

Religious Studies A (World Religion(s))

General Certificate of Secondary Education

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

Mark Scheme for June 2012

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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.

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Annotations

The following annotations are available on SCORIS:

Annotation	Meaning
	Level 1
	Level 2
	Level 3
	Level 4
	Benefit of the doubt
	No benefit of doubt given
	Correct point
	Incorrect point
	Unclear
	Accurate language
	Attempts evaluation
	Development
	Irrelevant, a significant amount of material that does not answer the question
	Too vague

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

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, ie 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.

AO1 part (d) question

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

AO2 part (e) question

<p>Level 4 10 – 12</p>	<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>	<p>Level 2 4 – 6</p>	<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>
<p>Level 3 7 – 9</p>	<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>	<p>Level 1 1 – 3</p>	<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>
		<p>Level 0 0</p>	<p>No evidence submitted or response does not address the question.</p>

Question		Answer	Marks	Guidance
1	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Shema • Amida • Kaddish • Kiddush • Berachah • Aleynu <p>1 mark for response.</p>	1	
1	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Prayer • Torah/Talmud study • Wearing ritual dress • Special meals • Observing mitzvot • Use of a mezuzah • Celebrating Shabbat and festivals <p>1 mark for each response.</p>	2	
1	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Star of David • Menorah • Items of ritual dress • Mezuzah • Candles • Artefacts for Shabbat • Other festival artefacts <p>1 mark for each response</p>	3	Accept clear description eg '7 branched candlestick'.

Question		Answer	Marks	Guidance
1	(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>The different reasons for worship – praise, forgiveness, petitions and so on. Worship may affect the relationship a Jew has with G-d. Jews believe in a personal relationship with G-d. Worship is a mitzvah. The origins of prayer times are in Temple times. The wearing of ritual dress may be involved in worship. Specific prayers like the Shema have their own importance.</p>	6	
1	(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>The individual, family and community may benefit from worshipping as a group. Worship might be enhanced by praying in the synagogue with those who share the same beliefs.</p> <p>This is clearly an expectation in the religion, particularly for daily prayer, important rites of passage and major festivals. Worshipping with the community in the synagogue often involves the expertise of a rabbi. The symbols and artefacts in a synagogue might aid communal worship. It might not be possible or desirable to worship with others as people may be ill or geographically remote from the synagogue. Worship is personal, and people have individual needs and preferences.</p>	12	

Question		Answer	Marks	Guidance
2	(a)	<ul style="list-style-type: none"> Son of the Commandment <p>1 mark for response.</p>	1	
2	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> Learning a sidra Learning Hebrew Learning about ritual dress Studying new obligations <p>1 mark for each response.</p>	2	Accept 'studying'
2	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> The boy's reading- Torah, Haftarah, blessing Baruch Shepatrani The rabbi's advice/sermon Honours for family members Subsequent traditional celebrations including speech, meal, <p>1 mark for each response.</p>	3	Accept 'prayer', 'blessing',
2	(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>The advice of the rabbi regarding his responsibilities is important. He has to learn to read Hebrew which will be important in later life. He learns about wearing the tefillin and other ritual dress which is an important tradition and mitzvah. He is becoming part of the minyan and taking on responsibility for his own actions. He is being called on to read the Torah in the synagogue for the first time. He will be fasting at Yom Kippur for the full period of time. It provides an important focus for Jewish boys so that they might not neglect their faith. Bar Mitzvah encourages them to study and learn about their religion.</p>	6	

Question		Answer	Marks	Guidance
2	(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>The Jewish approach is traditional and has worked for generations. It provides a focus for Jewish boys. The age is taught in the Talmud as the correct age and so maybe seen as from G-d. It encourages them to study and learn about their religion which may inspire them. A child should decide when they will take on a full role in the faith, if at all. Times have changed and Judaism should reflect this. People mature at different times. This is reflected in the different age for Bat Mitzvah. Some Jews recognise this by practising confirmation instead. In wider society, views may be influenced by age limits imposed by the government.</p>	12	Responses that make no reference to Judaism cannot achieve above L2

Question		Answer	Marks	Guidance
3	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Holy • Set aside for G-d • Religious • Non-secular <p>1 mark for response.</p>	1	
3	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Mishnah and Gemara <p>1 mark for each response.</p>	2	
3	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Torah (Law) • Nevi'im (Prophets) • Ketuvim (Writings) <p>1 mark for each correct response</p>	3	
3	(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>The Torah will affect the life of the Jewish community. All aspects of a Jew's life will be influenced, including food laws and the beliefs associated with relationships. There are differences in attitude between the Orthodox and Progressive traditions. The Torah enables the community to solve problems and answer questions. The text is used for guidance on a whole range of practical and ethical issues. It will impact on the rituals and festivals that are celebrated and is used in worship in the synagogue. The Jews are known as the 'People of the Book'. The Torah is one of the ways in which Jews get to know the will of G-d and how to fulfil their side of the covenant.</p>	6	<p>Can refer to: Written Torah Oral Torah Sefer Torah</p>

Question		Answer	Marks	Guidance
3	(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>The Torah is the eternal word of G-d and is still used to solve ethical dilemmas. It sets out the implications of 'being chosen' and the demands of holiness. The Torah operates alongside the oral tradition which adapts to the demands of the modern world. The Torah sets out a morality very different from that which is prevalent in society and some parts are often not taken literally by members of the community. Science and technology now provide alternative explanations to some of the questions that it answers.</p>	12	Responses that make no reference to Judaism cannot achieve above L2
		Total	48	

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