

GCSE

Religious Studies A (World Religion(s))

Unit **B580**: Judaism 2 (Worship, Community and Family, Sacred Writings)

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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1. 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

2. 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.

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/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>Responses might include:</p> <ul style="list-style-type: none"> • Meeting place • Place of assembly <p>1 mark for response.</p>	1	<p>Accept:</p> <p>Jewish place of worship place of worship place of prayer place of study</p>
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Bimah/platform • Aron Hakodesh/Ark • Windows • Sefer Torah • Lectern • Gallery / separate seating for men and women • Pulpit • Ner Tamid/eternal light • Menorah • Mikveh • Parochet • Magen David • Kiddush • Ten Commandments • Rabbi's seat <p>1 mark for each response.</p>	2	Accept rabbi or chazzan.

Question	Answer	Mark	Guidance
(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Sermon • Torah reading • Haftorah • Prayers (Shema/Amidah/Alenu) • Blessings • Musaf • Kiddush • Singing <p>1 mark for each response</p>	3	<p>Allow sing or pray.</p> <p>If all they have put is morning, afternoon and evening service, do not credit.</p>
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>The synagogue is important as a place of worship. It also serves as an important meeting place, a place of study and education. It provides a place to raise money for charity and to invite non-Jews. Women might go there to use the mikveh. Political support for the state of Israel may be encouraged. Preparation for Bar Mitzvah and marriage may take place and the rabbi is a source of advice and learning. It is a facility for the old and young. Schools may be based at the synagogue and the teaching of Hebrew might occur. The synagogue provides a focus for the Jewish community and helps to promote a sense of Jewish identity.</p>	6	
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>If all Jews were to worship together it may encourage greater understanding and empathy. Some Jewish groups encourage observance amongst more secular Jews. By worshipping together in a synagogue, Jews can have a greater sense of cohesion and community and they can learn from each other. Some might see this as anticipating the messianic ideal where people will live and worship in harmony. It can</p>	12	<p>Credit if discussion is about private v communal worship.</p> <p>Similarly, orthodox v reform etc.</p>

Question		Answer	Mark	Guidance
		<p>provide them with a sense of reassurance and solidarity. They have the opportunity to learn from a rabbi and to hear the Torah read together. After so much suffering in the past, Jews should be as united as possible in the future.</p> <p>Their own synagogue provides different Jewish groups with a sanctuary. They can spend time with people who share their beliefs and who can provide moral and spiritual support. Grouping everyone together may be counterproductive in terms of religious harmony. Different groups have developed for a reason and it may be impossible to keep them all happy. There will be disagreements about gender roles, length or service, use of the vernacular and so on. G-d granted people free will and this includes the ability to choose styles of worship that suit the individual. This may include Jews choosing to worship on their own as it aids focus and concentration.</p>		
		Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 7.	SPaG 3	
2	(a)	<ul style="list-style-type: none"> • Eight days old <p>1 mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Circumcision • The throne of Elijah • The role of the Kvatter • The role of the Sandek • The request to the Mohel • Naming • Consumption of wine • Prayers • Blessings <p>1 mark for each response.</p>	2	<p>Credit if they say Shema is said <i>the night before</i> Brit Milah.</p> <p>Do not credit meal/celebration</p>

Question	Answer	Mark	Guidance
(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Part of Jewish identity • Celebration • Covenant with Abraham • Welcomes into community • Gives the boy his name • Looks forward to marriage • Carries on tradition • A Mitzvot <p>1 mark for each response.</p>	3	
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>The institution is important for passing on tradition through the raising of children. In this way the faith is continued. It is a gift from G-d and is part of his plan. It is important for sexual activity. Marriage is an expectation for Jews and it may be seen as 'completing' the individual. The ceremony too is important. Standing under huppah reminds them of their home. Sharing of wine sets a pattern for married life. Reading of ketubah shows the obligations on the man and woman.</p>	6	
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>Judaism recognises that marriage is very important and as such it should be happy. For this reason a system of divorce exists though it is not seen as ideal. In many branches of Judaism, the woman is unable to divorce the man which can lead to significant issues in the community. An unhappy marriage might impact on children, as might a divorce. There may be serious problems in the relationship such as adultery or abuse which may justify a divorce.</p>	12	

Question		Answer	Mark	Guidance
		The breaking of a glass during the ceremony shows recognition that all marriages face challenges. This is never seen as an ideal. Divorce is only ever viewed with regret. G-d only ever accepts divorce with great reluctance. Divorce can have a negative impact on society as a whole. Divorce can lead to issues of agunot and mamzerim if not carried out in accordance with Jewish tradition. There are differences in a religious and a civil divorce that may lead to confusion and controversy. The ideal is of 'one flesh'. Marriage is part of G-d's plan.		
		Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 7.	SPaG 3	
3	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Prophetic writings • Part of the Tenakh <p>1 mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Joshua • Judges • Samuel • Kings • Isaiah • Jeremiah • Ezekiel • Hosea • Joel • Amos • Obadiah • Jonah • Micah 	2	

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • Nahum • Habbakuk • Zephaniah • Haggai • Zechariah • Malachi <p>1 mark for each response.</p>		
(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • They are read as part of the Haftorah • They provide ethical teaching and example • They are often read at festivals • They teach about the coming of the Messiah • They teach about Jewish history <p>1 mark for each correct response</p>	3	
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Where there are difficulties interpreting the text of the Torah, the Talmud maybe used. It may be seen as filling in gaps left by the Torah. It includes teachings on festivals, rituals, marriage, legal systems and caring for the poor. Many Jews will spend time debating aspects of the Talmud. The Talmud affects daily life through its teachings on the food laws. The importance given to the texts will vary according to the beliefs held about its divine origin.</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>The sacred texts will always have meaning for the Jews as it is seen as inspired by G-d. Without it the faith of Judaism would not exist. G-d knows what is best for His people. Jews decide for themselves whether they should be observant or not. The Torah is part of the covenant and requires observance, even if a particular mitzvot has no obvious reason. In fact, these mishpatim are arguably more important a sign of holiness.</p> <p>Because people are fallible, it is good that they have something to rely on like sacred texts. The years that have passed since that time have led to parts becoming outdated or corrupted 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.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 7.	SPaG 3	
	Total	51	

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 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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