

**General Certificate of Secondary Education**  
**Religious Studies A (World Religion(s))**  
**Jewish Scriptures 2 (Talmud)**  
**Specimen Paper**

**B586**

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

<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>TOTAL</b>	

This document consists of **8** printed pages and **4** blank pages.

















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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	<b>No evidence submitted or response does not address the question.</b>
Level 1 1-2	<p>A <b>weak</b> attempt to answer the question. Candidates will demonstrate little understanding of the question.</p> <ul style="list-style-type: none"> <li>• A small amount of relevant information may be included</li> <li>• Answers may be in the form of a list with little or no description/explanation/analysis</li> <li>• There will be little or no use of specialist terms</li> <li>• Answers may be ambiguous or disorganised</li> <li>• Errors of grammar, punctuation and spelling may be intrusive</li> </ul>
Level 2 3-4	<p>A <b>satisfactory</b> answer to the question. Candidates will demonstrate some understanding of the question.</p> <ul style="list-style-type: none"> <li>• Information will be relevant but may lack specific detail</li> <li>• There will be some description/explanation/analysis although this may not be fully developed</li> <li>• The information will be presented for the most part in a structured format</li> <li>• Some use of specialist terms, although these may not always be used appropriately</li> <li>• There may be errors in spelling, grammar and punctuation</li> </ul>
Level 3 5-6	<p>A <b>good</b> answer to the question. Candidates will demonstrate a clear understanding of the question.</p> <ul style="list-style-type: none"> <li>• A fairly complete and full description/explanation/analysis</li> <li>• A comprehensive account of the range and depth of relevant material.</li> <li>• The information will be presented in a structured format</li> <li>• There will be significant, appropriate and correct use of specialist terms.</li> <li>• There will be few if any errors in spelling, grammar and punctuation</li> </ul>



## AO2 part (e) question

Level 0 0	<b>No evidence submitted or response does not address the question.</b>
Level 1 1-3	A <b>weak</b> attempt to answer the question. Candidates will demonstrate little understanding of the question. <ul style="list-style-type: none"> <li>• Answers may be simplistic with little or no relevant information</li> <li>• Viewpoints may not be supported or appropriate</li> <li>• Answers may be ambiguous or disorganised</li> <li>• There will be little or no use of specialist terms</li> <li>• Errors of grammar, punctuation and spelling may be intrusive</li> </ul>
Level 2 4-6	A <b>limited</b> answer to the question. Candidates will demonstrate some understanding of the question. <ul style="list-style-type: none"> <li>• Some information will be relevant, although may lack specific detail.</li> <li>• Only one view might be offered and developed</li> <li>• Viewpoints might be stated and supported with limited argument/discussion</li> <li>• The information will show some organisation</li> <li>• Reference to the religion studied may be vague</li> <li>• Some use of specialist terms, although these may not always be used appropriately</li> <li>• There may be errors in spelling, grammar and punctuation</li> </ul>
Level 3 7-9	A <b>competant</b> answer to the question. Candidates will demonstrate a sound understanding of the question. <ul style="list-style-type: none"> <li>• Selection of relevant material with appropriate development</li> <li>• Evidence of appropriate personal response</li> <li>• Justified arguments/different points of view supported by some discussion</li> <li>• The information will be presented in a structured format</li> <li>• Some appropriate reference to the religion studied</li> <li>• Specialist terms will be used appropriately and for the most part correctly</li> <li>• There may be occasional errors in spelling, grammar and punctuation</li> </ul>
Level 4 10-12	A <b>good</b> answer to the question. Candidates will demonstrate a clear understanding of the question. <ul style="list-style-type: none"> <li>• Answers will reflect the significance of the issue(s) raised</li> <li>• Clear evidence of an appropriate personal response, fully supported</li> <li>• A range of points of view supported by justified arguments/discussion</li> <li>• The information will be presented in a clear and organised way</li> <li>• Clear reference to the religion studied</li> <li>• Specialist terms will be used appropriately and correctly</li> <li>• Few, if any errors in spelling, grammar and punctuation</li> </ul>

Question Number	Answer	Max Mark
	<p><b>DEUTERONOMY 11:13–14</b>  <b>It will be that if you hearken to My commandments that I command you today, to love HASHEM, your G-d, and to serve Him with all your heart and with all your soul, then I shall provide rain for your Land in its proper time, the early and the late rains, that you may gather in your grain, your wine, and your oil.</b></p>	
1(a)	<p><b>What does it say after these verses that G-d will also provide?</b>  Grass for cattle.</p>	[1]
1(b)	<p><b>What will happen if the people turn away from G-d?</b></p> <ul style="list-style-type: none"> <li>• G-d will be angry;</li> <li>• the fields will produce no crops;</li> <li>• there will be no rain;</li> <li>• they will be banished from the good land.</li> </ul>	[2]
1(c)	<p><b>Where are the people told to place these words?</b></p> <ul style="list-style-type: none"> <li>• Heart;</li> <li>• sail;</li> <li>• bind to their arm;</li> <li>• ornament between their eyes.</li> </ul>	[3]
1(d)	<p><b>Explain why is the Shema important for Jews today.</b>  Answers are likely to:</p> <ul style="list-style-type: none"> <li>• consider the centrality of the Shema in the frequency in which it is used;</li> <li>• explain that the teachings found in the Shema are often considered to be a central core of Jewish belief and life;</li> <li>• that the Shema is found in mezuzot and tefillin.</li> </ul> <p>Some simpler responses may simply be that part of its importance is that it has always been seen as important and has been recited by so many Jews for so long.</p>	[6]
1(e)	<p><b>‘Saying regular prayers is unnecessary.’</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</b></p>	

Question Number	Answer	Max Mark
1(e) cont'd	<p>Candidates may respond with:</p> <ul style="list-style-type: none"> <li>• spontaneous prayer, although, perhaps, a rather neglected aspect of worship in some areas of Judaism, is at least as important as the set prayers;</li> <li>• many of the prayers found in the Tenakh are spontaneous and set a precedent therefore;</li> <li>• on the other hand they may consider that set prayers such as the Shema are said in obedience to G-d's wishes and provide structure and focus to life.</li> </ul>	<b>[12]</b>
<b>Question 1: Total:</b>		<b>[24]</b>

Question Number	Answer	Max Mark
	<p><b>Ethics of the Fathers 1:1</b>  <b>Moses received the Torah from Sinai and transmitted it to Joshua.</b></p>	
2(a)	<p><b>Who did Joshua pass the Torah on to?</b>  The elders.</p>	[1]
2(b)	<p><b>Who were the next two groups of people that the Torah was passed on to?</b></p> <ul style="list-style-type: none"> <li>• The prophets;</li> <li>• the men of the great assembly.</li> </ul>	[2]
2(c)	<p><b>What three things did this last group say?</b></p> <ul style="list-style-type: none"> <li>• Be deliberate in judgement;</li> <li>• develop many disciples;</li> <li>• make a fence for the Torah.</li> </ul>	[3]
2(d)	<p><b>What are the origins of the Ethics of the Fathers and why were they written?</b></p> <ul style="list-style-type: none"> <li>• Candidates need to be able to write generally about the origins of the Ethics of the Fathers, possibly attributing it to its place in Neziqin, the 4th order of the Mishnah, placed there in order to teach a moral way of life.</li> <li>• Talmud: Ethics of the Fathers</li> </ul>	[6]
2(e)	<p><b>'The Ethics of the Fathers is not very important because it was written by Rabbis, not by G-d.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</b></p> <p>Candidates may respond with:</p> <ul style="list-style-type: none"> <li>• this opens the question of revealed and non-revealed texts;</li> <li>• agreeing with the statement in degree of importance whilst questioning 'very';</li> <li>• arguing for the value of the rabbis' work.</li> </ul>	[12]
<b>Question 2: Total:</b>		<b>[24]</b>

Question Number	Answer	Max Mark
	<p><b>THIRD BLESSING: FOR JERUSALEM</b>  <b>Have mercy HASHEM, our G-d, on Israel Your people; on Jerusalem, Your city, on Zion.</b></p>	
3(a)	<p><b>What rests at Zion?</b>  G-D's Glory.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• in this third blessing, for Jerusalem, G-d is being asked, not just to protect the city itself;</li> <li>• the scope of the prayer is wider and covers the city, the Temple, the house of David, and Jews themselves;</li> <li>• the importance of these concepts in what is being sought from G-d.</li> </ul>	[1]
3(b)	<p><b>Who else is mercy asked for?</b></p> <ul style="list-style-type: none"> <li>• The monarchy of the house of David;</li> <li>• the great and holy house who call on G-d's name.</li> </ul>	[2]
3(c)	<p><b>Give three things that G-d is asked to do for his people.</b></p> <ul style="list-style-type: none"> <li>• Tend them;</li> <li>• nourish them;</li> <li>• sustain them;</li> <li>• support them;</li> <li>• relieve them;</li> <li>• grant speedy relief from troubles;</li> <li>• make them not needful of human gift or loans only G-D's.</li> </ul>	[3]
3(d)	<p><b>Explain why saying the Grace after meals is important to Jews</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• Grace is important simply to thank G-d for food;</li> <li>• the Grace thanks G-d for far more than food;</li> <li>• as in the blessing considered, the Grace contains petitions to G-d for continuing love and support.</li> </ul>	[6]
3(e)	<p><b>'For a good life, all Jews need to do is to put their trust in G-d.</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</b></p>	

Question Number	Answer	Max Mark
3(e) cont'd	<p>Responses may include:</p> <ul style="list-style-type: none"> <li>• although put trust in G-d is an essential part of faith and belief it is certainly not sufficient to lead a good life;</li> <li>• to have a good life requires both devotion to G-d and effort on the part of the Jew to love G-d and follow his teachings and also to work hard to care for themselves and their family.</li> </ul>	[12]
<b>Question 3: Total:</b>		<b>[24]</b>
<b>Paper Total:</b>		<b>[48]</b>

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**Assessment Objectives Grid (includes QWC)**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>Total</b>
<b>1(a)</b>	1		<b>1</b>
<b>1(b)</b>	2		<b>2</b>
<b>1(c)</b>	3		<b>3</b>
<b>1(d)</b>	6		<b>6</b>
<b>1(d)</b>		12	<b>12</b>
<b>2(a)</b>	1		<b>1</b>
<b>2(b)</b>	2		<b>2</b>
<b>2(c)</b>	3		<b>3</b>
<b>2(d)</b>	6		<b>6</b>
<b>2(e)</b>		12	<b>12</b>
<b>3(a)</b>	1		<b>1</b>
<b>3(b)</b>	2		<b>2</b>
<b>3(c)</b>	3		<b>3</b>
<b>3(d)</b>	6		<b>6</b>
<b>3(e)</b>		12	<b>12</b>
<b>Totals</b>	<b>24</b>	<b>24</b>	<b>48</b>

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