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# OCR

## GCSE

### Religious Studies

**J625/03: Judaism Beliefs and teachings & Practices**

General Certificate of Secondary Education

Mark Scheme for June 2024

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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, Spelling, Punctuation and Grammar**

Written communication covers: quality 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.
- the quality of Spelling, Punctuation and Grammar must **never** be used to move an answer from the mark band of one level to another.
- accept any reasonable alternative spelling of transliterated words from non -Roman alphabets in learners' responses.

**SPaG is now assessed in e) part of the first question. Please refer to the grid overleaf when awarding the SPaG marks.**

**The Regulator now requires GCSE Religious Studies to assess the quality of extended responses by candidates. Marks are not specifically given for this assessment however. This assessment takes place in e) part of the second question. The levels descriptors for these are embedded in the Levels of Response, specifically AO2, and are *italicised for clarity*.**

## INFORMATION AND INSTRUCTIONS

- Practice scripts provide you with examples of the standard of each band. The marks awarded for these scripts will have been agreed by the Principal Examiners, Senior Team Leaders and Team Leaders and provide you with 'benchmark' examples of the approach to marking.
- The specific task-related indicative content for parts (a) and (e) of each question will help you to understand how the band descriptors may be applied. However; this indicative content is not an exhaustive list of 'correct' responses: it is material that candidates might use, grouped according to each assessment objective tested by the question. This needs to be used in close conjunction with the relevant Levels of Response marking grid, which is positioned below the indicative content. The guidance column on the right of the mark scheme will provide further exemplification and support as to the interpretation of answers, where required. **Levels of Response marked responses should be read carefully before applying the relevant Levels of Response.**

### Assessment objectives (AO)

Assessment Objectives	
<b>AO1</b>	Demonstrate knowledge and understanding of religion and belief including <ul style="list-style-type: none"> <li>• beliefs, practices and sources of authority</li> <li>• influence on individuals, communities and societies</li> <li>• similarities and differences within and/or between religions and their beliefs.</li> </ul>
<b>AO2</b>	Analyse and evaluate aspects of religion, including their significance and influence.

Level (Mark)	<b>AO1</b>
3 (5-6)	<p>A <b>good</b> demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> <li>• Good understanding of the question shown by appropriate selection of religious knowledge</li> <li>• Selection of appropriate sources of wisdom and authority with detail and/or developed description</li> <li>• Good knowledge and understanding of different viewpoints within Judaism</li> <li>• Good knowledge and understanding of the influence on individuals, communities and societies</li> <li>• Good knowledge and understanding of the breadth and/or depth of the issues</li> </ul>
2 (3-4)	<p>A <b>satisfactory</b> demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> <li>• Satisfactory understanding of the question shown by some use of religious knowledge •</li> <li>• Selection of appropriate sources of wisdom and authority with superficial description</li> <li>• Satisfactory knowledge and understanding of different viewpoints within Judaism</li> <li>• Satisfactory knowledge and understanding of the influence on individuals, communities and societies</li> <li>• Satisfactory knowledge and understanding of the breadth and/or depth of issues</li> </ul>
1 (1-2)	<p><b>Limited/weak</b> demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> <li>• Limited understanding of the question shown by factual errors or generalised responses with little connection to the question</li> <li>• Points may be listed and/or lacking in relevant detail related to the issues</li> <li>• Weak knowledge and understanding of different viewpoints within Judaism</li> <li>• Weak knowledge and understanding of the influence on individuals, communities and societies</li> </ul>
0 (0)	No response or no response worthy of credit.

Question	Indicative content	Marks	Guidance
1 (d)	<p><b>Outline the importance of Rosh Hashanah for the Jewish community.</b></p> <p>Learners might consider some of the following:</p> <p>Rosh Hashanah literally means ‘head of the year’ and is seen as the new year. It occurs on the 1<sup>st</sup> of Tishri – the Jews set this date because in Leviticus 23:24 it says: <i>“In the seventh month, on the first day of the month, you shall have a Sabbath, a memorial of blowing trumpets, a holy convocation.”</i> It is also known as Yom Teruah (day of the blowing). This refers to the fact that a shofar (ram’s horn) is repeatedly blown throughout the day. In addition, Yom Hazikaron (‘day of remembrance’) refers to the remembering of past sins and misdeeds which the Jews may have done so that they can confess them to G-d on Yom Hadin (‘day of judgement’) refers to the idea that God judges everyone on this day. The different names reflect ways in which the festival is important.</p> <p>Even in Israel, where festivals are usually observed for only one day, Rosh Hashanah is a two day festival.</p> <p>The clothes worn on these days are different to those worn at other times. As it is the new year, there are many customs which involve renewing and starting again: having a haircut or wearing a new outfit. Some people wear white to symbolise purity. Some Jewish men wear a white kittel (gown) representing purity. This is also done at Yom Kippur.</p> <p>The Hebrew word ‘tashlich’ means ‘casting away’. It refers to a ceremony in the afternoon of the first day. Prayers are said next to a stream or river – running water symbolises water taking away the sins of the community. Bread crumbs may be thrown to the fish, to symbolise throwing sins away. The tashlich prayers come from Micah 7: <i>“You will cast all your sins into the depths of the sea.”</i></p> <p>The Torah portion for Rosh Hashanah comes from Genesis 22. It deals with God’s command to Abraham to sacrifice his son, Isaac. The portion reminds Jews of the terrible sacrifice Abraham was prepared to make to show his devotion and loyalty to G-d.</p>	6 AO1	<p>Examiners should mark according to AO1 descriptors.</p> <p><b>Please refer to the Level of Response grid above when marking this question.</b></p>

Question		Indicative content	Marks	Guidance
2	(c)	<p><b>State three examples Jews might give of G-d intervening in the world.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Answering prayer</li> <li>• Performing miracles</li> <li>• Giving the Torah – written and oral</li> <li>• Making a covenant with the Jews</li> <li>• Speaking through the prophets</li> <li>• Creating and sustaining the world</li> <li>• Providing reassurance and comfort</li> <li>• Mystical experiences</li> <li>• Healing the sick</li> <li>• Specific examples of the above</li> <li>• Bringing a new child into the world</li> <li>• Visions</li> </ul>	<p><b>3</b></p> <p>AO1</p>	1 mark for each response.

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