



GCSE MARKING SCHEME

SUMMER 2016

HUMANITIES

**UNIT 3 - PAPER 02
CHRISTIANITY AND JUDAISM
4323/02**

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

**Award 0 marks if the answer is
incorrect or irrelevant.**

GCSE Humanities

4323/02 Christianity and Judaism

SECTION A

Question 1

- (a) Use Source A **and your own knowledge** to describe the celebration of Rosh Hashanah. [2]

AO1	AO2	AO3	total
1	0	1	2

Point marking

Credit one mark for valid statement from source plus one mark for a valid statement from own knowledge:

From source: New Year (1) Rams horn (1) candles (1)

From own knowledge: Shofah (1) menorah (1) synagogue (1) repentance (1) machzor / prayer book (1) challah / braided bread (1)

- (b) Describe a Jewish funeral ceremony. [4]

AO1	AO2	AO3	total
4	0	0	4

	L1 1-2 marks	L2 3-4 marks
Description	Basic description or simple list.	More detailed description with more than one accurate point. Elaboration of one or more points needed for 4 marks.

Indicative content:

L1 – May make simple points e.g. Synagogue, Rabbi, psalms.

L2 – More detailed description e.g. may mention ritual wash or shrouds. The Rabbi leads the service at the synagogue or at the cemetery. Funerals usually last about twenty minutes, recitation of Psalms, Scripture readings and a eulogy. The ritual of K'riah, (before or after the service) - symbolic of the tear that's in the mourner's heart. Traditionally the clothing is torn, but many people today use a black ribbon that is attached to the outside of the clothing.

- (c) Use Source B **and your own knowledge** to describe the Christian celebration of Easter. [4]

AO1	AO2	AO3	total
2	1	1	4

	L1 1-2 marks	L2 3-4 marks
description	Limited description taken from the source. Likely to give a simple description of the source. No elaboration. Max 2 marks for knowledge/source only.	Description uses source and own knowledge. For 4 marks there is elaboration showing own knowledge and understanding.

Indicative content:

L1 – May paraphrase the source, or make basic points from own knowledge e.g. crosses, flowers, gathering, could be outside/Go to church, pray etc.

L2 – Uses both source and knowledge e.g. Christians may attend a vigil on Holy Saturday, on Easter Sunday the church service will be joyous, most will take the Eucharist, the paschal candle will be lit etc. Some Christians gather on a hillside at dawn. The Easter service involves hymns and Bible readings to remind Christians of the resurrection.

- (d) Explain why it can sometimes be difficult for Jews to practise their faith in the UK today. [6]

AO1	AO2	AO3	total
2	4	0	6

	L1 1-2 marks	L2 3-4 marks	L3 5-6 marks
Explanation	Basic explanation with little or no elaboration or simple list of points. Max 2 for description only.	Explanation with more than one accurate point. Max 3 marks for a simple list of reasons with no elaboration. Elaboration of one or more points needed to gain 4 marks.	Detailed explanation with more than one accurate point. Elaboration of one or more points using accurate knowledge and understanding of religious concepts/teachings.

Indicative content:

L1 – May describe aspects of life e.g. Kosher food, Shabbat or give a basic outline of problems e.g. time off work/ racism.

L2 – Should give some explanation of the difficulties e.g. Can be difficult to observe Shabbat because of pressures of work or other commitments, difficulties at festival times, can be difficult to eat out, can be difficult for Jewish Orthodox Jews to follow the dress code, could face racist comments.

L3 – Should explain several points (as above), may mention anti-Semitism and explain how Jewish people may struggle to practice their faith because of this. Bad press.

- (e) Use both sources C **and D and your own knowledge** to explain why Jews have different views about the importance of religious festivals. [6]

AO1	AO2	AO3	total
2	2	2	6

	L1 1-2 marks	L2 3-4 marks	L3 5-6 marks
Explanation	<p>Descriptive answer.</p> <p>Candidates may paraphrase the content of the source/s or provide very basic knowledge.</p> <p>No elaboration.</p>	<p>Explanation of one or both viewpoints (although one may be discussed in more detail than the other).</p> <p>Candidate uses source/s and own knowledge.</p> <p>For 4 marks there is elaboration of at least one point of view.</p>	<p>Detailed explanation of both views with more than one example of elaboration.</p> <p>Candidate uses both sources and own knowledge.</p> <p>For 6 there should be clear reasoning for the differences.</p>

Indicative content:

L1 – May describe one or both sources e.g. Centre of the faith, prefer to read the Torah, may describe a religious festival or give a basic account of its importance.

L2 – May describe source and explain one view; festivals usually remember events from the history of the faith and so they are a good way to teach people about the faith, this makes them important. Own knowledge may include specific festivals.

L3 – Will look at both view points and refer to both sources; Person 1 believes that festivals are at the centre of the faith because it helps them to understand the history of the faith and they can come together with the Jewish community to celebrate which helps to strengthen the faith and the identity of those who belong, could mention specific festival to illustrate; on the other hand person 2 feels that festivals have lost their meaning because they have become commercialized, they do not think they are the most important part of the faith and they prefer to read the Torah. Reading the Torah teaches people about the history of their religion and helps to strengthen the faith. Responses may mention other aspects of the religion that are important.

- (f) 'Birth and coming of age ceremonies are the most important part of being religious.'
To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1-2 marks	L2 3-5 marks	L3 6-8 marks
	A narrative	Understands that there are arguments for and against the issue	A full understanding for and against the issue and a judgement is made based on evidence
Description and explanation of evidence	A few simple points are made with no elaboration. OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made for and against the statement. For 7-8 marks must be detailed and accurate. A judgement about the most compelling argument has been reached.
Analysis / conclusion	Conclusion is not attempted	Conclusion is supported with simple statements.	Conclusion is justified by direct reference to the evidence.
QWC	Communication is unclear. The answer is likely to be unstructured. There are a number of errors in spelling and / or punctuation.	Communication is clear and there is an attempt to structure the answer. There are few errors in spelling and / or punctuation.	Communication is articulate and the answer has a clear structure. Where religious terms are used they are used correctly. There is clear accuracy of spelling, punctuation and grammar.

*In your answer you may consider:
Reasons why birth and coming of age ceremonies are important;
Other beliefs and practices that are important to being religious.*

Indicative content:

L1 – Simple points e.g. Christening/ Brit milah are the first ceremony, confirmation/circumcision happen when a person is young. These are important ceremonies for families.

L2 – Makes points on both sides of the argument, may tend to one view. At the top of the level expect elaboration of one or more argument. See likely arguments.

*L3 – Explains arguments for and against the statement.
For 7/8 marks there must be a judgement from the candidate –agrees/ disagrees with the statement and reasons why.*

Likely arguments for:

Christening ceremony welcomes Christians into the faith, it is a time when Christians believe that the child is cleansed of any sins and it is a time when the child is believed to move from darkness into light. It is an important time for the individual, the family and the wider Christian community. A child is allocated God parents who promise to take responsibility for their spiritual well-being. May discuss the importance of the father being called to the synagogue to recite the aliyah and ask blessings for the health of mother and child, or the naming and circumcision at the brit milah ceremony.

Likely arguments against:

You can live a full religious life without taking part in such ceremonies. May argue that worship, following the teachings of the religion and helping those who are in need are more important aspects of living a religious life. Responses may discuss the fact that these ceremonies take place in infancy and youth and so are not important as those involved do not necessarily understand.

Section B

Question 2

- (a) Use Source A **only** to describe Christian attitudes towards family life. [2]

AO1	AO2	AO3	total
0	0	2	2

Point marking

Credit **one** mark for each valid statement from source/ attribution to max 2 marks:

Read the Bible together (1) go to church as a family (1) children may attend Sunday school (1)

- (b) Describe Jewish teachings on divorce. [4]

AO1	AO2	AO3	total
4	0	0	4

	L1 1-2 marks	L2 3-4 marks
Description	Basic description or simple list.	More detailed description with more than one accurate point. Elaboration of one or more points needed for 4 marks.

Indicative content:

L1 – May make simple points e.g. Jewish people can get divorced, they have to wait three months.

L2 – Responses may describe teachings e.g. Jewish marriage is intended to be for life but it has always been accepted that sometimes things do not work out. If the marriage breaks down the man has to give his wife a get. This is a document of divorce and has to be presented at a rabbinical court (Bet Din). The divorce then takes place after three months to make sure that the woman is not pregnant. Without the get the couple cannot be divorced in Jewish law.

(c) Explain why working to help the less fortunate is important to many Christians. [6]

AO1	AO2	AO3	Total
2	4	0	6

	L1 1-2 marks	L2 3-4 marks	L3 5-6 marks
Explanation	Basic explanation with little or no elaboration or simple list of points. Max 2 for description only.	Explanation with more than one accurate point. Elaboration of one or more points needed to gain 4 marks.	Detailed explanation with more than one accurate point. Elaboration of one or more points using accurate knowledge and understanding of religious concepts/teachings.

Indicative content:

L1 – May give basic reasons e.g. the Bible/Jesus teaches this, to get to heaven.

L2 – May explain teachings such as ‘love your neighbour’ or how Christians might follow Jesus’ example or explain ‘eye of a needle’.

L3 – May give a more detailed explanation, should refer to specific teachings e.g. the Bible has more teachings about helping others than anything else, the famous Parable of the Good Samaritan encourages Christians to help people who need their help regardless of race or social background. Jesus was poor and he taught people that they should store up treasures in heaven by doing good deeds rather than seeking out riches on earth.

- (d) 'Religious teachings about marriage are not relevant in the UK today.' To what extent do you agree with this statement?

[8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1-2 marks	L2 3-5 marks	L3 6-8 marks
	A narrative	Understands that there are arguments for and against the issue	A full understanding for and against the issue and a judgement is made based on evidence
Description and explanation of evidence	A few simple points are made with no elaboration. OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 marks for one-sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made for and against the statement. For 7-8 marks must be detailed and accurate. A judgement about the most compelling argument has been reached.
Analysis / conclusion	Conclusion is not attempted.	Conclusion is supported with simple statements.	Conclusion is justified by direct reference to the evidence.
QWC	Communication is unclear. The answer is likely to be unstructured. There are a number of errors in spelling and / or punctuation.	Communication is clear and there is an attempt to structure the answer. There are few errors in spelling and / or punctuation.	Communication is articulate and the answer has a clear structure. Where religious terms are used they are used correctly. There is clear accuracy of spelling, punctuation and grammar.

Indicative content:

L1 – Simple points e.g. marriage should be for life, could give reasons for divorce e.g. domestic violence.

L2 – Makes points on both sides of the argument, may tend to one view. At the top of the level expect elaboration of one or more argument. See likely arguments.

L3 – Explains arguments for and against the statement.

For 7/8 marks there must be a judgement from the candidate –agrees/disagrees with the statement and reasons why.

Likely arguments for:

It is a personal decision which affects the couple, the marriage may be unhappy, people change and may no longer love one another, there may be real problems like violence, alcohol or drug abuse, divorce is more acceptable in society, religious teachings are out of date etc. May give specific teachings and explain why they are not relevant.

Likely arguments against:

Religious teachings support people in difficult times, marriage should be for life, teachings about divorce could help a couple get through problems, it could keep families together, offers an ideal for stable family life, they offer guidelines which are good for society, encourages people to seek reconciliation and overcome conflict. May give specific teachings and explain why they are important.

Question 3

- (a) Use Source A **only** to describe the Bible story of the birth of Jesus. [2]

AO1	AO2	AO3	total
0	0	2	2

Point marking

Credit **one** mark for each valid statement from source to max 2 marks.

Mary & Joseph (1) kings (1) gifts (1) stable (1)

- (b) Describe teachings that show Jews are God’s Chosen People. [4]

AO1	AO2	AO3	total
4	0	0	4

	L1 1-2 marks	L2 3-4 marks
Description	Basic description or simple list	More detailed description with more than one accurate point. Elaboration of one or more points needed for 4 marks.

Indicative content:

L1 – May mention Moses or Abraham, the covenant or the parting of the sea.

L2 – Expect more detailed description e.g. God chose the Jewish people to enter into a covenant/agreement with Abraham, it states in the Torah that Abrahams descendants will become a great nation. When the Jewish people were in slavery God sent the 10 plagues to Egypt, and parted the sea to help the Jewish people to escape. Responses may refer to the 10 Commandments in this context.

Deut. Ch. 14 ‘For you are a holy people to Hashem your God, and God has chosen you to be his treasured people from all the nations that are on the face of the earth.’

(c) Explain why the events of Holy Week are important to Christians.

[6]

AO1	AO2	AO3	total
2	4	0	6

	L1 1-2 marks	L2 3-4 marks	L3 5-6 marks
Explanation	Basic explanation with little or no elaboration or simple list of points. Max 2 for description only.	Explanation with more than one accurate point. Elaboration of one or more points needed to gain 4 marks.	Detailed explanation with more than one accurate point. Elaboration of one or more points using accurate knowledge and understanding of religious concepts/teachings.

Indicative content:

L1 – May describe events of holy week/ Easter, or give simple reasoning e.g. because Jesus died and was resurrected.

L2 – Expect reference to specific events e.g. Jesus died on the cross, this is important because he sacrificed his life for others. Jesus rose from the dead, this showed that he was the Son of God. Responses may refer to a range of events from holy week e.g. cleansing the temple, last supper, trials.

L3 – Expect understanding of religious ideas e.g. Jesus fulfilled prophecy during Holy Week, he showed that he knew of his death, in the Last Supper he told his followers to serve others and to perform the Eucharist in his remembrance, Jesus willingly gave up his life to bridge the gap between God and man, The resurrection shows good winning over evil.

- (d) 'Christianity and Judaism are very similar faiths.' To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1-2 marks	L2 3-5 marks	L3 6-8 marks
	A narrative	The controversy/dilemma is recognised	The dilemma is understood and evaluation is made based on evidence
Description and explanation of evidence	A few simple points are made with no elaboration. OR A purely descriptive answer.	A range of points are made on one or both sides of the argument. Max 4 for one sided discussion of the statement. For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made both for and against the statement. For 7 or 8 marks they must be detailed and accurate.
Analysis/conclusion	Conclusion is not attempted. OR Conclusion is made but with no justification.	Conclusion is supported with simple statements.	Conclusion is justified with direct reference to evidence.
QWC	Communication is unclear. The answer is likely to be unstructured. There are a number of errors in spelling and/or punctuation.	Communication is clear and there is an attempt at structure. There are few errors in spelling and/or punctuation.	Communication is articulate and the answer has clear structure. Where religious terms are used they are used correctly. There is clear accuracy of spelling, punctuation and grammar.

Indicative content:

L1 - Simple points e.g. They are similar they both pray, they are different they have different holy books.

L2 - Makes points on both sides of the argument, may tend to one view. At the top of the level expect elaboration of one or more argument. See likely arguments.

L3 - Explains arguments for and against the statement.

For 7/8 marks there must be a judgement from the candidate-agrees/disagrees with the statement and reasons why.

Likely arguments for:

There are lots of similar religious practices, reading the holy books, attending worship and private prayer. The Torah and the first five books of the Christian Bible are the same. Many of the prophets and teachings are shared. In both faiths important events in the lives of believers are celebrated using rituals. There are lots of similarities in the guidance that is offered for behaviour; care for the planet and other people. Both faiths have holy building which has key features and symbols of the faith. Both faiths have holy building which has key features and symbols of the faith. Family is important to both religions.

Likely arguments against:

Jews do not believe that Jesus was the Messiah, and they are awaiting the Messiah, Christians believe that Jesus is the Son of God. Jews follow many teachings such as circumcision which Christians do not. There are different teachings about the roles and responsibilities of believers which make the religious lives very different. The Synagogue is different from a church. Orthodox Jews follow very distinctive traditions and codes of dress which make them very different from Christians.