



**General Certificate of Secondary Education  
June 2012**

**Religious Studies**

**405010**

**Specification A**

**Unit 10    *Judaism***

**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 students' 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 students' 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 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 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 students, 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 student 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, students' 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 students 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 student'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 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.

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 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.

## Assessment of Quality of Written Communication

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

Students 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.

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

**PART A**

**A1 The Synagogue and Worship**

**(a) Explain why Jews wear tefillin when praying.**

**Target: Knowledge and understanding of why Jews wear the tefillin**

<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

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

Tefillin – commanded in scripture to wear Shema / as a sign / on the heart / on the mind / for worship one is placed on the head, the other on the arm to remind them of God being with them in the mind and heart / these are strapped on before morning prayers / contains the words of God, the Shema, important to follow God's instruction.

**(3 marks) AO1**

**(b) ‘Jews do not need set times to pray.’**

**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 set times for prayer for Jews**

<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 student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.</b>	3 marks	The student 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 student 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	

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

**Agree**

Prayer should be when need for God is felt / some occupations prevent set times of prayer / God should be on one's mind all the time / should focus on God throughout the day not just 3 times / God will not punish you for not praying at set times.

**Other views**

Set times bring focus to a Jew's life / they know that God is kept in their thoughts throughout the day / certain prayers cannot be said unless there is a minyan so Jews need to have set times / it is important to have a set time to thank God for giving them another day, morning prayers / being with a group of other Jews for prayer helps strengthen faith.

**(6 marks) AO2**

- (c) **Describe how the inside of a Progressive (Reform or Liberal) synagogue may look different from the inside of an Orthodox synagogue.**

**Target: Knowledge of the differences between an Orthodox and Reform synagogue**

<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

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

To gain full marks both synagogues need to be mentioned

Orthodox synagogue: the bimah is usually in the centre of the synagogue facing the Ark / gallery or separate section for women / may have a Rabbi's chair and a place for the Chazzan.

Reform synagogue: there is no separate gallery for women / the bimah may be placed in front of the Ark, not in the centre / may include an organ or piano.

**(3 marks) AO1**

**A2 Beliefs and Sources of Authority**

- (a) ***Explain briefly why the Talmud is important to Jews.***

**Target: Knowledge and understanding of the importance of the Talmud**

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

It is regarded as one of the main features of an Orthodox Jew's life / it has legal teachings and discussions that affect a Jew's life / for example when to pray, laws of Shabbat and laws of purity, etc. / written form of Torah given to Moses.

1 mark for a superficial comment or single point.

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

**(2 marks) AO1**

- (b) ***Explain briefly what Jews mean by the halakah.***

**Target: Knowledge and understanding the halakah**

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

Halakah means 'going' / 'going with God' / details of the mitzvot / God gave Moses 613 commandments but did not give details on how to use them / the halakah shows that detail / it is part of an ongoing process as the world is constantly changing and the halakah must match the changes.

1 mark for a superficial comment or single point.

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

**(2 marks) AO1**

- (c) ***Explain briefly what a yeshiva is.***

**Target: Understanding of the yeshiva**

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

Yeshiva – school to study the Talmud / Orthodox Jews spend time studying at these schools / boys attend yeshiva at 16 / develops relationship with God / develops their knowledge of God and helps them become better Jews.

1 mark for a superficial comment or single point.

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

**(2 marks) AO1**



**(d) ‘The Torah is the only source of authority a Jew needs.’**

**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 the Torah**

<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 student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.</b>	3 marks	The student 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 student 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	

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

**Agree**

The Torah is the most sacred object in Judaism / it is treated with the utmost respect as it contains all the teachings and laws that a Jew needs / it is so important that every year a festival is held to celebrate its importance (Simchat Torah) / the Torah is the basis for every aspect of a Jew's life / keeping the Torah is a demand of the covenant.

**Other views**

Even though the Torah is sacred it was written thousands of years ago and is difficult to follow (out-dated) / therefore one needs other interpretations of the Torah to fully understand it / for example the Talmud, Responsa, Gemara / there are other sources of authority that are needed such as the Nevi'im and Ketuvim / these tell prophecies and historical events that have happened and will happen to the Jews / the Ketuvim are also used at festivals and fast days so are just as important / rabbi / speaking to elders.

**(6 marks) AO2**

**A3 Justice and Equality****(a) ‘Men are given the most important roles in Judaism.’**

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

**Target: Evaluation of the role and status of men and women 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 student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.</b>	3 marks	
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	The student 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 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student 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	

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

**Agree**

In Orthodox synagogues only men can lead the service / (in Orthodox) men are encouraged to provide for their family and children while the mother stays at home; this can be seen as more important / only men can be given a *get* for a divorce / only men can form a minyan / Bar Mitzvah ceremony is more elaborate than a Bat Mitzvah, therefore more important / the father has the main lead at the brit milah and bar mitzvah ceremonies especially in thanking God.

**Other views**

Men and women are seen as equal in the eyes of God / although they have different roles / a woman can be seen as having the most important role as she has the task of bringing up the children in the home / she nurtures them in the faith, which is key in continuing the religion / there is nothing in the Torah that stops women from working although it is sometimes seen as traditional in Orthodox belief / the religion is passed down through the mother hence her important role / men need to be continually reminded of God / women are seen as more spiritual and therefore as better role model.

**(6 marks) AO2**

**(b) Explain briefly why some people are prejudiced against Jews.**

**Target: Knowledge and understanding of the causes of prejudice**

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

Give credit for examples of prejudice etc. as development.

Irrational fear – scared or intimidated by others

Victim – already experienced some form of prejudice hence unfairly associate that person or group of people with prejudice

Ignorance – some people are ignorant (know nothing about) Jewish beliefs, lifestyle culture etc.

Flawed upbringing – the home environment – racist parents etc.

Envy – jealous of people e.g. being wealthy, successful business people

Scapegoating – unfairly blamed for something that has happened to them or their country etc. e.g. anti-semitism.

Stereotyping – irrational judgement that everyone in a group is the same, usually in a negative way, e.g. anti-semitism.

1 mark for a superficial comment or single point.

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

**(2 marks) AO1**

**(c) Describe how Jews were persecuted during the Holocaust.**

**Target: Understanding of the Jewish experience of prejudice and discrimination**

<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

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

Worst act of persecution of European Jews / banned from working in the civil service, schools, legal profession, universities etc. / had to surrender homes and business / were not treated as citizens, e.g. had to walk on road, not allowed to sit on park benches, forced to wear a yellow star of David, forced to live in ghettos / finally sent to death camps / all rights taken away / forced labour in concentration camps / medical experiments / murdered in gas chambers.

N.B. Students may identify Holocaust with 'final solution' and omit earlier persecution. Level 3 is still possible if answer is sufficiently detailed.

**(3 marks) AO1**

**(d) ‘It is time for Jews to forget the Holocaust.’**

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

**Target: Evaluation of the Jewish experience of persecution**

<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

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

Some people do not want to be reminded of these atrocities and therefore want to forget / they have suffered enough / it is a constant reminder of what they went through / it should be forgotten / some young Jews feel that it produces a negative impact on their religion / it happened over 60 years ago / one should look at the other atrocities that happened recently (Rwanda) / genocide still goes on today.

These atrocities should never be forgotten / we should remember all that happened and learn from it / places like Auschwitz and Yad Vashem document all those people that lost their lives and also those that helped / therefore should never be destroyed as they are a constant reminder of what happened / people have not learnt from the Holocaust so it should be taught in schools and people should be reminded of the past so hopefully it will stop eventually / a valued lesson is always learnt.

**(3 marks) AO2**

**A4 Festivals and Pilgrimages****(a) Explain how the spice box and havdalah candle are used at the end of Shabbat.****Target: Knowledge and understanding of end of Shabbat celebrations**

<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

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

Spice box: second blessing is said over spices / spice box is passed around and smelt to symbolise the hope that the coming week will be good (fragrant).

Havdalah candle: third blessing is said over the candle / as it is lit to symbolise that they can now start a fire and that Shabbat is over / the candle is extinguished in the wine as the fourth blessing is recited.

Maximum Level 3 if only one object is explained.

**(4 marks) AO1****(b) Outline how Jews observe Yom Kippur.****Target: Knowledge and understanding of the observance of Yom Kippur**

<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

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

No work is done on the day / fasting for 25 hours / no bathing / although a special mikveh (spiritual cleansing by immersion) is performed / no sex / or wearing leather shoes / white is usually worn as a symbol of purity (sins becoming as white as snow) / men wear a kittel (a white garment like a large shirt) / blowing of shofar / attendance at synagogue / Kol Nidre sung.

**(3 marks) AO1**

(c) ***‘For Jews, Yom Kippur is the most important day of the year.’***

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

**Target: Knowledge and understanding of the importance of Yom Kippur**

<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

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

This day is most important because it is the holiest / time to connect with God / ask for forgiveness / demonstrate repentance / shows true dedication to God.

Shabbat is most important as it is in the Ten Commandments and brings families together / Pesach because it celebrates freedom / important to have a focus all year through, not just on one day.

**(3 marks) AO2**

## **PART B**

### **B5 Family Life**

(a) ***Describe how a Jewish boy is prepared for his bar mitzvah.***

**Target: Knowledge of preparing a Jewish boy for a bar mitzvah**

<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

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

Before the ceremony the boy will attend classes with the rabbi to learn the portion of the Torah that he has to read so that it can be performed correctly, without mistakes or any distractions / also the boy is taught about his faith, to live the life God requires of him / the father will usually teach his son how to put on the tefillin and the importance of becoming responsible for his own faith.

**(4 marks) AO1**



**(b) ‘Thirteen is too young for a Jewish boy to be treated as an adult.’**

**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 or not the age of the bar mitzvah (thirteen) is too young to be treated as an adult**

Levels	Criteria	Marks	Quality of Written Communication
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.</b>	3 marks	The student 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 student 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	

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

**Agree**

In UK not an adult until 18 / children need time to grow up / too much responsibility at 13 / mind is not mature enough to follow laws correctly / need time to make up own minds / other more important responsibilities to adjust to as a teenager / puberty / mind not developed enough to cope with moral issues / only go to Yeshivah at 16 to study etc.

**Other views**

Tradition for many years / today people are more mature / gives them more time to focus / shows responsibility / important to develop as a fully committed adult / important for father to thank God for bringing his son to maturity / is only adult in terms of responsibility to observe Torah and follow its laws / son of commandment.

**(6 marks) AO2**

**(c) Explain the importance of the marriage ceremony in Judaism.**

**Target: Understanding of the importance of a marriage ceremony in Judaism**

<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

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

Usually takes place in a synagogue therefore showing the importance of getting married in ‘God’s house’ / the ceremony takes place under a chuppah / symbolism of the home the couple will build / blessings are said over wine in accordance with thanking God for this union / rings are exchanged in the ceremony, showing a lifelong commitment / the ketubah is read as part of the ceremony to outline the contract of marriage / rabbi will make a short speech about the importance of marriage / there are seven blessings / the groom breaks a glass – symbolism of the destruction of the temple in Jerusalem; also that the marriage will go through good times and bad / Mazel Tov is said / the ceremony itself is showing everyone that they are following what God wanted (may give examples e.g. be fruitful, man needs a woman etc.).

Focus is on importance, so description of ritual creditable only if explained in terms of importance.

**(4 marks) AO1**

**(d)(i) Describe the ceremony when Jews are buried.**

**Target: Knowledge of a Jewish burial**

<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

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

Jews are mainly buried as directed in the Tenakh / returned to the ground / simple coffin is used, everyone is equal in death / short service at the burial ground (synagogue is never used for a funeral as it is a place for the living) / psalms are read / prayers are said / the rabbi will say a few words about the deceased person / coffin is lowered into the ground and the mourners shovel earth on top of the coffin / after offering words of comfort to the mourners, everybody washes their hands before leaving the cemetery / symbol of leaving death behind.

**(4 marks) AO1**

(d)(ii) **‘A seven-day period is long enough to mourn the dead.’**

**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 Jewish mourning period**

<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 student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.</b>	3 marks	The student 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 student 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	

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

**Agree**

The seven days allow full expression of mourning and help the mourner gradually get back to normal life / these set times of mourning are clearly set out for Jews / it gives them focus on what they should and shouldn't do to show respect to their loved one / it is a time for reflection and prayer / the Kaddish which is recited helps them to praise God for the coming age and for eternal peace.

**Other views**

Having a set time can be restrictive / grief can take longer and some people need to mourn at different times / (especially if it is a young child) / people react in differing ways to death and mourning so they need to have their own way of dealing with it / the actual seven days of mourning (Shiva) is very restrictive e.g. sitting on low chairs, not bathing etc. Are these acts necessary in today's society? / how does it help the mourner?

**(6 marks) AO2**

**B6 Personal Lifestyles**

**(a)(i) Describe the features of a kosher kitchen.**

**Target: Knowledge and understanding of a kosher kitchen**

<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

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

The kitchen must be planned to ensure that milk and meat are not mixed together / therefore if money allows, a Jewish home will have two sinks, two cookers, and maybe two refrigerators / crockery for meat and milk dishes / cooking utensils for meat and milk / cutlery for meat and milk / usually they are different colours / if money is short, then they have a fridge that is separated and also the cooker, e.g. meat cooked on the back two rings, milk on the front two / spills are mopped up straight away / a kitchen will also have timers / the light in the fridge will be removed at Shabbat / chametz removal.

**(4 marks) AO1**

(a)(ii) ***‘Following kosher laws is more important than keeping Shabbat 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 kosher and Shabbat and their importance in a Jew’s lifestyle**

<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 student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.</b>	3 marks	The student 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 student 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	

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

**Agree**

Kosher laws are part of the mitzvot / follow God's commandments / show care of God's creation / shows commitment to faith by not just how Jews worship but what they put inside their body / Shabbat is only once a week, feeding oneself is everyday / important to follow God's teachings all the time / Kashrut is a way of life.

**Other views**

Kosher laws are important, but so is Shabbat / Shabbat is a weekly festival and given to Jews from God / it is one of the most important commandments from God / observing Shabbat truly shows your commitment to religion and by following God's laws one is obeying him / it is a time for worship, rest and reflection / it truly shows belief / the special day is so important it is performed every week to remind Jews of God's creation.

**(6 marks) AO2**

**(b) Describe the main features of Orthodox Jewish dress.**

**Target: Knowledge and understanding of Orthodox Jewish dress**

<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

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

A kittel is a white knee-length over-garment mostly worn by Orthodox Jews / it is worn on holy days, especially Yom Kippur and other festivals / some men wear it as an undergarment under their wedding suit / it symbolises purity and humility / it is also worn as part of a burial garment / kippah / tallit / tefillin / modest dress, e.g. long coats, black hats / women wear modest dress, covering head, arms, body, legs / wig for married women (ultra-Orthodox).

**(4 marks) AO1**

**(c) Explain the contents and use of the mezuzah.**

**Target: Knowledge and understanding of the mezuzah**

<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

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

The mezuzah is the actual scroll that is found inside a small box attached to a door post (no credit for saying just the box) / the scroll is handwritten on parchment and contains the words of the Shema / also it is rolled in such a way that the first letter of the name of God is visible (when the box is opened).

The mezuzah is on doorpost in a box / touched every time a Jew passes it / or they kiss their fingers and then touch it / by performing this action they are showing love and obedience to God / it is a constant reminder of the commandments.

Maximum Level 3 if answer does not cover both contents and use.

**(4 marks) AO1**



**(d) 'It is difficult to live as a Jew in the modern world.'**

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

**Target: Evaluation of Jewish lifestyle choices**

<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 student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.</b>	3 marks	The student 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 student 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	

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

**Agree**

Difficulty in buying kosher food / eating out / schooling / finding a home near a synagogue so they can walk to worship / negative media reports on Israel and the Gaza Strip causing prejudice / temptations for young Jews to be accepted in a Western society / having a Saturday off every week / keeping the Jewish laws / buying a home that requires a kosher kitchen / civil divorce as well as a *get*.

**Other views**

Jewish communities have been built around a synagogue so there is no problem / education in schools encourages tolerance and understanding of other cultures so no ignorance / there is also kosher food sold in large supermarket chains and there is more of a market for acceptable restaurants, e.g. kosher burger fast food outlet in a predominant Jewish community (London) / country is multi-cultural so easier to live here.

**(6 marks) AO2**

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