

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 2017

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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.

We do not annotate Religious Studies scripts.

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

<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.

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.

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"> • A fairly complete and full description/explanation/analysis • A comprehensive account of the range and/or 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
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 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 0 0	No evidence submitted or response does not address the question.

AO2 part (e) question

Level 4 10-12	<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>	Level 2 4-6	<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>
Level 3 7-9	<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>	Level 1 1-3	<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>
		Level 0 0	<p>No evidence submitted or response does not address the question.</p>

MARK SCHEME

Question		Answer	Mark	Guidance
1	(a)	<p>State one reason why Jews believe in life after death.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Biblical teachings • Maimonides' Thirteen Principles • Rabbinic tradition • Teachings in the synagogue • Kabbalism <p>One mark for response.</p>	1	<p>Credit Torah</p> <p>More general responses also: Eg it's taught by the rabbis or it is taught as tradition. Also it gives meaning to life, it makes people moral</p>
	(b)	<p>State two promises that G-d made to Abraham.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • The Promised Land • A son • Many descendants <p>One mark for each response.</p>	2	<p>Award care for, look after, protect Abraham/the Jews</p>
	(c)	<p>Explain what Jews understand by the term 'covenant'.</p> <p>Responses might include:</p> <p>A bargain, deal or agreement which G-d made with Abraham, although there was an earlier covenant with Noah. A covenant is known as a 'brit'. This was later developed with Moses on Mount Sinai. It describes the ongoing relationship between G-d and the Jews and is encapsulated in the mitzvot.</p> <p>Marks should be awarded for a statement plus any combination of development and</p>	3	

Question	Answer	Mark	Guidance
	exemplification.		
(d)	<p>Explain what Jews believe about the Messianic Age.</p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>A belief in the Messianic Age impacts on Jews because it provides hope and reassurance for Jews in times of trouble; Jews think the Messiah may save them from their difficulties. Jews believe that it is prophesised in the Tenakh. They may feel less alone and abandoned and might feel encouraged to pray for the coming of this time of peace and harmony. Some Jews see the Messiah himself as an 'age' – rather than as an individual - when people will treat each other fairly and this might be encouraged by their belief. A belief in the resurrection of the dead is sometimes associated with the Messianic Age. Jews might be inclined to anticipate the coming of the Messiah by more just behaviour. Some Jews may return to live in Israel and support Zionist causes in order to hasten the coming of the Messianic Age. It is possible that some Jews may become disillusioned as the Messiah has not come when they have been in need, during the pogroms and the Holocaust, for example. Jews believe that the Messianic Age has yet to arrive.</p>	6	
(e)	<p>'Following the mitzvot means a Jew can never be free.' Discuss this statement. You should include different, supported points of view. You must refer to Judaism in your answer.</p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>The mitzvot may be seen as providing freedom as they provide for an ordered society. Without them, the faith of Judaism would not exist. It may be argued that freedom requires structure and an accepted set of moral values, otherwise society will descend into chaos and the weak will be exploited by the strong. G-d knows what is best for His people. Jews are able to decide for themselves whether they should be observant</p>	12	

Question		Answer	Mark	Guidance
		<p>or not so they are free to choose. The Torah is part of the covenant and requires observance as G-d has promised to take care of his people. It is good that they have something to rely on like sacred texts though they may stop some people doing what they want to do or what they believe is right.</p> <p>The years that have passed since that time have led to some mizvot being rendered out-dated and to be pressurised into abiding by them is pointless and takes away free will. The different perspectives of orthodox and progressive Jews are relevant as the latter give more autonomy for individual choice. People should base their lives on reason and not faith. There is no credit in following moral principles because you have been instructed to do so. G-d has given people free will in order to decide things for oneself. It is only in acting freely, that people can earn moral credit. G-d does not necessarily require the same amount of observance from everybody and so Jews are free to follow their own path.</p>		
		Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 5.	SPaG 3	
2	(a)	<p>Name the weekly Jewish day of rest.</p> <ul style="list-style-type: none"> • Shabbat/Sabbath <p>One mark for response.</p>	1	Accept Saturday
	(b)	<p>State two reasons why some Jews may not think pilgrimage is important.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • G-d is everywhere • Destruction of Temple • Importance of Diaspora • Impracticality of travel <p>One mark for each response.</p>	2	
	(c)	<p>State three ways in which Jews observe Shavuot.</p>	3	Credit studying/reading the Torah and visiting the

Question	Answer	Mark	Guidance
	<p>Responses might include:</p> <ul style="list-style-type: none"> • Remember the receiving of the Torah/Ten Commandments • Read Tikkun Leyl Shavuot • Stay awake on this day • Use two special challot • Eat dairy products • Avoid eating meat and fish • Decorate synagogues with flowers • Read the Ten Commandments in the synagogue • Read the Book of Ruth <p>One mark for each response.</p>		<p>Synagogue, but not very general answers like 'meal' or 'pray'</p>
(d)	<p>Explain how Pesach might strengthen the faith of a Jewish family.</p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>The family may come to deepen their understanding of Judaism, especially their appreciation of the events of the Exodus. The Jewish family might experience empathy with ancestors and this might give a sense of connection to the past. The festival has great importance when the family come together to celebrate at the Seder meal. Some Jews make links between Pesach and the experience of the family and ancestors during the Holocaust. It may help to emphasise the importance of surviving in the face of persecution. Pesach involves children in key rituals and gives them roles during the Seder meal. They will come together with other family members and the community. Messianic hope forms part of the festival for the family.</p>	6	<p>Max 4 marks if family is not mentioned</p>

Question		Answer	Mark	Guidance
	(e)	<p>‘Some Jewish festivals are more important than others.’ Discuss this statement. You should include different, supported points of view. You must refer to Judaism in your answer.</p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>All the Jewish festivals have an important role to play in sustaining the faith of the community. That said, the High Holy Days are considered by some to be the most sacred times of the year because of the way that they bring the community closer to G-d. For others, the regularity of Shabbat helps to keep the family and the community together. Maybe those festivals that unite the family or the community might be of most value. The pilgrim festivals are all centred around the covenant with Moses, recalling their escape from Egypt, the receiving of the Law on Sinai and their journey to the Promised Land. These festivals mark events without which the Jewish people would not exist and so may be seen as important for that reason.</p> <p>The festivals are always instituted by G-d and his will should not be questioned nor may his motives be understood. All the festivals contribute to Jewish experience in different ways. Some festivals are not in the Torah and so may have less importance for some Jews but they still have a part to play. Other festivals may have become too secular over the years and lost their religious significance but that is a question of practice, not importance. For some Jews, those days that look to the return of the Messiah might be more relevant because they focus on the future rather than the past, whilst others might value festivals that commemorate more recent events. It may come down to an individual Jew’s thoughts and feelings</p>	12	
		Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 5.	SPaG 3	
3	(a)	<p>Name the country that is most important to a Zionist.</p> <ul style="list-style-type: none"> • Israel 	1	Accept Palestine

Question	Answer	Mark	Guidance
	One mark for response.		
(b)	<p>Give two reasons why a Jew may not be a Zionist.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Zionism is too political • The Messiah should institute the return to the holy land • The Diaspora is more important • They may consider their nationality/citizenship to be more important • They may be concerned over the current political situation <p>One mark for each response.</p>	2	
(c)	<p>State three causes of the Shoah.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Ancient hatred • Anti-Semitism/racism • No Jewish homeland at the time • Policy of Hitler and the Nazi party • Conspiracy theories concerning Jews • Economic collapse in Germany <p>One mark for each response.</p>	3	Cause not consequence. Credit propaganda
(d)	<p>Explain how following Progressive Judaism might affect the lifestyle of a Jew.</p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Being a Progressive Jew will have an impact throughout their life. They will probably undertake certain religious duties, as they feel G-d requires. This can lead to different levels of observance. These duties may not need to be undertaken as rigorously as</p>	6	Generic answers that are not specifically about Progressive Jews will only get 2 marks.

Question	Answer	Mark	Guidance
	<p>an Orthodox Jew but the Jew will need to be clear as to what G-d may require of them. For example, this may affect the extent to which they keep kashrut and whether they wear ritual dress. How they educate their children could be affected by their Progressive beliefs. When they pray and how often will vary, as may where they live and so on. The synagogue attended will reflect their attitude towards the divine authorship of the Torah. Their attitude towards gender will differ from that of an Orthodox Jew. This could lead to different rites of passage being celebrated, such as Bat Mitzvah. Women may take a more active role in worship, reading the Torah from the bimah and they may be a rabbi.</p>		
(e)	<p>‘Jews should forget their religious differences.’ Discuss this statement. You should include different, supported points of view. You must refer to Judaism in your answer.</p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Many religions suffer from disunity and this can sometimes lead to unpleasantness and even conflict. In Judaism, there have been significant disagreements over conversions and the validity of women rabbis. Judaism would be a stronger force for truth and justice if all Jews could agree and speak with one voice. Jews would experience a greater sense of togetherness. Maybe all Jews should commit to the most traditional form of the faith, harking back to the rabbis of old. Alternatively it may be argued that Jews should subscribe to the most modern version, in order to be more relevant to society.</p> <p>Diversity within a religion might be seen as a strength. Having different beliefs amongst its adherents may actually strengthen a religion in that it helps it to adapt and to evolve when faced with challenges. It is good that Judaism does not impose a creed on people so that they can decide what to believe for themselves. Difference in belief can obviously lead to different levels of adherence. It is unrealistic to expect everyone to forget centuries of different traditions and deep seated beliefs. Having a variety of approach enables all Jews to find their place somewhere within the religion. It is arguably impossible to impose religious beliefs on people. Jews can remember</p>	12	Differences between Jews and other religions can be credited.

Question	Answer	Mark	Guidance
	their differences and still get on with each other.		
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 5.	SPaG 3	
	Total	51	

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