

Surname					Other Names				
Centre Number					Candidate Number				
Candidate Signature									

For Examiner's Use

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
JUNE**

**RELIGIOUS STUDIES (SPECIFICATION A) (405010)
RELIGIOUS STUDIES (SPECIFICATION A) (SHORT COURSE)**



UNIT 10 JUDAISM

SPECIMEN PAPER

For this paper you must have:

- an insert containing Part B questions (enclosed).

Time allowed: 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **five** questions.
Part A Answer **all** questions in Part A in the spaces provided in this booklet.
Part B Answer **either** Question B5 **or** Question B6. Write your answer to **either** Question **B5 or** Question **B6** on pages 10 to 16 of this booklet.
- Do all rough work in this booklet. Continuation sheets are provided for this purpose on pages 15 and 16.
- You must answer the questions in the spaces provided. Answers written in the margins or on blank pages will not be marked.
- If you use any additional answer sheets, tie them loosely to the back of this booklet.
- Do **not** write on the insert. Any work on the insert will **not** be marked.
- Do **not** place the insert into the answer booklet at the end of the examination.
- You must **not** use a Bible.

Information

- The maximum mark for this paper is 76.
- Four of these marks are for Spelling Punctuation and Grammar.
- Spelling, Punctuation and Grammar will be assessed in Questions B5 and B6. The marks available for Spelling, Punctuation and Grammar (**SPaG**) are shown in *italics* for each question.
- You will be marked on your ability to use English, to organise information clearly and to use specialist vocabulary where appropriate.
- The marks for questions are shown in brackets.

PART A

Answer **all** questions in this part in the spaces provided.

A1 The Synagogue

Look at the photograph below.



(a) Describe how the Ark is used in synagogue worship.

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(2 marks)

(b) Explain how a synagogue is used by its Jewish community.

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(4 marks)

(c) 'Worship in the synagogue is the most important part of Jewish life.'

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

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(6 marks)

Turn over ►

A2 Family Life

(a) Explain the importance of the Jewish mourning period known as shiva.

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(4 marks)

(b) Explain why a Jewish baby boy is circumcised.

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(2 marks)

(c) 'Rules and customs in the home strengthen Jewish family life.'

What do you think? Explain your opinion.

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(3 marks)

(d) Explain what happens at a Bar Mitzvah ceremony.

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(4 marks)

Turn over ►

A3 Beliefs and Sources of Authority

(a) Explain what Jews believe will happen in the Messianic Age.

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(3 marks)

(b) 'For Jews, God's covenant with Abraham was the most important covenant of all.'

What do you think? Explain your opinion.

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(3 marks)

(c) 'The Torah and Talmud are too old to be helpful to Jews today.'

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

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(6 marks)

Turn over ►

A4 Personal Lifestyle

Look at the photograph below.



(a) Explain the importance of a mezuzah for Jews.

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(3 marks)

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
JUNE**

**RELIGIOUS STUDIES (SPECIFICATION A) (405010)
RELIGIOUS STUDIES (SPECIFICATION A) (SHORT COURSE)**



UNIT 10 JUDAISM

INSERT

M/Jun/INSERT Unit 10

PART B

Do **not** write on the insert. Any work on the insert will **not** be marked.

Do **not** place the insert into the answer booklet at the end of the examination.

Answer **either** Question **B5** or Question **B6** on pages 10 to 16.

There are 28 marks available.

Four of these marks are for spelling, punctuation and grammar.

EITHER

B5 Festivals and Pilgrimage

- (a) Explain the importance of Pesach. *(4 marks)*
- (b) Explain how Shabbat helps Jews to understand God. *(4 marks)*
- (c) 'Rosh Hashanah and Yom Kippur are the most important festivals for Jews.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. *(6 marks)*

- (d) (i) Explain why Jews visit Yad Vashem. *(4 marks)*
- (d) (ii) 'To visit the Western Wall is the highlight of a Jew's life.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. *(6 marks)*

SPaG *4 marks*

TOTAL MARKS FOR THIS QUESTION: ***(28 marks)***

OR

B6 Justice and Equality

(a) Explain Jewish teaching on prejudice. *(4 marks)*

(b) Explain how Progressive Judaism (Reform and Liberal) has changed the role of women in the synagogue. *(4 marks)*

(c) (ii) Explain Jewish attitudes to suffering. *(6 marks)*

(c) (ii) 'The Holocaust, though terrible, has strengthened the Jewish faith.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. *(4 marks)*

(d) 'Suffering in the world is caused by people, not God.'

Do you agree? Give reasons for your answer, showing that you have thought more than one point of view. *(6 marks)*

SPaG *4 marks*

TOTAL MARKS FOR THIS QUESTION: *(28 marks)*

END OF QUESTIONS

Pages 10 to 16 of the question paper answer booklet will be lined pages

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General Certificate of Secondary Education

Religious Studies
Full or Short Course
Specification A

Unit 10 Judaism

Specimen Mark Scheme
June series

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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Methods of Marking

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

1. If you have any doubts about the mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
3. Remember, you must **always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material that is irrelevant to the question or to the stated target, however impressive that material might be.
5. If a one-word answer is required and a list is given, take the first answer (unless this has been crossed out).
6. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the candidate nearer those who have given a correct answer or those who have little idea?'
7. Read the information on the following page about using Levels of Response mark schemes.
8. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
9. No half marks or bonus marks are to be used under any circumstances.
10. Remember, the key to good and fair marking is **consistency**. Do **not** change the standard of your marking once you have started.

Marking using CMI+

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

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

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

Levels of Response Marking

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of candidates' 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 candidate demonstrates knowledge, understanding and / or evaluation at a certain level, he / she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (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 candidate's response.

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

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 candidates 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 candidate 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.

In addition, marks for spelling, punctuation and grammar will be awarded in Questions B5 and B6.

Assessment of Spelling Punctuation and Grammar

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	Candidates 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	Candidates 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	Candidates 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>

PART A

A1 The Synagogue

- (a) Describe how the Ark is used in synagogue worship.

Target: Knowledge of Jewish worship and features of the synagogue

Candidates may include some of the following points:

Points the congregation towards Jerusalem / houses the Torah Scrolls / represents golden box in the Temple which kept the Ten Commandments / opened on Yom Kippur as gates of heaven, 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 how a synagogue is used by its Jewish community.

Target: Understanding of how a synagogue is used by its Jewish community

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

Candidates may include some of the following points:

For congregational worship / celebration of rites of passage / social centre for the elderly, young / venue for visiting speakers / centre for instruction classes / rabbi available for advice / may have a mikveh / meeting place for a Bet Din, etc.

(4 marks)

AO1

(c) 'Worship in the synagogue is the most important part of Jewish life.'

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

Target: Evaluation of the relative importance of synagogue worship

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
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. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
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.	6 marks	

Candidates may include some of the following points:

Agree

Worship of God – basic requirement in the Commandments / expression of relationship between God and individual through congregational worship / synagogue best place to feel part of a community / atmosphere conducive to worship / quiet place for prayer.

Other views

Worship can take place privately at home / the synagogue is often a social meeting place even during services / keeping the festivals at home and instructing one's children in the Jewish religion and culture is more important for the continuity of Judaism.

(6 marks) AO2

A2 Family Life

(a) Explain the importance of the Jewish mourning period known as shiva.

Target: Knowledge and understanding of the importance of Jewish mourning customs

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

Candidates may include some of the following points:

Assists the gradual process of mourning / allows people time to remember the one who has died / enables community to support the bereaved / helps the bereaved to come to terms with a new situation / allows the family time together.

(4 marks) AO1

(b) Explain why a Jewish baby boy is circumcised.

Target: Knowledge and understanding of the significance of circumcision (Brit Milah)

Candidates may include some of the following points:

A sign of the relationship with God / symbol that the child will be brought up as a Jew / symbol of the covenant with Abraham / devotion to the faith / importance of the creative part of a human body, 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

(c) 'Rules and customs in the home strengthen Jewish family life.'

What do you think? Explain your opinion.

Target: Evaluation of the impact of ritual on Jewish 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.	3 marks

Candidates may include some of the following points:

Rules help people understand belief and the importance of actions / people sharing ceremonies grow together in understanding each other / a routine helps.

(3 marks) AO2

(d) Explain what happens at a Bar Mitzvah ceremony.

Target: Knowledge and understanding of the Bar Mitzvah ceremony

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

Candidates may include some of the following points:

On Shabbat following a boy's 13th birthday / he attends synagogue and is called to recite a blessing / reads section of the Sidra in Hebrew / friends and relatives attend / after the reading his father may recite / thanks God for gift of son / reached maturity, responsible for his own actions / rabbi blesses the boy and congratulates him / boy declares he will accept his religious obligations.

(4 marks) AO1

A3 Beliefs and Sources of Authority**(a) Explain what Jews believe will happen in the Messianic Age.****Target: Knowledge and understanding of Jewish hopes for the Messianic Age**

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Candidates may include some of the following points:

All people will worship the one true God / Jews will return to Israel / world will be made perfect / people will live in harmony, at peace / there will be tolerance between races and faiths / swords will be turned into ploughshares / spears into pruning hooks / the lion will lie down with the lamb / morality will be restored / God's Kingdom on earth / Temple rebuilt / Judgement.

(3 marks)**AO1****(b) 'For Jews, God's covenant with Abraham was the most important covenant of all.'****What do you think? Explain your opinion.****Target: Evaluation of the importance of the covenant with Abraham**

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.	3 marks

Candidates may include some of the following points:

Assurance of continuation of the race / promise of land / change of name / blessing and curse.

Covenant with Moses very important / giving of the law, etc.

(3 marks)**AO2**

(c) 'The Torah and Talmud are too old to be helpful to Jews today.'

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 Torah and Talmud in modern Judaism

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
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. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
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.	6 marks	

Candidates may include some of the following points:

Agree

Torah over 2000 years old, Talmud nearly 2000 years old / written in a pre-industrial, pre-scientific / time of a patriarchal society / do not comment on modern living drugs, abortion, green fuel / homophobic, etc.

Other views

Contain many positive commands to help the less fortunate, e.g. stranger, weak, poor with compassion / Torah contains the 10 Commandments / a good basis for peaceful society / rabbis still use both for giving advice / making decisions / important basic principles, etc.

(6 marks)

AO2

A4 Personal Lifestyle**(a) Explain the importance of a mezuzah for Jews.****Target: Knowledge and understanding of the importance of the mezuzah**

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Candidates may include some of the following points:

Obeying the command in Deuteronomy 6.9 'And ye shall write them upon the doorposts of thy house and upon thy gates' / a Jew touches the mezuzah case when entering or leaving the home / reminder of the continuing presence of God and the need to obey God's laws / God will bless them as part of the Covenant / visible sign of being Jewish / symbol of unity and solidarity / contains Shema.

(3 marks)**AO1**

(b) 'Keeping the Jewish laws in everyday life is not possible today.'

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

Target: Evaluation of the difficulties of keeping Jewish laws

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
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. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
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.	6 marks	

Candidates may include some of the following points:

Agree

Some of the laws could only be kept in the Temple – so not today / in modern society some laws are no longer credible (death by stoning for homosexuality) / Torah and Talmud too demanding / some areas no kosher facilities / difficult to keep Shabbat, etc.

Other Views

A committed Jew will try to keep all the commandments both religious and moral / will organise home and work life to suit / has the self-discipline to carry out all the commandments / reverence for the history of the faith.

(6 marks)

AO2

- (c) Give two ways in which a Jewish kitchen is organised to follow Jewish dietary laws.

Target: Knowledge of dietary laws

Two sets of cutlery, two sets of crockery – separate milk / meat.
 Double sinks so that milk and meat utensils can be washed separately.
 Separate tea-cloths, separate storage areas. Colour coding may be used.
 Wooden slat for draining blood from salted meat.

1 mark for each of two ways.

(2 marks)

AO1

PART B

B5 Festivals and Pilgrimage

- (a) Explain the importance of Pesach.

Target: Knowledge and understanding of the importance of Pesach

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

Candidates may include some of the following points:

Celebration of freedom / birth of a nation / God in control of history / national solidarity / remind people to rely on God / family celebration, etc.

Wine: 4 cups of red wine / 4 promises of freedom.

Salt water: tears of the slaves in Egypt.

Haroset: the mud for bricks.

Bitter herbs: bitterness of slavery.

Karpas: dipped into salt water to-dipping hyssop in the blood of the Pesach sacrifice.

Cup of Elijah: Elijah to bring in the Messianic Age.

3 Matzot: unleavened bread (half of middle one hidden for children).

Burnt egg and shank bone: represent Temple sacrifices.

Allow up to two marks for just a list of the importance of different foods.

(4 marks)

AO1

(b) Explain how Shabbat helps Jews to understand God.

Target: Knowledge and understanding of the significance of the Shabbat

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

Candidates may include some of the following points:

God created the universe and then rested / chose Israel as his special people / God is a law-giver – observance of the last act of rest by observing the 7th day as one of rest / God rewards / blesses the good and punishes the wicked / humans are dependent on God for all that is good / they have powers God gave / God gives light / Shabbat is God's gift / God is a deliverer – the second reason for Shabbat (Deuteronomy) – to remember the Exodus.

(4 marks) AO1

(c) 'Rosh Hashanah and Yom Kippur are the most important festivals for Jews.'

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

Target: Evaluation of different festivals and their importance

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
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. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
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.	6 marks	

Candidates may include some of the following points:

Agree

The two festivals represent a new beginning / need for forgiveness of sins / a chance to repent / a period of time to ask for forgiveness and to forgive others / most serious period of time in the year / High Holy Days, 10 Days of Penitence / 25 hour fast on Yom Kippur is observed by Jews who do not observe their religion at other times, etc.

Other views

Shabbat is the queen of the festivals / Passover – God's deliverance of the Jews, the promises of salvation and the making of Israel as the 'Chosen People' / repentance of sins should not happen only at one set time, etc.

(6 marks)

AO2

(d)(i) Explain why Jews visit Yad Vashem.

Target: Knowledge and understanding of the significance of Yad Vashem

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

Candidates may include some of the following points:

To remind them of the suffering of Jews / a personal pilgrimage – to remember a family member who died in the Holocaust / to show respect / to remember those who died because of their faith / to pray for peace.

(4 marks)

AO1

(d)(ii) 'To visit the Western Wall is the highlight of a Jew's life'

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

Target: Evaluation of the significance of a place of pilgrimage

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
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. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
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.	6 marks	

Candidates may include some of the following points:

Agree

Jerusalem as most important city / 'next year in Jerusalem' prayer / symbol of the Jewish faith / reminder of the whole history of Jewish people, etc.

Other views

In terms of life, there may be other more significant events, e.g. Bar Mitzvah of children / some Jews cannot visit Jerusalem – health, money, opportunity / does not affect the faith / relationship with God more important, etc.

(6 marks)

AO2

B5 Spelling, punctuation and grammar

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

High performance	Candidates 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	Candidates 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	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>

B6 Justice and Equality**(a) Explain Jewish teaching on prejudice.****Target: Knowledge and understanding of Jewish teaching on prejudice**

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

Candidates may include some of the following points:

Jews believe all human beings are a part of God' plan / God made man in his own image / to treat someone as inferior would deny God's creation / racial differences do not affect a person's value before God / Jews chosen for responsibility not for privilege / all can serve God / Jews work with and employ non-Jews.

(4 marks)**AO1****(b) Explain how Progressive Judaism (Reform and Liberal) has changed the role of women in the synagogue.****Target: Understanding of different attitudes to the role of women**

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

A woman may become a rabbi / may sit in the congregation with men / may carry the Torah scrolls to and from the Ark / are allowed to read from the Torah / in some synagogues women wear tallit and tefillin.

(4 marks)**AO2**

(c)(i) Explain Jewish attitudes to suffering.

Target: Understanding of the Jewish attitudes to suffering

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

Candidates may include some of the following points:

Teaching from the Book of Job considers two explanations:

1. suffering is a test of faith, or
2. a punishment for sin prompting Jews to return to God.

Neither is seen by Job as a successful explanation.

Evil deeds are brought about by human free will / humans free to choose between good and evil / Jews still have a duty to relieve and oppose suffering / suffering is a part of life, part of God's plan / no explanation for the well-being of the wicked or the sufferings of the righteous / not to have known suffering is not to be truly human.

(4 marks)

AO1

(c)(ii) 'The Holocaust, though terrible, has strengthened the Jewish faith.'

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

Target: Evaluation of the effects of the Holocaust on the Jewish faith

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
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. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
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.	6 marks	

Candidates may include some of the following points:

Agree

The dead are not forgotten / memorials, films, books, museums, special days / many kept their religious beliefs in horrific adversity / survived to carry on the religion / led to the recognition of the State of Israel / always in the collective consciousness / Evoked sympathy and less prejudice / movement away from inter-marriage / unity in adversity, etc.

Other views

Every life lost had a future which was never realized / loss of belief in God / appalling barbarism – difficult to believe in a loving caring God / pointless death / fewer Jews left to carry on the faith, etc.

(6 marks)

AO2

(d) 'Suffering in the world is caused by people, not God.'

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

Target: Evaluation of the origins of suffering

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
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. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
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.	6 marks	

Candidates may include some of the following points:

Agree

People often blame God when evil happens or people suffer / often the suffering is caused by human beings / they have the free will to choose / free will is misused / humans create famine, wars, pollution, poverty, etc.

Other views

Many people are aware of the responsibilities given by God / try to prevent wars, relieve suffering, and help the poor and the sick / take the role God has given them seriously / choose good instead of evil / the power of God is questioned / human beings do not cause natural disasters.

(6 marks)

AO2

B6 Spelling, punctuation and grammar

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

High performance

Candidates 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.

(4 marks)

Intermediate performance

Candidates 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.

(2-3 marks)

Threshold performance

Candidates 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.

(1 mark)

Assessment Objectives Grids: GCSE Religious Studies Specification A Unit 10 Judaism

Question	Assessment Objectives		Specification Section	Marks
	AO1	AO2		
A1 (a)	2		2. Synagogue and Worship	2
A1 (b)	4		2. Synagogue and Worship	4
A1 (c)		6	2. Synagogue and Worship	6
A2 (a)	4		5. Family Life	4
A2 (b)	2		5. Family Life	2
A2 (c)		3	5. Family Life	3
A2 (d)	4		5. Family Life	4
A3 (a)	3		3. Beliefs and Sources of Authority	3
A3 (b)		3	3. Beliefs and Sources of Authority	3
A3 (c)		6	3. Beliefs and Sources of Authority	6
A4 (a)	3		4. Personal Lifestyle	3
A4 (b)		6	4. Personal Lifestyle	6
A4 (c)	2		4. Personal Lifestyle	2
B5 (a)	4		3. Festivals and Pilgrimage	4
B5 (b)	4		3. Festivals and Pilgrimage	4
B5 (c)		6	3. Festivals and Pilgrimage	6
B5 (d) (i)	4		3. Festivals and Pilgrimage	4
B5 (d)ii		6	3. Festivals and Pilgrimage	6
B6 (a)	4		6. Justice and Equality	4
B6 (b)	4		6. Justice and Equality	4
B6 (c) (i)		6	6. Justice and Equality	6
B6(c)(ii)	4		6. Justice and Equality	4
B6 (d)		6	6. Justice and Equality	6
Total	36	36		
			SPaG	4
			TOTAL	76

Mark Allocation: Assessment Objectives

Assessment Objectives	Part A	Part B	Totals
AO1	24	12	36
AO2	24	12	36
Total	48	24	72

Mark Allocation: Specification Section

Specification Section	Part A	Part B	Totals
1 Beliefs and Sources of Authority	12	0	12
2 The Synagogue and Worship	12	0	12
3 Festivals and Pilgrimage	0	24*	24*
4 Personal Lifestyle	11	0	11
5 Family Life	13	0	13
6. Justice and Equality	0	24*	24*
SPaG	0	4	4
Total	48	28	76

*Candidates make a choice between Questions 5 and 6 and this influences the Specification section from which the marks are drawn.