

GCE

Religious Studies

Unit **G583**: Jewish Scriptures

Advanced GCE

Mark Scheme for June 2015

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

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Question	Answer	Mark	Guidance
1	<p>AO1 The specification emphasises social concerns in the study of the book of Amos. Therefore, candidates are likely to explain the social injustices of the eighth century BCE in Israel under Jeroboam II which were denounced by the prophet Amos.</p> <p>To address the question responses are likely to show understanding of the theological connection between the beliefs about the nature of G-d as just, holy etc. and the ethics required of the chosen people, without which their worship and ceremonies are futile.</p> <p>Further details of the themes of the book of Micah are not essential but, if candidates prefer to compare the two as part of their argument, this approach is acceptable.</p> <p>AO2 Both these eighth-century prophets condemn the social injustice and corruption and predict doom and exile. There are elements of hope at the end of both books but these may be later additions.</p> <p>Micah condemns both Samaria and Jerusalem and the condemnation of Samaria by Amos is similar though it could be argued that there is less stress in Amos on idolatry and syncretism and more on unreal religion.</p> <p>Candidates may be aware that Micah 6 verse 8 is quoted in many text books because it is said to combine the messages of Amos, Hosea and Isaiah, the other three main eighth century prophets. Some candidates may wish to concentrate on proving the extent to which justice is the key theme in Amos.</p>	35	

Question	Answer	Mark	Guidance
2	<p>Others may wish to argue that this summary of the responses required from believers might be seen to sum up the ethics of the whole of the Jewish Scriptures not only of Amos. Though rooted in the eighth century situation the prophecies transcend the concerns of a particular period in history.</p> <p>AO1 Inevitably there needs to be some story telling in order to consider the possible date of writing.</p> <p>The book is the second of the Megilloth and is prescribed for reading at Shavuot/Pentecost, the harvest festival that celebrates the giving and receiving of the Torah.</p> <p>Candidates might explain that Ruth is found in the Writings/ Ketuvim and that the writer and date are unknown, though tradition has suggested that the book was written by the prophet Samuel.</p> <p>Candidates might also explain that scholars acknowledge the background as reflecting the time of the Judges but many suggest there could be a long oral history before the material was written down, possibly during or after the Exile and probably in the fourth century BCE. Some think the purpose of the writing was as a polemic against Ezra's stern ruling on marriage with foreign women.</p> <p>Candidates might explain that Ruth's loyalty to Naomi, her mother-in-law, shows also that Ruth's conversion to Judaism when she married Mahlon was sincere. The fact that Ruth is a Moabitess is obviously significant in the story as is the genealogy which shows she is David's great grandmother. Ruth's child Obed was the grandfather of David. The story might have started being circulated at the time of David (10th century BCE).</p>	35	

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	<p>The Talmud identifies Boaz as Ibzan the Judge who succeeded Jephthah.</p> <p>AO2 Candidates have studied Jonah at AS and might parallel the message about the Jewish attitude to non-Jews. The Moabites were descendants of Lot.</p> <p>The genealogy, rather than being an anticlimax to the book, is likely to be seen as the key to the writer's purpose. Responses might emphasise the importance of showing that King David's (and King Solomon's and the Messiah's) ancestor was a Gentile. Even if the story is post exilic it would be using a well known tradition or the point would be lost on the readers.</p> <p>There are other purposes which candidates might suggest involving the role of women or Boaz as the role model of a Jew who goes beyond the letter of the law to the spirit of the law. The book could be a polemic against legalism.</p> <p>At Shavuot, the celebration of G-d giving the Law, one of the reasons the book of Ruth is read is to be an inspiration because Ruth's triumph over adversity and the generosity of Boaz show that no deed is ever forgotten.</p> <p>Ultimately the Moabite ancestry will feature in most responses but there might be a variety of equally acceptable developments in pointing to the possible purpose of the book and, thereby, when it might have been written.</p>		

Question	Answer	Mark	Guidance
3	<p>AO1 Candidates may assume the traditional authorship by Daniel of the book that bears his name but discussions may approach this question from any angle of study. Stories about the life of Daniel may gain some credit if they are made relevant to the question.</p> <p>Candidates might put chapter 12 in the context of a summary of the contents of the whole book but better responses are likely to use the opportunity to show knowledge of the actual text of Daniel 12.</p> <p>Some candidates might demonstrate understanding of the beliefs expressed in chapter 12 e.g. about the end of the tribulation, the resurrection of the dead and the sealing of the prophecy to the time of the End.</p> <p>Accounts from 2 Maccabees 7 of the mother and her seven sons are of some relevance but good responses are likely to explain the significant features with reference to beliefs about life after death.</p> <p>Good discussions are likely to be those which deal with both chapters, though not necessarily in equal proportions. There are issues about the date, authorship, purpose and historicity which might lead candidates to suggest that both chapters were particularly of value during the Maccabean struggle for independence in 165 BCE.</p> <p>AO2 Candidates might identify and explain the importance of textual material relevant to beliefs about life after death at intervals throughout the essay or they might, equally successfully, address the issues in a concluding section.</p> <p>In the discussions candidates might try to make comparisons and/or contrasts whilst identifying significant themes and justifying their importance.</p>	35	

Question	Answer	Mark	Guidance
4	<p>Good discussions are likely to be those which consider the chronology of the events and of the writing of the texts. Candidates might discuss whether or not there was a development in beliefs about life after death by the time these chapters were written or edited and the extent to which it was a gradual change or was linked to certain catalytic events.</p> <p>AO1 Candidates are likely to begin by outlining Ezekiel's vision of G-d (Ezekiel 1:1-28a) and in which the prophet also receives his call. They might describe how in his vision Ezekiel sees G-d from a flashing cloud being supported by four living creatures each of whom has four faces and four sets of wings. The four creatures are motivated by G-d's spirit and above them is the firmament and G-d's throne. G-d is described as fire with colossal brightness full of radiant colours like a rainbow.</p> <p>Candidates may then explain what this vision means. They are likely to explain that Ezekiel was probably a young priest who has been exiled to Babylon along with the king and his court around the year 594 BCE.</p> <p>They may explain that the vision uses a mixture of traditional and unusual imagery to convey the majesty of G-d. For example the winged creatures are typical in many ways of Assyrian and Babylonian cherubim who protected the gateways to palaces, walled cities and the king's throne. However, Ezekiel's creatures differ substantially – they are not four-footed animals but humanoid, equally male and female and have four faces. In this way Ezekiel distances himself from the Babylonian cult because G-d is depicted in the Jewish Temple terms as residing above the Ark of the Covenant (see 2 Kings 19:14f).</p>	35	

Question	Answer	Mark	Guidance
	<p>Candidates might then explain that the vision is to focus on G-d's glory (<i>kabod</i>) as the one who resides beyond the firmament which G-d created in the beginning (see Genesis 1:6). The blue sapphire pavement is reminiscent of the time when Moses saw God at Sinai (Exodus 24:10) and so Ezekiel uses this as a reminder that his vision is of the Holy One of Israel, the law-giver who demands devotion and obedience.</p> <p>AO2 Candidates might argue that the vision does indeed tell us very little about G-d's omnipresence. They might argue that the vision comes as welcome reinforcement for Ezekiel that even though he is in exile and without priestly access to the Temple, the principles of holiness and worship of G-d are just as applicable as they were in Israel.</p> <p>Candidates might refer to Ezekiel 18 (a set text) in which Ezekiel reminds the people that their covenant relationship is not reduced simply because they are alienated from the land of Israel. They might argue that God's glory is reminder that he is still judge and arbitrator of human hearts.</p> <p>Candidates might argue that if this is so then Ezekiel appears to be making a strong case for G-d's omnipresence. For example, the four faces of the living creatures symbolise the four corners of the world and G-d's presence through His spirit. The vision also indicates that G-d's throne is not located in the Temple but above the firmament and His glory, therefore, is to be found in every part of the world. This is reinforced by Ezekiel's reference to the rainbow (Genesis 9:12-16) and G-d's covenant relationship with all humankind not just Israel.</p>		

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	On the other hand some might argue that even so Ezekiel resisted the building of a new temple; that he still considered the Temple in Jerusalem to be the centre of worship, and for these reasons he was not interested in G-d's omnipresence, which is a modern philosophical notion, but rather the life of purity and worship.		

APPENDIX 1 A2 LEVELS OF RESPONSE

Level	Mark /21	AO1	Mark /14	AO2
0	0	absent/no relevant material	0	absent/no argument
1	1-5	almost completely ignores the question <ul style="list-style-type: none"> little relevant material some concepts inaccurate shows little knowledge of technical terms <p style="text-align: right;"><i>L1</i></p>	1-3	very little argument or justification of viewpoint <ul style="list-style-type: none"> little or no successful analysis views asserted with no justification <p style="text-align: right;"><i>L1</i></p>
Communication: often unclear or disorganised; can be difficult to understand; spelling, punctuation and grammar may be inadequate				
2	6-9	A basic attempt to address the question <ul style="list-style-type: none"> knowledge limited and partially accurate limited understanding might address the general topic rather than the question directly selection often inappropriate limited use of technical terms <p style="text-align: right;"><i>L2</i></p>	4-6	a basic attempt to sustain an argument and justify a viewpoint <ul style="list-style-type: none"> some analysis, but not successful views asserted but little justification <p style="text-align: right;"><i>L2</i></p>
Communication: some clarity and organisation; easy to follow in parts; spelling, punctuation and grammar may be inadequate				
3	10-13	satisfactory attempt to address the question <ul style="list-style-type: none"> some accurate knowledge appropriate understanding some successful selection of material some accurate use of technical terms <p style="text-align: right;"><i>L3</i></p>	7-8	the argument is sustained and justified <ul style="list-style-type: none"> some successful analysis which may be implicit views asserted but not fully justified <p style="text-align: right;"><i>L3</i></p>
Communication: some clarity and organisation; easy to follow in parts; spelling, punctuation and grammar may be inadequate				
4	14-17	a good attempt to address the question <ul style="list-style-type: none"> accurate knowledge good understanding good selection of material technical terms mostly accurate <p style="text-align: right;"><i>L4</i></p>	9-11	a good attempt at using evidence to sustain an argument holistically <ul style="list-style-type: none"> some successful and clear analysis some effective use of evidence views analysed and developed <p style="text-align: right;"><i>L4</i></p>
Communication: generally clear and organised; can be understood as a whole; spelling, punctuation and grammar good				
5	18-21	A very good / excellent attempt to address the question showing understanding and engagement with the material <ul style="list-style-type: none"> very high level of ability to select and deploy relevant information accurate use of technical terms <p style="text-align: right;"><i>L5</i></p>	12-14	A very good / excellent attempt which uses a range of evidence to sustain an argument holistically <ul style="list-style-type: none"> comprehends the demands of the question uses a range of evidence shows understanding and critical analysis of different viewpoints <p style="text-align: right;"><i>L5</i></p>
Communication: answer is well constructed and organised; easily understood; spelling, punctuation and grammar very good				

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