key is obedience so all aspects making up the Sinai covenant must be complied with, it would be impudent to pick and choose which commands to observe.</p> <p>Others may consider that since the first group are clearly about the relationship between people and G-d they are more important than the later commands which deal with the relationships between people. Some may suggest that positive commands are more important because they require active effort. Others may suggest that negative commands are more important because they can have punishments associated with them.</p> <p>Some may observe that the relationships with other people are in effect relationships with G-d through his commands and creation.</p> <p>Reasons and sources will back up the argument and thus show better responses.</p>		
		<p><b>Total</b></p>	<p><b>[48]</b></p>

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