



General Certificate of Secondary Education  
2013

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## Religious Studies

Paper 7

World Religions: Judaism

[GRS71]

TUESDAY 21 MAY, AFTERNOON

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# MARK SCHEME

## General Marking Instructions and Mark Grids

### Introduction

Mark schemes are intended to ensure that the GCSE examination is marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria that they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these marking instructions.

### Assessment objectives

Below are the assessment objectives for GCSE Religious Studies.

Candidates must:

- describe, explain and analyse, using knowledge and understanding (AO1); and
- use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints (AO2).

AO1 and AO2 are interrelated and connections must be made.

### Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

### Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

### Positive marking

Examiners must be positive in their marking, giving appropriate credit for description, explanation and analysis, using knowledge and understanding and for the appropriate use of evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints. Examiners should make use of the whole of the available mark range of any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

### Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

### Types of mark scheme

Mark schemes for questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

## Levels of response

Questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the “best fit” bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

## Quality of written communication

Quality of written communication is taken into account in assessing candidates’ responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication. Where the quality of content is not matched by the quality of written communication, marks awarded will not exceed maximum for Level 2.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written response is limited.

Level 2: Quality of written response is satisfactory.

Level 3: Quality of written response is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

### AO1: [5] marks

A [0] mark will be awarded if the answer is inappropriate.

#### Level 1 (Limited) ([1])

The candidate gives a basic answer with limited description, explanation and analysis using little knowledge and understanding. There is only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

#### Level 2 (Satisfactory) ([2]–[3])

The candidate gives a satisfactory answer with appropriate description, explanation and analysis using some knowledge and understanding. There is a reasonable selection and use of an appropriate form of style and writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### **Level 3 (High) ([4]–[5])**

The candidate gives a competent answer with very good description, explanation and analysis using knowledge and understanding throughout. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

### **AO2: [5] marks**

A [0] mark will be awarded if the answer is inappropriate.

### **Level 1 (Limited) ([1])**

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

### **Level 2 (Satisfactory) ([2]–[3])**

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### **Level 3 (High) ([4]–[5])**

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

### **AO2: [10] marks**

A [0] mark will be awarded if the answer is inappropriate.

### **Level 1 (Limited) ([1]–[3])**

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

**Level 2 (Satisfactory) ([4]–[7])**

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Level 3 (High) ([8]–[10])**

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses of an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

## Section A

AVAILABLE  
MARKS

Answer **all** questions.

### 1 Worship

- (a) (i) The Shema.  
(AO1) [1]
- (ii) Skull cap/head covering.  
(AO1) [1]
- (iii) Mezuzah.  
(AO1) [1]
- (iv) Prayer robe or shawl.  
(AO1) [1]
- (v) Tefillin/Tefillah/Phylacteries.  
(AO1) [1]
- (b) Answers may include:
- reminds the person that he or she belongs to a religious community
  - a hat/cap is worn as a sign of respect to God
  - the fringes of the prayer robe symbolise the different laws of God
  - the Tefillah contains extracts from the Scriptures
  - explains how the law is to be applied and obeyed.
- Accept valid alternatives  
Mark in levels  
(AO1) [5]
- (c) Answers may include:
- the heart of religion is loving your neighbour
  - what we wear is irrelevant to the kind of people we are
  - religious clothes are old fashioned.
- On the other hand:
- religious dress is commanded by God
  - some clothing is inappropriate to a religious believer.
- Accept valid alternatives  
Mark in levels  
(AO2) [5]

15

**2 The Synagogue**

- (a) (i) Shabbat/Saturday.  
(AO1) [1]
- (ii) Jerusalem.  
(AO1) [1]
- (iii) The Torah/Scriptures.  
(AO1) [1]
- (iv) Bimah.  
(AO1) [1]
- (v) Rabbi/Chazan/Cantor.  
(AO1) [1]

(b) Answers may include:

- people together remind one of the needs of the community
- people encourage each other to worship
- religion is about community.

On the other hand:

- your worship needs to be personal
- on your own gives you more time for reflection
- to pray on your own shows you are dedicated.

Accept valid alternatives

Mark in levels  
(AO2)

[10]

15

### 3 Jewish Marriage

(a) Answers may include:

- marriage takes place under a huppah
- conducted by a rabbi
- bride and groom fast until after the ceremony
- initial blessings: one in celebration of the joy of marriage
- giving of a ring and the sanctifying of the bride
- reading of the marriage contract
- final blessings
- short private time together
- celebratory feast
- breaking of a glass.

Mark in levels

(AO1)

[5]

(b) Answers may include:

- divorce is accepted as necessary, as the husband and wife decide
- the document of divorce – the Get: names, where and when the divorce took place
- application to a bet din, a rabbinic court, with judges
- get handed to wife by the husband in front of two witnesses (personal representatives can be used).

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- religious people have high moral values
- religious people have more stable marriages
- you can be a good parent without being religious.

Accept valid alternatives

Mark in levels

(AO1)

[5]

15



**4 The Torah**

**(a)** Answers may include:

- the Torah was given by God to Moses
- the Torah is the most important section of the Jewish Scriptures
- the Torah records the origins of the Jewish faith
- the Torah contains the Commandments and the rules that have to be followed.

Accept valid alternatives

Mark in levels

(AO1)

[5]

**(b)** Answers may include:

- rules of the Torah are over 3000 years old
- rules written for a specific culture and time
- some of the rules are irrelevant
- the rules are from God.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

**Section A**

**60**

## Section B

AVAILABLE  
MARKS

### Assessment of Spelling, Punctuation and Grammar

If the answer does not address the question then no SPaG marks are available. If the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

#### Threshold performance [1]

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.

#### Intermediate performance [2]–[3]

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.

#### High performance [4]–[5]

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.

### 5 Rites of Passage

(a) Answers may include:

- reading from the Torah
- family and friends in attendance
- prayers of praise
- use of prayer shawls, etc.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- most now follow all the regulations of Judaism
- marks the transition to adulthood
- parents see their child accept the teachings of Judaism.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- all people are equal before God
- women bring particular skills
- some religions favour men in leadership
- Ruth and Esther as female leaders.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**6 Sukkot**

(a) Answers may include:

- the word “Sukkot” means “booths”, and refers to the temporary dwellings in which Jews are commanded to live during the festival
- celebrated in the autumn
- Jews eat and sleep in the booths
- the Sukkot may be decorated with lights and fruit
- lasts for just over a week
- branches are waved during synagogue service.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Sukkot commemorates the forty-year period during which the children of Israel were wandering in the desert, living in temporary shelters
- agriculturally, Sukkot is a harvest festival
- reminds the Jews of God’s deliverance and of his provision for them in the wilderness
- connects the Jews to their history and to the ancient community that escaped from Egypt
- witnesses to God’s support for them.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- we are becoming a more secular society
- people use religion as an excuse to indulge
- celebration and enjoyment are important to religion
- many people still take the festivals seriously and reflect on their meaning
- some festivals focus on sorrow and repentance not enjoyment.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**7 Call and Covenant**

**(a)** Answers may include:

- at the beginning of Genesis chapter 12, God asked Abram to leave his home and country and he makes Abram three promises: the promise of a relationship with God, numerous descendents and land
- Abraham is the father of the Jewish nation
- Abraham was faithful to God
- God made a covenant with Abraham.

Accept valid alternatives

Mark in levels

(AO1)

[5]

**(b)** Answers may include:

- God promised a land to the Jews
- in this place God would be worshipped and obeyed
- the Jews would keep God's law in God's land
- Israel exists as a place of refuge and safety for Jews.

Accept valid alternatives

Mark in levels

(AO1)

[5]

**(c)** Answers may include:

- God loves everyone
- God does not have favourites
- God may call a group of people to do particular tasks
- if people obey God they are special to him.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**Section B**

**40**

**SPG**

**5**

**Total**

**105**