



**General Certificate of Secondary Education  
June 2013**

**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. 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

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

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

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

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

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

It is a feature of levels of response mark schemes that examiners are prepared to reward fully, responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

## Assessment of Quality of Written Communication

Quality of written communication will be assessed in all components and in relation to all assessment objectives. Where students are required to produce extended written material in English, they will be assessed on the quality of written communication. The quality of written communication skills of the student 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.

The assessment of the Quality of Written Communication (QWC) will continue to be included within the judgement of Levels of Response in the 6 mark evaluation questions. In line with past practice, responses will be assessed chiefly on the evaluation criteria relating to content, using the guidance comments to assist the application of those criteria. (These have now been inserted into the mark schemes for the convenience of examiners.) However the specific QWC criteria may be used in borderline cases e.g. between Levels 1 and 2, 3 and 4, or 5 and 6. So for example coherence may well be a deciding factor in a borderline Level 5/6 response.

### Assessment of Spelling Punctuation and Grammar

The assessment of Spelling, Punctuation and Grammar (SPaG) is a new requirement for 2013 and examiners need to award up to an additional 4 marks, based on the performance criteria set out below. This assessment will be made from work presented in answer to the whole of Question B5 or B6 only. Examiners should make a judgment based on the overall standard of this question, bearing in mind that the last part of this question may contain more errors as students rush to finish the paper. If the rest of the question is of a high standard, they should not be penalised. However, answers that contain only a few lines on each part or use bullet points or notes throughout may not meet the threshold level.

Spelling, punctuation and grammar will be assessed in Questions B5 and B6. 4 marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The performance descriptions are provided below.

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>

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

**PART A**

**A1 Beliefs and Sources of Authority**

(a) *Explain what the Tenakh is.*

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

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks

The Tenakh is the Jewish Holy scriptures. The word is formed by the first Hebrew letters of the three texts contained within it.

The Torah or Law, Nevi'im or Prophets, Ketuvim or Writings.  
Accept Hebrew or English terms.

**(3 marks) AO1**

(b) *'The most important part of the Covenant with Abraham is God's promise of the land.'*

*What do you think? Explain your opinion.*

**Target: Evaluation of the importance of the Covenant to the Jewish people**

Levels	Criteria	Marks
<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

Jews are often called the people of Israel hence the promise of the land is Israel and therefore important / God gave Abraham this land as a sanctuary from oppression, otherwise would Abraham have accepted the covenant.

The covenant is not just about the promise of land but the belief in one God / a great nation / many descendants / physical sign of this promise, etc.

**(3 marks) AO2**

**(c) Describe what Jews believe about the Messianic Age.**

**Target: Knowledge and understanding of the Messianic Age**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks

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

Time when war will end / universal peace / Messiah will come (a direct descendant of King David) / gather Jews back to promised land / understanding between nations / rebuilding of Temple / day of judgement.

Give credit for student knowing the meaning of Messiah / anointed one.

**(3 marks) AO1**

**(d) 'The Shema contains the most important commandment for Jews.'**

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

**Target: Evaluation of the importance of the Shema**

Levels	Criteria	Marks
<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

It is the most important commandment as it teaches the concept of God / only one God / be loyal to God / spiritually to God / dedicated to God / teach to children / use in daily prayer / in the mezuzah / t'fillin (phylacteries).

Other commandments are just as important / 10 commandments / Kosher laws / working on the Sabbath, etc.

**(3 marks) AO2**

**A2 The Synagogue and worship**

**(a) Describe the role of a rabbi.**

**Target: Knowledge and understanding of the role of a rabbi**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks

Leader of service / teacher of Jewish law including the Torah, Talmud and halakhah / leads worship / conducts weddings / funerals / represents the synagogue in the wider community / visits sick / takes part in interfaith dialogues.

**(3 marks) AO1**

**(b) Explain the importance of the Aron Hakodesh (ark) in the synagogue.**

**Target: Knowledge and understanding of the importance of the Aron Hakodesh**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks

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

Holds the Torah scrolls / faces east to Jerusalem where the original Temple was / reminder of the Ark of the Covenant kept in the Holy of Holies / focal point of the synagogue, etc.

**(3 marks) AO1**

(c) **'Jewish worship does not need to be in a 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 importance of the synagogue for worship**

Levels	Criteria	Quality of Written Communication & Guidance	Marks
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	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.	<b>Levels 5 and 6 QWC</b> 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 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<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.	<b>Level 6 Guidance</b> The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

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

**Agree**

Can worship anywhere / God is omniscient / do not need a building to show true commitment / worship as a family in the home is just as important / taught to worship in the home e.g. Shabbat welcoming and ending / Pesach – the Seder meal is a form of worshipping as a family in the home / women not required to go to the synagogue / synagogue = congregation not just building, etc.

**Other views**

Place of God / Jews can all worship together / feel connected as one – inside religious building / can pray together / reminder of Temple in Jerusalem / shows love and obedience to God / gives focus / be close to the Torah / worship incomplete without a minyan which is likely to be found in the synagogue / without a synagogue there would be no rabbi, cantor, Torah scroll etc.

**(6 marks) AO2**

**A3 Family Life**

**(a) Describe a Jewish marriage ceremony.**

**Target: Knowledge and understanding of a Jewish marriage ceremony**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks

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

Usually takes place in synagogue / if betrothal ceremony was not performed it takes place before the wedding, e.g. ketubah / exchanging of rings / recite two blessings over wine / stand under chuppah / recite seven blessings / short speech by rabbi about the couple / song of seven blessings towards end of ceremony / breaking of glass / shout mazel tov / couple spend a few minutes alone.

**(4 marks) AO1**

**(b) 'A Jewish marriage ceremony is not necessary for modern Jewish couples.'**

**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 significance of the marriage ceremony in Judaism**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	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.	<b>Levels 5 and 6 QWC</b> 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 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<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.	<b>Level 6 Guidance</b> The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

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

**Agree**

As long as you are married legally it does not matter / God is omnipresent / do not need a religious building so can have the ceremony wherever you want and may cost less / simple to have in the registry office as long as the rabbi is in attendance as God's representative / bringing up children to be good Jews is important not if you marry / divorce is increasing / cohabitation is common practice nowadays / do you need a piece of paper to say that you love each other and show commitment to each other, etc.

**Other Views**

Marriage is what God wanted (could use quotations here e.g. 'man without woman is not whole', etc.) / traditional to have in God's house / important for the whole community to witness the union / in one holy place to celebrate the union / ceremony – symbolism of the chuppah as a reminder of a home together but the open sides to know the Jewish community are there / synagogue means 'bringing together' is important as it is the bringing together of two Jewish families and the ceremony symbolises that / important to bring up children in a loving home where parents are married.

**(6 marks) AO2**

**(c) Explain briefly what a bat chayil is.**

**Target: Knowledge of bat chayil**

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

Daughter of excellence / valour / at 13 / gives girls opportunity to learn about their faith / ceremony in synagogue focuses on the girl's learning.

1 mark for correct point.

2 marks for two correct points or one point developed.

**(2 marks) AO1**

**(d) Explain briefly the importance of the family in Judaism.**

**Target: Knowledge and understanding of the importance of a Jewish family**

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

Teach children about the religion / honour thy father and mother / father and mother have different roles / continue faith / religion.

1 mark for correct point.

2 marks for two correct points or one point developed.

**(2 marks) AO1**

#### A4 Personal Lifestyle

- (a) **Give two actions which are classed as work on Shabbat.**

**Target: Knowledge of Shabbat observance**

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

Activities such as: baking bread / making clothes / making leather / building a house / lighting a fire / typing a letter / serving in a shop, etc.

1 mark for correct point.

2 marks for two correct points.

**(2 marks) AO1**

- (b) **Explain briefly the importance of one religious item that Orthodox Jews wear.**

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

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

Kittel worn at Yom Kippur, symbol of purity / not mixing wool and linen therefore not wearing anything that has this mixture / dressing modestly e.g. covering body / wearing a tallit katan reminder of the mitzvot / kippah – God is always above them / tallit / tefillin.

1 mark for correct item.

1 marks for development.

**(2 marks) AO1**

(c) ***'The separation of meat and milk makes life too difficult for Jews today.'***

***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 kosher laws**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	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.	<b>Levels 5 and 6 QWC</b> 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 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<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.	<b>Level 6 Guidance</b> The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

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

**Agree**

Too expensive / 2 cookers / refrigerators / utensils / today's pressures of fast food outlets / tempted to mix meat and milk / nuisance to have to wait two hours after eating meat / difficulty in eating at non-Jewish households / restaurants, etc.

**Other Views**

God's law / mitzvot / strengthens religion / shows commitment / can mix with seed bearing plants i.e. eating fruit and vegetables therefore can make interesting dishes / can adapt kitchen to suit needs that is not too expensive e.g. no need for two sinks can have two bowls a red and blue one, etc.

**(6 marks) AO2**

**PART B****B5 Justice and equality**(a) *Describe Jewish views on the status of women.***Target: Knowledge and understanding of the status of Jewish women**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</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.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	This implies several points have been made.  Two or three points with some development of two would reach this level.  A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence.  Level 6 answers will be well-structured with good development.  Quality – v – quantity: Level 6 responses do <b>not</b> have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

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

Orthodox view as homemaker and teacher to children especially daughters / descendants from Jewish women as essential to being Jewish / more spiritual therefore does not need to attend worship as much or wear the religious clothing (the woman holds the key to the religion) hence high status / Reform view as equal to men / can be rabbis / wear tallit, etc.

**(6 marks) AO1**

(b) ***'Women should stay at home and look after the family.'***

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

**Target: Evaluation of the role of women**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	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.	<b>Levels 5 and 6 QWC</b> 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 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<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.	<b>Level 6 Guidance</b> The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

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

Their role / stable family with mother at home / children more secure / traditional outlook of many Jews is necessary for the mother to be the home maker / that is what God intended / can include Jewish teachings here, etc.

**Other Views**

21<sup>st</sup> century / not living in the middle ages / equal opportunities / law in the U.K / all people are equal in God's eyes / why can't men stay and look after the family? / female rabbis, etc.

**(6 marks) AO2****(c) Explain Jewish attitudes to suffering.****Target: Knowledge and understanding of the Jewish attitude to suffering**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>two simple points</li> <li>one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>three or more simple points</li> <li>two points with slight development of one</li> <li>one well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	This implies several points have been made.  Two or three points with some development of two would reach this level.  A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence.  Level 6 answers will be well-structured with good development.  Quality – v – quantity: Level 6 responses do <b>not</b> have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

Adam and Eve's disobedience caused suffering / free will / people's disobedience to God / story of Job / it makes Jews who they are today / challenges faith / makes them stronger / cleansing people from sin / reflect on what they have done wrong / helps people to realise the need to ask for forgiveness.

**(6 marks) AO1**

**(d) 'The Holocaust damaged many Jews' trust in God.'**

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

**Target: Evaluation of the impact of the Holocaust on the Jewish faith**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	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.	<b>Levels 5 and 6 QWC</b> 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 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<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.	<b>Level 6 Guidance</b> The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

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

**Agree**

Where was God? / how can God be omnipotent and let this happen? / division between families during the Holocaust through their experiences / caused problems after the war with this distrust of God / Jews could not understand why they as a race were targeted throughout history / some of the younger generations want to forget and not cause friction, etc.

**Other Views**

Test of faith / shows true commitment / if one truly believes in God one will expect that life will bring its trials / brought Jews together / determination to uphold their religion, etc.

**(6 marks) AO2**

**B5 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>

**B6 Festivals****(a) Describe how Jews prepare for and welcome Shabbat.****Target: Knowledge and understanding of the festival of Shabbat**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</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.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	This implies several points have been made.  Two or three points with some development of two would reach this level.  A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence.  Level 6 answers will be well-structured with good development.  Quality – v – quantity: Level 6 responses do <b>not</b> have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

All shopping is done for the weekend / meals are prepared / house is cleaned / everyone washes and bathes / table is set with best cutlery and crockery / all homework is done / challah bread is made / timers are put on / some may remove fridge lights / mother's role of welcoming Shabbat / lights two candles to represent the two commandments before sunset / beckons Shabbat in with a prayer / father and son(s) attend Friday worship at the synagogue / Kiddush.

Max Level 4 if both aspects not included.

**(6 marks) AO1**

**(b) 'There are too many festivals in Judaism.'**

**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 festivals**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	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.	<b>Levels 5 and 6 QWC</b> 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 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<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.	<b>Level 6 Guidance</b> The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

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

**Agree**

Does one need to have a festival each week? (Shabbat) / too many festivals makes the event pointless and meaningless / some difficulties in celebrating Shabbat each week especially if you live in the U.K. / causes problems with work and schooling if you want to celebrate every week in the U.K. / having a festival once a year makes it more unique / also many other festivals – Pesach, High Holy Days.

**Other Views**

Important to obey the commandments, worship God and keep the Sabbath day holy / festivals are there to commemorate and remember God / is part of worship / always needed to be reminded of God therefore the more festivals you have the better / living in a multi-cultural country people are more than happy to suit the need for a festival and allow time to celebrate / time to reflect / brings community together / spend time with family, etc.

**(6 marks) AO2**

**(c) Explain how Pesach is celebrated.**

**Target: Knowledge and understanding of Pesach**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	This implies several points have been made.  Two or three points with some development of two would reach this level.  A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence.  Level 6 answers will be well-structured with good development.  Quality – v – quantity: Level 6 responses do <b>not</b> have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

Joyful festival / lasts eight days / Seder meal (the order of the meal) / role of youngest child / haggadah being read / chametz free food is eaten throughout the whole of the festival / Elijah cup / door opened / afikomen highlight / after nightfall Pesach utensils are packed away / chametz food is once eaten.

**(6 marks) AO1**

(d) ***'Pesach is important to Jews only because it celebrates their freedom.'***

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

**Target: Evaluation of Pesach**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	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.	<b>Levels 5 and 6 QWC</b> 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 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<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.	<b>Level 6 Guidance</b> The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

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

**Agree**

Most important meaning of festival is freedom / should remember when Jews were set free from Auschwitz / should remember all the times when Jews were oppressed and set free, etc.

**Other Views**

Pesach is important but was hundreds of years ago / more recent events are just as important / Pesach is not just about freedom but has other focus / its concerned with others' freedom as well / yes it does celebrate freedom but they are not all wholly free / birth of the Jewish nation once more / importance of Moses / ten commandments gave Jews rules to follow so would not be oppressed anymore / gave hope for future generations / brings family together, etc.

**(6 marks) AO2**

**B6 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>