

Oxford Cambridge and RSA Examinations
General Certificate of Secondary Education

RELIGIOUS STUDIES C (JUDAISM) (Full Course)
PAPER 1 – Jewish Studies

1932/1

Specimen Paper 2003

Additional materials: Answer paper
Candidates answer on the answer paper.

TIME 1 hour 30 minutes

INSTRUCTIONS TO CANDIDATES

- Answer question 1 and **two** other questions.
- Write your answers, in blue or black ink, on the answer paper provided
- Read each question carefully and make sure you know what you have to do before starting your answer.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is 64.
- You will be awarded up to 4 marks in Question 1 for the quality of Written Communication

Answer question 1 and **two** other questions.



Blowing the shofar

- 1 (a) Describe the customs of Rosh Hashanah. [8]
- (b) Explain how Yom Kippur might affect the life and beliefs of a Jew. [7]
- (c) 'Everyone should spend one day a year thinking about what they have done wrong.'
- 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]
- 2 (a) Describe the events of the Twentieth-Century Holocaust. [8]
- (b) Explain how the Twentieth-Century Holocaust continues to affect the lives of Jews today. [7]
- (c) 'It is time to forget the Twentieth-Century Holocaust and forgive.'
- Do you agree? Give reasons to support your answer and show that you have thought about different point of view. You must refer to Judaism in your answer. [5]
- 3 (a) Describe a Jewish funeral service. [8]
- (b) Explain how beliefs about life after death might affect the way in which a Jew lives. [7]
- (c) 'Jews should be concerned with today and not worry about what might happen when they die.'
- Do you agree? Give reasons to support your answer and show that you have thought about different point of view. [5]
- 4 (a) Describe the main features of a synagogue. [8]
- (b) Explain how the synagogue is used to strengthen the Jewish community. [7]
- (c) 'For Jews, the home is more important than the synagogue.'
- Do you agree? Give reasons to support your answer and show that you have thought about different point of view. [5]

- 5** (a) Describe kosher laws as they apply to clothes and money. [8]
- (b) Explain how keeping the Jewish food laws might affect the life of a believer. [7]
- (c) 'Judaism has too many rules for life today.'

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



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MARK SCHEME

Specimen Paper 2003

INSTRUCTIONS FOR EXAMINERS

GENERAL POINTS

Before starting to mark scripts, please ensure that you are familiar with the following:

- (a) The syllabus;
- (b) The prescribed text(s) (where appropriate)

PRINCIPLES UNDERLYING THE MARK SCHEME

This examination tests the extent to which candidates are able to fulfil the Assessment Objectives:

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%]

Examiners should mark according to the statements defining levels of response. This Mark Scheme includes a section outlining the characteristics of answers at four levels of response for each of the three objectives. You should study this thoroughly.

The guiding principle for Examiners in applying the Mark Scheme to scripts is the concept of Positive Awarding. Therefore, marks should be awarded according to the levels for any appropriate response to any reasonable interpretation of the question.

In the Mark Scheme there are no instances where answers are specifically excluded or required. What is included is information for Examiners, provided as guidance for what one might reasonably expect to find on a script. All appropriate answers therefore have the potential to be credited. It is perfectly possible for a candidate to achieve the highest level of response using a different argument or different information from that which appears in the Mark Scheme.

There are no instances where candidates are penalised for their response. In some instances parts of questions may be interdependent. Candidates answering one part incorrectly will not, therefore, necessarily penalise themselves in subsequent, related parts. The incorrect answer is ignored and marks are awarded for the correct response.

It is assumed that Examiners are fully conversant with the subject-matter of the paper and so they can award the appropriate level of response to the candidate. The detailed marking schemes are there as suggestions of what might be found in the answer. Examiners should not check whether the content of the marking schemes are in the answers but rather be guided by the Levels of Response and the concept of Positive Awarding. Checking on what is not in the answer almost always leads to lower marks than are indicated by the Levels of Response.

No account should be taken of the quality of Written Communication in the answers themselves; this mark is awarded separately, for the specified question only. In the same way there are no marks to be lost or gained for the transliteration of words from non-Roman alphabets.

Examiners must bear in mind that throughout these syllabuses, except where specifically noted, candidates may answer exclusively from a denominational perspective of their choice.

In the case of rubric offences, where for example, the candidate has answered more questions than required, all answers must be marked and the marks for the best answers are totalled. The 'extra' answers should be annotated 'Rubric Offence'.

Full instructions on non-subject-specific aspects of the marking process are to be found in the OCR 'Instructions for Assistant Examiners' book issued with the stationery; examiners should be familiar with this, particularly noting any changes from previous sessions, before attending the Standardisation meeting.

USING THE MARK SCHEME

- (a) All scripts must be marked in red, except for those initially marked in pencil prior to the Standardisation Meeting.
- (b) Each page of a script must display an indication that it has been seen and read by the Examiner.
- (c) The Level of Response achieved will be apparent from the mark awarded for each part of the question, which should be written in the right-hand margin. There is no overlap in marks between the Levels of Response and therefore there is no need to write anything other than the mark.
- (d) Examiners should use the full range of marks available within the Levels of Response and not hesitate to award the maximum where it is deserved.
- (e) Examiners must not exceed the total marks allowable for the Level achieved or the total allowable for the part of the question.
- (f) The ringed total at the end of the question should represent the total of the marks recorded in the margin.

MATRIX TO BE USED FOR AWARDING MARKS ACCORDING TO LEVELS OF RESPONSE

Mark Weighting	Level 1	Level 2	Level 3	Level 4
8	1-2	3-4	5-6	7-8
7	1-2	3-4	5-6	7
5	1-2	3	4	5

LEVELS OF RESPONSE

The statements which follow should be used to determine the appropriate level of response for each objectives. They should be applied as appropriate to the question and as the assessment of the work of an average 16 year old.

AO1

The candidates' work will show at:

Level 1 1-2	An attempt to answer the question. The inclusion of a small amount of relevant information. Some facts may be reported in outline only. Answers may be simplistic and the essential issues ignored.
Level 2 3-4	A valid attempt to answer the question. Some of the relevant information will have been selected with evidence of organisation. Interpretation lacking in depth, considering only one possible viewpoint. Ideas may be stated but not developed.
Level 3 5-6	An appropriate attempt to answer the question. Selection of relevant material with appropriate development.
Level 4 7-8	A good attempt to respond to the question. A fairly comprehensive account of the range and depth of relevant material.

AO2

The candidates' work will show at:

Level 1 1-2	An attempt to answer the question with limited understanding of religious language and concepts and of the relevance and application of a religion. There will be few explanations offered. Limited ability to recognise the relationship between an issue and the study of religion. Some facts may be reported in outline only. Answers may be simplistic and the essential issues ignored.
Level 2 3-4	A valid attempt to answer the question with some understanding of religious language and concepts and of the relevance and application of a religion although lacking in depth. The ability to make simple comparisons and recognise similarities and differences. Some ability to recognise the relationship between an issue and the study of religion.
Level 3 5-6	An appropriate attempt to answer the question with a wider level of understanding of religious language and concepts and of the relevance and application of a religion. The ability to recognise the relationship between an issue and the study of religion. The ability to recognise and handle religious issues.
Level 4 7	A good attempt to respond to the question with the demonstration of a good understanding of religious language and concepts and of the relevance and application of a religion.

AO3

The candidates' work will show at:

Level 1 1-2	A statement of the obvious, a one-sided judgement with little or no argument.
Level 2 3	An expression of one opinion directly related to the issue raised with an argument offered in support of it or a simple expression of two points of view.
Level 3 4	The ability to recognise some of the significance of the issue raised. The expression of opinions directly related to it supported with some use of evidence and argument.
Level 4 5	The ability to recognise some of the significance of the issue(s) raised and to express valid opinions about different points of view supported by evidence and argument.

THE ASSESSMENT OF WRITTEN COMMUNICATION

Below Threshold performance	0 marks	
Threshold performance	1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately.
Intermediate performance	2-3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms with facility.
High performance	4 marks	Candidates spell, punctuate and use the rules of grammar with almost faultless accuracy, deploying a range of grammatical constructions; they use a wide range of specialist terms adeptly and with precision.

- 1 (a) **Describe the customs of Rosh Hashanah.** [8]

Answers should include a clear description of the festival as the New Year, principal customs e.g. services in the synagogue, apples and honey, New Year greetings etc.

- (b) **Explain how Yom Kippur might affect the life and beliefs of a Jew.** [7]

Candidates should consider the immediate effects: fasting for 25 hours, all-day services in the synagogue, communal confession of sins etc., as well as looking at long-term effects of preparation for annual event and how Jews might feel spiritually after the day.

- (c) **'Everyone should spend one day a year thinking about what they have done wrong.'**

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

[5]

Mark according to LoR. Look for quality of discussion.

- 2 (a) **Describe the events of the Twentieth-Century Holocaust.** [8]

There is plenty of material here about the treatment of Jews during the Holocaust. Candidates might also comment on post-Holocaust events, the strength of the diaspora, establishment of the state of Israel, attitudes towards anti-Semitism, post-holocaust theology etc.

- (b) **Explain how the Twentieth-Century Holocaust continues to affect the lives of Jews today.** [7]

Candidates will probably deal with the effect on individuals, survivors, those who died and their families. Some may go on to consider post-holocaust ideas, State of Israel etc.

- (c) **'It is time to forget the Twentieth-Century Holocaust and forgive.'**

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

[5]

Mark according to LoR. Likely responses are that Jews can neither forget because of the enormity of what happened, not forgive as only those murdered have the right to do that.

3 (a) Describe a Jewish funeral service. [8]

Expect coverage of principal details: simple coffin, no flowers, preparation of body, no headstone for a year, sitting shiva etc.

(b) Explain how beliefs about life after death might affect the way in which a Jew lives. [7]

Argument could be that because beliefs about life after death are fairly vague, they cannot have any great consequence upon life now. Argument might be the daily life is influenced by living according to G-d's will and the mitzvot rather than by ideas of what might happen later.

(c) 'Jews should be concerned with today and not worry about what might happen when they die.'

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

Following on from (b) the argument might be 'yes' but there are other aspects which need to be considered such as preparing for one's family's well-being etc. Mark according to LoR.

4 (a) Describe the main features of a synagogue. [8]

The keyword is not 'main' so look for accurate description of what the candidate considers to be important features, these may not necessarily be furnishing or architectural.

(b) Explain how the synagogue is used to strengthen the Jewish community. [7]

One simple way might be community worship but look also for the use of the synagogue as a meeting place, a place of teaching, religion school etc.

(c) 'For Jews, the home is more important than the synagogue.'

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

The answer is almost certainly 'yes', though be prepared for candidates to argue otherwise. Mark by LoR according to quality of discussion.

- 5 (a) Describe Kosher laws as they apply to clothes and money. [8]**

Candidates may initially refer to Kosher as applied to food but here credit can only be given for the principle not the detail. What is needed is information on shaatnez and also on the proper use of money.

- (b) Explain how keeping the Jewish food laws might affect the life of a believer. [7]**

Here is the opportunity to deal with food laws but again it is not the detail which is wanted but the way in which these serve as a reminder of serving G-d and also the question of separateness.

- (c) 'Judaism has too many rules for life today.'**

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

Here it is clearly the quality of the discussion which is important and this should be assessed according to LoR. Be prepared for a diversity of responses.