



*Rewarding Learning*

**General Certificate of Secondary Education  
2014**

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**Religious Studies**

Paper 7

World Religions: Judaism

**[GRS71]**

**TUESDAY 20 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 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**

Answer **all** questions.

**AVAILABLE  
MARKS**

**1 The Sabbath**

- (a) (i) Sunset on Friday  
(AO1) [1]
- (ii) Work  
(AO1) [1]
- (iii) Candles  
(AO1) [1]
- (iv) Peaceful Sabbath  
(AO1) [1]
- (v) Bread (braided)  
(AO1) [1]
- (b) Answers may include:
- The idea of a day of rest comes from the Bible story of the Creation: God rested from creating the universe on the seventh day of that first week
  - Jews often call the day Shabbat, which is Hebrew for Sabbath, and which comes from the Hebrew word for 'rest'
  - A reminder of the Covenant
  - The Sabbath provides time for worship, study and families.
- Accept valid alternatives  
Mark in levels  
(AO1) [5]
- (c) Answers may include:
- The holidays revolve around Christian festivals and others should enjoy the same rights
  - Such a policy discriminates against non-religious people
  - There are too many religious festivals and work would suffer.
- Accept valid alternatives  
Mark in levels  
(AO2) [5]

15

**2 The Law of God**

- (a) (i) Two from Exodus 20: 1–8  
(AO1) [2]
- (ii) Two from Exodus 20: 12–17  
(AO1) [2]
- (iii) Moses  
(AO1) [1]
- (b) There are 10 possible answers, given that there are 10 Commandments.  
Answers should provide supporting arguments for the candidate’s choice.  
Reference may be made to the good of society; protection of the innocent  
and so on. Answers must include reference to a different or contrasting  
viewpoint to achieve the top level award.  
Accept valid alternatives  
Mark in levels  
(AO2) [10]

**AVAILABLE  
MARKS**

15

### 3 The Festival of Yom Kippur

AVAILABLE  
MARKS

(a) Answers may include:

- Yom Kippur begins at sunset
- Before this solemn occasion, some Orthodox Jewish people take a mikveh (ritual bath) to prepare themselves to become more spiritual.
- 25-hour period of fasting and intensive prayer, often spending most of the day in synagogue services
- Yom Kippur is probably the most important holiday of the Jewish year
- Many Jews who do not observe any other Jewish custom will refrain from work, fast and/or attend synagogue services on this day
- Seek forgiveness for wrongs done against God and against other human beings
- The Yom Kippur prayer service includes several unique aspects. One is the actual number of prayer services. Unlike a regular day, Yom Kippur has five prayer services
- The prayer services also include a public confession of sins and remember the sacrifices in the Temple
- Many wear white clothing.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- The name “Yom Kippur” means “Day of Atonement”
- Yom Kippur atones only for sins between man and God, not for sins against another person
- It’s a time when Jews can make up for the wrongs of the past year and make a firm commitment to not do the same bad thing or things again
- To atone for sins against another person, you must first seek reconciliation with that person, righting the wrongs you committed against them if possible. That must all be done before Yom Kippur
- It is a day set aside to “afflict the soul,” to atone for the sins of the past year.
- God’s offer of forgiveness.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Religion centres on God and one’s relationship to him
- Faith is more important than keeping rules, what matters is that you have a living relationship with God
- Rules and regulations are aspects of true faith
- God gives us rules to follow as part of our commitment to him.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

#### 4 Religious Leaders

(a) Answers may include:

- The rabbi is an expert on the Torah
- Leads prayer and worship in the synagogue
- Organizes classes for the young
- Time devoted to study
- Sometimes judges disputes
- Involved in rites of passage.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- A bad example does not undermine the truth of religion
- Religious leaders are human and fallible like others
- Many set good examples, while others do not
- Bad behaviour is covered up by religious institutions.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

**Section A**

**60**

**AVAILABLE  
MARKS**



## Section B

AVAILABLE  
MARKS

### Assessment of Spelling, Punctuation and Grammar

If the candidate does not answer 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 Women in Judaism

(a) Answers may refer to:

- Responsibility that the food laws are kept and that food is ritually clean
- She has the job of ushering in the holy Shabbat by lighting the candles on Friday, in ample time before sunset
- The woman passes on Jewish values and has the responsibility of passing on the teachings of Judaism in the home
- Ensuring the house is ready for festivals, especially Passover.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Sex should be confined to marriage
- Marriage is God's pattern for men and women
- Divorce is allowed
- Contract between husband and wife.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Women tend to be more inclusive and co-operative
- Women have family responsibilities for children
- Some men may not accept a woman in a leadership role
- Men have traditionally been leaders

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

## 6 The Practice of Religion

AVAILABLE  
MARKS

(a) Answers may include:

- Only kosher foods may be eaten
- Rules given in the Torah
- Foods that may be eaten by Orthodox Jews: Chicken, Eggs, Haddock, Cow and Apples
- Foods that may not be eaten by Orthodox Jews: Pig, Vulture, Lobster and Prawns
- Blood must be removed
- All plants are kosher.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Commanded in the Torah
- Prayer sanctifies time and all of life
- A way of honouring God
- Set prayers often used to glorify God
- Some may refer to men wearing the tallit and tefillin.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) 'Daily prayer and worship are completely irrelevant to life today'.

Answers may include:

- The issue of whether prayer makes sense in a world governed by science and natural laws
- There is no real evidence that God exists, hence worship is irrelevant
- Worship of the true God is the most important thing in life
- Prayers are answered
- Prayer changes our attitudes to other people and to situations.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

## 7 The Festival of Pesach (Passover)

(a) Answers may include:

- Some candidates may refer to the preparations: the house must be cleaned from top to bottom to remove any traces of chametz (leaven) from the home
- The Fast of the Firstborn: the day before Passover begins the Fast of the Firstborn is observed
- Seder meal: the highlight of Passover observance takes place on the first two nights, when friends and family gather together for ritual seder meals:
- Seder means ‘order’ and the ceremonies are arranged in a specific order. Special plates and cutlery are used which are kept exclusively for Passover
- The Haggadah is a book which tells in fourteen steps the story of the Jewish experience in Egypt and of the Exodus and revelation of God
- As the story of each of the ten plagues is read out a drop of wine is spilt to remind Jews that their liberation was tinged with sadness at the suffering of the Egyptians
- The Haggadah also contains songs, blessings, Psalms and Four Questions.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Marks the freedom that the Jews gained from Egypt and slavery
- Reveals God to be the liberator of his people
- The “passing over” of the Angel of death
- Looks forward to a future deliverance by God of his people.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- God has revealed things in the past to enable us to live in the future
- God’s wisdom is always relevant
- People need to learn from the past
- The future is important and we must focus on it
- God is also the God of the future.

Accept valid alternatives

Mark in levels

(AO2)

[10]

AVAILABLE  
MARKS

20

**Section B**

**40**

**SPaG**

**5**

**Total**

**105**

