

OCR GCSE IN RELIGIOUS STUDIES C (JUDAISM)

1932

Key Features

- Fully co-teachable Short Course also available.
- No coursework requirement.
- Choice of questions on every paper.

Support and In-Service Training for Teachers


- Specimen question papers and mark schemes, available from the Publications Department (telephone 0870 870 6622).
- Past question papers and mark schemes, available from the Publications Department (telephone 0870 870 6622).
- A report on the examination, compiled by senior examining personnel after each examination session.

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Throughout the specification the following icons are used to signpost teaching and learning opportunities in:

 Citizenship

 ICT

 Key Skills

SECTION A: SPECIFICATION SUMMARY

TIERS

Religious Studies specifications do not incorporate tiers.

COMPONENTS

Component	Title	Duration	Weighting
1	Jewish Studies	1½ hours	50%
2	Jewish Texts	1½ hours	50%

QUESTION PAPERS

Candidates take Papers 1 and 2.

INTERNAL ASSESSMENT

Internal assessment is not available in this specification.

SECTION B: GENERAL INFORMATION

1 Introduction

1.1 RATIONALE

This OCR GCSE specification in Religious Studies with its emphasis on Judaism provides an opportunity for candidates to concentrate on the study of one of the principal religions and to follow a coherent course, balanced in terms of breadth and depth.

Where candidates study Judaism from only one perspective they must place this in the context of the broader traditions of Judaism.

This specification is distinctive in that it enables candidates to concentrate on the study of Judaism.

This specification offers all candidates equal opportunities to demonstrate their attainment, regardless of gender, religion and ethnic and social background; it is accessible to candidates of any religious persuasion or none.

It complements, and may be delivered in conjunction with, courses in Personal, Social and Health Education and/or Citizenship, and provides a potentially rich source of evidence for attainment in five of the six Key Skills; it also contributes to cross-curricular areas of health education, personal and social education, gender and multi-cultural issues.

This specification allows progression into general post-16 education and provides candidates with an appropriate foundation for study at Advanced Subsidiary GCE and Advanced GCE in Religious Studies, particularly for the OCR specifications at these levels.

OCR has taken great care in the preparation of this specification and assessment material to avoid bias of any kind.

1.2 CERTIFICATION TITLE

This specification will be shown on a certificate as:

OCR GCSE in Religious Studies C

1.3 LEVEL OF QUALIFICATION

This qualification is approved by the regulatory authorities (QCA, ACCAC and CCEA) as part of the National Qualifications Framework.

Candidates who gain grades G to D will have achieved an award at Foundation level.

Candidates who gain grades C to A* will have achieved an award at Intermediate level.

Two GCSEs at grade G to D and two GCSEs at grade C to A* are equivalent to one three-unit GNVQ at Foundation and Intermediate level respectively.

Four GCSEs at grade G to D and four GCSEs at grade C to A* are equivalent to one six-unit GNVQ at Foundation and Intermediate level respectively.

1.4 RECOMMENDED PRIOR LEARNING

Candidates entering this course should have achieved a general educational level equivalent to National Curriculum Level 3, or a distinction at Entry level within the National Qualifications Framework.

1.5 PROGRESSION

GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications.

Many candidates who enter employment with one or more GCSEs would undertake training or further part-time study with the support of their employer.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly grades G to D at GCSE could either strengthen their base through further study of qualifications at Foundation level within the National Qualifications Framework or could proceed to Intermediate level. Candidates who are awarded mainly grades C to A* at GCSE would be well prepared for study at Advanced level within the National Qualifications Framework.

1.6 OVERLAP WITH OTHER QUALIFICATIONS

The content of Paper 7 (Judaism) of the OCR GCSE Full and Short Courses in Religious Studies A: [1930 & 1030] overlaps to a great extent with the content of this GCSE.

1.7 RESTRICTIONS ON CANDIDATE ENTRIES

Candidates who enter for this GCSE specification **may not** also enter for any a GCSE specification with the certification title Religious Studies in the same examination series with the exception that they **may** also enter for the OCR GCSE Short Course in Religious Studies: Philosophy and Ethics [1031] in the same examination series. They may also enter for the Certificate of Achievement in Religious Studies.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

The classification code for this specification is 4610.

1.8 CODE OF PRACTICE REQUIREMENTS

This specification will comply in every respect with the revised Code of Practice requirements for courses starting in September 2001.

1.9 STATUS IN WALES AND NORTHERN IRELAND

This specification has been approved by ACCAC for use by Centres in Wales and by CCEA for use by Centres in Northern Ireland.

Candidates in Wales and Northern Ireland should not be disadvantaged by terms, legislation or aspects of government that are different from those in England. Where such situations might occur, including in the external assessment, the terms used have been selected as neutral, so that candidates may apply whatever is appropriate to their own situation. For candidates in Wales, appropriate notice should be taken of requirements concerning Welsh culture and that there are differences in approaches to Citizenship and PSHE.

OCR will provide specifications, assessments and supporting documentation only in English.

Further information on the provision of assessment materials in Welsh and Irish may be obtained from the OCR Information Bureau (telephone 01223 553998).

2 Specification Aims

This specification gives students opportunities to:

- i acquire knowledge and develop understanding of the beliefs, values and traditions of one or more religions;
- ii consider the influence of the beliefs, values and traditions associated with one or more religions;
- iii consider religious and other responses to moral issues;
- iv identify, investigate and respond to fundamental questions of life raised by religion and human experience, including questions about the meaning and purpose of life;
- v develop skills relevant to the study of religion.

3 Assessment Objectives

As specified in the Subject Criteria, candidates will be assessed, in the specified weightings, for their ability to:

- AO1 recall, select, organise and deploy knowledge of the specification content; [40%]
- AO2 describe, analyse and explain the relevance and application of a religion or religions; [35%]
- AO3 evaluate different responses to religious and moral issues, using relevant evidence and argument. [25%]

Although the assessment objectives are expressed separately they are not wholly discrete. AO1 pervades the other assessment objectives.

Written communication will be assessed according to discrete levels of response in the compulsory question in each paper (i.e. Question 1 in Papers 1 and 2) with a mark allocation of approximately 6%.

4 Scheme of Assessment

4.1 TIERS

The scheme of assessment consists of one tier covering the whole of the ability range grades G to A*. Candidates achieving less than the minimum mark for grade G will be ungraded.

4.2 COMPONENTS

Component	Title	Duration	Weighting
1	Jewish Studies	1½ hours	50%
2	Jewish Texts	1½ hours	50%

4.3 QUESTION PAPERS

Candidates take both of Papers 1 and 2.

Paper 1 will consist of:

- one compulsory structured question with stimulus;
- four further structured questions, without stimulus.

Paper 2 will consist of:

- one compulsory structured question with stimulus;
- four further structured questions, with or without stimulus.

Candidates answer Question 1 and two others. In both papers all questions test all the assessment objectives in their overall weightings, and each question is structured into three parts. In addition marks are awarded for Written Communication in Question 1.

All questions give opportunities for candidates to demonstrate achievement in extended writing.

4.4 WEIGHTING OF ASSESSMENT OBJECTIVES

The relationship between the components and the assessment objectives of the scheme of assessment is shown in the following grid.

	AO 1	AO 2	AO 3	Total
Paper 1	20%	17.5%	12.5%	50%
Paper 2	20%	17.5%	12.5%	50%
Overall	40%	35%	25%	100%

4.5 ASSESSMENT OF WRITTEN COMMUNICATION

Candidates are required to:

- Present relevant information in a form that suits its purpose;
- Ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

Where appropriate they should also use a suitable structure and style of writing.

Written communication will be assessed according to discrete levels of response in the compulsory question in each paper (i.e. Question 1) with a mark allocation of approximately 6%.

4.6 DIFFERENTIATION

In the terminal examination differentiation will be achieved by structured questions and by outcome.

4.7 AWARDING OF GRADES

The written papers will have a total weighting of 100%.

A candidate's mark for each of the components will be combined to give the candidate's total mark for the specification. The candidate's grade will be determined by this total mark. Candidates achieving less than the minimum mark for grade G will be ungraded.

4.8 GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by the candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified in Section 5; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

Grade F

Candidates demonstrate elementary knowledge and understanding of beliefs, values and traditions studied and their impact on adherents and others. They do this through limited use of specialist vocabulary and knowledge, sometimes correctly but not often systematically, and by making simple connections between religion and people's lives. They support and evaluate responses to issues studied by giving a reason in support of an opinion.

Grade C


Candidates demonstrate, generally with accuracy, a knowledge and understanding of beliefs, values and traditions and their impact on individuals, societies and cultures. They do this by using correct specialist vocabulary when questions specifically demand it and describing accurately and explaining the importance of the religion(s) studied. They support, interpret and evaluate different responses to issues studied by presenting relevant evidence to support arguments, incorporating reference to different points of view and using arguments to make reasoned judgements.


Grade A

Candidates demonstrate detailed and comprehensive knowledge and understanding of beliefs, values and traditions and their impact on the lives of individuals, societies and cultures. They do this by consistently using and interpreting a range of specialist vocabulary, drawing out and explaining the meaning and religious significance of the religion(s) studied and explaining, where appropriate, how differences in belief lead to differences of religious response. They support, interpret and evaluate a variety of responses recognising the complexity of issues, weighing up opinions and by making judgements supported by a range of evidence and well-developed arguments.

SECTION C: SPECIFICATION CONTENT

5 Specification Content

 C1.1, C1.2, C1.3, C2.1a, C2.1b, C2.2, C2.3

 IT1.1, IT1.2, IT2.1, IT2.2, IT2.3

Similar opportunities arise throughout the teaching of both papers for the use of ICT and for the generation of Key Skills evidence at the level appropriate to the individual candidate – see Section 7. Candidates' learning for a subject of this nature can always generate evidence for any of the Communication skills if directed appropriately by the teacher; but, conversely, not every moment of learning activity will usefully be directed to the generation of evidence. It is not appropriate to indicate specific sections of each paper as more particularly suited than others to discussion, or research from a CD-ROM, or the writing of a document with an image; these opportunities will vary according to the resources available in particular schools, the demands of the timetable, and so on.

5.1 PAPER 1: JEWISH STUDIES

Candidates will be expected to be able to demonstrate knowledge of the specification content and to describe, analyse and explain the relevance and application of Judaism supported by references to both Biblical and other Jewish source material; and to evaluate different responses to religious and moral issues, using relevant evidence and argument.

They will also be expected to demonstrate their knowledge of the various issues listed and an understanding of the way in which Judaism guides believers in approaching these issues and in the answering of ultimate questions about the meaning of life. A knowledge of the scriptural basis for the issues raised will be required. They will be expected to demonstrate understanding of the relationship between religion and morality in the context of Judaism, and the effects of the religion on individual or corporate behaviour, attitudes, social practices and life-styles. Candidates will be required to produce evidence and arguments to support and evaluate the points of view expressed.

Teachers should note that, due to the inter-related nature of the material, there is overlap between some parts of the syllabus.

Background

Candidates should have a broad general knowledge of the topics in this section but will not be expected to recall detailed information of all the areas covered.

Adam and Eve, Noachide Code, Patriarchs, Egyptian slavery and the Exodus, giving of the Torah (oral and written).

Modern movements: Orthodox (including: Hasidic, neo-Orthodox and modern Orthodox); Conservative/Masorti; Progressive (Reform, Liberal); Zionist (including religious Zionism).

The Twentieth-Century Holocaust and its impact on the founding of the State of Israel.

Sacred Writings

the Tenakh: origin, constituent parts, uses of the term ‘Torah’;
Mishnah and Talmud: origin and nature of the oral Torah, function, relationship to written Torah, structure, use in contemporary Judaism;
the Siddur: composition, use for prayer, ceremony and self-instruction.

Beliefs

Ethical Monotheism and Halakhah – ‘Going with G-d’;
Holiness in everyday life;
G-d’s actions in history – The Covenants: Noah, Abraham, at Mount Sinai, the Exodus;
The challenge of, and responses to, persecution and the Twentieth-Century Holocaust;
The soul, life after death and the World to Come; reward and punishment; the Messianic Age;
The significance of the Land of Israel, Jerusalem and the Western Wall in Judaism.

Practices

Public worship:

the synagogue (modelled on the Temple), its design and symbolism;
Shabbat;
leaders of worship and the community: Rabbi, Chazan, lay leaders;
the minyan for communal prayer.

Private worship:

daily prayer (set prayers, spontaneous prayer);
observance in the home: blessings, grace after meals, kosher food, mezuzah;
Kosher rules for dress (Shatnez), money and objects;
religious dress: kippah/yamulkah/capel, tzizit, tallit, tefillin;
dress codes for men and women

Festivals and Fasts

Shabbat: creation; celebration and observance at home and the synagogue;
Pilgrim festivals: Pesach, Sukkot, Shavuot – commemorations, celebration and observance;
Rosh Hashanah and Yom Kippur: celebration and observance; judgement, repentance, prayer, forgiveness and reconciliation;
Hanukkah and Purim: celebration and commemoration.
Yom Ha’Shoah

Rites of Passage

Birth: Brit Milah; and the naming of girls;

Initiation: Bar Mitzvah, Bat Mitzvah/Bat Chayil;

Marriage: mikveh; kiddushin and huppah, ketubah; divorce

Death: respect for the body; funeral rites; mourning rites and yahrzeit.

5.2 PAPER 2: JEWISH TEXTS

The aim of this part of the specification is to provide a study of the teachings of the Tenakh and to show its continuing impact on behaviour, attitudes and life-style today.

Candidates will be expected to demonstrate knowledge and understanding of the texts specified and to have considered the following:

the nature of the Tenakh and the Talmudic material;

the Covenant relationship between G-d and the Israelites;

the role and uses of this material in daily life and worship.

These set texts are to be studied along with other appropriate texts selected by the Centre to address the beliefs and topics set out below:

Specific Texts

Genesis 1:1–2:9, 15–25

Beliefs and Teachings:

the nature of G-d;
Creation;
the nature of humanity.

Contemporary Issues:

male/female relationships;
sanctity of human life: contraception, abortion, euthanasia;
Shabbat;
the global environment, animal welfare, vegetarianism, kashrut.

Exodus 20:1-14

Beliefs and Teachings:

covenant: the nature of Torah;
mitzvot;
oral and written Torah, revelation;
giving of the Torah;
the Exodus.

Contemporary Issues:

parent/child relationships;
sanctity of life: medical ethics;
marriage, fidelity, divorce;
truthfulness: business ethics.

Book of Jonah

Beliefs and Teachings:

divine providence;
the seven Noachide laws;
prayer.

Contemporary Issues:

the role of the individual;
responsibility for the world;
wrongdoing, repentance and forgiveness;
Jewish/non-Jewish relations.

Siddur: the Shema (Deuteronomy 6:4-9, 11:31-21; Numbers 15:37-41)

Beliefs and Teachings:

unity of G-d;
Covenant;
tefillin, tzitzit, mezuzah;
Torah study;
the Land of Israel;
the Exodus.

Contemporary Issues:

individual relationships with G-d;
sacrifice for religious commitment;
use of material wealth: tzedaka;
education of children;
reward and punishment;

Siddur: The Amidah – paras. 1 (Patriarchs), 6 (Forgiveness), 8 (Healing) and 19 (Peace)

Beliefs and Teachings:

patriarchs: origins of Judaism;
forgiveness and repentance: Rosh Hashanah and Yom Kippur;
prayer.

Contemporary Issues:

dependence on G-d (health, prosperity, welfare, etc.);
gratitude;
peace and war;
the synagogue.

Siddur: Grace after meals – first three blessings only

Beliefs and Teachings:

the Land of Israel and Jerusalem;
Purim and Hanukkah;
Festivals and Shabbat.

Contemporary Issues:

the relief of hunger and poverty;
gratitude.

Talmud: Ethics of the Fathers — 1:1, 1:14, 1:18

Beliefs and Teachings:

ethical monotheism: the need for legal and absolute expression of ethics;
chain of tradition from the Sinai Covenant.

Contemporary Issues:

responsibility for others;
justice, peace and a just society.

SECTION D: COURSEWORK



There is no coursework for Religious Studies C (Judaism).



SECTION E: FURTHER INFORMATION

6 Opportunities for Teaching

6.1 ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of Religious Studies.

This section offers guidance on opportunities for using ICT during the course. These opportunities are also indicated within the content of Section C by a  symbol. Such opportunities may or may not contribute to the provision of evidence for IT Key Skills. Where such opportunities do contribute, they are identified by the use of the  symbol.

ICT Application/Development	Opportunities for Using ICT During the Course
 Search for and select information	CD-ROM or web-based research for any aspects of the course, to be used in preparation for class assignments.
 Present information	Information, derived from a variety of electronic or book-based sources, presented either for a shorter class assignment or a longer revision task. There are many opportunities for the use of images in addition to text.

6.2 CITIZENSHIP

From September 2002, the National Curriculum for England at Key Stage 4 includes a mandatory programme of study for Citizenship. Parts of this programme of study may be delivered through an appropriate treatment of other subjects.

This section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues during the course

Citizenship Programme of Study	Opportunities for Teaching Citizenship Issues During the Course
1 Pupils should be taught about: ... b The origins and implications of the diverse ... religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.	Candidates will learn about the origins of Judaism and the religion's particular insight into the need for mutual respect and understanding of different religious identities.
1 f The opportunities for individuals and voluntary groups to bring about social change ...	Every candidate will learn about the religious motivation which has led individuals and groups to bring about social change.
2 Pupils should be taught to: a research a topical ... spiritual, moral ... issue, problem or event ...	The study of topical issues is required by both parts of the specification content.
2 b express, justify and defend orally and in writing a personal opinion about such issues, problems or events. 3 a use their imagination to consider other people's experiences and to be able to think about, express, explain and critically evaluate views that are not their own.	The expression, justification and defence of personal opinion, its comparison with others' and empathy with their experiences, and the evaluation of others' views, are explicitly required by AO3 and will be developed in preparation for part (c) of all examination questions both in writing and orally.

6.3 SPIRITUAL, MORAL, SOCIAL AND CULTURAL ISSUES

Religious Studies enables candidates to develop their understanding of spiritual, moral, social and cultural issues in considerable depth. Both components address at least one of these areas directly. Candidates learn about the nature of spiritual issues and have the opportunity to consider some responses to spiritual questions. For example, candidates will study basic Jewish teachings which may guide the modern Jew in making decisions about contemporary moral issues such as abortion and divorce. Candidates will also gain an understanding of the beliefs of the faith and of the way these have an impact on cultural and social issues in the community and in the family.

6.4 HEALTH, SAFETY AND ENVIRONMENTAL ISSUES

OCR has taken account of the 1988 Resolution of the Council of the European Community and the Report *Environmental Responsibility: An Agenda for Further and Higher Education*, 1993 in preparing this specification and associated specimen assessments.

Candidates will study the topic ‘the global environment’ in relation to selected texts from the book *Genesis* in Paper 2.

6.5 THE EUROPEAN DIMENSION

OCR has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen assessments. European examples should be used where appropriate in the delivery of the subject content.

7 Key Skills

Key Skills are central to successful employment and underpin further success in learning independently. Whilst they are certificated separately, the Key Skills guidance for this qualification has been designed to support the teaching and learning of the content.

Opportunities for developing the generic Key Skills of Communication and Information Technology are indicated through the use of a 'key symbol' in Section 5. The wider Key Skills of Working with Others, Problem Solving and Improving Own Learning and Performance may also be developed through the teaching programmes associated with the specification.

The following matrix indicates those Key Skills for which opportunities for at least some coverage of the relevant Key Skills unit exist.

	Communication	Application of Number	IT	Working with Others	Improving Own Learning and Performance	Problem Solving
Level 1	✓		✓	✓	✓	✓
Level 2	✓		✓	✓	✓	✓

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website. A summary document for Key Skills coordinators showing ways in which opportunities for Key Skills arise within GCSE courses will be published during 2001.

8 Resources List

	Tanach	Mesorah Publications (1996) [0-89-906269-5]
Rabbi Nosson Scherman	The Complete ArtScroll Siddur	Mesorah Publications (1984) [0-89-906655-0]

9 Arrangements for Candidates with Special Needs

For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the *Inter-Board Regulations and Guidance Booklet for Special Arrangements and Special Consideration*.

In such cases, advice should be sought from the OCR Special Requirements team (tel 01223 552505) as early as possible during the course.

10 Support and In-service Training for Teachers

To support teachers using this specification, OCR will make the following materials and services available:

- Specimen question papers and mark schemes, available from the Publications Department (telephone 0870 870 6622).
- Past question papers and mark schemes, available from the Publications Department (telephone 0870 870 6622).
- A report on the examination, compiled by senior examining personnel after each examination session.

