

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

General Certificate of Secondary Education **B586**

Jewish Scriptures 2 (Talmud)

## **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	a	<p><b>Who received the Torah at Sinai?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Moses</li> <li>• <i>Moshe Rabbaneu (Moses our teacher)</i></li> </ul> <p>1 mark for response.</p>	1	
1	b	<p><b>Name two books of the Written Torah?</b></p> <p>Responses might include any two from:</p> <ul style="list-style-type: none"> <li>• <i>Genesis, Exodus, Leviticus, Numbers, Deuteronomy</i></li> <li>• <i>Or their Hebrew equivalents: Bereshit, Shemot, Vayikra, Bamidbar, Devarim</i></li> </ul> <p>1 mark for each response.</p>	2	
1	c	<p><b>According to Rabbi Shimon Ben Gamliel which three things does the world endure?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• <i>Justice</i></li> <li>• <i>Truth</i></li> <li>• <i>Peace</i></li> </ul> <p>1 mark for each response</p>	3	
1	d	<p><b>Explain the importance of these 'three things' for Jews.</b></p> <p>Examiners should mark according to the AO1 descriptors.</p>	6	

		<p>Candidates may consider some of the following:</p> <p><i>The importance for Judaism is in determining the way Justice should be dispensed, the importance of truth and peace, the significance of 'are you to adjudicate in your gates' - the way in which it is important for the continuation of a moral society. A description or explanation of justice, truth and peace individually would be required.</i></p> <p><i>Candidates are free to write about any aspects of these qualities as they occur within Judaism. They may give examples quotations e.g. 'Justice, Justice you should pursue' from Deuteronomy or rabbinic teachings to back up their response.</i></p>		
1	e	<p><b>'Texts such as the Ethics of the Fathers make it easier to understand the Torah.'</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><i>Answers are likely to agree with statement. The purpose of the Oral Torah and other texts is to explain and clarify what is in the Torah. Candidates may wish to give examples of Mitzvot explained by the Oral Law and how the Oral Torah assists in development of the Written Torah for example how to respond to new or changed circumstances throughout Jewish history e.g. persecution.</i></p> <p><i>On the other hand it could be argued that the Written Torah was dictated directly by G-d and therefore can be considered to have a higher status and this could make it sufficient. It could also be stated that the Oral Law has introduced so much argument and</i></p>	12	



		<p><i>debate that it has confused issues, there is s much conflicting rabbinic opinion. Candidates may wish to cite an example to corroborate their point of view.</i></p>		
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2	a	<p><b>Which land is being referred to in the second blessing?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• <i>Land of Israel</i></li> <li>• <i>Eretz Israel</i></li> </ul> <p>1 mark for response.</p>	1	
2	b	<p><b>Give two ways which the land is described in this blessing?</b></p> <p>Responses might include any two from:</p> <ul style="list-style-type: none"> <li>• <i>Heritage</i></li> <li>• <i>Desirable;</i></li> <li>• <i>Good;</i></li> <li>• <i>Spacious;</i></li> </ul> <p>1 mark for each response.</p>	2	
2	c	<p><b>State three other important Jewish ideas are mentioned in the Second Blessing paragraph.</b></p> <p>Responses might include any three from:</p> <ul style="list-style-type: none"> <li>• <i>Covenant of circumcision</i></li> <li>• <i>Redemption from Egypt</i></li> <li>• <i>Giving of the Torah</i></li> <li>• <i>Statutes(Mitzvot)</i></li> <li>• <i>G-d as provider of food / sustains Mankind</i></li> <li>• <i>Thanksgiving to G-d as provider of food</i></li> </ul> <p>1 mark for each response.</p>	3	
2	d	<p><b>Explain why the land being referred to in the Second</b></p>	6	

		<p><b>Blessing is important to Jews.</b></p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following and should develop their teachings:</p> <p><i>The land is important because it is Holy Land; it offers the ability to fulfil more mitzvot e.g. sabbatical year and tithes. It has the location of Jerusalem and the Temple. It is land of G-d's special providence and land to which the Messiah will return Jewish people. It is also the land which the Jewish people over the centuries have yearned to return as manifested in their prayers. It is also the land to which Jews have resettled over the last two thousand years.</i></p>		
2	e	<p><b>'All Jews should live in the Land of Israel'</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><i>Answers may well include answers from part (d) but they should be further developed and more analytical. It be could argued that all Jews should live in the Land of Israel because of its special place in Jewish life e.g. on account of its religious and cultural significance. They may touch upon persecution as a reason for wanting to live in the land of Israel being surrounded by Jews and being better able to live a fuller communal life. They may refer to the advantage of developing a national identity in dwelling in the Land of Israel.</i></p>	12	

	<p><i>However candidates could suggest that it could be just as easy to live a full Jewish life in the Diaspora, as is seen in England or elsewhere.</i></p> <p><i>They may suggest that Jews should not return to the Land of Israel en masse until the Messiah comes. They may point to the fact that today the Land of Israel is inhabited with largely secular Jews.</i></p>		
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3	a	<p><b>What does it say after these verses about how Jews should love G-d?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• <i>With all your heart</i></li> <li>• <i>With all your soul</i></li> <li>• <i>With all your resources</i></li> </ul> <p>1 mark for response.</p>	1	
3	b	<p><b>Give two occasions when a Jew would say these words in prayer.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• <i>Morning prayers ( Shacharit);</i></li> <li>• <i>Evening Prayers ( Maariv);</i></li> <li>• <i>Before retiring at night</i></li> <li>• <i>Prayers on a death bed</i></li> </ul> <p>1 mark for each response.</p>	2	
3	c	<p><b>Name three situations in which the people are told in Deuteronomy 6:4-9 to say these words.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• <i>Teach them to your children</i></li> <li>• <i>While sitting at home</i></li> <li>• <i>Going on your way</i></li> <li>• <i>On going to bed</i></li> <li>• <i>On getting up</i></li> </ul> <p>1 mark for each response</p>	3	

3	d	<p><b>Explain why the outward signs of faith commanded in the Shema are important for Jews.</b></p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates may consider some of the following:</p> <p><i>They focus the Jew's mind on many fundamental teachings of Judaism and they highlight the constant reminder of a Jew's mission since they are used in prayer. The Mezuzah acts as a reminder that a Jew must live according to G-d's ways while a person is in the privacy of his own home.</i></p> <p><i>They demonstrate in practical way the observance of Jewish life for example the Tefillin seeks to impress the attribute of thought and deed to G-d. The Tzizit are with a person as he goes about his business during the day. Better responses will be supported with teachings, beliefs or stories.</i></p>	6	
3	e	<p><b>'Private prayer is more important than Public prayer.'</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><i>Candidates may well disagree with this statement since communal prayer is so important to Judaism. Answers may refer to the quorum and the words of prayer which can only be recited in a minyan. Among others they may mention such examples as: the reading go the law, the repetition of the Amidah, the blessings recited at a wedding, the blessing of the priests, recital of the Kaddish prayer.</i></p>	12	

		<p><i>Candidates may point to occasions when private prayer could, however, be effective. It may be used in personal contemplation for a sick person or when an important life decision which needs to be made. Sometimes prayer can be more spontaneous, more inspirational and contain more Kavannah (sincerity).</i></p> <p><i>Candidates may go on to suggest that both can be effective and will offer reasons or sources which must be adduced to obtain the high levels of response.</i></p>		
			<p><b>Total</b></p>	<p><b>[48]</b></p>

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