

Surname					Other Names				
Centre Number					Candidate Number				
Candidate Signature									

For Examiner's Use

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
JUNE**

**RELIGIOUS STUDIES (SPECIFICATION A) (405011)
RELIGIOUS STUDIES (SPECIFICATION A) (SHORT COURSE)**



UNIT 11 JUDAISM: ETHICS

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 Law and The Environment

- (a) Give **two** of the Ten Commandments which refer to how people should respect God.

1.....

2.....

(2 marks)

- (b) What is stewardship?

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(2 marks)

A2 Crime and Punishment

Look at the aims of punishment given below.

<p>Deterrence Protection Reformation Reparation Retribution</p>
--

(a) Choose **two** of the five aims of punishment and explain their meaning.

1st aim.....

Meaning.....

.....

2nd aim.....

Meaning.....

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(4 marks)

(b) Explain ways in which the following punishments are designed to help the offender:

community service.....

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a fine.....

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(4 marks)

A3 Conflict and Suffering

Look at the photograph below.



(a) What is reconciliation?

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(2 marks)

A4 Life and Death

(a) What is meant by the 'sanctity of life'?

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(2 marks)

(b) 'A Jew would never agree to euthanasia.'

What do you think? Explain your opinion.

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(3 marks)

(c) Explain Jewish beliefs about the immortality of the soul.

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(4 marks)

(d) 'Jews should allow a baby to be conceived to save the life of an older brother or sister.'

What do you think? Explain your opinion.

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(3 marks)

Turn over ►

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
JUNE**

**RELIGIOUS STUDIES (SPECIFICATION A) (405011)
RELIGIOUS STUDIES (SPECIFICATION A) (SHORT COURSE)**



UNIT 11 JUDAISM: ETHICS

INSERT

M/Jun/INSERT TO Unit 11

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 Wealth and Poverty

B5 (a) Explain **one** way in which tzedaka (charity) may be practised. (2 marks)

B5 (b) 'Jews have a duty to support people in their own country – not those living abroad.'

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

B5 (c) (i) Explain the work of World Jewish Relief. (6 marks)

B5 (c) (ii) Why do Jews support organisations which work to relieve poverty? Refer to religious teaching in your answer. (4 marks)

B5 (d) 'People should help themselves and not rely on long term aid.'

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. (6 marks)

SPaG 4 marks

TOTAL MARKS FOR THIS QUESTION: (28 marks)

OR

B6 Relationships

B6 (a) (i) Give **two** of the Ten Commandments which refer to family relationships. (2 marks)

B6 (a) (ii) 'Parents should expect their children to look after them in their old age.'

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. (6 marks)

B6 (b) Explain the purposes of Jewish marriage. (4 marks)

B6 (c) Explain the procedure which Jews follow when divorcing. (6 marks)

B6 (d) 'Jews should never divorce.'

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)

END OF QUESTIONS

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

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Question A3 Source A Geldart, *Judaism*, Heinemann (2000) / ZEFA Pictures



General Certificate of Secondary Education

Religious Studies
Full or Short Course
Specification A

Unit 11 Judaism: Ethics

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 Law and The Environment

- (a) Give two of the Ten Commandments which refer to how people should respect God.

Target: Knowledge of the Ten Commandments

Candidates may include some of the following points:

You shall have no other gods.

You shall not make an idol / bow down to idol.

You shall not misuse the name of the Lord.

Remember the Sabbath day by keeping it holy.

Honour your father and mother (allow this because of the reference to living long in the land God has given you).

Any two of the above for two marks.

(2 marks) AO1

- (b) What is stewardship?

Target: Understanding of stewardship

Candidates may include some of the following points:

Proper exercise of responsibility for something – often on behalf of someone else, e.g. God made the world and everything in it – humans are expected to look after it.

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) 'It is never right to experiment on animals.'

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 Jewish attitudes to animal rights

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

Life created by God / inflicting unnecessary pain is strictly forbidden / the stewardship of humans in relation to animals / cruel sports / Jews are told to look after animals well – Jewish morality includes kindness to animals.

Other views

Humans have more value than animals – humans not thought of as animals in Judaism / experiments allowed if no other way of fighting disease is possible / are more important, but more responsible / treatment of animals must be humane / animals should be shown consideration / pain should be limited.

(6 marks)

AO2

A2 Crime and Punishment

- (a) Choose two of the five aims of punishment and explain their meaning.

Target: Knowledge and Understanding of the aims of punishment

Candidates may include some of the following points:

Deterrence – to prevent the person or others from offending.

Protection – to protect the public from the criminal or the crime.

Reformation – to change the attitude and behaviour of an offender.

Reparation – to make amends for the wrong one has done, by helping those wronged.

Retribution – to be paid back for the wrong done. Allow to have revenge.

Two marks for two aims of punishment and two for an explanation of the meaning of each.

(4 marks) AO1

- (b) Explain ways in which the following punishments are designed to help the offender:

**community service,
a fine.**

Target: Knowledge and understanding of the impact of punishments

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:

Community service

Provides an opportunity to make a positive contribution / to understand how victims may feel / to appreciate the needs of the society / to experience success in achieving something.

Fine

To deter someone from committing the crime again / to appreciate that actions have consequences / to make recompense for injury or loss.

(4 marks) AO1

(c) 'The death penalty (capital punishment) is supported by Jews.'

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

Target: Evaluation of Jewish beliefs about Capital Punishment

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

Evidence of capital punishment in the Torah / Jews expect laws to be obeyed / deterrent for others / Ten Commandments – means do not murder, do not kill / not for hatred of offender / to educate people regarding severity of the offence.

Other views

Ten Commandments – do not kill / God gave life – only God should take it away / could kill an innocent person / need to be certain of guilt – confession and circumstantial evidence not enough / view regarding capital punishment is dependent on the state of society at the time / in practice Jewish courts have given the death sentence very rarely.

(6 marks)

AO2

A3 Conflict and Suffering

(a) What is reconciliation?

Target: Understanding of Reconciliation

Candidates may include some of the following points:

Restore relationships with God / dependent on true repentance / coming closer to God / need to ask for forgiveness from God or the person.

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) 'Jews do not believe in pacifism.'

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

Target: Evaluation of Jewish beliefs about pacifism

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

Killing means murder not fighting to protect rights / Jewish nation has suffered and been persecuted – needs to fight to survive / duty to protect family / duty to save one's own life.

Other views

Exodus 20 – Do not kill / the Talmud: 'What is harmful to yourself do not do to your fellow men / duty of Jews to minimize violence / non-violent methods preferred / tactical pacifism practised.

(6 marks)

AO2

(c) Explain what actions might be taken by Jews or others to prevent anti-Semitism.

Target: Knowledge and understanding of 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:

Understanding of prejudice and discrimination / education to promote tolerance / ignorance overcome by life in multi-cultural society / promotion of understanding of suffering and its effects / campaign / protest / ensure law protects.

(4 marks) AO1

A4 Life and Death

(a) What is meant by the ‘sanctity of life’?

Target: Knowledge of the term ‘sanctity of life’

Candidates may include some of the following points:

Life is sacred / holy / of value to God / a gift from God.

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) ‘A Jew would never agree to euthanasia.’

What do you think? Explain your opinion.

Target: Evaluation of Jewish attitudes towards euthanasia

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:

God gives life / God should take it / regarded as homicide / no exceptions / but freedom to withdraw something which artificially prolongs life / pain relief which hastens death may be given, but not to cause it / cannot kill oneself or ask others to be involved in order to save oneself from pain / acceptable to ask God to end pain and suffering.

(3 marks) AO2

(c) Explain Jewish beliefs about the immortality of the soul.

Target: Knowledge and understanding of Jewish beliefs about the immortality of the soul

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:

Many different beliefs / communion with God / personality lives on / resurrection / life a preparation for existence with God / a state of happiness / live on in the lives of descendants / scripture indicates that little can be known of death.

(4 marks) AO1

(d) ‘Jews should allow a baby to be conceived to save the life of an older brother or sister.’

What do you think? Explain your opinion.

Target: Evaluation of Jewish attitudes to issues relating to ‘saviour’ siblings

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:

Some Jews have spoken in favour of this policy, e.g. new embryo research bill.

Interfering with God’s plan / using God-given scientific knowledge / saving life is an important principle.

(3 marks) AO2

PART B

B5 Wealth and Poverty

- (a) Explain one way in which tzedaka (charity) may be practised.**

Target: Knowledge and understanding of tzedaka (righteousness)

Candidates may include some of the following points:

Giving to a person without them knowing / making an interest-free loan with no expectation of it being repaid / donating to long term relief projects.

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) 'Jews have a duty to support people in their own country – not those living abroad.'

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

Target: Evaluation of Jewish attitudes to poverty

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 in their own country are their immediate neighbours / a greater understanding of the needs and requirements of those at home / needs can be targeted more exactly / impact of help more easily assessed / synagogue is a community whose members have duties to each other.

Other views

The needs of Jews abroad may be greater / facing persecution / involved in conflict areas / subject to disasters / those with wealth must share with the poor / all equally children of God / wealth at home may be substantially more than wealth in countries assisted.

(6 marks) AO2

(c)(i) Explain the work of Jewish World Relief.

Target: Knowledge of the work of World Jewish Relief

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
Level 5	A detailed answer with some analysis, as appropriate.	5 marks
Level 6	A full and coherent answer showing good analysis, as appropriate.	6 marks

Candidates may include some of the following points:

Supports the elderly / children / community projects / refugees / disaster relief and development.

Can help by sponsoring child / legacies / volunteering / gift aid / twinning bar / bat mitzvah / taking part in projects abroad in many countries where there are Jews.

(6 marks) AO1

(c)(ii) Why do Jews support organisations which work to relieve poverty? Refer to religious teaching in your answer.

Target: Understanding of Jewish attitudes to poverty and wealth

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:

Serving God / all equal in God's eyes / laws protect the poor / tithing – old tradition / wealth given by God – a responsibility.

(4 marks)

AO1

(e) 'People should help themselves and not rely on long term aid.'

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 Jewish attitudes to giving

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 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	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	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.	6 marks	

Candidates may include some of the following points:

Agree

Jews want people to be independent / danger of making dependency worse / charity can boost egos / can stop people from motivating themselves / a being 'done to' mentality – leads to resentment.

Other views

People are usually consulted / some are in no position to put in appropriate investment / are incapable of making a difference without help / Jewish community has a history of helping each other / may accept help from other Jews more easily than others.

(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 Relationships

(a)(i) Give two of the Ten Commandments which refer to family relationships.

Target: Knowledge of the Ten Commandments

Candidates may include some of the following points:

Honour your father and mother.

Do not commit adultery.

Allow do not covet your neighbour's wife.

1 mark for a superficial comment or a single point.

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

(2 marks)

AO1

(a)(ii) 'Parents should expect their children to look after them in their old age.'

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 Jewish attitudes to family relationships

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

Honour your father and mother / responsibility of children / the wisdom of the elderly respected / strong sense of extended family.

Other views

Parents want to bring up their children to be independent / God will provide for those who trust in him / individual responsibility for their future.

(6 marks)

AO2

(b) Explain the purposes of Jewish marriage.

Target: Knowledge and understanding of the purposes of Jewish marriage

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 have children / to develop individual's personality / to place sex within a stable relationship / give happiness to both / face trouble together / spiritual fulfilment / part of God's plan.

(4 marks) AO1

(c) Explain the procedure which Jews follow when divorcing.

Target: Knowledge and understanding of Jewish divorce procedures

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
Level 5	A detailed answer with some analysis, as appropriate.	5 marks
Level 6	A full and coherent answer showing good analysis, as appropriate.	6 marks

Candidates may include some of the following points:

Apply to the bet din / hearing in front of judges and witnesses / get issued / detailed document / kept by bet din / follows civil divorce / in Jewish law still married unless get issued.

(6 marks) AO1

(e) 'Jews should never divorce.'

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

Target: Evaluation of Jewish attitudes to marriage and divorce

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

Marriage is for life / partners given by God / will try to keep things together / marriage has been sanctified / faithfulness, loyalty and respect expected / couple will be supported by the community / encouraged to work out their problems.

Other views

Divorce may be necessary / Torah gives permission / Deuteronomy sets the legal procedure / accepts grounds of marriage breakdown / pragmatic approach – no point in keeping an unhappy marriage going.

(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.	<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>

Assessment Objectives Grids: GCSE Religious Studies Specification A Unit 11 Judaism: Ethics

Question	Assessment Objectives		Specification Section	Marks
	AO1	AO2		
A1 a	2		The Law	2
A1b	2		The Environment	2
A1c		6	The Environment	6
A2a	4		Crime and Punishment	4
A2b	4		Crime and Punishment	4
A2c		6	Crime and Punishment	6
A3a	2		Conflict and Suffering	2
A3b		6	Conflict and Suffering	6
A3c	4		Conflict and Suffering	4
A4a	2		Life and Death	2
A4b		3	Life and Death	3
A4c	4		Life and Death	4
A4d		3	Life and Death	3
EITHER				
B5a	2		Wealth and Poverty	2
B5b		6	Wealth and Poverty	6
B5c (i)	6		Wealth and Poverty	6
B5c (ii)	4		Wealth and Poverty	4
B5d		6	Wealth and Poverty	6
OR				
B6a (i)	2		Relationships and Lifestyle	2
B6a (ii)		6	Relationships and Lifestyle	6
B6b	4		Relationships and Lifestyle	4
B6c	6		Relationships and Lifestyle	6
B6d		6	Relationships and Lifestyle	6
Total	36	36		
			SPaG	4
			TOTAL	76

Mark Allocation: Assessment Objectives

Assessment Objectives	Section/Part A	Section/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 The Environment	10	0	10
2 Crime and Punishment	14	0	14
3 Conflict and Suffering	12	0	12
4 Life and Death	12	0	12
5 Wealth and Poverty	0	24*	24*
6 Relationships and Lifestyle	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.