



**General Certificate of Secondary Education  
June 2011**

**Religious Studies** **405011**

**Specification A**

**Unit 11** ***Judaism: Ethics***

**Final**

***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](http://www.aqa.org.uk)

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## Methods of Marking

It is essential that, in fairness to candidates, all examiners use the same methods of marking. The advice given here may seem very obvious, but it is important that all examiners follow it as exactly as possible.

1. If you have any doubts about the mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
3. Remember, you must **always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material that is irrelevant to the question or to the stated target, however impressive that material might be.
5. If a one-word answer is required and a list is given, take the first answer (unless this has been crossed out).
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. Read the information on the following page about using Levels of Response mark schemes.
8. 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.
9. No half marks or bonus marks are to be used under any circumstances.
10. Remember, the key to good and fair marking is **consistency**. Do **not** change the standard of your marking once you have started.

## Marking using CMI+

All new GCSE Religious Studies papers will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of paper scripts being sent to examiners, candidates' responses are scanned and sent electronically to examiners. The software is easy to use, but it demands a different approach from examiners than traditional paper marking.

1. Instead of marking script-by-script you will mark item-by-item. An item is a part-question. Each time you log on to mark you will need to choose an item to mark.
2. Before you start marking your own allocation you will need to mark some pre-marked items known as seeds. These items are not intended to trick you; their function to ensure that you are still applying the standard set at the standardising meeting. If you have drifted away from the standard you will need to speak to your Team Leader before you can continue marking.
3. It is possible to annotate the scripts in various ways: underlining, highlighting and adding icons from a drop-down menu. Your Team Leader will instruct you on which types of annotation to use. Examiners must not add extra annotation as this can be confusing for teachers and candidates if they request Access to Scripts.
4. As you mark each response, enter the numerical mark you are going to award for in the box at the bottom of the screen. If you realise you have made a mistake you will be able to go back one script to change the mark you have entered.
5. In Part B, responses to all parts of B5 or B6 will appear as one item. Thumbnails to the right of the screen will allow you to scroll through the response quickly. Read the whole response, then use the comments tool to indicate a level and a mark for each part, and enter the total mark out of 24 in the box at the bottom of the screen.

6. Your marking will be monitored throughout the marking period. This is to ensure that you continue to mark to the same standard regardless of factors such as how many clips you have marked and what time of day you are marking at. Rather than sampling your marking once and adjusting your marks after the marking period, this approach allows senior examiners to ensure that your marking remains at the right standard throughout. This means that your Team Leader can bring you back to the right standard should you start to drift away slightly.
7. If your marking of a particular question is found to be out of line you will be temporarily stopped from marking that question. Almost all examiners, including Team Leaders, are stopped at some point during the marking period. If it happens to you, contact your Team Leader as soon as possible to discuss why you have been stopped.

## Levels of Response Marking

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

Marking should be positive, rewarding achievement rather than penalising the student for failure or omissions. The award of marks must be directly related to the marking criteria.

You should use your professional judgement to select the level that **best** describes the candidate's work. 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 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.

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** 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.

## Assessment of Quality of Written Communication

Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication.

Candidates will be required to:

- present relevant information in a form that suits its purposes;
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- use a suitable structure and style of writing.

Quality of written communication will be assessed in 6-mark AO2 questions. In awarding marks to these responses the Religious Studies content is the driver. Quality of Written Communication is secondary. If you are hesitating between two levels, the quality of written communication may help you to decide.

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

**PART A**

**A1 Wealth and Poverty**

- (a) *Explain what is meant by emergency aid. You may use an example in your answer.*

**Target: Knowledge and understanding of emergency aid**

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:**

Goods and money sent to a disaster stricken country with the aim of rebuilding society / examples of emergency aid might include bringing food, water, medical aid, shelters to an area of suffering / people go to rescue affected.

**(3 marks) AO1**

- (b) *Describe how World Jewish Relief works to help people suffering from poverty.*

**Target: Knowledge and understanding of the work of World Jewish Relief**

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 the following points:**

World Jewish Relief works to help people who are suffering as a result of natural disasters / they provide short term aid such as clean water, food supplies and sanitation / as well as longer term aid to support rebuilding disaster-stricken countries, for example setting up schools and community projects / the charity also works to provide gifts in kind for people / this is humanitarian aid for communities in need and is practical help rather than sums of money / examples of gifts in kind include medicines, toiletries and blankets / the charity also works to support communities through providing Jewish community centres, housing and welfare schemes to the elderly / raising awareness / campaigning / funding / education in Jewish community / WJR helps Jewish and non-Jewish.

**(4 marks) AO1**

**(c) ‘All Jews should give charity to others.’**

**What do you think? Explain your opinion.**

**Target: Evaluation of the need for all Jews to practise tzedakah**

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

**Candidates may include some of the following points:**

Tzedakah is a duty / mitzvah for all Jews / however poor a person is they are still expected to give / there is no choice in Judaism.

However it seems unfair that those who are extremely poor should have to give charity / it prevents a person who is very poor from getting out of poverty / the practice of tzedakah means that a Jew must give one tenth of what they own; this will be an insignificant amount if someone is very poor so what good does it do/ there are ways of giving tzedakah / credit specifics examples of this.

**(3 marks) AO2**

**A2 Relationships and Lifestyle**

**(a) Describe how Jews get divorced.**

**Target: Knowledge of Jewish divorce**

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

**Candidates may include some of the following points:**

An they approach is made to the Bet Din / a date will be fixed for a meeting / in the meeting a scribe will write the get (divorce document) in the presence of rabbis / in the orthodox tradition the husband will then hand the get to his wife in the presence of two witnesses / if the husband and wife do not wish to see each other they can appoint a representative / once the get is exchanged the divorce takes effect / Jews may also get a civil divorce after get is exchanged the law of the land may insist they get a divorce / although to be divorced in Judaism the get must have been exchanged / in the non Orthodox tradition either partner can apply for the get.

**(4 marks) AO1**

**(b) Explain Jewish attitudes to alcohol.**

**Target: Understanding of Jewish attitudes to alcohol**

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

**Candidates may include some of the following points:**

Jews are allowed to drink alcohol / alcohol is often used to celebrate happy occasions such as Shabbat, weddings, circumcision and Pesach – 4 glasses of wine / Shabbat wine is drunk to bless God for the fruit of the vine / On Purim the Jews are told they are to drink so much not to be able to differentiate Mordecai and Haman / the Torah mentions wine in a positive light, it brings joy to God and man / however, alcohol should be treated with respect and not abused / the Talmud teaches that the tree of knowledge was a grapevine, and Adam and Eve were deceived by it / Noah was disgraced by excessive wine consumption / Nadab and Abihu were consumed by fire for being drunk at the Tabernacle / the preservation of health is a mitzvah.

**(4 marks) AO1**

(c) **‘Judaism completely forbids any use of drugs.’**

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

**Target: Evaluation of whether Judaism forbids drug use**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	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.
<b>Level 6</b>	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**

Prescribed drugs are used legally by the medical profession / there are good reasons for using legal drugs to cure illness / prescribed drugs can be used to preserve the quality and quantity of human life / God gave humans free will, the body is a gift from God and it is up to the individual how they treat this gift / it is up to the individual if they choose to use illegal drugs / there are no specific teachings forbidding Jews to take drugs.

**Other views:**

The preservation of health is a mitzvah so illegal drug use is forbidden / this applies not only to the individual but also others who might be affected / life has sanctity and should be preserved rather than shortened / the body is owned by God and must be treated with respect / illegal drug use can harm the body / consuming illegal drugs leads to a loss of self control which leaves the person open to transgressing God's command / a number of Jewish care organisations run drug counselling services.

Accept responses that cover the use of alcohol and tobacco.

**(6 marks) AO2**

**A3 Conflict and Suffering**

**(a) What is anti-Semitism?**

**Target: Understanding of the term anti-Semitism**

**Candidates may include one of the following points:**

Anti-Semitism is prejudice or discrimination against the Jews / examples of anti-Semitism include the Holocaust / pogroms in the middle ages / desecration of Jewish graves / denial that the Holocaust took place.

**(1 mark) AO1**

**(b) ‘Jews, more than others, understand suffering.’**

**What do you think? Explain your opinion.**

**Target: Evaluation of whether Jews have a greater understanding of suffering than others**

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

**Candidates may include some of the following points:**

Judaism understands suffering very well due to its history / the scale and amount of persecution suffered by the Jewish race throughout the ages means that Jewish history is interlinked with suffering / credit specific accounts of suffering caused anti-Semitism (for instance the pogroms or Holocaust) used to support this point / Jewish philosophy devotes a great amount of thought to understanding the nature of suffering as a direct result of the suffering that Jews have experienced over the course of history.

However suffering is suffering no matter what race, nation or religion experiences it / there are other forms of prejudice and discrimination that causes as much suffering as anti-Semitism / credit specific examples of suffering caused by other / means, e.g. prejudice and discrimination.

**(3 marks) AO2**

**(c) Explain briefly what is meant by reconciliation.**

**Target : Understanding of the term reconciliation**

**Candidates may include some of the following points:**

When two people or groups of people or countries who have disagreed or fought with each other make up / restoring mutual respect between individuals / restoring normal relations. Credit relevant examples of reconciliation.

1 mark for a superficial comment or a single point.  
2 marks for a developed answer or more than one point.

**(2 marks) AO1**

(d) **‘Jews should be pacifists.’**

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

**Target: Evaluation of whether Jews should support peace instead of war**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	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.
<b>Level 6</b>	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**

Judaism values peace greatly / contrast with suffering and persecution in its history / there are plenty of Jewish teachings supporting peace / the Torah and Talmud are clear that Jews should pursue peace / the Talmud says that God will bless his people with peace / violence only breeds violence / war only causes misery and suffering to those who fight and also the innocent.

**Other views**

Judaism is clear that war is sometimes necessary / there are clear guidelines on war in Judaism / Judaism has the concept of Just War, commanded war and optional war / the Torah teaches that God commanded Joshua to go to war to protect the promised land / Jewish teachings state that war can be justified in self defence / sometimes circumstances arise that make fighting necessary / Jews should fight to prevent themselves or another race suffering / to defend justice.

**(6 marks) AO2**

**A4 The Environment**

- (a) Explain briefly why Jews value the world.**

**Target: Understanding of the reasons why Jews value the world**

**Candidates may include some of the following points:**

The world was created by God / the planet is sacred / the Torah is clear that the planet must be treated with respect / Jews have stewardship over it / this means it is not owned by humans, it must be respected / there are various teachings in the Torah saying the earth should be preserved and treasured / for example Leviticus 25: 23-24; Genesis 1: 26 / Psalm 24:1.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

**(2 marks) AO1**

**(b) Explain how a belief in stewardship affects Jewish attitudes towards pollution.**

**Target: Understanding of how Jewish beliefs about stewardship affect attitudes to pollution**

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

**Candidates may include some of the following points:**

Stewardship means that Jews have a responsibility to protect and preserve God's creation / stewardship involves not wasting or destroying the environment / stewardship also includes not causing distress to living creatures / Jews have a responsibility to prevent pollution / credit practical ways in which Jews might work to protect the environment.

**(4 marks) AO1**

(c) ***‘Jews have control over animals, so they can use them for whatever they want.’***

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

**Target: Evaluation of the extent of control over animals**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	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.
<b>Level 6</b>	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:**

Dominion means that Jews can use animals as a resource / humans were created to have control over the birds and animals / the Torah is clear that animal life can never have the same value as human life / therefore animals can be used in whatever way humans wish / sometimes there are good reasons for using animals, for instance animal testing for medicines / there are kashrut rules that suggest that Jews are allowed to eat meat.

**Other views:**

The Torah says that 'a righteous man pays attention to the needs of his animal' / there are specific Jewish teachings about treating animals with respect and care / these teachings mean that kindness to animals is important / being kind to animals means that you don't exploit them / Jews are not commanded to eat meat / inflicting unnecessary pain on an animal is strictly forbidden in Jewish law / this must mean that animal testing is wrong.

**(6 marks) AO2**

**PART B****B5 Life and Death****(a) Explain Jewish attitudes to contraception.****Target: Knowledge and understanding of Jewish attitudes to contraception**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	6 marks

**Candidates may include some of the following points:**

Jews are required to 'be fruitful and multiply' (Genesis 1:28) / Judaism emphasises how precious children are / wasting semen is not permitted in Judaism therefore anything that impedes normal intercourse is forbidden / however, sex is for pleasure as well as procreation between a married couple / there are different attitudes within Judaism / Orthodox Jews allow contraception when the pregnancy would pose a threat to the mother's life or health / contraception within this tradition is not allowed for social or economic reasons / contraceptive methods that impede normal intercourse, e.g. rhythm method and the condom, are also not allowed in the Orthodox tradition / other Jews have more liberal views on contraception / they allow it for social and economic reasons / they allow individual Jews to choose which method suits them / although the pill is the most acceptable form of contraceptive method as it does not impede normal intercourse.

**(6 marks) AO1**



**(b) ‘Jews should never agree with abortion.’**

***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 whether abortion is ever acceptable in Judaism**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	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.
<b>Level 6</b>	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:**

God gives life therefore only he can take it away / all life has sanctity even if the pregnancy is unwanted / all life is sacred no matter how physically or mentally disabled a child might be / children are precious gifts from God / humans should not interfere with God's plan / since the Holocaust, many Jews feel that it is their responsibility to ensure the continuity of the Jewish race.

**Other views**

The mother's life is also sacred / Her rights outweigh those of the foetus/ Jews would agree with abortion if the mother's life is in danger / others would support an abortion if there was a risk to the mother's mental health if the pregnancy continued / many non Orthodox Jews support abortion when the mother is too young, or the pregnancy is the result of rape, or when a baby might be born with a severe mental or physical disability.

**(6 marks) AO2**

**(c) Explain Jewish attitudes to euthanasia.**

**Target: Understanding of Jewish attitudes to euthanasia**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	6 marks

**Candidates may include some of the following points:**

The sacred texts of Judaism all agree that euthanasia is wrong / the Mishnah says that life should be preserved no matter what the quality of life is / in Judaism euthanasia is seen as suicide if it is administered by individuals themselves / it is considered murder if it is administered by another person / Orthodox Jews would say that every effort should be made to preserve life / hospices can help people to prepare for their death / however many Jews would accept a distinction between taking life and not prolonging life / there may be some circumstances where the quality of life is the criterion for a decision.

**(6 marks) AO1**

(d) ***‘Jews fear death because it is unclear what will happen after they die.’***

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

**Target: Evaluation of whether Jewish ideas of the world to come make Jews fearful of death**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	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.
<b>Level 6</b>	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**

The Jewish mourning customs are there to comfort the living rather confirm the lost one is going to the afterlife / Judaism is more focused on the actions and deeds in this life, not the next / some of the ideas of the world to come are frightening, such as Sheol / there are a number of different ideas about the world to come which do not make a person feel certain of what awaits.

**Other views**

The Torah is clear that Jews have duties towards God and others / Success or failure at these tasks brings punishment or rewards / the Hebrew word Olam Ha-Ba means the world to come which is a world after death / the Torah talks of joining one's ancestors; those who have been good will join their ancestors, those who have been wicked will be separated from them / there is also mention in the Torah of Sheol, a dark shadowy place after death / in Judaism there is the concept of resurrection of the dead after judgement / the good will go onto everlasting life / the wicked will go to Gehinnom / when the Messiah comes the righteous dead will be raised from the grave.

Candidates may approach this question in a different way. Credit ideas that Judaism has clear teachings about the afterlife, but it is still something to fear.

**(6 marks) AO2**

**B6 Crime and Punishment**

- (a) ***The death penalty (capital punishment) is one type of punishment. Explain two other types of punishment.***

**Target: Understanding of different types of punishment**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	6 marks

**Candidates may include some of the following points:**

Fines are given to an offender to help them to repay their debt to society / community service is a sentence served in the community that aims to address the cause of the criminal's offending / for example an offender may be required to clean up a 'grot spot' after vandalising / imprisonment is the most severe form of punishment available in the United Kingdom / the aim of the punishment is to protect society from the criminal by removing them from society.

Reference to one type of punishment can only achieve a maximum of Level 4.

**(6 marks) AO1**

(b) ***‘Reform is the most important aim of punishment.’***

***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 whether reform is the most important aim of punishment**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	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.
<b>Level 6</b>	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**

Only by reforming the criminal can criminal behaviour be stopped / the most effective types of punishments are based on restorative justice to help the prisoner look at their behaviour and reform themselves / in Judaism punishment is meant to bring rehabilitation and a clean slate / repair of the self precedes repair of the world / punishments such as fines and community service do not address the reasons why someone might turn to criminality / prison only provides temporary retribution for society.

**Other views**

The protection of society is most important / when a criminal is in prison they are unable to re-offend / punishment allows retribution for a crime and, in Judaism, it is important for justice to be seen to be done / Jewish law imposes an obligation for Jews to obey the law of the land in which they reside / punishment acts as a deterrent to criminals / many criminals do not want to go back to prison for this reason / punishments such as community payback allow for reparation to be seen to be done / this is important for communities.

**(6 marks) AO2**

**(c) Explain what the Torah teaches about punishment.**

**Target: Knowledge and understanding of Jewish teachings about punishment**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	6 marks

**Candidates may include some of the following points:**

In the Torah there are references to punishment for breaking commandments / The Torah says ‘an eye for an eye’ / this means proportionality of punishment / the punishment must fit the crime and not be excessive or too lenient / The Torah is clear that Jews should appoint judges and officers to try offenders, settle disputes and issue rulings on religious matters / The Torah says ‘You shall appoint judges and officers in all your towns...and they shall judge people righteously’ / the Bet Din is made up of learned Jews to make equitable judgements on people accused of crime / it is important that if people are punished, they are allowed a fresh start after serving their punishment / in Judaism punishment is meant to bring atonement, rehabilitation and a fresh slate.

**(6 marks) AO1**

**(d) ‘Jews should not support the death penalty (capital punishment).’**

**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 whether Jews should support the death penalty (capital punishment)**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	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.
<b>Level 6</b>	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:**

God gives life, therefore only he can take it away / all life has sanctity / all life is sacred no matter how evil a person's actions may have been / humans should not interfere with God's will / everyone is made in the image of God.

**Other views**

Some acts are so horrific that for the rest of society's benefit the criminal should be removed from society / Judaism does allow the death penalty as a last resort / the Torah teaches that murder and other crimes should be punished with the death penalty / the death penalty allows for retribution to happen / the death penalty deters others from committing the crime / by murdering another human being, a criminal has offended God and forfeited his / her right to live.

**(6 marks) AO2**

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