

**General Certificate of Secondary Education
Religious Studies A (World Religion(s))
Judaism 2 (Worship, Community and
Family, Sacred Writings)
Specimen Paper**

B580

Time: 1 hour

Candidates answer on the question paper.

Additional materials: none

Candidate
Forename

Candidate
Surname

Centre
Number

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Candidate
Number

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INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink only.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer any **TWO** questions; you must answer all parts (a-e) of the two questions that you choose.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **48**.
- Quality of written communication is assessed in parts d and e of all questions.
- Should you need more space to write your answers there is an extra page at the end of the paper.
- If you need to use this extra page you must number your answers clearly.

FOR EXAMINER'S USE ONLY

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| 1 | |
| 2 | |
| 3 | |
| TOTAL | |

This document consists of **9** printed pages and **3** blank pages.

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

Specimen Mark Scheme

The maximum mark for this paper is **48**.

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INSTRUCTIONS TO EXAMINERS

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, 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.

AO1 part (d) question

| | |
|----------------|---|
| Level 0 0 | No evidence submitted or response does not address the question. |
| 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 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 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 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 |

AO2 part (e) question

| | |
|------------------|--|
| Level 0 0 | No evidence submitted or response does not address the question. |
| 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 • Errors of grammar, punctuation and spelling may be intrusive |
| 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 • There may be errors in spelling, grammar and punctuation |
| Level 3 7-9 | <p>A competant 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 • There may be occasional errors in spelling, grammar and punctuation |
| 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 • Few, if any errors in spelling, grammar and punctuation |

| Question Number | Answer | Max Mark |
|---------------------------|--|-------------|
| 1(a) | <p>What does Kashrut mean?</p> <ul style="list-style-type: none"> • Fit; <p>OR</p> <ul style="list-style-type: none"> • proper. | [1] |
| 1(b) | <p>What can Kashrut apply to other than food?</p> <ul style="list-style-type: none"> • Objects; • clothing. | [2] |
| 1(c) | <p>Describe three ways in which Kashrut is applied to food?</p> <p>Answers may describe various aspects of kashrut, including:</p> <ul style="list-style-type: none"> • the process of shechitah; • the laws for deciding on which animals are considered fit to eat; • laws about other foods such as fish, poultry, eggs, vegetables and manufactured products; • the division of milk and meat and the removal of blood from meat. | [3] |
| 1(d) | <p>Explain how the Jewish food laws affect the Jewish community.</p> <p>Answers may explain:</p> <ul style="list-style-type: none"> • the origins of the food laws in the Torah as part of the covenant; • practical implications for the Jews, such as the separation of milk and meat equipment and allowing time to elapse after eating animal products; • some of the practical issues that might arise from the laws, including the need to search for a hechsher on some products; • how Jews are seeking holiness in their obedience; • the positive aspects of being 'chosen' by G-d, whilst considering how the mitzvot may make it harder to 'fit in'. | [6] |
| 1(e) | <p>'Jewish food laws are too complicated.'</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • the inconvenience of the laws may isolate Jews in society; • some Progressive Jews do not follow all aspects of kashrut in relation to food; • it may not always be possible to locate kosher products; • moral laws are more important than ritual laws; • the importance of tradition should not be underestimated; • being the chosen people is a great responsibility; food contributes to the distinctiveness of the religion. | [12] |
| Question 1: Total: | | [24] |

| Question Number | Answer | Max Mark |
|---------------------------|--|-------------|
| 2(a) | <p>What does Torah mean? Instruction.</p> | [1] |
| 2(b) | <p>How is the Tenakh made up? Candidates might describe:</p> <ul style="list-style-type: none"> • Torah (law); • Neviim (prophets); • Ketuvim (writings). | [2] |
| 2(c) | <p>What does the Torah contain?</p> <ul style="list-style-type: none"> • The five books of Genesis, Exodus, Leviticus, Numbers, Deuteronomy; • the commandments; • ethical standards of the Jewish people. | [3] |
| 2(d) | <p>Explain the importance of the Talmud for Jews. Candidates may explain:</p> <ul style="list-style-type: none"> • what the Talmud is, and how it is viewed as the definitive collection of the Oral Law; • how it was created; • how it might be used to solve problems of interpretation and understanding the Written Torah; • examples of its impact on everyday Jewish life, such as dietary laws or Bar Mitzvah. | [6] |
| 2(e) | <p>'The Tenakh is out of date.'</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</p> <p>Candidates may include:</p> <ul style="list-style-type: none"> • the Tenakh will always have meaning for the Jews as it is seen as inspired by G-d; • that without the Tenakh the faith of Judaism would not exist; • the years that have passed since that time have led to parts becoming outdated or corrupted; • the different perspectives of orthodox and progressive Jews. | [12] |
| Question 2: Total: | | [24] |

| Question Number | Answer | Max Mark |
|---------------------------|---|-------------|
| 3(a) | <p>Which direction do Synagogues face?</p> <p>Towards Jerusalem.</p> | [1] |
| 3(b) | <p>Give two main features of a Synagogue.</p> <ul style="list-style-type: none"> • the Ark; • scrolls; • Ner Tamid; • Bimah; • decalogue | [2] |
| 3(c) | <p>What is the significance of the features you have chosen?</p> <p>Candidates might describe:</p> <ul style="list-style-type: none"> • the Ark, which contains the Torah and is a reminder of the Ark of the Covenant which contained the Ten Commandments; • scrolls, the word of God; • Ner Tamid, which is a reminder of the western lamp of the menorah of the Temple in Jerusalem; • Bimah, which is where the Torah scroll is read; • decalogue, the Ten Commandments. | [3] |
| 3(d) | <p>Why is daily prayer important for a Jew?</p> <p>Candidates might explain:</p> <ul style="list-style-type: none"> • that Jews believe in a personal relationship with G-d, and that prayer is important for praising G-d and when in need; • daily prayer recalling the Temple; • the importance of ritual dress; • specific prayers like the Shema; • the way that prayer might be enhanced by actions, attending synagogue or facing Jerusalem. | [6] |
| 3(e) | <p>‘A Jewish community does not need a synagogue.’</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • the claim that the synagogue is the place where the Torah is heard, and refer to the need for communal worship; • it is not essential; • Jews may worship privately and read the Chumash at home. | [12] |
| Question 3: Total: | | [24] |
| Paper Total: | | [48] |

Assessment Objectives Grid (includes QWC)

| Question | AO1 | AO2 | Total |
|-----------------|------------|------------|--------------|
| 1(a) | 1 | | 1 |
| 1(b) | 2 | | 2 |
| 1(c) | 3 | | 3 |
| 1(d) | 6 | | 6 |
| 1(e) | | 12 | 12 |
| 2(a) | 1 | | 1 |
| 2(b) | 2 | | 2 |
| 2(c) | 3 | | 3 |
| 2(d) | 6 | | 6 |
| 2(e) | | 12 | 12 |
| 3(a) | 1 | | 1 |
| 3(b) | 2 | | 2 |
| 3(c) | 3 | | 3 |
| 3(d) | 6 | | 6 |
| 3(e) | | 12 | 12 |
| Totals | 24 | 24 | 48 |

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