

Religious Studies A: (World Religion(s))

General Certificate of Secondary Education

Unit **B585**: Jewish Scriptures 1

Mark Scheme for June 2011

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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	A weak attempt to answer the question. Candidates will demonstrate little understanding of the question. <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	A limited answer to the question. Candidates will demonstrate some understanding of the question. <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	A competent answer to the question. Candidates will demonstrate a sound understanding of the question. <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	A good answer to the question. Candidates will demonstrate a clear understanding of the question. <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		Expected Answer	Mark	Rationale/Additional Guidance
1	(a)	<p>What do Jews call the Hebrew bible?</p> <p>Answers might include: Tenakh / Tanach Torah</p> <p>One mark for response.</p>	[1]	
	(b)	<p>Name two books of the Nevi'im.</p> <p>Any of the books should be credited with names given in English or Hebrew.</p> <p>One mark for each Book mentioned eg' Isaiah and Jeremiah accept any of the twelve 'Minor Prophets' mentioned one mark each.</p>	[2]	
	(c)	<p>Describe how the Nevi'im are used in worship.</p> <p>If candidates mention that section of the prophets are read in the synagogue service one mark, when candidates state that they are read each Shabbat morning two marks. Where candidates have given the name used for the use in worship eg haftarah three marks. Jonah on Yom Kippur</p> <p>Their may be other occasions mentioned among them Tashlich, or Yom Hat'atzmaut</p> <p>A statement 1 mark, with development 2 marks, and Exemplification/amplification 3 marks.</p>	[3]	

Question	Expected Answer	Mark	Rationale/Additional Guidance
(d)	<p>Explain the importance of the Mitzvot in the Torah.</p> <p>Examiners should mark according to the AO1 level descriptors.</p> <p>Candidates might consider some of the following:</p> <p>On a simple level candidates may observe that Mitzvot are G-d's way of asking commitment of the Israelites. Candidates may refer to the overall spiritual link which the mitzvot give. Or the distinct way of life they create.</p> <p>More detailed explanation of the demands made by G-d to His people could include examples of Mitzvot and how they have relevance to daily life. Examples could be taken from the outward signs; The significance of eating kosher food as a means of attaining holiness; the Sabbath and the need to refresh spiritually once a week, the importance of the land of Israel which gives a physical place with a higher level of holiness than the rest of the world.</p> <p>Candidates should give more than one example to reach the highest levels of response.</p>	[6]	

Question	Expected Answer	Mark	Rationale/Additional Guidance
(e)	<p>‘All parts of the Hebrew bible are equally important.’</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>Examiners should mark according to the AO2 level descriptors.</p> <p>Candidates might consider some of the following:</p> <p>It could be argued that the Hebrew bible has the same level of holiness since it has entered the canon and been given approval by the rabbis of the Talmud. It deserves veneration to differentiate may cause confusion. Some people may feel that if one can pick and choose the relative importance of the bible, the instructions in some parts of the bible will lose all relevance with the only focus on mitzvot in the Torah.</p> <p>On the other hand it is accepted that the five books of the Torah are more holy than the rest of the Tenakh since they are the direct word of G-d and they contain the 613 Mitzvot. The Neviim and the ketuvim were transmitted through <i>ruach hakodesh</i> which is a less direct method of revelation. Further more respect is given to the Torah eg the Scroll is kept in the <i>aron hakoesh</i> in the synagogue, in book form it would be placed on top of a book containing the <i>Neviim</i>. Candidates may point to other ways in which the torah s given preferential consideration.</p>	[12]	

Question	Expected Answer	Mark	Rationale/Additional Guidance
2	<p>So Hashem G-d cast a deep sleep upon the man and he slept and he took one of his sides and He filled in flesh in its place.</p> <p>Genesis 2: 21</p>		
(a)	<p>What did Hashem say was the reason for creating woman?</p> <p>Responses might include: He said it was not good for man to be lonely. Partner/helpmate</p> <p>One mark for response.</p>	[1]	
(b)	<p>State two things that G-d commanded the man (Adam) to do.</p> <p>Responses might include</p> <ul style="list-style-type: none"> • Be fruitful and multiply; • To work in the Garden of Eden • To protect the Garden • May eat of any tree in the garden • Not to eat from the Tree of Knowledge • Naming the beast of the earth and the birds of the sky. <p>Credit other responses One mark for each response</p>	[2]	
(c)	<p>Describe the creation of woman.</p> <p>Credit any aspect of the text mentioned from chapter 2 v 18-25</p>	[3]	

Question	Expected Answer	Mark	Rationale/Additional Guidance
	A statement 1 mark, with development 2 marks, and Exemplification/amplification 3 marks.		
(d)	<p>Explain what the Book of Genesis teaches about the nature of Humanity.</p> <p>Examiners should mark according to the AO1 level descriptors.</p> <p>Candidates might consider some of the following:</p> <p>There are a number of teachings which could be mentioned candidates among them: The potential given to mankind to do good, the concept of free will, Man being created in the image of G-d, the potential given to mankind to do good and the concept of free will. Also that mankind has power over the animals, but also with that the responsibility to look after the creation. They may refer to the creation of woman as a help meet for man and a partner with man for spiritual growth.</p>	[6]	
(e)	<p>'In Judaism, women are treated as less important than men'.</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>Examiners should mark according to the AO2 level descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates may pick on the fact that women were created after men. They may refer to the fact that women have no public role prayer nor do they have power to take executive decision making positions of religious leadership in the</p>	[12]	

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>Orthodox tradition.</p> <p>Though it could be argued that women are well respected in Judaism they have a number of Mitzvot and customs to maintain for example the lighting of the Shabbat candles. They are given great respect in the sources and there are many biblical heroines whose intuition is much valued sometimes over their male counterparts. Reference could be made that in the progressive tradition women are allowed to assume what ever role men can and there is no obvious difference between the roles of men and women according to that view. Thus women need not feel restricted in any way.</p>		
3	<p>You shall not kill; you shall not commit adultery; you shall not steal..... Exodus Ch 20 v 1-14</p>		
(a)	<p>To whom were the ten commandments given?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Moses • Israelites • mankind <p>One mark for response</p>	[1]	
(b)	<p>Give the two negative commands that follow the above quotation.</p> <p>You shall not bear false witness against your fellow; You shall not covet accept – shall not covet neighbour's wife, man's servant, maidservant, donkey.</p> <p>One mark for each response.</p>	[2]	

Question	Expected Answer	Mark	Rationale/Additional Guidance
(c)	<p>Describe the scene when the Torah was given.</p> <p>Answers might include:</p> <ul style="list-style-type: none"> • Thunder; • Lightening; • Sound of the Shofar blast which became increasingly loud; • Mount Sinai covered in smoke; • G-d at the top of the Mountain • Moses went up and the people waited at the bottom. • Golden calf <p>A statement 1 mark, with development 2 marks and with exemplification/amplification 3 marks.</p>	[3]	
(d)	<p>Explain Jewish teachings on the sanctity of life.</p> <p>Examiners should mark according to the AO1 level descriptors.</p> <p>Candidates might consider some of the following:</p> <p>War, illegal killing, murder. The quote, do not murder could stimulate debate on attitudes can be drawn from Jewish view on euthanasia, abortion or contraception.</p> <p>Candidates may wish to discuss issues on the quality or sanctity of life arguments a simplified way in relation to euthanasia. They may wish to discuss whether abortion is murder or whether contraception lowers the appreciation and value of human life. Examples could be given in which cases permission would be given for any of the aforementioned issues</p>	[6]	<p>Some candidates have interpreted this question as living a holy life. This is a credible interpretation of the question.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
(e)	<p>‘Judaism has too many rules for modern life.’ 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>Examiners should mark according to the AO2 level descriptors.</p> <p>Candidates might consider some of the following:</p> <p>It could be said that so many commandments stifle individuality and leave no room for creativity. They make Jewish life too regimented. People need to express themselves spiritually in their own way not be told what to do this will increase sincerity and wider Jewish expression. They may feel that Modern life encourages a wider range of expression of holiness than Judaism allows.</p> <p>On the other hand the commands are a way of a Jew attaining holiness so the commands are assisting the Jew in different ways to this end, examples could corroborate responses.</p> <p>Candidates are free to choose from any aspects of Judaism when marshalling their arguments. They may consider, for example, the Kosher food laws, the Shabbat or the restrictions at Yom Kippur.</p> <p>They may say that the rules are there for a higher purpose, they help to lead a holier way of life. The rules all contribute towards the holy ethos of the Jewish people and increase kedusha (holiness) in the world. They may suggest that a more regimented approach is a necessary training which will; lead to holiness.</p>	[12]	
	Total	[48]	

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