

**Oxford Cambridge and RSA Examinations**

**General Certificate of Secondary Education**

**RELIGIOUS STUDIES A (WORLD RELIGIONS)**

PAPER 7 – Judaism

**2307/1**

MARK SCHEME

**Specimen Paper 2003**

- 1 (a) **Describe the special meal which Jews have at Pesach (Passover).** [8]

Description should centre around the meal rather than the preparations etc., although other elements at the meal apart from the food could be included such as the cushion, the door left open, the hidden matzah etc. Candidates will probably want to write about the different kinds of food and their symbolism; a good answer will include several different items.

- (b) **Explain how celebrating Pesach (Passover) might strengthen the faith of a Jewish community.** [7]

Ideas such as feeling part of a continuing tradition, belonging to one group, sharing in the promises made and the hopes, festivals strengthening family ties, listening to the stories reminding the Jews of the nature of G-d and his reliability and plans for them, reminder of being a chosen holy nation; variety of responses possible.

- (c) **'At Pesach (Passover), looking forward to the future is just as important as remembering the past.'**

**Do you agree? Give reasons to support your answer and show that you have thought about different points of view.** [5]

Possibly some consideration of the sense at Passover that the task is not yet complete, the symbolism of the aphikomen; the mention of next year in Jerusalem, the symbols connected with the messianic hope, the idea of a continuum, that G-d will be doing more for Israel in the future, passing the festival on for the future by involving the children; as well as reminders of the past. Re-enactment of past events, a sense of unity with ancestors and so on.

- 2 (a) **Describe the inside of a synagogue.** [8]

Some description of where things are in a synagogue rather than of the nature of individual items; the Ark facing east with its associations with the Temple mountain, the bimah in the centre as a focus for the teaching of the Torah, the separation of the women in some synagogues. The ten commandments in full view and so on.

- (b) **Explain how having special religious objects at home might affect the life of a Jew.** [7]

This time emphasis should be on items in the home which could be anything from the mezuzah to the special crockery or candlesticks; the question does not ask them to specify the items (although many probably will), but to concentrate on commenting on how their presence in the home might affect a Jew's life: ideas of constant reminders of the presence of God, the importance of the home as a place of worship, sense of being set apart and different, keeping the mitzvot and so on could be included here.

- (c) **'You cannot worship G-d properly at home because there are too many distractions.'**

**Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Judaism in your answer.** [5]

Could include a discussion of which is the more conducive to worship, the home or the synagogue; perhaps saying that going out to a special place for collective worship encourages a focused mind, or that worship can be done anywhere, or even that one's daily domestic duties can be a form of worship in themselves.

- 3 (a) **Describe how a Jewish boy becomes Bar Mitzvah.** [8]

Description of the service and also of the preparation, the time to take responsibility for one's own moral behaviour, the reading of the Torah, the possibility of a party.

- (b) **Explain how the faith of a Jewish family might affect the way in which they treat each other.** [7]

Some discussion of how Judaism influences relationships within the family: perhaps the commandments not to commit adultery, and to honour one's parents might be obvious choices, as well as ideas about remembering the dead, educating the young in the faith, respecting the elderly, and any other of a variety of appropriate responses.

- (c) **'Keeping the Jewish law is more important for men than for women.'**

**Do you agree? Give reasons to support your answer and show that you have thought about different points of view.** [5]

Could include a discussion of the different roles for men and women in Judaism; in some ways, men have more mitzvot to follow than women, but in other ways women have the responsibility of keeping a kosher home, educating the children, and passing on Jewishness to the next generation. They might conclude that everyone has an equal responsibility to have a right relationship with G-d.

- 4 (a) **Describe what is in the Torah and the Talmud.** [8]

A description of what each of these kinds of writing contains, the Law; its exposition, the prophets, etc.

- (b) **Explain how Jews might try to obey the mitzvot (laws) about food in their daily lives.** [7]

Different possibilities might include sending children to Jewish schools, either instead of to state schools or on a Sunday, giving children a specific role at festivals, setting an example by keeping a religious home and talking to the children about the importance of the faith, praying together or praying for the children.

- (c) **'The Jewish holy books are too old to have anything useful to say to modern people.'**

**Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Judaism in your answer.**

[5]

Discussion of whether the written words can still be applied today, or whether they relate so much to their historical context that they have lost their relevance, whether they contain timeless wisdom or not.

- 5 (a) **What do Jews believe about the promises G-d has made to them?** [8]

The idea of promises might encourage the candidates to write about the Covenant with Abraham, Mosaic covenant relationship, and about the messianic hope, in some detail. They might also include related promises, such as that made to Noah, or the four promises remembered at Pesach although there is no requirement for specific knowledge of text.

- (b) **Explain how believing in G-d as creator might affect the way in which Jews treat the environment.** [7]

Candidates should try to apply the beliefs to the practice, looking at the idea that belief in G-d as creator might inspire a sense of stewardship rather than ownership, and a need to recognise the worth of the environment (including the people in it) as creatures. Candidates might want to include some of the practical ways in which Jews care for the environment.

- (c) **'Jews should fit in with their non-Jewish neighbours; they should not try to be different.'**

**Do you agree? Give reasons to support your answer and show that you have thought about different points of view.**

[5]

The idea of being set apart as a holy nation could usefully be discussed here, and the implications of this: possibly the need for assimilation in order to survive, and the difficulties of setting an example to people if you refuse to associate with them, while at the same time recognising the responsibility of being a kingdom of priests and the dangers of ignoring the mitzvot in favour of being accepted.