

GCE

Religious Studies

Unit **G579**: Judaism

Advanced Subsidiary GCE

Mark Scheme for June 2015

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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
	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.

NOTE: AO1 level must be used at the end of each part of the response in the margin, with the AO2 level used immediately below.

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.

MARK SCHEME: FORMAT 1 (autotext: f1)

Question		Mark	Guidance
1	(a)	25	
1	(b)	10	

Question			Mark	Guidance
2	(a)	<p>Candidates might begin by outlining their understanding of the dietary laws, including e.g. food which is fit to be eaten (kosher), food which is forbidden (terefah), the method of slaughtering (shechitah), the prohibitions concerning meat and milk, the mitzvot relating to vegetables and fruit, the preparation of utensils.</p> <p>Candidates might discuss the relevance of the food laws for today's Jews in terms of: obedience to the Torah, identification with the Jewish community, self-discipline, formation of character and conduct, growth in holiness, personal health and hygiene.</p> <p>Candidates might discuss the views of Jews who no longer observe the dietary laws, including the belief of Progressive Jews that the dietary laws were composed not by G-d but by man, and for a particular time and place which no longer obtains.</p>	25	
2	(b)	<p>Some candidates might agree with the viewpoint, perhaps arguing that the mitzvot are divine commandments and it is sufficient that Jews know how to obey G-d's will.</p> <p>Some might argue that certain mitzvot are chukim whose reason cannot be known.</p> <p>Others might argue that having some understanding of the mitzvot is vital if Jews are to grow in faith and meet the challenges of competing ideologies.</p>	10	
3	(a)	<p>Candidates might begin by outlining their understanding of the term 'Oral Torah', i.e. the explanation and application of the Pentateuch which was ultimately recorded in the Mishnah and the subsequent rabbinic literature.</p>	25	

Question		Mark	Guidance
			<p>Candidates might explain that the Oral Torah consisted of authoritative judgements arising out of scholarly exegesis of biblical laws. They might explain that there were divergent principles of exegesis e.g. the schools of Hillel and Shammai. They might explain that Orthodox Judaism continues to accept the authority of the Oral Torah, and that its rulings have the same sanctions today as they did in the past. They might explain that in present day yeshivot the Oral Torah is studied as a guide to living.</p> <p>Candidates might explain that Progressive Jews differ from the Orthodox in their approach to the Torah, and they might discuss the reasons for this e.g. the modern understanding that the Oral Torah is the product of the rabbinic tradition. They might go on to discuss whether the Oral Torah nevertheless exercises influence in the lives of Progressive Jews, e.g. the lighting of the Sabbath candles, Bar Mitzvah, reciting of the Shema.</p>
3	(b)	10	<p>Some candidates might argue that traditional laws can not compensate adequately for the differences in culture between biblical times and the modern world, and they might discuss examples e.g. egalitarian issues surrounding homosexuality.</p> <p>Others might argue that the Oral Torah has established principles which enable Jewish scholars to interpret and relate the Law, whatever the problem.</p> <p>Some might argue that just as the sages of old disagreed about the interpretation of Torah, so scholars today adopt different approaches.</p>
4	(a)	25	<p>Candidates might begin by explaining that Rosh Hashanah is the Jewish New Year festival celebrated on the first day</p>

Question		Mark	Guidance
	<p>of Tishri (September-October). They might explain that the basic rules for the festival are given in the Torah (Leviticus 23; Numbers 29) where reference is made to a day of remembrance and rest proclaimed with the blast of horns.</p> <p>Candidates might explain that uncertainty over the calendar led to the tradition of a two-day festival among Jewish communities in the Diaspora and, depending upon the circumstances, one or two days observance in Palestine.</p> <p>Candidates might explain that Rosh Hashanah marks the beginning of Ten Days of Repentance when Jews reflect on their lives and examine themselves and plan the changes they must make in order to become better people.</p> <p>Candidates might explain that Rosh Hashanah is a serious occasion for Jews marked by prayer in the synagogue when services include the blowing of the shofar – possibly, a reminder of the ram substituted for Isaac (Genesis 22), as well as being a call to repentance (Maimonides). They might explain that the expanded liturgy emphasises G-d's sovereign rule over the created order. They might explain that Rosh Hashanah is a judgement day when humanity passes before the all-seeing Eye of G-d.</p> <p>Candidates might discuss popular observances associated with Rosh Hashanah, including e.g. eating a piece of challah or a slice of apple dipped in honey, accompanied with a prayer for a good and sweet year, and the practice of tashlikh ('casting off') when penitents empty their pockets into flowing water in a symbolic act signifying their intention to cast away their sins.</p>		

Question		Mark	Guidance
4	(b)	10	

Candidates might agree with the statement, perhaps arguing that the solemnity of Rosh Hashanah is far removed from the celebrations surrounding January 1st. They might argue that the Jewish New Year is not an occasion for revelry but a time for spiritual stock-taking.

Others might argue that for secular Jews – the majority in Israel, perhaps – Rosh Hashanah is no more than a two-day holiday, a time for family and friends. They might argue that the festival of Rosh Hashanah is about the purely personal relationship between the individual and his/her G-d which will not commend its observance to non-believers.

Some might argue that despite its solemnity, the festive nature of Rosh Hashanah is still apparent, and they might point to family gatherings and celebration meals during the festival.

APPENDIX 1 AS Levels of Response

Band	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 <i>a.c.i.q</i>	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 <i>v lit arg</i>
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 selection often inappropriate might address the general topic rather than the question directly limited use of technical terms <i>b att</i>	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 with little justification <i>b att</i>
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 <i>sat att</i>	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 <i>sust/just</i>
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 <i>g att</i>	7–8	a good attempt to sustain an argument <ul style="list-style-type: none"> some effective use of evidence some successful and clear analysis considers more than one view point <i>g att</i>
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 <i>vg/e att</i>	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 <i>vg/e att</i>
Communication: answer is well constructed and organised; easily understood; spelling, punctuation and grammar very good				

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