

**General Certificate of Secondary Education**  
**Religious Studies A (World Religion(s))**  
**Jewish Scriptures 1 (Tenakh)**  
**Specimen Paper**

**B585**

Time: 1 hour

Candidates answer on the question paper.

**Additional materials:** none

Candidate  
Forename

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Candidate  
Surname

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Centre  
Number

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Candidate  
Number

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**INSTRUCTIONS TO CANDIDATES**

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink only.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer any **TWO** questions; you must answer all parts (a-e) of the two questions that you choose.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

**INFORMATION FOR CANDIDATES**

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **51**.
- Should you need more space to write your answers there is an extra page at the end of the paper.
- If you need to use this extra page you must number your answers clearly.
- You will be assessed on the quality of written communication in your answer to the following: parts d and e of all questions. Questions marked with a pencil (✎) will carry 3 additional marks for spelling, punctuation and grammar. Where there is more than 1 question assessing spelling, punctuation and grammar the highest mark will count.

<b>FOR EXAMINER'S USE ONLY</b>	
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>TOTAL</b>	

This document consists of **16** printed pages.

Answer **TWO** questions. parts a, b, c, d and e should be answered for **each** question).

Genesis 1: 24–25

G-d said, “Let the earth bring forth living creatures, each according to its kind: animal, and creeping thing, and beast of the land each according to its kind.” And it was so. G-d made the beast of the earth according to its kind, and the animal according to its kind, and every creeping being of the ground according to its kind. And G-d saw that it was good.

1 (a) What did G-d create after animals?

..... [1]

(b) How was this last creation made?

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.....  
..... [2]

(c) What did G-d tell his last creation?

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..... [3]

(d) Explain the importance of stewardship for Jews.

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..... [12]

 Spelling, punctuation and grammar [3]



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JONAH: 1:1-2

'And the word of HASHEM came to Jonah son of Amittai saying: "Arise! Go to Nineveh, the great city, and call out against her, for their wickedness has ascended before Me."

3 (a) Where did Jonah go to instead of Niheveh?

..... [1]

(b) Give two details of what happened while Jonah was on the ship?

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..... [2]

(c) What happened to Jonah before G-d told him to go to Niheveh again?

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(d) Explain how the story of Jonah might influence Jews in their attitudes towards other people and to G-d.

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 Spelling, punctuation and grammar [3]

**Paper Total: [51]**



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Unit B585: Jewish Scriptures 1 (Tenakh)

**Specimen Mark Scheme**

The maximum mark for this paper is **51**.

## INSTRUCTIONS TO EXAMINERS

### 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

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

## AO2 part (e) question


Level 0 0	<b>No evidence submitted or response does not address the question.</b>
Level 1 1-3	A <b>weak</b> attempt to answer the question. Candidates will demonstrate little understanding of the question. <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> <li>• Errors of grammar, punctuation and spelling may be intrusive</li> </ul>
Level 2 4-6	A <b>limited</b> answer to the question. Candidates will demonstrate some understanding of the question. <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> <li>• There may be errors in spelling, grammar and punctuation</li> </ul>
Level 3 7-9	A <b>competant</b> answer to the question. Candidates will demonstrate a sound understanding of the question. <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> <li>• There may be occasional errors in spelling, grammar and punctuation</li> </ul>
Level 4 10-12	A <b>good</b> answer to the question. Candidates will demonstrate a clear understanding of the question. <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> <li>• Few, if any errors in spelling, grammar and punctuation</li> </ul>

Question Number	Answer	Max Mark
	<p><b>Genesis 1: 24–25</b></p> <p><b>G-d said, “Let the earth bring forth living creatures, each according to its kind: animal, and creeping thing, and beast of the land each according to its kind.” And it was so. G-d made the beast of the earth according to its kind, and the animal according to its kind, and every creeping being of the ground according to its kind. And G-d saw that it was good.</b></p>	
1(a)	<p><b>What did G-d create after animals?</b></p> <ul style="list-style-type: none"> <li>• Man;</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• male and female.</li> </ul>	[1]
1(b)	<p><b>How was this last creation made?</b></p> <ul style="list-style-type: none"> <li>• In G-d’s image;</li> <li>• from dust;</li> <li>• G-d blew the soul of life from his nostrils.</li> </ul>	[2]
1(c)	<p><b>What did G-d tell his last creation?</b></p> <ul style="list-style-type: none"> <li>• Be fruitful and multiply;</li> <li>• subdue the earth;</li> <li>• rule over the birds, the fish and every living thing on the earth.</li> </ul>	[3]
1(d)	<p><b>Explain the importance of stewardship for Jews.</b></p> <p>Answers may include an explanation or:</p> <ul style="list-style-type: none"> <li>• the passage in (a) gives the basis for stewardship in that people are told to multiply and control the earth ruling over animals, birds and fish;</li> <li>• there is, however, a suggestion that this is done with G-d’s blessing and therefore should not be abused;</li> <li>• Candidates may consider other texts in the Torah relating to stewardship such as the Year of Jubilees and the instructions not to wantonly destroy trees. From these they may consider how Jews today should regard and treat their environment.</li> </ul>	[6]


Question Number	Answer	Max Mark
1(e)	<p><b>'It is important that Jews believe that Creation happened exactly as described in Genesis.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</b></p> <p>Some may:</p> <ul style="list-style-type: none"> <li>• respond that it is important because Jews do believe that this is how Creation happened;</li> <li>• consider that although the account is true the length of the word translated day is open to discussion;</li> <li>• consider that, technically, the story can be described as a myth so that, although it contains essential truths, it is not to be taken as a literal scientific account.</li> </ul>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]

Question Number	Answer	Max Mark
	<p><b>EXODUS 20:1-14</b>  <b>G-d spoke all these statements, saying: I am HASHEM, your G-d, Who has taken you out of the land of Egypt, from the house of slavery.</b></p>	
2(a)	<p><b>What follows these two verses?</b>  The Ten Commandments.</p>	[1]
2(b)	<p><b>Give two of G-s'd statements from Exodus 20: 3–14.</b>  Candidates may list any of the ten commandments:  I am the Lord your G-d;</p> <ul style="list-style-type: none"> <li>• you shall have no other gods before me;</li> <li>• you shall not make wrongful use of the name of your G-d;</li> <li>• remember the Sabbath and keep it holy;</li> <li>• honour your father and mother;</li> <li>• you shall not murder;</li> <li>• you shall not commit adultery;</li> <li>• you shall not steal;</li> <li>• you shall not bear false witness against your neighbour;</li> <li>• you shall not covet your neighbour's house;</li> <li>• you shall not covet your neighbour's wife.</li> </ul>	[2]
2(c)	<p><b>What does Exodus 20: 1–7 teach about G-d's relationship with man?</b>  There is plenty of material here for candidates to draw upon. They may comment on:</p> <ul style="list-style-type: none"> <li>• any of the points made in the passage;</li> <li>• identify its place at the beginning of the Ten Commandments;</li> <li>• the role of G-d here;</li> <li>• the prohibition of idol worship and the threatened punishments not only on the perpetrators but to their third and fourth generations.</li> </ul>	[3]
2(d)	<p><b>Explain how following these teachings might affect the life of a Jew?</b>  Answers may include:</p> <ul style="list-style-type: none"> <li>• Jews might be urged to remember their relationship with G-d and his love for them and so be more particular in keeping the mitzvot;</li> <li>• These teachings influence every aspect of Jewish life and faith.</li> </ul>	[6]







Question Number	Answer	Max Mark
2(e)	<p><b>'Some of the Ten Commandments are more important than others.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• all are equally important but careful responses may consider this position and put forward other views;</li> <li>• they are all of equal status but they might consider which ones can and cannot be broken in certain circumstances.</li> </ul>	<b>[12]</b>
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> <b>[3]</b>

Question Number	Answer	Max Mark
	<p><b>JONAH: 1:1-2</b>  ‘And the word of HASHEM came to Jonah son of Amittai saying:  “Arise! Go to Nineveh, the great city, and call out against her, for their wickedness has ascended before Me.”</p>	
3(a)	<p><b>Where did Jonah go to instead of Niheveh?</b>  Tarshish</p>	[1]
3(b)	<p><b>Give two details of what happened while Jonah was on the ship.</b></p> <ul style="list-style-type: none"> <li>• The storm;</li> <li>• the sailors were afraid – prayed to their gods;</li> <li>• Jonah fell asleep;</li> <li>• the captain woke Jonah;</li> <li>• Jonah told the sailors to throw him overboard;</li> <li>• the sailors tried to get to shore;</li> <li>• they threw Jonah overboard.</li> </ul>	[2]
3(c)	<p><b>What happened to Jonah before G-d told him to go to Niheveh again?</b></p> <ul style="list-style-type: none"> <li>• A large fish swallowed him;</li> <li>• he prayed to G-d;</li> <li>• G-d spoke to the fish;</li> <li>• the fish spat Jonah out onto dry land.</li> </ul>	[3]
3(d)	<p><b>Explain how the story of Jonah might influence Jews in their attitudes towards other people and to G-d.</b></p> <p>Here the question is looking for some practical application in life and faith of the teachings from Jonah.</p> <p>There is little that can be made of the actual story of the fish although some are likely to try to draw upon their answer for (a).</p> <p>Others may display a greater depth of understanding in relation to:</p> <ul style="list-style-type: none"> <li>• not trying to hide from G-d;</li> <li>• G-d's forgiveness of Jonah and the people of Nineveh.</li> </ul>	[6]

Question Number	Answer	Max Mark
3(e)	<p data-bbox="347 244 1283 309">‘Jonah was a very weak man and is not a good example for people to follow today.’</p> <p data-bbox="347 367 1294 465"><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</b></p> <p data-bbox="347 524 1278 622">Candidates might find themselves forced to agree with the statement whilst wanting to argue how valuable Jonah’s contribution and example are.</p> <p data-bbox="347 680 1299 779">Some may comment that Jonah himself was never intended to be an example for people to follow and that therefore the statement has no real purpose.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]
<b>Paper Total:</b>		<b>[51]</b>

**Assessment Objectives Grid (includes QWC)**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>SPaG*</b>	<b>Total</b>
<b>1(a)</b>	1			<b>1</b>
<b>1(b)</b>	2			<b>2</b>
<b>1(c)</b>	3			<b>3</b>
<b>1(d)</b>	6			<b>6</b>
<b>1(e)</b> 		12	3	<b>12</b>
<b>2(a)</b>	1			<b>1</b>
<b>2(b)</b>	2			<b>2</b>
<b>2(c)</b>	3			<b>3</b>
<b>2(d)</b>	6			<b>6</b>
<b>2(e)</b> 		12	3	<b>12</b>
<b>3(a)</b>	1			<b>1</b>
<b>3(b)</b>	2			<b>2</b>
<b>3(c)</b>	3			<b>3</b>
<b>3(d)</b>	6			<b>6</b>
<b>3(e)</b> 		12	3	<b>12</b>
<b>Totals</b>	<b>24</b>	<b>24</b>	<b>3</b>	<b>51</b>

*\* Questions marked with a pencil () will carry 3 additional marks for spelling, punctuation and grammar. Where there is more than 1 question assessing spelling, punctuation and grammar the highest mark will count.*