

GCSE

RELIGIOUS STUDIES A

Unit 10/405010 Judaism

Mark scheme

4050
June 2014

Version: 1.0 Final

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from aqa.org.uk

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

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

Examiners need to award up to an additional 4 marks for Spelling, Punctuation and Grammar (SPaG), 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.

High performance	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>
Intermediate performance	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>
Threshold performance	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>
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>

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

PART A

A1 Family Life

- (a) Describe the Brit Milah (circumcision) ceremony.

Target: Knowledge of the Brit Milah ceremony

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level. 	4 marks

Students may include some of the following points:

Takes place in synagogue or home of child / chosen female (or close friend/relative)
 carries baby on a cushion from mother into chosen room / rest of men are gathered there including father / baby placed on Elijah's chair – symbolism of spirit of prophet / baby then placed on sandek / mohel performs circumcision / father says a few words / kiddush blessing is performed with a few drops of wine in baby's mouth / festive meal.

[4 marks] AO1

(b) Explain the importance of Bar Mitzvah for Jewish boys.

Target: Knowledge and understanding of the importance of Bar Mitzvah

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks

Students may include some of the following points:

Son of the Commandment / obliged to follow the commandments as an adult / takes an active part in the synagogue / can be part of a minyan / public acknowledgement that the person is of age / presence of the family to witness the first time the boy reads the Torah / significant stage of personal development / socially significant for boys and family / now responsible to wear tallit and tefillin for worship.

[3 marks] AO1

(c) 'It is important for Jewish girls to have a Bat Mitzvah in the synagogue.'

What do you think? Explain your opinion.

Target: Evaluation of the importance of the Bat Mitzvah ceremony in the synagogue

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

Students may include some of the following points:

Gives girls recognition / opportunity to show their commitment publicly / both equal in the eyes of God / both are valued the same / shows it is important for a girl to be an adult in the Jewish faith, etc.

Boys are committed to have a Bar Mitzvah / part of the covenant with God / girls do not need acknowledgement as they are more spiritual / have different responsibilities / unnecessary – many scriptural demands don't apply to girls / no Talmudic precedent, etc.

Two sided answers are creditable, but not required.

[3 marks] AO2

(d) 'The important ceremonies in Jewish family life could not take place without the synagogue.'

What do you think? Explain your opinion.

Target: Evaluation of the contribution of the synagogue to important ceremonies in family life

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

Students may include some of the following points:

Focal part of Jewish life and observance / gives structure to worship / holds ceremonies to mark rites of passage / feel part of a community / God's house / holds Torah / provides a congregation to support individuals / expertise of mohel, rabbi, chazzan needed / marriage needs a chuppah / licensed premises with authorised person / synagogue organises funerals.

Home is as important / home is the foundation of the faith / important ceremonies are held in the home e.g. brit milah / feel secure in home environment / do not need a place of worship to be initiated in faith as long as the rabbi, mohel, chazzan are present / marriages could be anywhere where there is a chuppah / some Jewish communities have had to manage without a synagogue, especially during persecution / Bar Mitzvah and marriages can be performed anywhere / funerals cannot take place in synagogue etc.

Two sided answers are creditable, but not required.

NB: Cap list of examples of ceremonies at level 2

[3 marks] AO2

A2 Personal Lifestyle

(a) Explain briefly why a Jewish kitchen might have two sets of equipment.

Target: Knowledge and understanding of laws of kashrut

'Do not cook a young goat in its mother's milk' / must separate meat from milk / so two sets of equipment are needed for dealing with each / therefore a Jewish kitchen must have colour coded equipment etc. / obedience to the Torah / different equipment used for leavened and unleavened.

[2 marks] AO1

(b) Explain rules that Jews must follow for meat to be kosher.

Target: Knowledge and understanding of laws of Kashrut

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

Split hooves and chew the cud / poultry such as chicken and turkey / animal must be healthy / must not have been killed as prey / rules related to seafood / animal must be killed in a correct manner / killed by a shochet, specially trained / sharp blade (chalef) must be used to slit the animal's throat in such a way it does not suffer / blood must be removed / specific organs must be removed e.g. kidneys, intestines / meat must be properly cooked / must not be contaminated with milk or milk product.

[3 marks] AO1

- (c) 'The most important role of the Bet Din is to uphold the kosher food laws in the Jewish community.'

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

Target: Evaluation of the role of the Bet Din

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	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
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance 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
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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. Level 5 Guidance 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
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance 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

Kashrut is important for daily life / important to uphold these laws especially to check new food products, restaurants, etc. / very important to keep the laws in modern society / provides certification of a restaurant or food store so that food sold is in keeping with kosher laws / especially important role at Pesach / Bet Din makes practice of kashrut possible for ordinary Jews by labelling kosher foods, etc.

Other views

Kosher is not main role of Bet Din / Bet Din is also very important to solve civil disputes / divorce / marriage problems / making judgements on current issues related to medical ethics / religious disputes / supervise conversions, etc.

[6 marks] AO2

A3 Justice, Equality and Pilgrimage**(a) Describe how Jews experienced persecution during the Holocaust.****Target: Knowledge of how Jews experienced examples of persecution in the Holocaust**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level. 	4 marks

Students may include some of the following points:

Stopped from attending school / jobs were removed from them / not allowed to walk on pavement / not allowed to sit on park benches / having a bank account / made to wear Star of David / moved into ghettos / could not go into certain shops / all rights removed / synagogues damaged and Jewish businesses (Kristallnacht) / death camps, etc.

[4 marks] AO1**(b) Explain briefly**
1. Prejudice
2. Discrimination**Target: Understanding of the words prejudice and discrimination****Students may include some of the following points:**

Prejudice – prejudging people without knowing them / judging without evidence / preconceived ideas about people without actually knowing them, usually unfavourable.
Discrimination – taking action (usually negative) against a specific person or group, usually based on your prejudice.

1 mark for each correct answer. Do not accept examples of types of prejudice and discrimination.

[2 marks] AO1

(c) **'Visiting Yad Vashem (Holocaust Memorial) makes people less prejudiced.'**

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 how visiting Yad Vashem (Holocaust memorial) can alleviate prejudice

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	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
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance 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
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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. Level 5 Guidance 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
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance 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

People learn how people were prejudiced from visiting Yad Vashem / see how the effects of prejudice have harmed the Jewish nation and also harmed those Gentiles that helped Jews / a place specifically dedicated to remember those that suffered persecution / reinforces people's faith to fight prejudice / makes people realise that all are equal in God's eyes / awakens sympathy with victims of prejudice, etc.

Other views

Makes people more fearful / still goes on today / people will never learn from it / impossible to stop prejudice / it is in human nature to prejudge people / propaganda will never stop / people will stereotype groups and therefore encourage prejudice / might make some Jews more prejudiced against Germans because bitter about past treatment / people don't have to go to Yad Vashem to learn or experience prejudice / it depends on one's frame of mind when visiting Yad Vashem / allow discussion on who they can be less prejudiced against / other things are more effective, e.g. meeting a survivor, visiting Auschwitz, day of remembrance (Yom HaShoah) etc.

[6 marks] AO2

A4 Festivals

(a) Explain the importance of Rosh Hashanah for Jews.

Target: Knowledge and understanding of the importance of Rosh Hashanah

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

Students may include some of the following points:

It celebrates the New Year / importance for all Jews to be judged and ask for forgiveness / it restores relationship with God / at one with God / time to prepare themselves for judgement / prepare to renew their promises to God for the new year / important to perform tashlich as a symbol of casting away sins / important to remember creation of the world etc.

[3 marks] AO1

(b) Outline what happens in the synagogue at Yom Kippur.

Target: Knowledge of the service of Yom Kippur

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

Students may include some of the following points:

First service is held in the evening / service is known as Kol Nidre meaning 'all vows' / most Jews spend much of the day in the synagogue / service is taken from the prayer book (machzor) / feature of service is a general confession 'we' rather than 'I' is said / Amidah prayer is said / The final service (Ne'ilah) which is the closing of the gates / door of ark is kept open throughout this service / everyone stands throughout / at end of service, door of ark is closed / long blast of shofar signals end of fast.

[3 marks] AO1

(c) **‘Festivals are the best way for Jewish children to learn about their religion.’**

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

Target: Evaluation of whether festivals are the best way for Jewish children to learn about their religion

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	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
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance 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
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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. Level 5 Guidance 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
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance 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

Festivals are easier to remember / exciting / times of celebration / happiness brings joy in remembrance of important events or sadness / commemoration / community focus / children learn about tradition / background / reminds children of times where Jews were slaves e.g. retelling the Haggadah / ancestors / worshipping / everyone celebrates together, etc.

Other views

Festivals held only once a year, children need continuity to remember their religion / rites of passage are as important as this gives them a sense of belonging and identity / children can learn about their religion by reading the Torah / talking to their parents and grandparents / speaking to the rabbi / attending the Shabbat service regularly / through youth clubs / groups, etc.

[6 marks] AO2

PART B**B5 Beliefs and Sources of Authority****(a) Explain how Jews understand their Covenant with God.**

Target: Knowledge and understanding of how Jews understand their Covenant with God

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

Students may include some of the following points:

Best way of understanding God's relationship with man / it's everlasting / God will never break his Covenant / God made the Covenant with Abraham, Isaac and Jacob / tells Jews that they are God's chosen people, not in superiority but for responsibility / Covenant with Abraham (detail can be written) / without the Torah the Covenant with God would lack any real meaning / Covenant gives Jews – guidance / strength / hope / promise / identity / given to Moses on Sinai as well as Abraham / Ten Commandments / the land is an important part of the Covenant / also the centrality of the Torah / covenant with Noah.

Students may be credited for giving examples e.g. Identity – circumcision of males. They may mention other Covenants which should be given credit.

[6 marks] AO1

(b) 'The Talmud teaches Jews all they need to know to follow the Jewish way of life.'

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 the Talmud teaches Jews all they need to know to follow the Jewish way of life

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	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
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance 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
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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. Level 5 Guidance 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
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance 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

Talmud is the central feature of Orthodox Jewish life / it is studied extensively / has all the Jewish legal teachings and decisions that affect all aspects of their life / gives guidance on how to interpret the Torah and its laws, etc.

Other views

Other sources are needed to interpret the Talmud / Rabbis who have studied the Talmud extensively can give advice and help / parents – good role models / mother's and father's role to teach all aspects of Judaism to their children / grandparents – older – wiser more experience / Bet Din – rabbinical court full of experience and knowledge / the Torah is the only true word of God that one can get advice and guidance from / does not teach all that is needed e.g. for modern day issues / some Jews believe the Talmud is out of date / the Talmud also needs on-going interpretation and application, etc.

[6 marks] AO2

(c) Explain what Jews believe about God as Creator and Redeemer.**Target: Knowledge and understanding of Jewish beliefs of God as Creator and Redeemer**

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

God as Creator

Opening verse of Torah states the belief that God created the universe / God created the world from nothing according to a precise plan / idea of 7 days related to Shabbat as the day of rest / God saw world was good / created nature for people's use, etc.

God as Redeemer

God as Redeemer is linked to saving the Jews, especially at times of crisis / reflected in prayer book (siddur) – Amidah prayer is always preceded by a blessing about God being the redeemer of Israel / Shema states God saved them from Egypt when they were slaves / God continually renewed his covenant when Israel turned away / sent prophets to lead them back / redemption a continuing process / linked to messianic hopes / thankful to God for saving them – central to worship.

Maximum Level 4 if students cover only one of the beliefs, i.e. God as Creator or God as Redeemer.

[6 marks] AO1

(d) 'All Jews need to study at a yeshiva to have a full understanding of their faith.'

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 all Jews need to study at a yeshiva to have a full understanding of their faith

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	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
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance 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
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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. Level 5 Guidance 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
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance 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**

Important to have a place of study to learn complex subjects such as the halakhah and the Talmud / deepens their faith and connection with God / Orthodox Jews believe it is an important part of their son's education / style of study is also important as it is paired learning which contributes to learning process / provides essential Jewish continuity making sure they have a good understanding of their faith and in turn pass it on to their family / many now open to boys and girls / they can receive benefits for studying at a yeshiva in Israel or Britain, etc.

Other views

No point in yeshiva study, boys should have a modern education / learn from the rabbi and family / practising their faith and celebration at home and in the synagogue is important / while they are attending the yeshiva they are not having a formal education that is needed to gain qualifications for a job / faith should be with you all the time / can gain a full understanding of the faith without attending a yeshiva / full understanding needs a lifetime of experience, etc.

[6 marks] AO2**B5 Spelling, punctuation and grammar**

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

High performance	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>
Intermediate performance	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>
Threshold performance	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>
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>

B6 The Synagogue and Worship**(a) Explain how the design of a synagogue meets the needs of Jewish worship.****Target: Knowledge and understanding of how the design of a synagogue meets the needs of Jewish worship**

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

Students may include some of the following points:

Based on the Temple in Jerusalem so follows its design e.g. Ner Tamid – shows God's presence / separate gallery for women / the ark is central and the focal point as it holds the holiest objects – the Torah scrolls, the ark faces where the temple stood in Jerusalem / the bimah is central and raised so that in worship everyone can see and hear God's word being read and spoken / seating around the bimah (in some orthodox synagogues) reflects the importance of the minyan / sometimes the cantor's place is lower so he chants from the bowels of the earth / required seats for synagogue officials / seat and lectern for the rabbi and in some cases chazzan because they lead worship / seats often have storage for tallit and tefillin which are required for worship / holders to place breastplate / may have an organ or piano to aid worship / mixed seating (Reform / Liberal) to promote equality, etc.

NB: Maximum level 2 only if they just describe the synagogue

[6 marks] AO1

(b) 'For Jews, it is better to do daily prayers in the synagogue than in the home.'

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 it is better to do daily prayers in the synagogue than in the home

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	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
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance 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
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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. Level 5 Guidance 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
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance 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

Encouraged to worship / pray in the synagogue / connect with other Jews / a minyan is always present / worship with other Jews in the synagogue where one can learn from the Torah / certain prayers are important to say as a group in the synagogue / important if it is said with fellow Jews / sense of community / strengthens prayers / gives discipline to pray together / kaddish must be done in the synagogue / more effective in the synagogue, etc.

Other views

Daily prayer gives Jews a continual connection to God / can do this anywhere / reminds them throughout the day of God's presence so it does not have to be in the synagogue / due to work commitments may not get to the synagogue / important to say the morning prayer as soon as they wake but cannot do that in a synagogue / God is everywhere / women are not encouraged to attend all the synagogue services – they pray at home, etc.

[6 marks] AO2

(c) Explain why a synagogue may need a rabbi and a chazzan (cantor).

Target: Knowledge and understanding of why a synagogue may need a rabbi and chazzan (cantor)

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

Students may include some of the following points:

Rabbi

He / she sometimes leads service / teaches Jewish law / leads worship in synagogue / conduct weddings and funerals / educates the community / interprets the reading from the Torah for the congregation – sermon / trained and skilled in interpreting the law, not just teaching it / explains the teachings to the members of his community / teaches Hebrew for Bar / Bat mitzvah / comforts the dying / visits sick.

Cantor (chazzan)

Trained singer / leads worshippers in their singing, chanting / chants prayers during Shabbat and other festivals / helps young people who are preparing for the Bar / Bat mitzvah / chazzan can chant Torah readings sometimes on behalf of those called up / can lead the whole service.

Maximum Level 4 if students only cover one of these two.

[6 marks] AO1

(d) 'Wearing tallit and tefillin helps a Jew to worship God.'

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 wearing tallit and tefillin helps a Jew to worship God

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	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
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance 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
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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. Level 5 Guidance 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
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance 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**

They are both visible signs of worship and prayer / remind Jews of their relationship with God / show the importance of prayer / believe they were commanded by God to wear such items / connection to their history e.g. Moses wore them / reminds them of the promises they make to uphold God's laws / help them focus, etc.

Other views

Do not need to wear tefillin on Shabbat or during festivals so why wear them at all / women do not need to wear them so why do men / prayer is a connection with God do not need physical signs to show this / prayer and worship are private and do not need physical signs to show you are worshipping / look inappropriate in the modern day / some Jews (Reform / liberal) do not need to wear these, etc.

[6 marks] AO2**B6 Spelling, punctuation and grammar**

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

High performance	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>
Intermediate performance	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>
Threshold performance	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>
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>