

GCE

Religious Studies

Unit **G573**: Jewish Scriptures

Advanced Subsidiary GCE

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

Annotation	Meaning
	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.
	Level one – to be used at the end of each part of the response in the margin.
	Level two – to be used at the end of each part of the response in the margin.
	Level three – to be used at the end of each part of the response in the margin.
	Level four – to be used at the end of each part of the response in the margin.
	Level five – to be used at the end of each part of the response in the margin.
	Highlighting a section of the response that is irrelevant to the awarding of the mark.
	Point has been seen and noted, e.g. where part of an answer is at the end of the script.

Subject-specific Marking Instructions**Handling of unexpected answers**

If you are not sure how to apply the mark scheme to an answer, you should contact your Team Leader.

NOTE: AO2 material in AO1 answers must not be cross-credited and vice-versa.

AS Preamble and Instructions to Examiners

The purpose of a marking scheme is to ‘... enable examiners to mark in a standardised manner’ [CoP 1999 25.xiv]. It must ‘allow credit to be allocated for what candidates know, understand and can do’ [xv] and be ‘clear and designed to be easily and consistently applied’ [x].

The **Religious Studies Subject Criteria** [1999] define ‘what candidates know, understand and can do’ in terms of two Assessment Objectives, weighted for the OCR Religious Studies specification as indicated:

All candidates must be required to meet the following assessment objectives.

Knowledge, understanding and skills are closely linked. Specifications should require that candidates demonstrate the following assessment objectives in the context of the content and skills prescribed.

AO1: Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study.

AO2: Sustain a critical line of argument and justify a point of view.

The requirement to assess candidates’ quality of written communication will be met through both assessment objectives.

In order to ensure the marking scheme can be ‘easily and consistently applied’, and to ‘enable examiners to mark in a standardised manner’, it defines Levels of Response by which candidates’ answers are assessed. This ensures that comparable standards are applied across the various units as well as within the team of examiners marking a particular unit. Levels of Response are defined according to the two Assessment Objectives; in Advanced Subsidiary, the questions are in two parts, each addressing a single topic and targeted explicitly at one of the Objectives.

Positive awarding: it is a fundamental principle of OCR’s assessment in Religious Studies at Advanced Subsidiary/Advanced GCE that candidates are rewarded for what they ‘know, understand and can do’ and to this end examiners are required to assess every answer by the Levels according to the extent to which it addresses a reasonable interpretation of the question. In the marking scheme each question is provided with a brief outline of the likely content and/or lines of argument of a ‘standard’ answer, but this is by no means prescriptive or exhaustive. Examiners are required to have subject knowledge to a high level and the outlines do not attempt to duplicate this.

Examiners must **not** attempt to reward answers according to the extent to which they match the structure of the outline, or mention the points it contains. The specification is designed to allow teachers to approach the content of modules in a variety of ways from any of a number of perspectives, and candidates’ answers must be assessed in the light of this flexibility of approach. It is quite possible for an excellent and valid answer to contain knowledge and arguments which do not appear in the outline; each answer must be assessed on its own merits according to the Levels of Response.

Key Skill of Communication: this is assessed at both Advanced Subsidiary and A2 as an integral part of the marking scheme. The principle of positive awarding applies here as well: candidates should be rewarded for good written communication, but marks may not be deducted for inadequate written communication; the quality of communication is integral to the quality of the answer in making its meaning clear. The Key Skill requirements in Communication at Level 3 include the following evidence requirements for documents about complex subjects, which can act as a basis for assessing the Communications skills in an examination answer:

- Select and use a form and style of writing that is appropriate to your purpose and complex subject matter.
- Organise relevant information clearly and coherently, using specialist vocabulary when appropriate.
- Ensure your text is legible and your spelling, grammar and punctuation are accurate, so your meaning is clear.

Levels of Response: the descriptions are cumulative, ie a description at one level builds on or improves the descriptions at lower levels. Not all the qualities listed in a level must be demonstrated in an answer for it to fall in that level (some of the qualities are alternatives and therefore mutually exclusive). There is no expectation that an answer will receive marks in the same level for the two AOs.

Question		Indicative Content	Marks	Guidance
1	(a)	<p>There will inevitably be some story telling from candidates as they identify Abraham and this is worth some credit.</p> <p>Better responses are likely to focus on explaining significant points from the set texts in the specification (Genesis 12, 15 & 17) and in the exegesis demonstrate some familiarity with the actual textual passages.</p> <p>Explanations may look at the background in ANE (the ancient near east) in connection with explaining types of covenant but, whilst creditable, this is not essential for full marks.</p> <p>G-d taking the initiative, the role of faith, the promises of land and people and the covenant of circumcision are likely to predominate in good responses.</p>	25	
1	(b)	<p>This topic might be approached from many equally valid angles and candidates are free to argue from any standpoint but should be mindful of the words 'most important aspect' in the question.</p> <p>Abraham was called to set out in faith to a new land in Genesis 12. Some candidates might use this evidence to demonstrate the importance of land from the very start of the covenant story.</p> <p>In the discussions, some candidates might interpret the promise of the specific land of Canaan literally and others may consider it to be also symbolic of setting out on a lifetime journey in faith, which could be argued to be the most significant factor of the Abrahamic monotheistic covenant.</p>	10	

Question		Indicative Content	Marks	Guidance
		The covenants G-d made with Abraham might be considered separately or together as candidates try to balance the relative importance of the promises in these covenants.		
2	(a)	<p>Most candidates are likely to demonstrate some awareness that Exodus 20 contains the Ten Commandments that were given at Sinai. The first commandment makes reference to Egypt so the Exodus story is not irrelevant if candidates make reference to it.</p> <p>Responses might include not only some of the content of the Decalogue but also some significant background information e.g. the context of the theophany and the role of Moses as the mediator between G-d and the newly formed nation.</p> <p>Some might attempt at analysis of the significant features of the Decalogue or an explanation of these apodictic laws in relation to their importance in covenant terms for the Israelites.</p> <p>The best responses are likely to be those which reflect knowledge and understanding of the actual set text.</p> <p>Some candidates might point out that the conclusion of Exodus 20 includes the rulings about the building of altars and candidates might comment about the way these altars contrast starkly with the high places of the surrounding nations.</p>	25	The best responses are likely to be those which reflect knowledge and understanding of the actual set text.

Question		Indicative Content	Marks	Guidance
2	(b)	<p>Exodus 19-24 is the relevant set passage in the specification.</p> <p>Implicitly or explicitly, the best discussions might therefore make reference to Exodus 20-24, 'the book of the covenant', which includes casuistic laws. These were the application of laws to specific situations as opposed to timeless permanent apodictic laws such as the Decalogue.</p> <p>Responses are likely to acknowledge the practical function of the whole covenant for the Israelite community as a sequel and confirmation of the covenant with Abraham and the ongoing value of the Torah for the Jews to the present day.</p> <p>Discussions might also give some consideration of the extent to which the Ten Commandments echo parts of the covenant with Noah and remain a pivotal point of reference in ethical monotheism not only throughout the Jewish scriptures but even in secular thinking.</p>	10	
3	(a)	<p>Candidates are likely to begin with an introduction about Elijah and Ahab and Jezebel in the ninth century BCE in the northern kingdom, Israel, of which the capital was Samaria.</p> <p>Ahab had a palace in Jezreel further north and it was next to Naboth's vineyard which Ahab coveted. The account of the events leading to the murder of Naboth and Elijah's subsequent confrontation with the king are found in I Kings 21 and candidates are likely to take the opportunity to give details of the story.</p>	25	

Question	Indicative Content	Marks	Guidance
	<p>Candidates might comment on Ahab sulking and the assumptions that Jezebel, the Phoenician, has about what kingship entails as well recounting her manipulations. The culpability of the elders and officials, the two unscrupulous witnesses and the gullible crowd point towards Israelite society becoming more corrupt and like the neighbouring countries.</p> <p>In religious terms, the previous confrontations with Elijah had been about Jezebel's prophets of Baal and the growing syncretism of Israel's religion with the Canaanite fertility cults. With Naboth's vineyard, political and social religious ethics are in the spotlight as Elijah speaks truth to power about the abrogation of the rights of an individual.</p>		<p>Credit reference to this incident preparing the way for the eighth century prophets but this is not compulsory as these are not studied in detail until the A2 specification.</p>
3	<p>(b)</p> <p>Responses might begin with a definition of the role of a prophet e.g. foretelling and forthtelling as a spokesman for G-d.</p> <p>Some might explain that there were also court prophets. Nathan, in King David's Israel, might be referred to as a worthy precedent of a prophet involved in both religion and politics.</p> <p>Discussions are likely to refer to Mount Carmel and Elijah's role preaching against idolatry and syncretism. He had proved the G-d of Israel to be the controller of nature and more powerful than the Canaanite Baalim and Ashtaroth, including Jezebel's Phoenician Baal, Melkart.</p> <p>Candidates are also likely to include reference to Mount Horeb (Sinai) where G-d was not in the wind, earthquake and fire but in the still small voice of conscience.</p>	10	

Question		Indicative Content	Marks	Guidance
		Candidates might argue that the prophets of Israel and Judah never forgot their nomadic past and their covenant commitment. Their religion included both beliefs and obeying commandments and prophets might speak the word of the Lord about anything.		
4	(a)	<p>Candidates might give an account of the story of Jonah and the story of Job but the better responses are likely to use the narratives to address the question.</p> <p>Candidates might explain which features might require suspension of disbelief and why they might seem difficult to believe literally or as historical fact.</p> <p>Candidates might include the scene in the heavenly court from 'Job' and not just the big fish and the storm but the miraculous growth of the plant etc. in 'Jonah'.</p> <p>Candidates might demonstrate understanding by distinguishing between literature that is hard to believe as historical fact but not hard to believe metaphorically or spiritually as parables or wisdom literature.</p>	25	
4	(b)	<p>In their response candidates might draw on evidence from the first part of the question to identify areas that seem difficult to believe literally or as historical fact.</p> <p>Candidates are likely to attempt to define the meaning of the phrase, 'it does not matter' and explore the range of reasons this might be so from various academic and/or religious viewpoints.</p>	10	Weaker responses might be those which focus on the likelihood of being swallowed by big fish or by 'whales'.

Question	Indicative Content	Marks	Guidance
	Good discussions are likely to consider the nature of these books and the types of literature each might represent, before coming to a conclusion. Candidates might discuss the extent to which the books are intended to be historical accounts or literary constructs to highlight theological issues.		

APPENDIX 1 AS LEVELS OF RESPONSE

Level	Mark /25	AO1	Mark /10	AO2
0	0	absent/no relevant material	0	absent/no argument
1	1–5	almost completely ignores the question <ul style="list-style-type: none"> • little relevant material • some concepts inaccurate • shows little knowledge of technical terms <p style="text-align: right;"><i>L1</i></p>	1–2	very little argument or justification of viewpoint <ul style="list-style-type: none"> • little or no successful analysis • views asserted with no justification <p style="text-align: right;"><i>L1</i></p>
Communication: often unclear or disorganised; can be difficult to - understand; spelling, punctuation and grammar may be inadequate				
2	6–10	A basic attempt to address the question <ul style="list-style-type: none"> • knowledge limited and partially accurate • limited understanding • might address the general topic rather than the question directly • selection often inappropriate • limited use of technical terms <p style="text-align: right;"><i>L2</i></p>	3–4	a basic attempt to sustain an argument and justify a viewpoint <ul style="list-style-type: none"> • some analysis, but not successful • views asserted but little justification <p style="text-align: right;"><i>L2</i></p>
Communication: some clarity and organisation; easy to follow in parts - spelling, punctuation and grammar may be inadequate				
3	11–15	satisfactory attempt to address the question <ul style="list-style-type: none"> • some accurate knowledge • appropriate understanding • some successful selection of material • some accurate use of technical terms <p style="text-align: right;"><i>L3</i></p>	5–6	the argument is sustained and justified <ul style="list-style-type: none"> • some successful analysis which may be implicit • views asserted but not fully justified <p style="text-align: right;"><i>L3</i></p>
Communication: some clarity and organisation; easy to follow in parts - spelling, punctuation and grammar may be inadequate				
4	16–20	a good attempt to address the question <ul style="list-style-type: none"> • accurate knowledge • good understanding • good selection of material • technical terms mostly accurate <p style="text-align: right;"><i>L4</i></p>	7–8	a good attempt at using evidence to sustain an argument <ul style="list-style-type: none"> • some successful and clear analysis • some effective use of evidence • views analysed and developed <p style="text-align: right;"><i>L4</i></p>
Communication: generally clear and organised; can be understood as a whole - spelling, punctuation and grammar good				
5	21–25	A very good/excellent attempt to address the question showing understanding and engagement with the material <ul style="list-style-type: none"> • very high level of ability to select and deploy relevant information • accurate use of technical terms <p style="text-align: right;"><i>L5</i></p>	9–10	A very good/excellent attempt to sustain an argument <ul style="list-style-type: none"> • comprehends the demands of the question • uses a range of evidence • shows understanding and critical analysis of different viewpoints <p style="text-align: right;"><i>L5</i></p>
Communication: answer is well constructed and organised - easily understood; spelling, punctuation and grammar very good				

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