

GCSE

RELIGIOUS STUDIES A

Unit 11/405011 Judaism: Ethics

Mark scheme

4050
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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 Wealth and Poverty

- (a) Give two reasons why some countries are poor.**

Target: Knowledge of the causes of poverty

Students may include some of the following points:

Some countries are poor because the climate makes it difficult to grow crops and produce food / global warming means that some countries suffer from drought or flood / some countries are over populated / there may be unfair trade / corrupt governments do not distribute aid fairly / there are few natural resources / war has destroyed crops and livelihoods / there may have been a natural disaster such as an earthquake or tsunami, etc.

1 mark per correct answer.

[2 marks] AO1

(b) ‘Giving emergency aid is the best way for Jews to help people in poor countries.’

What do you think? Explain your opinion.

Target: Evaluation of whether for Jews, the best way to help the poor is through emergency aid

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:

Jews are encouraged to love their neighbour / denying basic immediate care to people suffering from disasters would not be an act of loving kindness / if our community was in the same circumstances we would want others to help / Jews are commanded to love their neighbour/ even if poor countries do depend on richer countries those more fortunate have an obligation to help / emergency aid has had a massive and positive impact on poor countries / lives have been saved as a result of emergency aid etc.

Giving help to encourage self-sufficiency is the highest form of giving in Judaism / many poor countries have floods and droughts again and again / emergency aid is often sent but little is done to provide longer term solutions to solve basic problems / emergency aid is sometimes diverted by corrupt officials for personal gain / short term projects happen but this does not help to build the infrastructure of a country / emergency aid may sometimes make the country feel that it cannot look after its own people / richer countries should be prioritising longer term aid to build self-sufficiency, etc.

Two sided answers are creditable, but not required.

NB. Credit Jewish teachings that do not specifically refer to practical aid.

[3 marks] AO2

(c) Explain ways in which Jewish communities work to relieve poverty and suffering in the United Kingdom.

Target: Knowledge of the ways in which Jewish communities work to relieve poverty and suffering in the UK

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:

There are many Jewish charities in the UK that help to relieve poverty and suffering for instance Jewish Care who help the elderly and those with mental health problems / Jewish Community Housing Association provides shelter to the elderly / Jewish Women's Aid supports women experiencing domestic violence / Norwood supports those with disabilities / some Jewish communities run money gemachs to loan money or the basics that a family living in poverty might need / the Pe'ah fund supports those who have been hit hardest by the credit crunch / there are Jewish charities to help retrain and skill people to find work / Drugline to tackle addiction / many synagogues offer a hub for the local Jewish community and support more vulnerable members of society / for instance through the provision of baby and toddler groups / bereavement counselling / counselling services for those in distress/ there are Jewish teachings to help orphans and widows, etc.

Credit reference to actions taken by individuals and/or families in Jewish communities.

For the highest levels, students should refer to the work which is done and make a clear link to either poverty or suffering, or both.

[4 marks] AO1

(d) ‘All Jews should practise tzedaka (giving to charity).’

What do you think? Explain your opinion.

Target: Evaluation of whether all Jews should practise tzedaka

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:

Tzedaka is a responsibility for all Jews / it is a mitzvah to give to those less fortunate / poverty is relative / if people live in a developed country then they are likely to have more resources than others in poor countries so they are in a position to help / even if people have very little they can give tzedaka in other ways / for instance giving up their time to help others / tzedaka is necessary for Jews to gain forgiveness from God / tzedaka makes a person more righteous / therefore all Jews should have the opportunity to give tzedaka/ there are Jewish teachings to help orphans and widows, etc.

Biblical teaching to help orphans, widows, etc.

If Jews are living on tzedaka they clearly need resources / Judaism is clear that Jews have a responsibility to their family before others / it doesn't make sense to deprive your family of resources if the family is struggling / there are layers of giving in Judaism and those in your family, extended family and immediate community are a priority, etc.

Two sided answers are creditable, but not required.

[3 marks] AO2

A2 The Environment**(a) Explain what Jews believe about stewardship.****Target: Knowledge and understanding of stewardship**

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:

In Genesis Jews are commanded by God to be stewards / the world is given to humanity on loan / it is the Jews' responsibility to work in partnership with God to preserve it / and pass it on to future generations / everything on the planet has purpose because God made it / when God made the planet he saw that it was good / the world is valued by Jews because it was given by God / humanity has been given the power to rule over God's creation / this must be done responsibly / Genesis 9 states that every creature is in humanity's care / therefore Jews should not destroy God's precious creation/ Tikum Olam is a responsibility to repair the world, etc.

[3 marks] AO1

(b) Explain Jewish attitudes to the care of animals.**Target: Knowledge and understanding of Jewish attitudes to the care of animals**

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:

Animals are to be treated with respect and compassion / animals should not be exploited for selfish reasons / there are many laws in Judaism about how to treat animals correctly / for example, pets should be fed before their owners / working animals should rest on Shabbat like their owners / animal suffering must be relieved / avoid killing a cow and a calf on the same day / an ox and a donkey should not be harnessed together/ do not muzzle an ox when ploughing/ Tza'ar Ba'alei Chayim- do not cause suffering to animals/ reference to Noahide Code/ even though Jews accept killing animals for food, it must be done in a humane manner, etc.

[3 marks] AO1

(c) ‘Using animals for research is wrong.’

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

Target: Evaluation of whether animal research is wrong

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

Jews should not cause suffering to living creatures (Tza'ar Ba'alei Chayim) / animal cruelty is forbidden in Judaism / animals have a living soul (nefesh chaya) / repeated and painful animal testing is wrong in Judaism / the animal could die / God gave life to all creatures / all animals have a purpose / testing for cosmetics is not a good reason / the righteous person regards the life of his beast, etc.

Other views

Jews have dominion so they can use animals as a resource / although Judaism teaches that animals are an important part of God's creation, they do not believe that animals have the same rights as humans / human life is more important than animal life / human life must be preserved / the sanctity of human life is considered to be more important than animal life / many Jews agree that using animals to research cures for disease would be acceptable, etc.

[6 marks] AO2

A3 Fertility Issues and Bio-ethics

- (a) Give two reasons why people might ask for in vitro fertilisation (IVF).**

Target: Knowledge and understanding of reasons why people might ask for in vitro fertilisation (IVF)

Students may include some of the following points:

Cannot have children naturally / want a family that is biologically their own rather than adopt/ they maybe a same sex couple/ genetic selection/ surrogacy, etc.

1 mark for a superficial comment or a single point.

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

[2 marks] AO1

(b) Explain why some Jews agree with the creation of saviour siblings.**Target: Knowledge and understanding of arguments for the creation of saviour siblings**

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:

Some Jews would agree with this use of technology in order to preserve the life of the existing child / the principle of saving of life (Pikuach nefesh) applies and Jews are commanded to save a life / many Jews believe that God has given humans the technology to be able to preserve life / surgery is permitted on people, and this also applies to embryos / the embryos that are disposed of are not considered fully human life/ embryos created outside the womb have no rights / the baby created is not a designer baby it might be the only choice that the parents have / it is the most loving thing to do for the existing child / the baby will still be wanted and loved by parents so not merely exploitative, etc.

[4 marks] AO1

(c) 'Contraception is not acceptable to Jews.'

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

Target: Evaluation of whether Jews can agree to the use of contraception

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**

Jews are commanded to marry and be fruitful and multiply / for this reason many Orthodox Jewish families are large / Jews are commanded not to 'waste seed' / some Jews regard the use of contraception as unnatural / it can also be seen as preventing life / or a form of abortion / contraception separates sex from reproduction / it can also be used as a eugenic tool / there are health risks with some forms of contraception / with the Jewish population being so small, Jews have a responsibility to reproduce / God controls family planning, not the couple, etc.

Other views

Many Jews agree with the use of contraception / if the pregnancy will harm the mother / to limit the number of children that they have in their families so that the children are well cared for / to space out the number of children that they have in their family / the Talmud mentions the use of potions to control the number of children a couple have / this is understood to allow the use of the contraceptive pill / the Halacha permits certain methods of contraception, etc.

[6 marks] AO2**A4 Conflict and Suffering**

- (a) **Explain what is meant by the term anti-Semitism. You may use an example to support your answer.**

Target: Knowledge and understanding of the term anti-Semitism

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

Anti-Semitism is prejudice and discrimination specifically against the Jews / physical or verbal attacks on Jews or Jewish property inspired by hatred of Jews / examples of anti-Semitism include the Holocaust / pogroms / credit any appropriate specific example discussed, etc.

Maximum Level 1 if only an example is used.

[3 marks] AO1

(b) ‘Suffering has helped Jews to grow closer to 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 suffering has helped Jews to grow closer to 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

There is great suffering in Jewish history and faith still exists / God is with the Jews in suffering / God understands the purposes of suffering where humans may not / Job is an example of how Jews should accept God's will / suffering is a test of faith / suffering may be deserved / suffering can act as a warning / faith can provide comfort when people suffer, etc.

Other views

Some Jews lost their faith as a result of the events of the Holocaust / suffering challenges people to consider whether God is loving if he allows great suffering to happen to people / the magnitude of suffering challenges people's love of God, etc.

[6 marks] AO2

(c) Explain Jewish views on disarmament.

Target: Knowledge and understanding of Jewish views on disarmament

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:

There are different views on disarmament within Judaism as there are no distinct teachings in relation to the subject / the issue is a matter of personal conscience / many Jews would be against disarmament because nuclear weapons help to protect modern Israel / keeping nuclear weapons deters other countries from attacking Israel / they have helped to keep the peace / it makes no sense to remove Israel's nuclear capacity when other countries have them / in Judaism the Tabernacle was always protected by guardians / some Jews would see this as a reason for keeping nuclear weapons, etc.

However, other Jews might support disarmament because of Jewish teachings about peace /civilisation exists on three things, justice, truth and peace/ they may feel that fear should not be used to keep the peace / they might be for disarmament because the level of devastation caused is not proportionate / Jews are commanded not to destroy fruit trees in war / teachings on the sanctity of human life apply, etc.

Credit responses that discuss nuclear and non-nuclear disarmament.

[3 marks] AO1

PART B**B5 Crime and Punishment****(a) Explain why Jews might agree with the following types of punishment:**

- **Community Service and**
- **Fines.**

Target: Knowledge and understanding of the reasons why Jews might agree with community service and fines as types of punishment

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:

Community Service

Many Jews would support the use of community service as it enables offenders to make reparation for what they have done / offenders can be seen to be repairing the damage they have done to the community / it might also deter the criminals from re-offending as they are embarrassed by the punishment / it may also deter others / criminal might reflect on the damage that has been caused to the community / this may encourage reformation / 'an eye for an eye' means that it is right that a person should be punished proportionately / the law should be respected, etc.

Fines

Many Jews would support the use of fines as it fulfils the aims of retribution / if people do wrong then they should be punished appropriately / many would argue that fines have a strong effect on the people as it will affect their lifestyle / this might encourage reformation / fines can also deter a criminal from acting in the same way again / fines also bring financial benefits to the community / better than prison which removes person from family, etc.

Maximum of Level 4 if only one type of punishment is discussed.

[6 marks] AO1

(b) 'Prison is a good form of punishment.'

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

Target: Evaluation of whether imprisonment is a good form of punishment for offenders

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

It is important in Judaism for justice to be seen to be done / accepting a punishment paves the way for atonement from God / some criminals do reform their views after the punishment of prison / in prisons there are programmes to help prisoners assess and evaluate their behaviour / in prisons criminals get intensive time spent on their offending, rather than a few hours in community service / prison protects society from criminals / when criminals are in prison they are unable to re-offend / when criminals are in prison this breaks links with other criminals in the local area that might be supporting their criminal lifestyle / Jewish law imposes an obligation for Jews to obey the law of the land in which they reside, etc.

Other views

Many criminals go on to re-offend after time in prison / criminals often view prison as an occupational hazard / criminals learn to be better criminals from others in prison / it is natural for friendships to be formed in prison and this could sustain and support a criminal's activity / prison only provides a temporary protective benefit for society / prison breeds bitterness, anger and insensitivity which makes it more likely that they will re-offend / in Judaism punishment is meant to bring atonement, rehabilitation and a fresh start / often criminals leave prison with the stigma of imprisonment / insufficiently severe / life for life in case of murder, etc.

[6 marks] AO2

(c) Explain Jewish attitudes to the death penalty (capital punishment).**Target: Knowledge and understanding of Jewish attitudes to the death penalty**

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:

There are 36 offences in the Torah punishable by death / Genesis 9:6 makes it clear that if a person sheds the blood of another he/she should expect capital punishment / the Torah teaches an eye for an eye and a tooth for a tooth, etc.

However the Talmudic writings make it very difficult for the Bet Din to make use of the death penalty / the Bet Din has to involve 23 judges where the death penalty is concerned / there have to be at least two witnesses to the crime and also the criminals should have been warned of the consequences of their actions beforehand / Judaism also teaches about the sanctity of human life / Jews are commanded not to kill / there are a variety of different ways a person can make reparation in Judaism without involving the death penalty / many modern Jews would see imprisonment as a more suitable punishment for murder / reparation and repair are impossible if the criminals' lives are taken from them / modern Israel no longer has the death penalty, etc.

[6 marks] AO1

(d) ‘People who commit serious crimes do not deserve forgiveness.’

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

Target: Evaluation of the importance of forgiveness in relation to serious criminality

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**

Some crimes committed are horrific and difficult to forgive / for instance genocide / the Holocaust would be an example of such a crime / Judaism teaches that forgiveness is important, but that it should not be given freely and unconditionally in every circumstance / Judaism teaches that a person might withhold forgiveness of another person if it is in that person's interest to do so / withholding forgiveness might make people realise the seriousness of their crimes / Maimonides said that a person should only be forgiven if repentant / therefore if criminals show no remorse, they should not be forgiven / total atonement is offered only by God, not human beings, etc.

Other views

Jews are taught that if they are truly sorry, God will forgive them / for this reason some Jews feel that after punishment the offender should be given a chance to start afresh / Jews are required to practise 'Tikkun Olam' repairing the world / repairing broken relationships is therefore a duty / Yom Kippur demands that Jews should seek reconciliation and forgiveness / the logical consequence is that people should be forgiven whatever the crime committed / reconciliation and giving forgiveness are difficult, but spiritually fulfilling / it is more beneficial to the individual to forgive than to harbour resentment, 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 Relationships and Lifestyle**(a) Explain reasons why some Jews divorce.****Target: Knowledge and understanding of some of the reasons why Jews divorce**

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:

Some Jews divorce because they grow apart as they grow older / they may fall out of love with each other / they may not have the same interests anymore / there may be money worries / there may be unemployment / or illness / there may be adultery / the couple may not trust each other any more / there may be differences of opinion on raising a family / the couple's children may cause the couple stress / there may be alcohol or substance abuse / gambling issues / domestic violence / mental health issues / Judaism allows married couples to divorce, etc.

Maximum of Level 4 if only one reason discussed.

[6 marks] AO1

(b) 'It is better for their children if Jewish married couples stay together.'

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

Target: Evaluation of whether a Jewish couple should stay together for the sake of the children

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

In Judaism the family unit is the basis of community / the unhappiness caused by a divorce affects the whole family unit / Jewish parents are expected to be good role models for their children / this includes showing commitment and staying together when times are difficult / Jewish couples are encouraged to seek guidance to help make their marriage work / Judaism does not see divorce as a good thing / two people can give their children more time and attention than one person / two parents provide a greater sense of stability for their children, etc.

Other views

Separating or divorcing may be in the best interests of the children / for instance if there is abuse or violence between the couple / parents may provide a bad role model to their children if they are constantly arguing or are violent to each other, etc.

[6 marks] AO2

(c) Explain Jewish attitudes to sex outside marriage.**Target: Knowledge and understanding of Jewish attitudes to sex outside marriage**

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:

Judaism does not approve of sex outside marriage / marriage is the appropriate setting for a sexual relationship within Judaism / this is where sexual desire is controlled and channelled / the commandment not to commit adultery means that a Jewish couple should be faithful to one another / Jewish law demands that a husband should divorce his wife if she is unfaithful / sex before marriage is also not approved of / homosexuality is forbidden in the Torah, etc.

[6 marks] AO1

(d) ‘As long as people don’t harm others, it is up to them how they live their lives.’

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

Target: Evaluation of personal freedom in lifestyle choices

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**

Rabbi Hillel famously said ‘What is hateful to yourself, do not do to your fellow man. That is the whole Torah the rest is just commentary. Go and study it.’ / the Golden Rule is the basics of all ethics in Judaism / kindness to others is a clear principle of Judaism / modern society allows a considerable amount of personal freedom / Judaism teaches that people have free will/ Judaism should adapt to modern times / the commandments were written in ancient times and need to be reinterpreted in the light of modern lifestyle choices, etc.

Other views

Judaism has 613 mitzvot most of which Jews are expected to keep / why would God lay down these commandments if He didn’t want them to be followed? / God expects the Jews to be an example to others / Judaism has a clear set of rules for life to follow / there are many potential ethical choices for Jews living in today’s world that go against Jewish teachings e.g. recreational drug use, drunkenness, use of porn, failure to help others in need and fulfil responsibilities / Jews also have a responsibility not to harm themselves / there is a difference between ‘doing no harm’ and making an active positive difference to the world / Jews are commanded to set an example to other nations, 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>