

Religious Studies A (World Religion(s))

General Certificate of Secondary Education

Unit **B586**: Jewish Scriptures 2 (Talmud)

Mark Scheme for June 2011

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of pupils of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support which keep pace with the changing needs of today's society.

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.

© OCR 2011

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

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, 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.

AO1 part (d) question

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

AO2 part (e) question

Level 0 0	No evidence submitted or response does not address the question.
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 • Errors of grammar, punctuation and spelling may be intrusive
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 • There may be errors in spelling, grammar and punctuation
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 • There may be occasional errors in spelling, grammar and punctuation
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 • Few, if any errors in spelling, grammar and punctuation

Question	Mark Scheme	Mark	Rationale/Additional Guidance	
Answer any two questions, you must answer all parts (a-e) of the questions you choose.				
1	a	<p>If I am not for myself who will be for me? And if I am for myself who will be for me? Ethics of the Fathers 1: 14</p> <p>Who stated the above teaching?</p> <p>Responses Might include:</p> <ul style="list-style-type: none"> • Hillel • Hillel the Elder <p>One mark for response</p>	[1]	Accept 'Men of the Great Assembly'
1	b	<p>Name the <u>two</u> main sections of teaching which make up the Talmud</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Mishnah • Gemara <p>One mark for each response</p>	[2]	
1	c	<p>State three ways in which Jews show concern for fellow Jews.</p> <p>Answers might include:</p> <p>Gemillut Chasadim acts of Kindness such as:</p> <ul style="list-style-type: none"> • visiting the sick, • comforting the bereaved, • offering hospitality. 	[3]	

Question		Mark Scheme	Mark	Rationale/Additional Guidance
		<ul style="list-style-type: none"> • dowering the bride • refraining from Lashan Hara (slander), • greeting people in a cheerful manner, • offering interest free loans. <p>One mark for each response.</p>		
1	d	<p>Explain how Judaism is able to adapt to new situations.</p> <p><i>Examiners should mark according to the AO1 level descriptors.</i></p> <p><i>Candidates might consider some of the following:</i></p> <p>Candidates may wish to explain that the Oral Law is essentially a set of discussions which act as principles that will have a bearing on new situations. They may show that the Halacha relies on the Talmud as the foundation of its discussions. Rabbis are able to take first principles from Talmudic teachings and apply to the new circumstances. In that way Judaism will not become fossilised and unable to adapt.</p> <p>Candidates may point out that the progressive movement will be more likely to follow the views of society generally and therefore more likely to change the way Judaism is practised while those who are orthodox will only follow the traditional halachic approach to Jewish law and practice.</p>	[6]	

Question		Expected Answer	Mark	Rationale/Additional Guidance
1	e	<p>‘The teachings of the rabbis are essential for Jews to be able to understand the Torah.’</p> <p>Discuss this statement. You should include different supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</p> <p><i>Examiners should mark according to the AO2 level descriptors.</i></p> <p><i>Candidates might consider some of the following:</i></p> <p>Clearly this question follows from part (d), but it is the analysis which will determine the quality of the answer. Candidates may comment favourably on the role of the rabbis explaining the details of the mitzvot which may otherwise lack clarity. They may suggest that strict adherence to the rabbis understanding of the Torah have successfully preserved the Jewish faith.</p> <p>They may on the other hand state that the rabbis have too much influence on the interpretation of Judaism and that a freer view is important more along the lines of the interpretation of Progressive Judaism. They may also suggest that the rabbis have made Judaism too regimented. It is thus individual expression of spirituality which is most important to the understanding of the Torah.</p>	[12]	

Question		Expected Answer	Mark	Rationale/Additional Guidance
2	a	<p>First Blessing: For the Food</p> <p><i>Blessed are you Hashem, Our G-d, king of the universe who nourished the entire world.</i></p> <p>When is this blessing said?</p> <p>After eating:</p> <ul style="list-style-type: none"> • bread • challa • matzo • food. <p>Do not accept before eating food.</p> <p>One mark for response.</p>	[1]	
2	b	<p>Who introduced this blessing <u>and</u> when?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> i) Who Moses ii) When..... During the Israelites' time in the desert when they were fed by the Manna. <p>One mark for each response.</p>	[2]	

Question		Expected Answer	Mark	Rationale/Additional Guidance
2	c	<p>State <u>three</u> ways in which Hashem nourishes the world according to this blessing.</p> <p>Responses might include:</p> <p>With His</p> <ul style="list-style-type: none"> • (great) goodness; • Grace; • Kindness; • Mercy. <p>On mark for each response</p>	[3]	Also accept nourishing humans, nourishing animals and cultivation of vegetation.
2	d	<p>Explain how the First Blessing might affect the way Jews treat the world's poor and hungry.</p> <p><i>Examiners should mark according to the AO1 level descriptors.</i></p> <p><i>Candidates might consider some of the following:</i></p> <p>Candidates may point to the fact that Grace After Meals highlights G-d as 'feeding the entire world.' This may sensitise the Jew towards feelings for all of humanity. They may also draw upon other teachings on looking after the poor. They may mention the Talmud's positive advice to help the non- Jewish neighbours. They may also refer to Jonah who was told to visit the Ninevites. They may also highlight the work of Jewish organisations, such as Tzedek or World Jewish Relief in helping the poor - Jewish and non Jewish.</p>	[6]	

Question		Expected Answer	Mark	Rationale/Additional Guidance
2	e	<p>‘Judaism teaches that a person should look after themselves and forget about others.’</p> <p>Discuss this statement. You should include different supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</p> <p><i>Examiners should mark according to the AO2 level descriptors.</i></p> <p><i>Candidates might consider some of the following:</i></p> <p>Candidates could show the importance of charity (tzedakah). They may want to place emphasis on the welfare of others and even introduce the idea of social justice. They could illustrate their arguments with stories from rabbinic teachings from earlier works or more modern sources.</p> <p>On the other hand they could point to the fact that Judaism is also a practical religion, it understands that a person must take care of themselves to a degree. In particular, if a person has a family to look after, the family must come first before the needs of others. They may state that it is undesirable to become so impoverished that they need support from society. Better answers will discuss these tensions and acknowledge how they may be resolved.</p>	[12]	

Question		Expected Answer	Mark	Rationale/Additional Guidance
3	a	<p>You shall place these words of mine upon your heart and upon your soul you shall bind them...</p> <p>Deuteronomy 11:18</p> <p>What does the word Shema mean?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Hear • Listen <p>One mark for response.</p>	[1]	
3	b	<p>State the two parts of the body where the tefillin are worn.</p> <ul style="list-style-type: none"> • on the arm • upon the head <p>One mark for each response.</p>	[2]	
3	c	<p>Describe how Jews use a mezuzah.</p> <p>Candidates may refer to the placing of the mezuzah on the door posts of the door posts of the house. They may further explain that a mezuzah is required for each door except the bathroom and toilet. They may explain that the mezuzah is one of the outward signs which act as a reminder of G-d's presence in the Jew's home.</p> <p>A statement 1 mark, with development 2 marks, and Exemplification/amplification 3 marks.</p>	[3]	

Question		Expected Answer	Mark	Rationale/Additional Guidance
3	d	<p>Explain the importance of the Land of Israel for Jews.</p> <p><i>Examiners should mark according to the AO1 level descriptors.</i></p> <p><i>Candidates might consider some of the following:</i></p> <p>Candidates may wish to mention that the Shema itself suggests it is a privilege to live in the Land of Israel since the Israelites risk expulsion from the Land if they forsake the Torah. They may quote the covenant made by G-d to Abraham linked with the land. They may also suggest that Jews have always been visiting and longing to return to the land. They may also point out that certain Mitzvot only apply in the land.</p>	[6]	

Question		Expected Answer	Mark	Rationale/Additional Guidance
3	e	<p>‘Studying the Torah is the most important thing a Jew can do’</p> <p>Discuss this statement. You should include different supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</p> <p><i>Examiners should mark according to the AO2 level descriptors.</i></p> <p><i>Candidates might consider some of the following:</i></p> <p>Acknowledgement of the importance of Torah study may be given as the Mishnah says, ‘it is equal to all of the mitzvot.’ It is considered a great privilege to engage in Torah study candidates may quote rabbinic stories to corroborate this view. They may observe that Torah study is considered the greatest endeavour in which a Jew can be involved.</p> <p>On the other hand there are other essential activities, praying, performing kind deeds or other mitzvot and even for a breadwinner, to look after the family. Analysis of the issues will determine the levels of response.</p>	[12]	
			Total	[48]

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity



OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553