

Religious Studies A (World Religion(s))

General Certificate of Secondary Education

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

Mark Scheme for June 2013

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, 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 2013

1. Annotations

Annotation	Meaning
	Level 1
	Level 2
	Level 3
	Level 4
	Benefit of the doubt
	Benefit of the doubt not given
	Tick
	Cross
	Unclear
	Accurate Language
	Attempts evaluation
	Development
	Significant amount of material that does not answer the question
	Too vague

For every additional object please insert a tick in the bottom right of the page to indicate that the material has been seen and considered.

2. 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, 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.

High performance 3 marks

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.

Intermediate performance 2 marks

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.

Threshold performance 1 mark

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

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

AO2 part (e) question

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

Question		Answer	Marks	Guidance
1	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Oral Law • accept also Mishnah and the Gemara. <p>One mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Jerusalem • Tiberius • Usha • Palestine. <p>One mark for each response.</p>	2	Babylon
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Candidates may mention any aspects of G-d's expectation that the Jews would follow the Torah and the Jews acceptance of this. They may refer to the events at the giving of the Torah at Sinai when the Torah was given, and briefly state the need to keep the mitzvot. <p>Credit will be given for any combination of statements, development and exemplification.</p>	3	

Question	Answer	Marks	Guidance
(d)	<p>Candidates might consider some of the following:</p> <p>Examiners should mark according to the AO1 level descriptors.</p> <p>The Talmud influences the daily life of a Jew by adding necessary detail or clarification to the Written Torah. Two possible examples are the wearing of tefillin and the slaughter of animals. Passages from the Talmud are used as prayers. The idea of halachah is that it helps Jews to 'go with G-d'. The Talmud provides guidance as individuals and communities encounter problems and issues. Jews will often spend hours in detailed study of the Talmud. This study is an important part of the life of an observant Jew. It is fundamental to an understanding of how Jews should conduct themselves on a daily basis.</p>	6	
(e)	<p>Candidates might consider some of the following:</p> <p>Examiners should mark according to the AO2 level descriptors.</p> <p>In the Bible, G-d is seen as a warrior who seems to give his blessing to certain conflicts and even helps his people to victory. At the same time, there are many messianic prophecies of peace to come. Perhaps this desire for 'shalom' should be anticipated now. Jews do not regard all violence and war to promote justice as wrong. They accept that certain kinds of war will be morally right and that it is sometimes acceptable to kill people in order to achieve justice. The Talmud permits killing in self-defence for both individuals and nations. Only combatants are allowed to be killed intentionally in war. According to a literal interpretation of Genesis, someone shedding the blood of another should have their blood shed. Peace without justice may not be seen as real peace.</p> <p> Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.</p>	12	

Question		Answer	Marks	Guidance
2	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Parchment of the Shema • A box containing the text of the Shema. <p>One mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Morning • Evening when you lie down • When you go on your way • When you sit in your house • Before death. <p>One mark for each response.</p>	2	
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Candidates may say that it tells them to wear tzitzit, tefillin and it also tells them how, when and where to wear them. • Credit will be given for any combination of statements, development and exemplification. 	3	

Question	Answer	Marks	Guidance
(d)	<p>Candidates might consider some of the following:</p> <p>Examiners should mark according to the AO1 level descriptors.</p> <p>Jews believe they have a responsibility to help others, including the giving of money and resources where they can. The principle of tithing influences some Jews to give a tenth of their income to charity. There are many examples from scripture that encourage Jews to share with those in need. It is a duty, rather than something that may be done out of pity. Jews may ensure that they enable the needy to abide by the Torah. The most important charity is that which helps a poor person to become independent. Pushkes encourage children to give to charity from a young age and protect Jews from developing a love of money.</p>	6	
(e)	<p>Candidates might consider some of the following:</p> <p>Examiners should mark according to the AO2 level descriptors.</p> <p>Religion should be a way of life. Religion should not stop people from existing normally in society, nor should it lead to groups being segregated due to their lifestyle. Judaism is a religion of life and so Jews should enjoy theirs as it is a gift from G-d and he would not wish for people to be miserable. To that end, they should not have to make sacrifices that impair that enjoyment. Animal sacrifices are no longer required since the destruction of the Temple; however, sacrifices of time and effort are still applicable. Throughout history, many Jews have made the ultimate sacrifice for their faith, not least during the Holocaust. G-d expects Jews to attain a higher level of holiness than other people which is why they have so many mitzvot compared to the Noahide Code.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.	SPaG 3	

Question		Answer	Marks	Guidance
3	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Father • Founding father • Father figure • Fore father. <p>One mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Morning • Afternoon • Evening. <p>One mark for each response.</p>	2	Accept Hebrew terms
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Abraham • Isaac • Jacob. <p>One mark for each response.</p>	3	

Question	Answer	Marks	Guidance
(d)	<p>Candidates might consider some of the following:</p> <p>Examiners should mark according to the AO1 level descriptors.</p> <p>The Amidah is important because it reminds Jews of their forefathers and the greatness of G-d. G-d is the creator of everything and is kind to his people. It forms a part of every service and must not be interrupted on almost any account. Personal prayers may be inserted into the Amidah. Standing and facing Jerusalem shows respect to the Temples. The range of requests made to G-d is very broad, from repentance to ingathering of the exiles, from healing to peace. This makes the prayer relevant to a wide variety of people with various needs.</p>	6	
(e)	<p>Candidates might consider some of the following:</p> <p>Examiners should mark according to the AO2 level descriptors.</p> <p>Jews depend on G-d for their creation and continued existence. They believe that G-d sustains creation and therefore provides their sustenance. There have been many occasions in history where Jews believe that G-d has helped them to survive, sometimes against great odds. Some Jews lost their faith during the holocaust as they expected G-d to save them. On that basis, they may feel that they have to look out for themselves. The festival of Purim may show how people worked to save innocent lives, whilst others point to G-d working behind the scenes. Pesach shows G-d intervening in a more direct way. Many Zionists believe that the political establishment of the State of Israel was necessary to save Jews after the Pogroms in Russia. Many believed they had to depend on themselves rather than a god that they no longer believed in. Some may argue that G-d will send a messiah to save them at some future point. Others believe that the Messianic Age will be brought about by their own efforts.</p> <p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.</p>	12	
		SPaG 3	

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

OCR Customer Contact Centre

Education and Learning

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

© OCR 2013

