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**GCSE**  
**RELIGIOUS STUDIES**  
**8063/2Y**

PERSPECTIVES ON FAITH (JUDAISM)

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Mark scheme

Specimen

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V1.0

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 Assessment Writer.

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.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## Level of response marking instructions

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 you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### 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. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

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.

## Levels of response marking

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

Levels 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.)

Levels are tied to specific skills. 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.

Levels 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. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

**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.**

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

**01 JUDAISM: BELIEFS**

Qu	Part	Marking guidance	Total marks
01	1	<p>Which <b>one</b> of the following best expresses the meaning of the word 'Messiah'?</p> <p><b>A</b> God.  <b>B</b> Prophet.  <b>C</b> Chosen People.  <b>D</b> Anointed One.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>Answer: D Anointed One.</p>	1
01	2	<p>Give <b>two</b> of the Ten Commandments.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>One mark for each of two of the Ten Commandments:</p> <ul style="list-style-type: none"> <li>• worship no other God</li> <li>• have no ( or worship no) graven images/idols</li> <li>• do not take God's name in vain</li> <li>• keep the Sabbath holy</li> <li>• honour your mother and your father</li> <li>• do not murder</li> <li>• do not commit adultery</li> <li>• do not steal</li> <li>• do not give false testimony/do not lie</li> <li>• do not covet your neighbour's house/wife or possessions.</li> </ul>	2

01	3	<p>Explain <b>two</b> contrasting beliefs of Judaism and the main religious tradition of Great Britain about the Messiah.</p> <p><b>Target: AO1:3</b> Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs.</p> <p><b>First way</b>            Simple explanation of a relevant and accurate influence – 1 mark            Detailed explanation of a relevant and accurate influence – 2 marks</p> <p><b>Second way</b>            Simple explanation of a relevant and accurate influence – 1 mark            Detailed explanation of a relevant and accurate influence – 2 marks</p> <p>Students may include some of the following points, but all other relevant points must be credited:</p> <p>Students must correctly identify Christianity as the main religious tradition of Great Britain. The indicative content illustrates contrasting beliefs held by some Christians and Jews but beliefs vary considerably within each religion.</p> <p><b>Christian beliefs</b>            The Messiah has come/Jesus is the promised Messiah/Jesus fulfilled the Messianic prophecies of the Old Testament.</p> <p><b>Jewish beliefs</b>            The Messiah is still to come/He will be a great political leader/He will be a human being/He will be a great military leader who will win battles for Israel.</p>	4
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01	4	<p>Explain <b>two</b> Jewish beliefs about ‘saving a life’ (pikuach nefesh).</p> <p>Refer to sacred writings or another source of Jewish belief and teaching in your answer.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p><b>First teaching</b>            Simple explanation of a relevant and accurate teaching – 1 mark            Detailed explanation of a relevant and accurate teaching – 2 marks</p> <p><b>Second teaching</b>            Simple explanation of a relevant and accurate teaching – 1 mark            Detailed explanation of a relevant and accurate teaching – 2 marks</p> <p>Relevant and accurate reference to scripture/sacred writing – 1 mark</p> <p>Students may include some of the following points, but all other relevant points must be credited:</p> <ul style="list-style-type: none"> <li>• this rule gives priority to the sanctity of life over other laws, it means that Jews may over-ride any commands of the Torah if a life is in danger</li> <li>• it is duty for Jews to do anything they can to save a life, including working on the Sabbath or eating terefah food if necessary</li> <li>• according to some Rabbis, if it is a choice between saving your own life or that of another it is permissible to save your own.</li> </ul> <p><b>Sources of authority</b>            These may include references to laws that may be set aside on the principle of Pikuach nefesh or Leviticus 18:5 which commands obedience to the law ‘so that people can live by them.’ This is taken to mean that no one should die because of the law. The Talmud permits eating unclean food if one is starving.</p>	5
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01	5	<p>‘For Jews, the most important belief about God is that God is the law-giver.’</p> <p>Evaluate this statement.</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> <li>• refer to Jewish teaching</li> <li>• give reasoned arguments to support this statement</li> <li>• give reasoned arguments to support a different point of view</li> <li>• reach a justified conclusion.</li> </ul> <p><b>Target: AO2</b> Analyse and evaluate aspects of religion and belief, including significance and influence.</p>	12																		
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		<p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:</p> <p><b>Arguments in support</b></p> <ul style="list-style-type: none"> <li>• the Jews are the people of the Law/chosen by God to receive the Torah (Exodus 20)</li> <li>• they are accountable to God throughout their lives for their obedience or disobedience to the Law, to keep the Law is to keep</li> </ul>																			

	<p>the covenant</p> <ul style="list-style-type: none"> <li>the belief that God is the Law-giver is the basis of their way of life eg moral laws, Sabbath laws, food laws, if they set that belief aside their whole way of life would be invalid.</li> </ul> <p><b>Arguments in support of other views</b></p> <ul style="list-style-type: none"> <li>the belief in God as Law-giver is completed by belief in God as Judge – one without the other is not complete</li> <li>the belief in God as creator determines the relationship between the Jews, all other people and the world</li> <li>the belief in God as ONE makes God worthy of worship, because his is the only controlling power.</li> </ul> <p>SPaG 3 marks</p>	
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**02 JUDAISM: PRACTICES**

Qu	Part	Marking guidance	Total marks
02	1	<p>Which <b>one</b> of the following is the oral law in Judaism?</p> <p><b>A</b> Torah.  <b>B</b> Tallit.  <b>C</b> Tzizit.  <b>D</b> Talmud.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>Answer: D Talmud.</p>	1
02	2	<p>Give <b>two</b> of the religious features of a synagogue.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>One mark for each of two correct points.</p> <p>Bimah or reading table/Ark or cupboard containing scrolls of Law/Ner Tamid or everlasting light/Sefer Torah or scrolls of Law/Inscriptions of Ten Commandments.</p>	2

02	3	<p>Explain <b>two</b> ways in which beliefs about life after death influence Jewish mourning rituals.</p> <p><b>Target: AO1:3</b> Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs.</p> <p><b>First contrasting way</b>            Simple explanation of a relevant and accurate contrast – 1 mark            Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p><b>Second contrasting way</b>            Simple explanation of a relevant and accurate contrast – 1 mark            Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:</p> <ul style="list-style-type: none"> <li>• death is believed to be a sleep from which the believer will wake, so the body is treated with respect as it would be in life</li> <li>• the soul has to purify itself before it can enter the world to come, so the closest male relative recites kaddish for 11 months</li> <li>• Orthodox Jews believe in physical resurrection, so the body is buried not cremated, some reform Jews believe in spiritual resurrection, the body may be cremated.</li> </ul>	4
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02	4	<p>Explain <b>two</b> purposes of the Amidah prayer.</p> <p>Refer to sacred writings or another source of Jewish belief and teaching in your answer.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p><b>First way</b>            Simple explanation of a relevant and accurate way – 1 mark            Detailed explanation of a relevant and accurate way – 2 marks</p> <p><b>Second way</b>            Simple explanation of a relevant and accurate way – 1 mark            Detailed explanation of a relevant and accurate way – 2 marks</p> <p>Relevant and accurate reference to scripture/sacred writing – 1 mark</p> <p>Students may include some of the following points, all other relevant points must be credited:</p> <ul style="list-style-type: none"> <li>• the prayer fulfils the command to pray three times a day, because it has three divisions</li> <li>• to remind Jews of the Temple in Jerusalem because they stand facing Jerusalem (or the site of the Temple) when they pray</li> <li>• to be a personal conversation with God and a development of the feeling of God's presence/to praise God/to petition God/to make Jews conscious of their debt to God/to thank God, etc.</li> </ul>	5
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02	5	<p>'The festivals of Judaism have no religious importance today.'</p> <p>Evaluate this statement.</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> <li>• refer to Jewish teaching</li> <li>• give reasoned arguments to support this statement</li> <li>• give reasoned arguments to support a different point of view</li> <li>• reach a justified conclusion.</li> </ul> <p><b>Target: AO2</b> Analyse and evaluate aspects of religion and belief, including significance and influence.</p>	12																		
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		<p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited.</p> <p><b>Arguments in support</b></p> <ul style="list-style-type: none"> <li>• many non-religious Jews celebrate the festivals with great enthusiasm, especially Hanukah in UK because it often falls near Christmas</li> <li>• Passover is celebrated by some Jews only as a celebration of</li> </ul>																			

		<p>freedom, either as a foundation of the people or from Auschwitz</p> <ul style="list-style-type: none"> <li>• there are humanistic Passover celebrations during which there is much emphasis on fun of a family festival.</li> </ul> <p><b>Arguments in support of other views</b></p> <ul style="list-style-type: none"> <li>• Yom Kippur is observed even by those who ignore other festivals and has deep religious significance as Day of Atonement.</li> <li>• festivals can have religious significance even if they are not celebrated in synagogues, because worship in the home is important in Judaism.</li> <li>• Judaism has a broad understanding of religion as a way of life and the festivals celebrate that.</li> </ul> <p>SPaG 3 marks</p>	
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