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AS Level Religious Studies H173/05 Developments in Jewish thought Sample Question Paper

Date – Morning/Afternoon

Time allowed: 1 hour 15 minutes

You must have:

- The OCR 16 page Answer Booklet.

INSTRUCTIONS

- Use black ink.
- Answer **two** questions.
- Write your answer to each question in the answer booklet provided.
- Do **not** write in the bar codes.

INFORMATION

- The total mark for this paper is **60**.
- The marks for each question are shown in brackets [].
- All questions on this paper require an extended response.
- This document consists of **4** pages.
- Quality of extended responses will be assessed in questions marked with an asterisk (*).

Answer any **two** questions.

In all your responses, you should:

- demonstrate knowledge and understanding of religion and belief, including
 - knowledge and understanding of religious thought and teaching
 - influence of beliefs, teachings and practices on individuals, societies and communities
 - cause and significance of similarities and differences in belief, teaching and practice
 - approaches to the study of religion and belief
- analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.

- 1*** To what extent do the teachings of Maimonides concerning the Messiah have relevance for Jews today? **[30]**
- 2*** 'Jews should spend more time studying the Tenakh than the Talmud'. Discuss. **[30]**
- 3*** Assess the view that the covenant with Abraham is more important to Judaism than the covenant with Moses. **[30]**

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...day June 20XX – Morning/Afternoon

AS Level Religious Studies

H173/05 Developments in Jewish thought

SAMPLE MARK SCHEME

Duration: 1 hour 15 minutes

MAXIMUM MARK 60



This document consists of 16 pages

MARKING INSTRUCTIONS**PREPARATION FOR MARKING ON SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *Scoris Assessor Online Training; OCR Essential Guide to Marking.*
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>.
3. Log-in to Scoris and mark the **required number** of practice responses ('scripts') and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the Scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the Scoris messaging system.
5. Work crossed out:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response) if:
 - there is nothing written at all in the answer space
 - OR there is a comment that does not in any way relate to the question (e.g. 'can't do', 'don't know')
 - OR there is a mark (e.g. a dash, a question mark) that is not an attempt at the question.Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The Scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your Team Leader, use the phone, the Scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

SUBJECT-SPECIFIC MARKING INSTRUCTIONS

Introduction

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. You should ensure that you have copies of these materials:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**. Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

Information and instructions for examiners

The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.

The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content **does not** constitute the mark scheme: it is material that candidates **might** use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment. Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

Using the Mark Scheme

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

Assessment Objectives

Two Assessment Objectives are being assessed in all questions: **AO1** (Demonstrate knowledge and understanding of religion and belief) and **AO2** (Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study). Responses are credited for **AO1** for selection, detail and accuracy of the knowledge and understanding of religion and belief deployed. Responses are credited for **AO2** for how well the response addresses the question, for candidates using their knowledge and understanding to draw, express and support conclusions in relation to the question posed. Candidates will be assessed on the quality of the conclusions and points they argue and the clarity and success of their argument.

Levels of Response

Questions in this paper are marked using a levels of response grid, when using this grid examiners must use a **best fit** approach. Where there are both strengths and weaknesses in a particular response, particularly imbalanced responses in terms of the assessment objectives, examiners must carefully consider which level is the best fit for the performance.

Note that candidates can achieve different levels in each assessment objective, for example a Level 3 for AO1, and a Level 2 for AO2.

To use these grids:

Determine the level: start at the highest level and work down until you reach the level that matches the answer.

Determine the mark within the level: consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

Please note that the Assessment Objectives being assessed are listed at the top of the mark scheme. Where a candidate does not address all of the Assessment Objective strands listed, the candidate cannot achieve the top level of response.

Level (Mark)	Levels of Response for AS Level Religious Studies: Assessment Objective 1 (AO1) <i>Demonstrate knowledge and understanding of religion and belief, including:</i> <ul style="list-style-type: none"> • <i>Religious, philosophical and/or ethical thought and teaching</i> • <i>Influence of beliefs, teachings and practices on individuals, communities and societies</i> • <i>Cause and significance of similarities and differences in belief, teaching and practice</i> • <i>Approaches to the study of religion and belief</i> 	Note: The descriptors below must be considered in the context of all listed strands of Assessment Objectives 1 (AO1) and the indicative content in the mark scheme.
5 (13-15)	A very good demonstration of knowledge and understanding in response to the question : <ul style="list-style-type: none"> • focuses on the precise question throughout • very good selection of relevant material which is used appropriately • accurate, and detailed knowledge which demonstrates very good understanding through either the breadth or depth of material used • accurate and appropriate use of technical terms and subject vocabulary. • a very good range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding 	
4 (10-12)	A good demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • addresses the question well • good selection of relevant material, used appropriately on the whole • mostly accurate knowledge which demonstrates good understanding of the material used, which should have reasonable amounts of depth or breadth • mostly accurate and appropriate use of technical terms and subject vocabulary. • a good range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding 	
3 (7-9)	A satisfactory demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • generally addresses the question • mostly sound selection of mostly relevant material • some accurate knowledge which demonstrates sound understanding through the material used, which might however be lacking in depth or breadth • generally appropriate use of technical terms and subject vocabulary. • A satisfactory range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding with only partial success 	
2 (4-6)	A basic demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • might address the general topic rather than the question directly • limited selection of partially relevant material • some accurate, but limited, knowledge which demonstrates partial understanding • some accurate, but limited, use of technical terms and appropriate subject vocabulary. • a limited range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding with little success 	
1 (1-3)	A weak demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • almost completely ignores the question • very little relevant material selected • knowledge very limited, demonstrating little understanding • very little use of technical terms or subject vocabulary. • very little or no use of scholarly views, academic approaches and/or sources of wisdom and authority to demonstrate knowledge and understanding 	
0 (0)	No creditworthy response	

Level (Mark)	Levels of Response for AS Level Religious Studies: Assessment Objective 2 (AO2) Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study	Note: The descriptors below must be considered in the context of all elements of Assessment Objective 2 (AO2) and the indicative content in the mark scheme.
5 (13-15)	<p>A very good demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • clear and convincing argument • successful and clear analysis and evaluation • views very well stated, coherently developed and justified • answers the question set competently • accurate and appropriate use of technical terms and subject vocabulary. • a very good range of scholarly views, academic approaches and sources of wisdom and authority used to support analysis and evaluation <p>Assessment of Extended Response: <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	
4 (10-12)	<p>A good demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • argument is generally successful and clear • generally successful analysis and evaluation • views well stated, with some development and justification • answers the question set well • mostly accurate and appropriate use of technical terms and subject vocabulary. • a good range of scholarly views, academic approaches and sources of wisdom and authority are used to support analysis and evaluation <p>Assessment of Extended Response: <i>There is a well-developed line of reasoning which is clear, relevant and logically structured</i></p>	
3 (7-9)	<p>A satisfactory demonstration of analysis and/evaluation in response to the question:</p> <ul style="list-style-type: none"> • some successful argument • partially successful analysis and evaluation • views asserted but often not fully justified • mostly answers the set question • generally appropriate use of technical terms and subject vocabulary. • a satisfactory range of scholarly views, academic approaches and sources of wisdom and authority are used to support analysis and evaluation with only partial success <p>Assessment of Extended Response: <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
2 (4-6)	<p>A basic demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • some argument attempted, not always successful • little successful analysis and evaluation • views asserted but with little justification • only partially answers the question • some accurate, but limited, use of technical terms and appropriate subject vocabulary. • a limited range of scholarly views, academic approaches and sources of wisdom and authority to support analysis and evaluation with little success <p>Assessment of Extended Response: <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
1 (1-3)	<p>A weak demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • very little argument attempted • very little successful analysis and evaluation • views asserted with very little justification • unsuccessful in answering the question • very little use of technical terms or subject vocabulary. • very little or no use of scholarly views, academic approaches and sources of wisdom and authority to support analysis and evaluation <p>Assessment of Extended Response: <i>The information is communicated in a basic/unstructured way.</i></p>	
0 (0)	No creditworthy response	

Question	Indicative content	Marks	Guidance
1*	<p>To what extent do the teachings of Maimonides concerning the Messiah have relevance for Jews today?</p> <p><i>The following is a description of possible content only; all legitimate answers and approaches must be credited appropriately. Learners are expected to make use of scholarly views, academic approaches and sources of wisdom and authority to support their argument.</i></p> <p>AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas:</p> <ul style="list-style-type: none"> • the origins of the term within the Jewish Scriptures e.g. the idea of anointing a person for whom G-d has a special purpose, such as the king • how belief in a personal Messiah blossomed in post-Biblical times so that there developed a chain of Messianic speculation • the difference between Messianic expectation and the more explicit belief in the Messiah, how this impacts on belief, teaching and practice • discussion of Maimonides 'Twelfth Principle of Faith' concerning the days of the Messiah • the idea of a personal Messiah, specially chosen by G-d, to establish a worldwide kingdom • Maimonides description of what is to happen when the Messiah arrives, including e.g. the restoration of the Davidic kingdom to its former glory, the rebuilding of the Temple, the ingathering of the exiles of Israel, the restoration of Torah Law including the sacrificial cult • Maimonides teachings on the purpose of the Messianic Age, including e.g. that Jews be free from oppression to study Torah and thereby inherit the life of the World to Come <p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> • if progressive Jews do not appeal to Biblical texts or the Rabbinic tradition as evidence for what is to happen in the future then it could be argued that 	<p>30</p> <p>(AO1 15)</p> <p>(AO2 15)</p>	<p>The Levels of Response must be used in conjunction with the outlined indicative content. Weak, basic, satisfactory, good, very good and excellent responses will differentiate candidates' skills at:</p> <ul style="list-style-type: none"> • demonstrating knowledge and understanding of religion and belief and • the analysis and evaluation of aspects of, and approaches to, religion and belief

Question	Indicative content	Marks	Guidance
	<p>Maimonides' teaching holds no relevance for certain people today</p> <ul style="list-style-type: none">• it might be argued that the notion of one person exercising dominion over all humanity would not appeal to the modern democratic spirit, meaning that the notion of a Messiah no longer relevant for today's society• the relevance of the teachings of Maimonides might be discussed, whether they are held as authoritative today or are they a product of a different time and different theological thinking• whether or not Messianic hope is vital for modern Judaism at all might be explored.		

Question	Indicative content	Marks	Guidance
2*	<p>‘Jews should spend more time studying the Tenakh than the Talmud’. Discuss.</p> <p><i>The following is a description of possible content only; all legitimate answers and approaches must be credited appropriately. Learners are expected to make use of scholarly views, academic approaches and sources of wisdom and authority to support their argument.</i></p> <p>AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas:</p> <p>Tenakh:</p> <ul style="list-style-type: none"> • the historical context of the Tenakh and how it is viewed by both scholarship and different groups within Judaism, how this impacts on belief, teaching and practice • an outline the content of the Tenakh and historical-critical discussion as to whether it is history, myth, divine revelation, redacted by humans etc, how different interpretations of its nature lead to variance in belief, teaching and practice • purpose of the Tenakh/ Written Torah: a record of G-d’s interaction with human-kind, divine revelation, basis of belief and practice etc <p>Talmud:</p> <ul style="list-style-type: none"> • the historical context of the Talmud – that it is a record of rabbinic discussions pertaining to Jewish law, ethics, customs, and history • an outline the two components of the Talmud – the Mishnah and the Gemara • an explanation of the different dates, places of origin and the different contexts and contents of the Talmud(s) • purpose of the Talmud: making clear and completing the revealed Torah, to elucidate and clarify the teachings of the Written Torah • purpose of the Talmud: used in a very practical sense in order to expand upon and explain the teachings found in the Written Torah and to help in their application to everyday life • how the Talmud is viewed by modern Judaism and the different authority 	<p>30</p> <p>(AO1 15)</p>	<p>The Levels of Response must be used in conjunction with the outlined indicative content. Weak, basic, satisfactory, good, very good and excellent responses will differentiate candidates’ skills at:</p> <ul style="list-style-type: none"> • demonstrating knowledge and understanding of religion and belief and • the analysis and evaluation of aspects of, and approaches to, religion and belief

	<p>given to the Talmud by the different divisions within Judaism, how this impacts on belief, teaching and practice</p> <ul style="list-style-type: none"> • content of the two versions of the Talmud: the religious laws, that they are compilations, that they include Hagaddah, Mishnah and Gemara etc. <p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> • candidates might discuss whether or not the Torah is the word of G-d written down by Moses and forms the Written Law and therefore must be seen as unchanging and unchangeable • if the <i>Nevi'im</i> and <i>Ketuvim</i> are also inspired texts then the Tenakh should be placed at the centre of Jewish teaching • the Talmud, as a record of rabbinic discussion, might be seen as less important than the revealed Written Law • conversely, rabbinical discussions might also be seen as the revealed word of G-d • the Torah and Talmud might be argued to have differing relationships of status dependent upon the perspective of the various divisions within Judaism 	(AO2 15)	
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Question	Indicative content	Marks	Guidance
3*	<p>Assess the view that the covenant with Abraham is more important to Judaism than the covenant with Moses.</p> <p><i>The following is a description of possible content only; all legitimate answers and approaches must be credited appropriately. Learners are expected to make use of scholarly views, academic approaches and sources of wisdom and authority to support their argument.</i></p> <p>AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas:</p> <ul style="list-style-type: none"> • the form and purpose of covenants, for example comparison to Ancient Near Eastern parity and suzerainty treaties, speaker, requirements, witnesses, curses and blessings • how the relative significance placed on the Abrahamic and Mosaic covenants impacts on and leads to variance in beliefs, teachings and practices <p><u>The Abrahamic covenant (Genesis 12, 15 and 17):</u></p> <ul style="list-style-type: none"> • Abram was a monotheist, the founder of the Jews and that he travelled the Fertile Crescent from Ur of the Chaldees to settle in Canaan. • issues of date, authorship, purpose and historicity. • Abram leaving Ur is the focal point in Gen:12, ‘the cutting of the covenant’ in Gen:15, the covenant of circumcision in Gen:17. • ‘land’ and ‘descendants’ are significant features of all the promises G-d makes to Abraham. • scholarly exegesis surrounding the important themes within the covenant (idea of chosen people, sign/circumcision etc.). <p><u>The Mosaic Covenant (Exodus 19 – 20):</u></p> <ul style="list-style-type: none"> • Moses and the Exodus, the context of the theophany and the role of Moses as the mediator between G-d and the newly formed nation. • an account of the Ten Commandments and interpretation of significant points. • scholarly exegesis surrounding important themes (idea of chosen people, 	30 (AO1 15)	<p>The Levels of Response must be used in conjunction with the outlined indicative content. Weak, basic, satisfactory, good, very good and excellent responses will differentiate candidates’ skills at:</p> <ul style="list-style-type: none"> • demonstrating knowledge and understanding of religion and belief and • the analysis and evaluation of aspects of, and approaches to, religion and belief

	<p>Law, etc.).</p> <ul style="list-style-type: none"> • the giving of the Law. <p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> • Candidates might argue that the covenant with Abraham is more important because: <ul style="list-style-type: none"> ○ the covenant with Abraham is the first moment G-d makes a covenant proper with humankind so this, by definition, must be seen as the most important ○ if circumcision is part of the covenant deal rather than a response and it continues to be practiced today this suggests the importance of this covenant above all others ○ as the covenant is the first to mention land and descendants it must be seen as more significant • Candidates might argue that the covenant with Moses is more important because: <ul style="list-style-type: none"> ○ the practical function of the covenant for the Israelite community and the ongoing value of the Torah for Jews to the present day means this covenant must be seen as most significant ○ the fact of G-d's involvement in the Exodus and the rescue of His people means that this covenant is more significant in terms of relationship with G-d and a development of theological thinking ○ discussion might cover the question of whether covenants build upon each other and replace the previous covenant or are all covenants in the Jewish Scriptures part of a one-way long term plan where G-d always keeps his promises until his will for the destiny of the whole of humanity is realised • Candidates might also argue that both are equally significant, as they reflect the development of the Jewish relationship with G-d or have different purposes or contexts. 	<p>(AO2 15)</p>	
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Assessment Objective (AO) Grids

A01 Mapping	Assessed?	Question
Demonstrate knowledge and understanding of religion and belief, including:		
<ul style="list-style-type: none"> religious, philosophical and/or ethical thought and teaching 	Y	1-3
<ul style="list-style-type: none"> influence of beliefs, teachings and practices on individuals, communities and societies 	Y	1-3
<ul style="list-style-type: none"> cause and significance of similarities and differences in belief, teaching and practice 	Y	1-3
<ul style="list-style-type: none"> approaches to the study of religion and belief. 	Y	1-3

A02 Mapping	Assessed?	Question
Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.	Y	1-3

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