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**General Certificate of Secondary Education
June 2010**

Religious Studies

405010

Specification A

Unit 10 *Judaism*

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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 to download from the AQA Website: www.aqa.org.uk

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Methods of Marking

Difficulties may arise through the use of different methods of marking. It is, therefore, essential that, in fairness to candidates, everyone uses the same methods of marking. The advice given here may seem very obvious, but it will be helpful if everyone follows it as exactly as possible.

1. No half marks or bonus marks are to be used under any circumstances.
2. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
3. Indicate, **by ticking**, where you have awarded a mark for questions where there are no levels. For **levels of response**, examiners must record, in the left-hand margin, the level that has been awarded, e.g. L2, and in the right-hand margin, the mark that has been awarded for the question.
4. The numerical mark awarded for **each** response should be indicated in the right-hand margin.
5. Do **not** credit material that is irrelevant to the question or to the objective, however impressive that material might be.
6. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the candidate nearer those who have given a correct answer or those who have little idea?'
7. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
8. Remember, the key to good and fair marking is **consistency**. Do **not** change your marking style once you have started sending scripts to AQA.

Levels of Response Marking

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of candidates' 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.

The **assessed level** of response to each part of each question must be indicated in the left-hand margin (L1, L2, etc.), leaving the right-hand margin for the numerical award.

If a candidate 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 candidate's response.

Levels of response mark schemes include either **examples** of possible candidates' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that candidates 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.

Assessment of Quality of Written Communication

Quality of written communication will be assessed in all components and in relation to all assessment objectives. Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication. There will no longer be a separate mark awarded to the candidate for accurate spelling, punctuation and grammar. Instead, the quality of written communication skills of the candidate will be one of the factors influencing the actual mark awarded within the level of response. In reading an extended response, the examiner will therefore consider if it is cogently and coherently written, i.e. decide whether the answer:

- presents relevant information in a form that suits its purposes;
- is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- is suitably structured and that the style of writing is appropriate.

Candidates will be given credit for reference to diversity in belief and practice within Judaism.

Part A

A1 Worship

(a)(i) What is a tallit?

Target: Knowledge and understanding of the nature of a tallit

A tallit is a prayer shawl.

One mark for one correct point.

(1 mark) AO1

(a)(ii) Explain briefly why a tallit is used.

Target: Knowledge and understanding of the use of the ritual object in Judaism

Obedience to Torah / significance of tzitzit / idea of wrapping the love of God around a Jew / helping them to focus on God, etc.

One mark for one correct point.

Two marks for two correct points or one with development.

(2 marks) AO1

(b)(i) What are tefillin?

Target: Knowledge and understanding of the nature of a tefillin

Tefillin are prayer boxes (made of leather and attached by straps or retzuot to the arm and the forehead of the man and boy when he reaches bar mitzvah) / leather boxes which contain the Shema.

One mark for one correct point.

(1 mark) AO1

(b)(ii) Explain briefly when tefillin is used.

Target: Knowledge and understanding of the use of the ritual object in Judaism

A Jewish male must put on tefillin for daily prayers / weekdays / every day except Shabbat and Festivals / morning prayers / used by males after the age of Bar Mitzvah, etc.

One mark for one correct point.

Two marks for two correct points or one with development.

(2 marks) AO1

(c) Explain why Jews are expected to pray as a group.

Target: Understanding of the importance of the minyan in Jewish life

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Candidates may include some of the following points:

Necessary for communal prayer / prayer is considered to be more effective if said with a minyan / a minyan is representative of communal activity / which is a strengthening feature of Jewish life / many prayers can only be said with a minyan / Torah reading is impossible without a minyan.

(3 marks) AO1

(d) 'It is unnecessary for Jews to wear special items for prayer.'

What do you think? Explain your opinion.

Target: Evaluation of the importance of outward signs for prayer

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons.	3 marks

Candidates may include some of the following points:

The outward signs are important as they serve to help Jews focus on God during prayer / all outward signs are based on Torah mitzvot / Orthodox Jews would say that this makes the wearing of items such as these mandatory.

God does not look at outward appearances but is concerned with what is in the heart. Outward signs are not necessary if prayers are said with sincerity.

Include the case that outward signs are not necessary if prayers are said with sincerity, etc.

(3 marks) AO2

A2 Festivals and Pilgrimage

(a) Explain why Jews visit the Western Wall.

Target: Knowledge and understanding of significance of Western Wall within pilgrimage tradition

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Candidates may include some of the following points:

The Western Wall is the last surviving wall of the second Temple built by Herod the Great / the wall is the closest that Jews can get to the Holy of Holies / a place of pilgrimage for Jews / celebrations such as Bar and Bat mitzvah / an outdoor synagogue / place of prayer and worship.

(3 marks) AO1

(b) Explain the importance of Pesach for Jews.

Target: Understanding the importance of the festival of Pesach

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks

Candidates may include some of the following points:

Torah-referenced festival and thus important / celebrates the end of slavery / the beginning of national identity / exodus from Egypt seen as part of the process of receiving the Torah at Sinai / important from a socio-religious perspective / festival of freedom.

(4 marks) AO1

(c) 'Every Jew should make a pilgrimage to Israel.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Judaism in your answer.

Target: Evaluation of the importance of pilgrimage in Judaism

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

Israel is the national home of the Jewish people / promised land / and there are many sites of historical interest / there are places of pilgrimage such as Yad Vashem, the Western Wall, etc. / Many Jews have relatives who live in Israel / Israel is the focus of educational activities / a visit to Israel is perceived as highly desirable / spiritual closeness / toast at Pesach is 'Next year in Jerusalem'.

Other views

Many Jews feel content to be citizens of other countries / do not feel close to Israel / some Jews perceive that the situation in the Middle East is unstable and Israel is therefore a dangerous place to visit / no merit in visiting 'holy' places – God is everywhere, etc.

(6 marks) AO2

A3 Personal Lifestyle

(a) Explain how a kosher kitchen is organised.

Target: Understanding the way that the laws of Kashrut are applied in a Jewish home

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks

Candidates may include some of the following points:

Need to separate milk from meat both in preparation, storage and organisation of cutlery dishes, etc. / separate cupboards, sinks and sets of pots, pans, etc. / separate areas are needed in the kitchen for the preparation of meat and milk dishes, etc. / food that is parev can be stored with either meat or milk produce / reference to special Pesach food, need to clean kitchen free of hametz, etc.

(4 marks) AO1

(b) 'Jewish dietary laws are outdated.'

What do you think? Explain your opinion.

Target: Understanding the relevance of the dietary laws today

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons.	3 marks

Candidates may include some of the following points:

The dietary laws are to be found in the Torah, and that to state that they are outdated is to believe that the Torah is outdated / the Torah must adapt itself for modern times / the dietary laws are divisive and create a separation in what are stressful times.

Orthodox families have no problem keeping the dietary laws today / dietary laws are important because they link Jews together / kosher products are easily purchased at supermarkets in Jewish residential areas.

(3 marks) AO2

(c) 'All Jews must keep Shabbat.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of the importance of Shabbat

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

Keeping Shabbat is one of the Ten Commandments / one of the cornerstones of Jewish belief / Shabbat is important from a social and religious viewpoint as it brings the entire Jewish week into focus / need to have a different kind of day in the week for prayer and rest, etc.

Other views

The modern lifestyle that many people follow is too hectic and busy to allow what amounts to one seventh of the whole week doing little / Shabbat cannot be kept if it means sacrificing work, business, etc.

(6 marks) AO2

A4 Family Life

(a) Describe the Jewish marriage ceremony.

Target: Knowledge and understanding of the Jewish marriage ceremony

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks

Candidates may include some of the following points:

Ketubah (contract, stating man's responsibilities) / huppah (symbolises home) / readings from Torah – Psalms / blessing over wine / ketubah read out / seven benedictions pronounced / crushing of glass (reminds of temple) / groom unveils bride before service / groom circles bride 7 times / a plain gold ring is given / rabbi recites blessing over cup of wine / bride and groom drink from the same cup / private togetherness after the service.

(4 marks) AO1

(b) ‘For Jews home is more important than the synagogue.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of the relative importance of home and the synagogue

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

Festivals are celebrated in the home / children learn their faith from their family in the home / it is not always possible for Jews to travel to synagogue so they would worship and study at home / a person is Jewish because they have inherited through their mother not because they go to synagogue / famous Jewish saying 'If you are looking for God, go home.' / some people find it easier to concentrate on God in the quiet of their home.

Other views

Synagogue best place to show God obedience to command / Jewish community attend synagogue service (Saturday morning) / shows importance of their faith / easier to worship with other believers / hear Torah read in synagogue / place of education, meeting and socializing / can ask the rabbi for advice.

(6 marks) AO2

Part B

B5 Beliefs and Sources of Authority

(a) Outline the structure and contents of the Tenakh.

Target: Knowledge of the Tenakh

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks

Candidates may include some of the following points:

The Tenakh is the name for the Jewish Bible / it is made up of three sections: Torah (law), Nevi'im (prophetic writings / prophets e.g. Isaiah) and Ketuvim (Scriptures / writings).

The contents include the first five books of the Torah / as well as the ongoing story of the development of the Jewish people / scriptural writings tend not to be historical, but include subjects such as psalms, etc.

(4 marks) AO1

(b)(i) Explain what is meant by the Talmud.

Target: Knowledge and understanding of the nature of the Talmud

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks

Candidates may include some of the following points:

Originally oral tradition / collection of ancient books / collected wisdom of the teachings of the Rabbis and scholars / it helps explain the rationale and philosophy of the laws of the Torah / many of which would be unintelligible without the Talmud / study of the Talmud is perceived as part of the chain of tradition for Jews / Talmus means study / it is made up of the Mishnah and the Gemara.

(4 marks) AO1

(b)(ii) ‘The Talmud is no longer relevant for Jews today.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of the importance of the Talmud for Jews

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include the following points:

Agree

Society and circumstance have changed since the Talmud was first written and the examples quoted are no longer relevant / most Jews today haven't got the time to take a year off to study the Talmud at a yeshiva / much of Talmud dates from the time of Moses when life was very different / what matters most is living a good life not following ancient rules.

Other views

It helps explain the rationale and philosophy of the laws of the Torah, many of which would be unintelligible without the Talmud. Study of the Talmud is perceived as part of the chain of tradition for Jews / the Talmud helps Jews to put the Torah into practice / many of the concepts apply to situations today / people don't change / the Responsa contains up-to-date guidance.

(6 marks) AO2

(c) Explain how Jews understand God as creator and sustainer.

Target: Knowledge and understanding of Jewish concepts of God

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks

Candidates may include some of the following points:

God created heaven and earth out of nothing / creation continues everyday it was not something that happened once in the past / humans can share in God's creation by having children / God sustains and looks after the universe he created / everything depends on God for its existence / God can intervene in his creation to change the course of events as he has in the past.

(4 marks) AO1

(d) ‘The covenant with Abraham is not important for Jews.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of the importance of the Abrahamic Covenant

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

As the covenant was concluded over 3000 years ago it has little relevance today / indeed the promise of the land of Israel may be viewed with antipathy by some Jews / others will object to the concept of circumcision as being mandatory preferring an element of choice / there will be arguments in favour of Jews adapting a lower profile in order to help protect them from discrimination, etc.

Other views

The Abrahamic covenant give Judaism its identity with particular reference to Israel / also to circumcision, stating that this ought to be mandatory / gives Jews spiritual strength to know they are God’s chosen people / unifies the Jewish people.

(6 marks) AO2

B6 Justice and Equality

(a) Explain Jewish teaching about prejudice and discrimination.

Target: Knowledge and understanding Jewish teachings on prejudice and discrimination

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks

Candidates may include some of the following points:

Jews are commanded to avoid discrimination and prejudice at all costs / constant reminders about historical slavery experienced in Egypt as a basis for social justice / daily reminder in Shema, etc. / experience of Holocaust is important / existing material: / prejudice is wrong / discrimination is wrong / everyone was created by God / all are equal / everyone is a part of God’s plan / to treat someone as inferior is to deny God’s creation / racial differences do not affect a person’s value before God / God made man in his own image / everyone can serve God in different ways.

(4 marks) AO1

(b) Explain the role of women within Orthodox Judaism.

Target: Understanding the role of women within the orthodox Jewish tradition

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks

Candidates may include some of the following points:

Women are perceived as occupying a pivotal role in Judaism / the women are described as the 'Ikkeret Habayit' or core of the home / women are responsible for the early education of the children / as such are exempt from time bound commandments such as minyan based prayers, etc. / the Eshet Chayil song praising the virtuous women is recited on Friday evenings on return from the synagogue / festival preparations / keeping kosher kitchen / Orthodox Judaism is handed down through the mother / Orthodox women have responsibility in the home / Orthodox women do not take a leading role in synagogue worship.

(4 marks) AO1

(c) 'Judaism discriminates against women.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of the attitudes regarding women within Judaism

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

Orthodox Judaism is male dominated especially in the areas of ritual worship / women cannot make up a minyan, be called to the Torah, etc. / women cannot be Rabbis / women cannot ask for a get, etc.

Other views

Reform Judaism has placed the emancipation of women as one of the key aspects of their policy / women can be Rabbis, etc. within the Reform tradition, etc. / the women's role is a pivotal one and is essential for the maintenance of a Jewish home / women have an important role in the education of children / in organizing festivals in the home / Judaism is handed down through the woman / women have equal but different responsibilities to men / a woman welcomes in Shabbat / the praises of a wife are given by her husband at Shabbat.

(6 marks) AO2

(d)(i) Outline how Jews suffered during the Holocaust.

Target : Knowledge of the events of Holocaust

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks

Candidates may include some of the following points:

The holocaust was the organised attempt to exterminate the Jews of Europe by the Nazi party led by Adolph Hitler / Jews were organised into ghettos in towns where some of them worked as slave labour / eventually the Final Solution was implemented as a result of the Wannsee conference in 1942 / Jews were sent to specially constructed death camps where they were gassed and cremated / 6 million Jews were killed in the Holocaust / a third of the Jewish population was wiped out / some Jews lost their faith in the Holocaust / Jews had their rights removed by the Nazis / Jews were harassed, beaten, arrested and murdered / synagogues were burnt down / Jews were rounded up and sent to concentration camps

(4 marks) AO1

(d)(ii) ‘Jews should never forget the Holocaust.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Judaism in your answer.

Target: Evaluation of the attitudes regarding the importance of the Holocaust in modern Jewish life

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

If Jews forget the Holocaust and all the discrimination that happened then they are in danger of it happening again / only the dead can forgive / need to learn from what has happened / need to remember for the sake of the 6 million that died / if you don't remember the Holocaust then Hitler has won.

Other views

Jews have a responsibility to assimilate into a new world where old prejudices prevent integration / the Germany of today is not the Germany of the Nazis / the Holocaust prevents integration / it is time to forgive and forget / Jews need to move on / no good can come from dwelling on the wrongs on the past.

(6 marks) AO2