

GCSE
RELIGIOUS STUDIES B
8063/2Y

Paper 2Y Perspectives on Faith (Judaism)

Mark scheme

June 2020

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Mark Schemes for GCSE Religious Studies

This paper requires expert markers who have wide knowledge and understanding of the particular subject content of the Specification. With the exception of the multiple-choice question, many of the questions asked have many different credible answers and students are able to bring to their answers their own knowledge, understanding and background. They will offer details, arguments and evidence which the examiner, with the help of the mark scheme, will need to judge as credible or not. It is therefore important that the examiner has a good understanding of the principles and spirit of the mark scheme in order to be fair and consistent when marking students' answers. The Content included is designed to be as helpful as possible but in many cases is not exhaustive. So Content sections are introduced by the sentence:

Students may include some of the following points, but all other relevant points must be credited:

this is to remind examiners that there may well be additional correct answers which, with their expertise, they will be able to allow. With all questions if an examiner has any doubt about answers being credit worthy they should consult their team leader.

Structure

The mark scheme for each question shows:

- The question; Each question is printed in full before its target and mark scheme. It is always important that examiners remind themselves of the exact question being asked. In particular, they will need to do this in instances where the answer appears to be 'straying' from the question set or perhaps offers a valid alternative not included in the mark scheme
- Target; The target provides the specific assessment objective which the question is testing. It reminds examiners of the skills the question is designed to test, eg knowledge and understanding, evaluation
- The total marks available for the question and if Spelling, Punctuation and Grammar is assessed
- The typical answer(s) or content which are expected
- Generic instructions related to the question target of how to award marks (i.e. levels of response grid).

General Guidance

.../. means that these are acceptable alternative answers in the mark scheme, eg Guru Har Krishan / Guru Tegh Bahadur / Guru Gobind Singh.

Answers may include specialist terms, in Hebrew or Arabic for example. If this is the case, the mark scheme will usually indicate this by providing in brackets the English as well, eg 'Yom Kippur (the Day of Atonement)'. In such questions, answers will be credited whether provided in the original language or in English.

Some mark schemes use bullet points to separate content. Each bullet point refers to a different possible 'belief' or 'teaching' or 'way', depending on the question. Obliques (.../.) used within the bullet point indicate different ways in which the point may be expressed and points which may be made to give the further detail or development needed for the second mark.

Where a student has crossed out a complete answer, it should be marked if it remains legible, unless an alternative is provided in which case only the alternative should be marked. When part of an answer is crossed out, then only what remains should be considered.

In questions where credit can be given to the development of a point, those developments can take the form of:

- Example or evidence

- Reference to different views
- Detailed information.

1 mark multiple choice questions

Such questions have four alternatives and the one correct answer will be given together with the correct letter, eg 'Answer: D Trinity'.

2 mark short answer questions

The principle here is provided in the mark scheme: 'One mark for each of two correct points.' Students may give **more than** the two answers required by the question. In such instances,

- **Award for the first two answers only, wherever they appear.**
- If a student gives more than one answer on the first line and another answer / other answers on the second line, the 'first two answers' will be the **first two** on the first line and **only these two** should be considered for marks. Other answers must be ignored.
- If on the first line the first two answers given are correct, award two marks, regardless of what is written elsewhere in the answer.
- If the first two answers can only be awarded one mark yet there is a third answer that is correct, this correct third answer must be ignored and no mark given for it.
- However, if the student gives some **elaboration after the first answer**, which is clearly developing their first answer, (which they are not required to do), do not consider this elaboration to be their second answer (unless the elaboration happens to contain a second correct answer to the question asked), regardless of whether there are other answers provided. In this case, the second answer also, if correct, may be credited for the second mark

4 and 5 mark answer questions

Examiners should take care to note the target of the question. Clear information is provided for these types of question on how to award marking points. Examiners should carefully read the additional instructions provided for each type of question (eg for influence questions the final sentence in the general guidance box reminds the examiner that the second mark (detailed explanation) awarded in each case must show clear 'influence').

12 mark answer questions

The 12 mark questions test Evaluation skills (AO2). The mark scheme for these answers is based on Levels of Response marking in which the examiner is required to make a judgement on the completed answer taken as a whole.

Level of response marking instructions

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of students' responses. To facilitate this, level of response marking has been devised for many questions.

Level of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

If a student demonstrates knowledge, understanding and/or evaluation at a certain level, he/she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a student's response.

Level of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. If examiners have any doubt about what level to award a response, they should consult their team leader.

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before examiners apply the mark scheme to a student's answer they should read through the answer and annotate it (as instructed) to show the qualities that are being looked for. They should then apply the mark scheme. It may be necessary to read the answer more than once to be sure of assigning the correct Level.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Spelling, Punctuation and Grammar (SPaG)

Spelling, punctuation and grammar will be assessed in 12-mark questions.

Spelling, punctuation and grammar (SPaG) will be assessed against the following criteria:

Level	Performance descriptor	Marks awarded
High performance	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate 	3
Intermediate performance	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate 	2
Threshold performance	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate 	1
No marks awarded	<ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning 	0

0 1

Judaism: Beliefs

0 1 . 1

Which one of the following explains the meaning of the term ‘Shekhinah’?

[1 mark]

- A God as the creator**
- B The divine presence**
- C The sanctity of human life**
- D Healing the world**

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: B The divine presence

0 1 . 2

Give two Jewish beliefs about the role of the Messiah.

[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

One mark for each of two correct points.

Students may include two of the following points, but all other relevant points must be credited:

The Messiah will restore the Davidic dynasty / will bring justice and righteousness / will bring in a reign of universal peace / will gather Jews from the ends of the earth and bring them back to Israel / will build or rebuild the Temple / and establish Jerusalem as the centre of government / will restore full obedience to the Torah, etc.

0 1 . 3

Explain two ways in which God’s covenant with Abraham influences the lives of 21st century Jews.

[4 marks]

Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influence on individuals, communities and societies

First way

Simple explanation of a relevant and accurate influence – 1 mark
Detailed explanation of a relevant and accurate influence – 2 marks

Second way

Simple explanation of a relevant and accurate influence – 1 mark
Detailed explanation of a relevant and accurate influence – 2 marks

To be a ‘detailed explanation’, the ‘influence’ of the way must be included.

Students may include some of the following points, but all other relevant points must be credited:

The promise of land / Jews regard Israel as their homeland / the Pesach toast of ‘next year in Jerusalem’, etc.

The promise of descendants to Abraham / the Jews see him as their spiritual father / his trust in God’s promises against all the odds encourages Jews to trust in God’s faithfulness, etc.

Abraham as a source of blessing to humanity / a reminder to Jews that being God’s chosen people is a responsibility rather than a privilege / they are called to make the world a better place, etc.

Requirement that Abraham and his household be circumcised / as a sign of the covenant / ceremony of Brit Milah, etc.

‘I am God Almighty; walk before me, and be blameless’ (Genesis 17:1) / monotheist belief / observance of mitzvot to ensure ritual purity, etc.

0 1 . 4 Explain two Jewish beliefs about God as One.

Refer to scripture or another source of Jewish belief and teaching in your answer.
[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First belief

Simple explanation of a relevant and accurate belief – 1 mark
Detailed explanation of a relevant and accurate belief – 2 marks

Second belief

Simple explanation of a relevant and accurate belief – 1 mark
Detailed explanation of a relevant and accurate belief – 2 marks

Relevant and accurate reference to sacred writing or another source of Jewish belief and teaching – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

God is the sole creator / this means he alone is the source of everything that exists / he is indivisible / prayer must be made to him alone / no worship of idols / God rules over everything / he is omnipotent / nothing happens without God's permission / God knows what will happen / he is omniscient / he is absolutely holy and perfect / and so many Jews do not use the word 'God' / they write 'G-d' or use the term 'Hashem', etc.

Sources of authority:

'Hear, O Israel, the Lord our God, the Lord is one' (the Shema)
'You shall have no other gods before me' (Exodus 20:2)
'I am the Lord there is no other' (Isaiah 45:6)
'God is the King of all the earth' (Psalm 47:7)

Accept all other sources of authority that correctly support the beliefs given.

0 1 . 5

‘For Jews today, the mitzvot between man and man are more important than the mitzvot between man and God.’

Evaluate this statement.

In your answer you should:

- **give reasoned arguments to support this statement**
- **give reasoned arguments to support a different point of view**
- **refer to Jewish teaching**
- **reach a justified conclusion.**

[12 marks]

Target: AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. Maximum of Level 2 if there is no reference to religion.	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

Many of the mitzvot between man and God are ritual / they cannot be performed now that the Temple does not exist / they belong to an ancient culture / are no longer relevant to life in modern society / the meaning of some is not at all clear / they are too difficult to keep, eg the complex food laws / it is too difficult in many work environments to observe all prayer requirements / the rules dealing with relationships with other people are far more important because they relate to daily life / saving a life takes priority over other mitzvot / eg Shabbat rules may be broken in a life and death situation / the mitzvot between man and man affect daily life more than those between man and God / those between man and man promote peace and justice / and contribute to healing the world, which is in accordance with God’s purposes for his creation, etc.

Arguments in support of other views

The relationship between an individual and God is the basis of everything else in life / in the Ten Commandments, the laws relating to duty to God come before those about duty to others / Moses did not differentiate between laws / all to him were an essential part of the covenant relationship / the fact that the meaning of some cannot be understood is a test of obedience to and trust in God and his purpose / so it is essential to keep them / the fact that saving a life takes priority over Shabbat does not diminish the latter's significance, etc.

[Plus SPaG 3 marks]

0 2 **Judaism: Practices**

0 2 . 1 **Which one of the following refers to the written law (the Jewish scriptures)?**
[1 mark]

- A The Talmud**
- B The Amidah**
- C The Tenakh**
- D The Mishnah**

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: C The Tenakh

0 2 . 2 **Give two rituals performed in Jewish marriage ceremonies.**
[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

One mark for each of two correct points.

Students may include two of the following points, but all other relevant points must be credited:

Under the chuppah / couple face Jerusalem / bride brought in by her mother / wedding contract read out / bride circles the groom / groom gives a ring / marriages are 'according to the law of Moses and Israel' / seven blessings recited / groom smashes glass underfoot, etc.

0 2 . 3

Explain two contrasting ways in which the design of Orthodox synagogues is different from the design of Reform synagogues.

[4 marks]

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs

First contrasting way

Simple explanation of a relevant and accurate contrast – 1 mark
Detailed explanation of a relevant and accurate contrast – 2 marks

Second contrasting way

Simple explanation of a relevant and accurate contrast – 1 mark
Detailed explanation of a relevant and accurate contrast – 2 marks

If similar ways are given, only one of them may be credited up to 2 marks.

Students may include some of the following points, but all other relevant points must be credited:

Orthodox: women sit separately from men / often in a gallery / or curtained off / to prevent distraction.
Reform: men and women sit together / stresses the equal roles of men and women in worship, etc.

Orthodox: the bimah is in the centre / a reminder of the altar in the Temple / during the wilderness wanderings, the Tabernacle (tent containing the Ark) was in the centre of the camp / the idea also of the Torah's teachings going out from the Jewish community to the whole world.
Reform: the bimah is often at the front, alongside the Ark / a sign of its importance as the place from which the Torah is read, etc.

Orthodox: all face the bimah / showing its importance as the place from which the Torah is read.
Reform: all face the Ark when seated / represents the Holy of Holies / the most holy place in the Temple and now in the synagogue / contains the Torah scrolls / facing Jerusalem, etc.

Orthodox: the person leading the worship has his back to the people / facing in the same direction as the congregation when praying / facing the Ark / facing Jerusalem.
Reform: for most of the service, the person leading the worship faces the congregation / enables more structured worship, etc.

0 2 . 4 Explain two reasons why Yom Kippur is important for Jews in Great Britain today.

Refer to scripture or another source of Jewish belief and teaching in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First reason

Simple explanation of a relevant and accurate reason – 1 mark

Detailed explanation of a relevant and accurate reason – 2 marks

Second reason

Simple explanation of a relevant and accurate reason – 1 mark

Detailed explanation of a relevant and accurate reason – 2 marks

Relevant and accurate reference to sacred writing or another source of Jewish belief and teaching – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

It is the Day of Atonement / the day when the Jews as a people and as individuals are reconciled with God / a day for asking God to release them from obligations to God that were not kept in the past year / to start again with a clean sheet / the fasting, the prohibitions and the five services are an opportunity to deepen faith and devotion / the Ark is closed at the end of the final service as a symbol that God's final judgement on the past year has been made / a link to Jewish history and the keeping of Yom Kippur in the past / the reading of the book of Jonah stresses the importance of repentance / and of the mercy of God towards the whole of humanity, etc.

Sources of authority:

'It is the day of atonement, when atonement is made for you before the Lord your God' (Leviticus 16:27)

'For on this day atonement shall be made for you to cleanse you from all sins' (Leviticus 16:30)

'Now the tenth day of this seventh month is the day of atonement.' (Leviticus 23:27-32)

'On the tenth day of this seventh month, you shall have a holy convocation, and deny yourselves; you shall do no work.' (Numbers 29:7)

References to the book of Jonah

Accept all other sources of authority that correctly support the beliefs given.

0 2 . 5 ‘For Jews, the best form of worship is private prayer.’

Evaluate this statement.

In your answer you should:

- give reasoned arguments to support this statement
- give reasoned arguments to support a different point of view
- refer to Jewish teaching
- reach a justified conclusion.

[12 marks]

Target: AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. Maximum of Level 2 if there is no reference to religion.	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

It is easier to concentrate in private than in the synagogue, where there might be distractions / the ritual does not get in the way / the quieter atmosphere assists devotion / the requirement to pray three times daily and to say certain prayers can still be met / additional personal prayers can more easily be added / the individual relationship with God is more easily developed / the style of prayer can be adapted to meet the needs of the individual, etc.

Arguments in support of other views

Worship in the synagogue creates a deeper awareness of being part of the community, which is an essential part of Judaism / being with other Jews gives support to faith / certain prayers require a minyan / hearing the Torah readings / and sermons based on them increases understanding of the faith

/ the rituals performed in the synagogue have a deep meaning / seeing the Ark, the Torah scrolls and the everlasting light reinforces the awareness of God's presence / and of being part of a faith that goes back for thousands of years, etc.

[Plus SPaG 3 marks]