

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 2016

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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



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.

Awarding Spelling, Punctuation and Grammar to scripts with a coversheet

1. 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:
 - a. 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.
 - b. 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.
 - c. 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 |

2. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point 1 above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
3. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point 1 above.
4. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

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.

1. Spelling, punctuation and grammar (SPaG) Assessment Grid

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

| | |
|------------------------------|---|
| 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"> <input type="checkbox"/> A fairly complete and full description/explanation/analysis <input type="checkbox"/> A comprehensive account of the range/depth of relevant material. <input type="checkbox"/> The information will be presented in a structured format <input type="checkbox"/> There will be significant, appropriate and correct use of specialist terms. <input type="checkbox"/> There will be few if any errors in spelling, grammar and punctuation |
| 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"> <input type="checkbox"/> Information will be relevant but may lack specific detail <input type="checkbox"/> There will be some description/explanation/analysis although this may not be fully developed <input type="checkbox"/> The information will be presented for the most part in a structured format <input type="checkbox"/> Some use of specialist terms, although these may not always be used appropriately <input type="checkbox"/> There may be errors in spelling, grammar and punctuation |
| 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"> <input type="checkbox"/> A small amount of relevant information may be included <input type="checkbox"/> Answers may be in the form of a list with little or no description/explanation/analysis <input type="checkbox"/> There will be little or no use of specialist terms <input type="checkbox"/> Answers may be ambiguous or disorganised <input type="checkbox"/> Errors of grammar, punctuation and spelling may be intrusive |
| Level 0 0 | <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"> <input type="checkbox"/> Answers will reflect the significance of the issue(s) raised <input type="checkbox"/> Clear evidence of an appropriate personal response, fully supported <input type="checkbox"/> A range of points of view supported by justified arguments/discussion <input type="checkbox"/> The information will be presented in a clear and organised way <input type="checkbox"/> Clear reference to the religion studied <input type="checkbox"/> 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"> <input type="checkbox"/> Some information will be relevant, although may lack specific detail. <input type="checkbox"/> Only one view might be offered and developed <input type="checkbox"/> Viewpoints might be stated and supported with limited argument/discussion <input type="checkbox"/> The information will show some organisation <input type="checkbox"/> Reference to the religion studied may be vague <input type="checkbox"/> 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"> <input type="checkbox"/> Selection of relevant material with appropriate development <input type="checkbox"/> Evidence of appropriate personal response <input type="checkbox"/> Justified arguments/different points of view supported by some discussion <input type="checkbox"/> The information will be presented in a structured format <input type="checkbox"/> Some appropriate reference to the religion studied <input type="checkbox"/> 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"> <input type="checkbox"/> Answers may be simplistic with little or no relevant information <input type="checkbox"/> Viewpoints may not be supported or appropriate <input type="checkbox"/> Answers may be ambiguous or disorganised <input type="checkbox"/> 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> |

MARK SCHEME

| Question | | Answer | Mark | Guidance |
|----------|-----|--|------|---------------------------------------|
| 1 | (a) | <input type="checkbox"/> One One mark for response. | 1 | Monotheism on its own can be accepted |
| | (b) | Responses might include: <ul style="list-style-type: none"> <input type="checkbox"/> Noah <input type="checkbox"/> Abraham <input type="checkbox"/> Moses <input type="checkbox"/> Aaron <input type="checkbox"/> David One mark for each response. | 2 | |

| Question | Answer | Mark | Guidance |
|----------|--|------|--|
| (c) | <p>Responses might include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> To observe the Sabbath <input type="checkbox"/> To refrain from eating animals that do not chew the cud and have a cloven hoof <input type="checkbox"/> To circumcise male children <input type="checkbox"/> To honour your parents <input type="checkbox"/> To put tzitzit on the corners of clothing <input type="checkbox"/> To recite grace after meals <input type="checkbox"/> Not to take revenge <input type="checkbox"/> Not to harm an orphan or a widow <input type="checkbox"/> Not to intermarry with gentiles <input type="checkbox"/> To eat matzah on the first night of Passover <p>One mark for each response.</p> | 3 | Do not accept cultural practices or customs. General interpretations of mitzvot can be accepted. |
| (d) | <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following: A belief in the Messiah reflected in prayer and ritual when Jews pray for his coming. This belief might encourage Shabbat observance as they may believe that this will encourage his coming. The following of other mitzvot might be enhanced in anticipation of the coming of the Messiah. A belief in the Messiah provides hope and reassurance for Jews in times of trouble as they think he may save them from their troubles. Some Jews see the Messiah as an age when people will treat each other fairly and this might be encouraged by their belief. Others may return to live in Israel and support Zionist causes.</p> | 6 | <p>Do not credit beliefs only impact.</p> <p>Do not credit responses about future beliefs</p> |

| Question | | Answer | Mark | Guidance |
|----------|---|---|--------|----------|
| | (e) | <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Judaism is clear that there is one god and that He is the only deity that they should worship. This might lead some to be intolerant of other religions. Judaism teaches that Jews are to love the stranger and not to wrong them in speech. They are forbidden from wronging a stranger in buying or selling. These mitzvot suggest that a person's belief should not be a barrier to fair treatment. On the other hand, Jews are not to intermarry with gentiles and this could be seen as a barrier to social harmony by some. All religions have strong beliefs about the rightness of their creed but this does not necessitate hostility. Religions often have many beliefs and practices in common and this may encourage a degree of empathy.</p> | 12 | |
| |  | Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6. | SPaG 3 | |

| Question | | Answer | Mark | Guidance |
|----------|-----|--|------|----------|
| 2 | (a) | <input type="checkbox"/> Saturday One mark for response. | 1 | |
| | (b) | Responses might include: <ul style="list-style-type: none"> <input type="checkbox"/> Rosh Hashanah <input type="checkbox"/> Yom Kippur <input type="checkbox"/> Pesach <input type="checkbox"/> Shavuot <input type="checkbox"/> Sukkot <input type="checkbox"/> Purim <input type="checkbox"/> Chanukah <input type="checkbox"/> Simchat Torah <input type="checkbox"/> Yom Hashoah <input type="checkbox"/> Tisha B'Av One mark for each response. | 2 | |

| Question | Answer | Mark | Guidance |
|----------|---|------|----------|
| (c) | <p>Responses might include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meeting the community <input type="checkbox"/> Study <input type="checkbox"/> Prayer <input type="checkbox"/> Hearing the Torah <input type="checkbox"/> Listening to the rabbi <input type="checkbox"/> Kiddush <input type="checkbox"/> Listening to a chazzan <p>One 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> <p>Much of the week's important preparation for the day itself takes place in the home –it will be cleaned, fine clothes are prepared and food will be organised. The Friday night meal is very important. The table acts as an altar and the father as a priest. The havdalah ceremony often also takes place in the home. This ceremony divides Shabbat from the rest of the week. A lot of the study, socialising and relaxing during the day takes place in the home which is considered by Jews to be a religious building.</p> | 6 | |

| Question | | Answer | Mark | Guidance |
|---|-----|--|--------|----------|
| | (e) | <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Shabbat is important as a day of rest that has been divinely ordained. It offers Jews a break from the normal routine and they are obviously encouraged to relax and spend time with the family and the community. Shabbat encourages the practice of many important Jewish rituals. Shabbat is far more than a day off – it is a time for worship and study and is a fundamental part of Jewish life, specified in the Ten Commandments and following the example of G-d in creation. For these reasons it may be argued that Judaism would die out without the Sabbath. However, there are other equally important aspects to the religion – sacred texts, important people and other special days. Shabbat may discourage some young people from following the religion due to its strict rules and it may alienate other members of the community.</p> | 12 | |
|  | | Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6. | SPaG 3 | |

| Question | | Answer | Mark | Guidance |
|----------|-----|--|------|------------|
| 3 | (a) | <p>Responses might include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1948 <p>One mark for response.</p> | 1 | |
| | (b) | <p>Responses might include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Torah <input type="checkbox"/> Talmud <input type="checkbox"/> Chain of Tradition <input type="checkbox"/> Rabbi <input type="checkbox"/> Tenakh <input type="checkbox"/> Religious experience <p>One mark for each response.</p> | 2 | Accept G-d |
| | (c) | <p>Responses might include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promised to Abraham <input type="checkbox"/> The covenant <input type="checkbox"/> It offers protection/sanctuary <input type="checkbox"/> It is easier to live a Jewish life <input type="checkbox"/> It is a religious duty <input type="checkbox"/> The site of the Temple <input type="checkbox"/> The Western Wall <input type="checkbox"/> Many other key religious sites <p>One mark for each response.</p> | 3 | |

| Question | Answer | Mark | Guidance |
|---|--|-----------|----------|
| (d) | <p>Examiners should mark according to the AO1 descriptors.</p> <p>The differences between the groups have their origins in their attitude to the revelation of the Torah to Moses. There are many examples of how this manifests itself in ritual and differences in observance. Some Jews maybe uncomfortable with the way worship takes place in Reform synagogues and homes. It is wrong to consider ethical mitzvot as more important than ritual ones. The more supernatural aspects of Judaism may be rejected. Different beliefs are held about the role of women and the ideal structure of the synagogue. Progressive Judaism has its roots in a specific historical, religious and philosophical background. This led to a belief in a greater autonomy for the believer and may be seen as putting secular ideas before G-d, such as rejecting their religious inheritance because of the influence of science.</p> <p>Candidates might consider some of the following:</p> | 6 | |
| (e) | <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Aside from certain practical problems, it would have to be conceded that many Jews are secular and so any kind of worship is an irrelevance to them. Religious Jews may feel uncomfortable with the structure of Hasidic communities. They might have concerns with the apparent patriarchal nature of the groups and the literal nature of their Torah interpretation. Different styles of worship may suit certain people more than others. Many Jews find the joyful style of worship exhibited by the Hasidic community to be very appealing. They might find the mystical aspects bring them closer to G-d and like the more enclosed nature of the communities. Very liberal Jews may find the Hasidic movement less appealing than more Orthodox Jews.</p> | 12 | |
|  | Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6. | SPaG 3 | |
| | Total | 51 | |

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