

**GCSE**

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

Unit **B579**: Judaism 1

(Beliefs, Special Days, Divisions and Interpretations)

General Certificate of Secondary Education

**Mark Scheme for June 2014**

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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## Annotations

The following annotations are available on SCORIS:

Annotation	Meaning
BP	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
L1	Level 1
L2	Level 2
L3	Level 3
L4	Level 4
BOD	Benefit of the doubt
NBOD	Benefit of the doubt not given
tick	Tick
Cross	Cross
?	Unclear
AL	Accurate Language
AE	Attempts evaluation
DEV	Development
IRRL	Significant amount of material that does not answer the question
TV	Too vague

**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, 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.

**SPaG is now assessed in part (e) of each question. Please refer to the grid below when awarding the SPaG marks.**

**Spelling, punctuation and grammar (SPaG) Assessment Grid**

<b><i>High performance 3 marks</i></b>
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.
<b><i>Intermediate performance 2 marks</i></b>
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.
<b><i>Threshold performance 1 mark</i></b>
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

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

## AO2 part (e) question

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

Question		Answer	Mark	Guidance
1	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Agreement</li> <li>• Bargain</li> <li>• Deal</li> <li>• Promise between two parties</li> </ul> <p>1 mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <p>1) Mount Sinai/Top of a mountain/ In the desert</p> <p>2) After the Exodus/escape from Egypt/After the Red Sea splits</p> <p>1 mark for each response.</p>	2	
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• The Messiah has yet to come</li> <li>• He will bring peace</li> <li>• The Temple will be rebuilt</li> <li>• Exiles will be gathered in</li> <li>• Depends on mitzvot observance</li> <li>• He will be a descendant of King David</li> <li>• Human being, not divine</li> </ul> <p>1 mark for each response.</p>	3	
	(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p>	6	

Question	Answer	Mark	Guidance
	<p>Beliefs about the divine nature of the Torah guide a Jew through life and affect what they can eat and wear, how they educate their children, when they pray, where they live and so on. Beliefs about the covenant may provide a sense of belonging and unity but also reinforce the need for Torah observance, as might a belief in the coming of the Messiah. They may feel compelled to get involved in the life of the synagogue or religious or political movements.</p>		
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Both covenants are important as agreements between G-d and the Jews. They are connected and reflect the developing relationship.</p> <p>The covenant with Abraham provides the origins of the religion and people. Abraham perpetuates the adherence to monotheism. Jews' belief that the origins of circumcision lay in this covenant and without it, the male initiation rituals would never come into being. The Jews' relationship with G-d begins with Abraham. The Mosaic covenant relies upon Abraham and the other patriarchs for its existence.</p> <p>The Mosaic covenant results in the sacred writings of the Torah – written and oral. The relative obligations for both G-d and the Jews are set out. This has a huge impact as Jews must abide by the mitzvot in their lives. This covenant gives a structure to their lives. It is a source of ritual and ethical principles. It connects the Jewish people to their ancestors. Being more recent might make it feel more relevant to Jews. The covenant with Moses is turned to on a regular basis and is respected through the treatment of the Sefer Torah. The two covenants may be seen as parts of a whole and essentially indivisible.</p>	12	
	<p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 7.</p>	SPaG 3	

Question		Answer	Mark	Guidance
2	(a)	<ul style="list-style-type: none"> <li>• Jerusalem</li> </ul> <p>1 mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Eating the Seder with their family</li> <li>• Hiding the afikomen</li> <li>• Searching for the chametz</li> <li>• Asking questions during the meal</li> <li>• Preparation for the festival</li> <li>• Hiding the ten pieces before Pesach</li> </ul> <p>1 mark for each response.</p>	2	Answers must specifically relate to Pesach but may involve adults
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Matzah</li> <li>• Bitter herbs/horseradish/Maror/lettuce</li> <li>• Wine</li> <li>• Charoset</li> <li>• Parsley/Karpas/celery/potato</li> <li>• Lamb shankbone/Zeroah</li> <li>• Salt water</li> <li>• Egg/Beitzah</li> </ul> <p>1 mark for each response.</p>	3	
	(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p>	6	

Question	Answer	Mark	Guidance
	<p>The events commemorated might deepen their understanding of Judaism. Jews believe in the importance of empathy with ancestors and this might give a sense of connection to the past. The festival has great importance for family and community who come together to celebrate. Many Jews make connections between Pesach and the Shoah. It may help to emphasise the importance of surviving in the face of persecution. It involves children in key rituals. The festival includes important themes of freedom and new life. Messianic hope forms part of the festival.</p>		
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>As religions see themselves as having a historical basis, they inevitably reflect on the past, often looking back to a founder and their teachings. Judaism has a strong sense of its own history, looking back to key figures like Abraham, Moses, David, Solomon and many key rabbis. Jews also reflect on important events like the Exodus, receiving the Torah, the destruction of the Temple and so on. These often form the basis of festivals and rituals. All the Pilgrim Festivals have a basis in supposed historical events. The past may contain lessons that can be applied in the present and future and so should not be ignored. 'Those who forget history are condemned to repeat it.'</p> <p>Jews also look forward to the coming of the Messiah, either as an individual or as an age in the future when there will be peace. They also think it important to live in the present, caring for others and living out the covenant with G-d in their daily existence. Many Jews take a full role in society whilst some might try to maintain the traditions and beliefs of the past – this might be seen in their dress and attitudes towards gender roles, for example. In this way, too much focus on the past can lead to restrictive and out-dated lifestyles and make the religion seem irrelevant.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 7.	SPaG 3	

Question		Answer	Mark	Guidance
3	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Torah</li> <li>• Talmud</li> <li>• Rabbi</li> <li>• Mitzvot</li> <li>• The Chain of Tradition</li> </ul> <p>1 mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Conservative/Masorti</li> <li>• Reconstructionist</li> <li>• Liberal</li> <li>• Reform</li> </ul> <p>1 mark for each response.</p>	2	
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• The divine authorship of the Torah</li> <li>• The divine authorship of the Talmud</li> <li>• Jewish identity</li> <li>• The Chain of Tradition</li> <li>• Gender roles</li> <li>• The Messianic Age</li> <li>• Gender roles – separate worship</li> <li>• Resurrection of the Body</li> <li>• Observing the mitzvot</li> <li>• Ritual dress worn at all times</li> <li>• The Return to Israel / the in gathering of the exiles</li> </ul> <p>One mark for each response.</p>	3	

Question	Answer	Mark	Guidance
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Jews may base their convictions on upbringing or the nature of their community. They may believe in equal gender opportunities. They may reject the divine authorship of the Torah. They may feel that they have an obligation to encourage integration and to change tradition in line with the will of G-d. Some Jews may feel that ethical mitzvot are more important than ritual mitzvot. They may simply be unconvinced of the truth of Jewish orthodoxy for philosophical or theological reasons. Some Jewish practices may be impractical in contemporary society and these traditions should be adapted if the religion is to remain relevant.</p>	6	
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>All religions have important ethical values and Judaism is no exception. Jewish ethical teachings have had an immense impact on wider society. Progressive Jews would argue that the ethical mitzvot are the most important in the Torah. Being a good person has a much larger impact on others than ritual or prayers. Despite all the traditions, myths and legends, religions mostly come down to caring for one's neighbour. Although supernatural aspects of religion are widely rejected, Judaism still provides the basis for the morality of many societies through the Ten Commandments.</p> <p>However, the ethical teachings are based on a theological foundation. A Jew knows what is right through the covenant. Festivals, liturgy and rites of passage are all important to G-d – not just ethics. Many societies with – and without – a religious foundation have perpetuated evil acts. It is not for humans to decide which bits of a religion are more important. A Jew should not pick and choose between mitzvot. Many mitzvot do not have an obvious rational basis and are more important to obey for this reason as they demonstrate greater faith. Being a moral person involves far more than doing what one's religion dictates.</p>	12	

Question	Answer	Mark	Guidance
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 7.	SPaG 3	
	<b>Total</b>	<b>51</b>	

### Awarding Spelling, Punctuation and Grammar to scripts with a scribe coversheet

- a. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
- i. Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
  - ii. Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
  - iii. Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (eg grammar only)	Mark if candidate eligible for two thirds (eg grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3
6	2	4
7	2	5
8	3	5
9	3	6

- b. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point a. above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- c. If a script has a **word processor cover sheet** **AND** a **scribe cover sheet** attached to it, see point a. above.

- d. If you come across a typewritten script **without** a cover sheet please check with the OCR Special Requirements Team at [specialrequirements@ocr.org.uk](mailto:specialrequirements@ocr.org.uk) who can check what access arrangements were agreed.
- e. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

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