



*Rewarding Learning*

**General Certificate of Secondary Education  
2015**

---

**Religious Studies**

Paper 7

World Religions: Judaism

**[GRS71]**

**MONDAY 18 MAY, AFTERNOON**

---

**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 Sacred Writings**

(a) (i) Moses (AO1) [1]

(ii) One from Genesis, Exodus, Leviticus, Numbers, Deuteronomy (AO1) [1]

(iii) Law (Torah)/Prophets (Nevi'im)/Writings (Ketuvim) (AO1) [3]

(b) Answers may include:  
• The Talmud provides the details of how to live.  
• Codifies and brings together the ideas of the Rabbis.  
• Explains how the law is to be applied and obeyed.  
• Provides a sense of identity for Jews.  
• Represents the collective wisdom of the Jewish elders.  
Accept valid alternatives  
Mark in levels (AO1) [5]

(c) Answers may include:  
• Obedience to God teaches people what is right and good.  
• Obedience to God helps us to achieve fulfilment as persons.  
• Obedience to God creates a good society.  
  
On the other hand:  
• Salvation is the central theme of religion.  
• We have freedom to accept or reject God.  
• God loves people whether they are obedient or not.  
Accept valid alternatives  
Mark in levels (AO2) [5]

15

## 2 Festivals

<b>(a) (i)</b> Rosh Hashanah (AO1)	[1]	
<b>(ii)</b> Pesach/Passover (AO1)	[1]	
<b>(iii)</b> A ram's horn instrument (AO1)	[1]	
<b>(iv)</b> Two from Lettuce, shankbone, egg, sprigs of parsley, salt water, maror (bitter herbs) and haroset (AO1)	[2]	
<b>(b)</b> Answers may include: <ul style="list-style-type: none"><li>• The difficulty of following some of the laws required: resting on the Sabbath day; obeying the food laws.</li><li>• The issue of persecution.</li><li>• Difficult to find a marriage partner.</li></ul> <p>On the other hand:</p> <ul style="list-style-type: none"><li>• Jewish community supports other Jews.</li><li>• Jews have no more difficulties than other religious people in a secular society.</li><li>• Obedience to God is a sign of commitment.</li></ul> Accept valid alternatives Mark in levels (AO2)	[10]	

AVAILABLE  
MARKS

15

### 3 Covenant

AVAILABLE  
MARKS

(a) Answers may include:

- The Brit Milah is the circumcision and naming ceremony for a newborn Jewish male.
- The Brit Milah is performed on the eighth day after birth (unless there is a medical reason for it to be delayed).
- The person who performs the circumcision is known as a Mohel (or Moyhil), who is specially trained to perform the ceremony.
- It is traditional to announce the baby's name for the first time at his Brit Milah.
- Two chairs are prepared for the Brit.
- The first is for the Sandek, the individual who holds the baby on their knees during the actual circumcision.
- The second chair is set aside for the spirit of Elijah the Prophet, the "Angel of the Covenant". According to Jewish tradition, Elijah comes to every circumcision to testify before the Almighty to the commitment of the Jewish people to covenant.
- After the Mohel has performed the brit, a special blessing is recited upon a cup of wine, and the baby is given his Hebrew name.
- It is customary to serve refreshments or a meal after the Brit.

Mark in levels

(AO1)

[5]

(b) Answers may include:

- It means that the Jews are special to God and have a special role to play in the world.
- Goes back to the origins of Judaism.
- It is only when Jews obey the covenant that they are blessed.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Parents have the right to pass on their beliefs and values.
- Religious people believe that their religion is true, therefore they would want their children to experience and know the truth.
- Not to bring up a child to be religious means he or she is brought up to be irreligious.

On the other hand:

- It should be the child who decides not adults.
- You should be able to make an informed choice and therefore you need to be an adult.
- There are more important values to be taught as a child than religious values.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

**4 Orthodox and Reform Judaism**

**AVAILABLE  
MARKS**

**(a)** Answers may include:

- Prayers are shorter in Reform synagogues.
- Some prayers in the native language of the country (English, not Hebrew) in Reform Judaism.
- No mention of a return to Israel or of rebuilding the Temple in Reform Judaism.
- Religious sacrifice is regarded as of historical significance only in Reform Judaism.
- Men and women sit together in the synagogue in Reform Judaism.
- Women may lead the prayers in Reform Judaism.
- Women can be rabbis in Reform Judaism.
- Less concern over dietary laws in Reform Judaism.

Accept valid alternatives

Mark in levels

(AO1)

[5]

**(b)** Answers may include:

- A Jew is someone who is born of a Jewish mother.
- Focus on practice not belief.
- Religion is about community as it brings people together.

On the other hand:

- Minimum beliefs, as expressed in the Shema.
- Without belief in God, the practices make little sense.
- Belief in the God of Israel can act as a unifying factor.

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 Synagogue

(a) Answers may include:

- In Orthodox synagogues men and women sit separately.
- The Ark, which is a cupboard where the Torah Scrolls, which contain the text of the Hebrew Bible, are kept.
- The Hebrew words of the Ten Commandments are usually written somewhere above the Ark.
- An Eternal Light (called Ner Tamid) hangs above the Ark.
- This light is always burning, as a symbol of God's presence.
- The platform and the desk for Torah readings are called the Bimah.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- The celebration of festivals.
- Celebration of rites of passage: birth, adulthood, marriage and death
- Community centre.
- House of law where legal judgements are made for the Jewish community.
- School and education centre.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Women can contribute equally in Reform and Liberal synagogues.
- God created men and women to support each other.
- Women are as well qualified as men.

On the other hand:

- Judaism traditionally has required men to lead worship.
- God chose men as leaders in the Torah.

Accept valid alternatives

Mark in levels

(AO2)

[10]

AVAILABLE  
MARKS

20

## 6 Religious leadership

AVAILABLE  
MARKS

(a) Answers may include:

- Exodus 3: 1-12.
- Moses looking after the flock of his father-in-law, Jethro on Mount Horeb/Sinai.
- Angel of the Lord appears and speaks out of a Burning Bush.
- God speaks and tells Moses to remove his shoes as he is on holy ground.
- God has heard of the suffering of his people.
- God reveals his identity.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- He freed the people of Israel from slavery.
- First leader of the nation.
- Established/renewed the covenant between God and Israel.
- Received the ten commandments from God.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Religious leaders do not know about the lives of ordinary people.
- Religious leaders have tried to hide scandals.
- Leaders are interested in power and influence.

On the other hand:

- Lots of people still listen to religious leaders.
- Religions need leaders to speak and direct religions.
- Religious leaders are a force for good in society.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

## 7 The Practice of Judaism

(a) Answers may include:

- The dietary laws and the importance of the kitchen.
- Sabbath celebrations: candles, prayers, meals, etc.
- Daily prayer and daily blessings.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- The traditions of Judaism will be continued.
- The practice of Judaism centres on the home.
- The importance of dietary rules in the home.
- The religious role of both parents in bringing up children.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Fewer people claim to be religious.
- Religion not related to contemporary life.
- Loss of belief in the face of the evidence of science.

On the other hand:

- Throughout South America, China and Africa religion is growing.
- Europe is the exception.
- Religion fulfils universal human needs.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**Section B**

**40**

**SPaG**

**5**

**Total**

**105**

**AVAILABLE  
MARKS**