





**SECTION ONE BELIEFS AND VALUES**

**You must answer ONE question from this section**

***EITHER QUESTION 1***

1. (a) What is the *Torah*? (2)
- (b) Give an outline of Jewish beliefs about the Almighty as Creator. (6)
- (c) Explain the importance of the establishment of the state of Israel for the Jewish people. (8)
- (d) “The Messiah will never come.”
- Do you agree? Give reasons for your opinion, showing that you have considered another point of view. In your answer you should refer to Judaism. (4)

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**(Total 20 marks)**

***OR QUESTION 2***

2. (a) What does the word *omnipotent* mean? (2)
- (b) Give an outline of Jewish beliefs about the Messiah. (6)
- (c) Explain the importance of the covenant with Moses. (8)
- (d) “All Jews should support Zionism.”
- Do you agree? Give reasons for your opinion, showing that you have considered another point of view. In your answer you should refer to Judaism. (4)

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**(Total 20 marks)**

## SECTION TWO COMMUNITY AND TRADITION

You must answer ONE question from this section

### *EITHER QUESTION 3*

3. (a) What are *challot*? (2)
- (b) Give an outline of the role of the Bet Din. (6)
- (c) Explain the use and the importance of the Talmud. (8)
- (d) “It doesn’t matter which religious group you belong to as long as you are sincere.”
- Do you agree? Give reasons for your opinion, showing that you have considered another point of view. In your answer you should refer to Judaism. (4)

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**(Total 20 marks)**

### *OR QUESTION 4*

4. (a) What is the *Mishnah*? (2)
- (b) Give an outline of the main differences between Orthodox and Reform Judaism. (6)
- (c) Explain the importance of Sabbath observance for Jews. (8)
- (d) “Jews should settle their differences without going to court.”
- Do you agree? Give reasons for your opinion, showing that you have considered another point of view. In your answer you should refer to Judaism. (4)

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**(Total 20 Marks)**

### SECTION THREE WORSHIP AND CELEBRATION

You must answer ONE question from this section

#### ***EITHER QUESTION 5***

5. (a) What is a *Tallit*? (2)
- (b) Give an outline of the event which is remembered at Hannukah. (6)
- (c) Explain the importance of Pesach. (8)
- (d) “It is impossible to keep all the religious festivals.”
- Do you agree? Give reasons for your opinion, showing that you have considered another point of view. In your answer you should refer to Judaism. (4)

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**(Total 20 marks)**

#### ***OR QUESTION 6***

6. (a) What is a *shofar*? (2)
- (b) Give an outline of the celebration of Simchat Torah. (6)
- (c) Explain the importance of Rosh Hashanah. (8)
- (d) “Everyone has time for daily prayers.”
- Do you agree? Give reasons for your opinion, showing that you have considered another point of view. In your answer you should refer to Judaism. (4)

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**(Total 20 Marks)**

## SECTION FOUR LIVING THE JEWISH LIFE

You must answer ONE question from this section

### *EITHER QUESTION 7*

7. (a) What do the words *Bat Mitzvah* mean? (2)
- (b) Give an outline of the Brit Milah ceremony. (6)
- (c) Explain the importance of mitzvot in daily Jewish life. (8)
- (d) “What you do is more important than what you eat.”
- Do you agree? Give reasons for your opinion, showing that you have considered another point of view. In your answer you should refer to Judaism. (4)

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(Total 20 marks)

### *OR QUESTION 8*

8. (a) What is a *mikveh*? (2)
- (b) Give an outline of the special rituals associated with death and mourning. (6)
- (c) Explain the importance of Bar Mitzvah for the Jewish community. (8)
- (d) “In a multi-faith society, all food shops should sell kosher food.”
- Do you agree? Give reasons for your opinion, showing that you have considered another point of view. In your answer, you should refer to Judaism. (4)

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(Total 20 Marks)



## GENERAL INSTRUCTIONS FOR MARKING

### 1. Assessment by Examiners

Examiners are encouraged at all times to exercise their professional discretion and judgement in the assessment of answers. It is possible for candidates to answer correctly, but differently from the markscheme. Such answers should be marked according to the level guidelines for each question.

Examiners should **at all times mark positively** rather than negatively, i.e. reward candidates for what they know and understand rather than penalising them for what they do not know or understand.

Undue bunching of marks is undesirable and, where it is warranted, the full range of marks should be used. The examination is designed for a wide ability range and examiners should therefore **make full use of the whole range of levels**.

### 2. Sub-questions

For each sub-question there is a sub-total. Examiners should record the level awarded at the end of each sub-question on the left of the margin and then place the appropriate sub-total, unringed, in the right hand margin at the end of the sub-section of the question to which they refer.

### 3. Final Totals

At the end of each question, the sub-totals must be added together and the final total for the question must be ringed and placed in the right hand margin at the end of the question. This total should then be transferred to the box on the front cover of the answer book.

### 4. Checking of Additions

The marks for each question should be added and entered into the bottom total box. This final total should then be transferred to the examiner's total box at the top of the page.

Examiners must ensure that all additions are scrupulously accurate. All additions will be checked both within each question and for the script as a whole.

In order to avoid confusion in the checking process, **examiners must ensure that every page on which a candidate has written bears some sign of having been read** by the examiner.

**If a candidate has added to an answer** at some later point in the booklet, put an arrow on your first ringed total, write in a sub-total for the addition, even if it is zero, and then write in the new ringed total and amend the mark on the front cover appropriately.



**5. Consistency**

Examiners should apply a uniform standard of assessment throughout their marking once that standard has been approved by the Team Leader. It is the duty of the Team Leader to get an overall and clear picture of the standard of marking each examiner is applying. It is the duty of an examiner to see that this does not vary in particular areas of the mark range.

**6. Fluency of Expression**

It is important that examiners are not misled by fluency to assume that this equates with high conceptual ability. Conversely, examiners must look very carefully at answers which do not display a high level of literacy, but may contain good conceptual understanding.

**7. Rubric Offences**

A candidate who offends against the rubric should have all the answers marked and be awarded the highest mark which satisfies the rubric. **RUBRIC** should be written **IN RED** across the front of the script and the answers which are not being credited should be crossed out with the word **RUBRIC**, the marks for these answers should also be crossed out.

**8. Illegible or Offensive scripts**

If you cannot read a script or it is offensive, you should mark what you can read, fill in the marksheet and forward the script(s) to Sharon Hague at Edexcel.

**9. Quality of Written Communication**

Candidates entering for 1480/3480 must be given a mark for Quality of Written Communication for their answers to section 5 according to the instructions in the mark scheme. This mark must be inserted separately at the end of the answer and on the front cover before totalling.

## MARKSCHEME UNIT L – JUDAISM

### Section 1 Beliefs and Values

1. (a) Any correct definition of the Torah, e.g. part of the Bible/the first five books of the Bible / the five scrolls etc.

For a partially correct answer

**(1 mark)**

For a correct answer

**(2 marks)**

**AO1 2 marks**

- (b) An outline of Jewish beliefs about the Almighty as creator, e.g. as maker of heaven / the universe; plants; human kind – allowing any relevant refs. To texts such as Genesis 1, 2 or 13 Principles.

Level 1 for an isolated example of relevant knowledge

**(2 marks)**

Level 2 for basic relevant knowledge presented within a limited structure

**(4 marks)**

Level 3 for an organised outline / description, deploying relevant knowledge, with some specialist vocabulary

**(6 marks)**

**AO1 6 marks**

- (c) Political or philosophical analysis is not required and ref. may be made to the historical or contemporary relationship between the Jewish people and Israel but should disclose understanding of the significance of a secure homeland after centuries of persecution and the fulfilment of divine promise.

Level 1 for a simple, appropriate and relevant idea

**(2 marks)**

Level 2 for a basic explanation showing understanding of a relevant idea

**(4 marks)**

Level 3 for a developed explanation showing an understanding of the main idea(s) using some specialist vocabulary

**(6 marks)**

Level 4 for a comprehensive explanation showing a coherent understanding of the main idea(s) and using specialist vocabulary appropriately

**(8 marks)**

**AO2 8 marks**

- (d) Candidates should show understanding of the nature of Messianic expectations in Judaism and evaluate the different interpretations.

Level 1 for an opinion supported by one relevant reason

**(1 mark)**

Level 2 for a basic ‘for and against’ or a reasoned opinion supported by religious/moral evidence or examples

**(2 marks)**

Level 3 for a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view

**(3 marks)**

Level 4 for a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving an account of an alternative point of view to reach a personal conclusion

**(4 marks)**

**AO3 4 marks**

**(Total 20 marks)**

2. (a) All powerful or equivalent

For a partially correct answer

(1 mark)

For a correct answer

(2 marks)

**AO1 2 marks**

- (b) Jewish beliefs about the Messiah, the Anointed One: e.g. as a human personality to come at the end of days, and respected by the nations, as a redeemer and ushering in the rule of heaven – an ideal society of justice and peace. Other points may be made and should be credited, e.g. some associate this with the rebuilding of the Temple. Also allow for differences between Orthodox and e.g. Reform beliefs.

Level 1 for an isolated example of relevant knowledge

(2 marks)

Level 2 for basic relevant knowledge presented within a limited structure

(4 marks)

Level 3 for an organised outline / description, deploying relevant knowledge, with some specialist vocabulary

(6 marks)

**AO1 6 marks**

- (c) An explanation of the importance of the covenant with Moses, e.g. the calling of God's people, delivered from slavery, in a special relationship defined by obedience to the Torah etc.

Level 1 for a simple, appropriate and relevant idea

(2 marks)

Level 2 for a basic explanation showing understanding of a relevant idea

(4 marks)

Level 3 for a developed explanation showing an understanding of the main idea(s) using some specialist vocabulary

(6 marks)

Level 4 for a comprehensive explanation showing a coherent understanding of the main idea(s) and using specialist vocabulary appropriately

(8 marks)

**AO2 8 marks**

- (d) The best answers will recognise the appeal of Zionism as against the fact that not all Jews are Zionist. Implicitly there should be understanding of the meaning and the achievements of Zionism.

Level 1 for an opinion supported by one relevant reason

(1 mark)

Level 2 for a basic 'for and against' or a reasoned opinion supported by religious/moral evidence or examples

(2 marks)

Level 3 for a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view

(3 marks)

Level 4 for a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving an account of an alternative point of view to reach a personal conclusion

(4 marks)

**AO1 2 marks**

## Section 2 Community and Tradition

3. (a) Loaves of bread (on the Sabbath table).

For a partially correct answer

(1 mark)

For a correct answer

(2 marks)

AO1 2 marks

(b) An outline of the role of Bet Din as the Jewish Rabbinic Court which makes decisions concerning status (children, converts), adoption, marriage, divorce, etc and in settling disputes. Mention may also be made of role of the local Bet Din and must be credited, if accurate, but this is not required for full marks.

Level 1 for an isolated example of relevant knowledge

(2 marks)

Level 2 for basic relevant knowledge presented within a limited structure

(4 marks)

Level 3 for an organised outline / description, deploying relevant knowledge, with some specialist vocabulary

(6 marks)

AO1 6 marks

(c) The use and significance of the Talmud as Oral Torah, the code of Jewish civil and religious law, expounding and amplifying the written Torah and offering guidance on matters of faith and practice: examples may be given

Level 1 for a simple, appropriate and relevant idea

(2 marks)

Level 2 for a basic explanation showing understanding of a relevant idea

(4 marks)

Level 3 for a developed explanation showing an understanding of the main idea(s) using some specialist vocabulary

(6 marks)

Level 4 for a comprehensive explanation showing a coherent understanding of the main idea(s) and using specialist vocabulary appropriately

(8 marks)

AO2 8 marks

(d) The best candidates will recognise the need for sincerity in matters of religious loyalty, faith and practice but also the importance of belief and commitment to truth.

Level 1 for an opinion supported by one relevant reason

(1 mark)

Level 2 for a basic 'for and against' or a reasoned opinion supported by religious/moral evidence or examples

(2 marks)

Level 3 for a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view

(3 marks)

Level 4 for a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving an account of an alternative point of view to reach a personal conclusion

(4 marks)

AO3 4 marks

4. (a) The Mishnah – the part (with Gemara) of the Talmud, Oral Torah etc. any valid definition of description.
- For a partially correct answer (1 mark)  
 For a correct answer (2 marks)  
**AO1 2 marks**
- (b) An outline of the main differences between Orthodox and Reform which may be expressed as matters of principle, e.g. in relation to the Torah (written and oral) and/or by practical examples such as status, divorce, the role of women, use of the vernacular in worship etc.
- Level 1 for an isolated example of relevant knowledge (2 marks)  
 Level 2 for basic relevant knowledge presented within a limited structure (4 marks)  
 Level 3 for an organised outline / description, deploying relevant knowledge, with some specialist vocabulary (6 marks)  
**AO1 6 marks**
- (c) The importance of Sabbath observance, e.g. as obedience to the Ten Commandments, remembering creation and deliverance from slavery in Egypt, as a covenant, and in practical ways abstaining from work, worship, celebration (meal) and in affirming the importance of family etc.
- Level 1 for a simple, appropriate and relevant idea (2 marks)  
 Level 2 for a basic explanation showing understanding of a relevant idea (4 marks)  
 Level 3 for a developed explanation showing an understanding of the main idea(s) using some specialist vocabulary (6 marks)  
 Level 4 for a comprehensive explanation showing a coherent understanding of the main idea(s) and using specialist vocabulary appropriately (8 marks)  
**AO2 8 marks**
- (d) Candidates may understand the court as the BetDin or a civil court and answer appropriately. Some may recognise the availability of the Bet in settling some disputes and the need to avoid “chillul hashem” (profanation of the name) by bringing discredit on the Jewish community through public disputes, but this is not required. The word “differences” may also be interpreted variously and widely
- Level 1 for an opinion supported by one relevant reason (1 mark)  
 Level 2 for a basic ‘for and against’ or a reasoned opinion supported by religious/moral evidence or examples (2 marks)  
 Level 3 for a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view (3 marks)  
 Level 4 for a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving an account of an alternative point of view to reach a personal conclusion (4 marks)  
**AO1 2 marks**

### Section 3 Worship and Celebration

5. (a) Tallit – prayer shawl.

For a partially correct answer

(1 mark)

For a correct answer

(2 marks)

**AO1 2 marks**

(b) The event remembered at Hannukah not a description of the celebration, i.e. the victory of the Maccabees over the Syrian forces (of Antiochus Epiphanes) in the 2<sup>nd</sup> century BCE, culminating in the rededication of the Temple and the “miracle of the oil”. (up to level 2 if this miracle is solely referred to).

Level 1 for an isolated example of relevant knowledge

(2 marks)

Level 2 for basic relevant knowledge presented within a limited structure

(4 marks)

Level 3 for an organised outline / description, deploying relevant knowledge, with limited specialist vocabulary

(6 marks)

**AO1 6 marks**

(c) The importance of Passover explained, e.g. as a celebration of the deliverance from Egypt, as thankfulness to the Almighty as redeemer, as a promise of freedom, as a festival uniting Judaism and extending down the centuries through family celebration. There are various ways of answering this question – look for two main ideas for levels 3 and 4, or exceptionally one fundamental theme (e.g. “freedom”) if elaborated and well illustrated.

Level 1 for a simple, appropriate and relevant idea

(2 marks)

Level 2 for a basic explanation showing understanding of a relevant idea

(4 marks)

Level 3 for a developed explanation showing an understanding of the main idea(s) using some specialist vocabulary

(6 marks)

Level 4 for a comprehensive explanation showing a coherent understanding of the main idea(s) and using specialist vocabulary appropriately

(8 marks)

**AO2 8 marks**

(d) “All religious festivals” may be all Jewish festivals or more, and practical considerations may be explored and/or the need and desire to observe them in obedience to Torah (especially e.g. the pilgrim festivals)

Level 1 for an opinion supported by one relevant reason

(1 mark)

Level 2 for a basic ‘for and against’ or a reasoned opinion supported by religious/moral evidence or examples

(2 marks)

Level 3 for a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view

(3 marks)

Level 4 for a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving an account of an alternative point of view to reach a personal conclusion

(4 marks)

**AO3 4 marks**

6. (a) The *shofar* is a trumpet made from the horn of a ram.

For a partially correct answer

(1 mark)

For a correct answer

(2 marks)

**AO1 2 marks**

(b) An outline of Simchat Torah, Rejoicing in the Law: circuits carrying the Scrolls; children carrying flags and receiving fruits/sweets; reading the Torah in the presence of the young boys; end of reading of one scroll, beginning of another by Bridegroom (Chatan) of the Torah and Bridegroom (Chatan) of the Beginning (Bereshith).

Level 1 for an isolated example of relevant knowledge

(2 marks)

Level 2 for basic relevant knowledge presented within a limited structure

(4 marks)

Level 3 for an organised outline / description, deploying relevant knowledge, with some specialist vocabulary

(6 marks)

**AO1 2 marks**

(c) An explanation of the importance of Rosh Hashanah as the New Year – as a time of special prayers, self-examination, thankfulness to the Almighty, judgement and remembrance, and sounding the Shofar. Reference may be made to special activities such as the inscription “May it be written for you a good year” and e.g. Tashlich, but it is understanding of the importance of the day that is being examined.

Level 1 for a simple, appropriate and relevant idea

(2 marks)

Level 2 for a basic explanation showing understanding of a relevant idea

(4 marks)

Level 3 for a developed explanation showing an understanding of the main idea(s) using some specialist vocabulary

(6 marks)

Level 4 for a comprehensive explanation showing a coherent understanding of the main idea(s) and using specialist vocabulary appropriately

(8 marks)

**AO2 8 marks**

(d) Candidates should refer to the prescribed daily prayers but may recognise that these are not required or may not be practical for “everyone”.

Level 1 for an opinion supported by one relevant reason

(1 mark)

Level 2 for a basic ‘for and against’ or a reasoned opinion supported by religious/moral evidence or examples

(2 marks)

Level 3 for a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view

(3 marks)

Level 4 for a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving an account of an alternative point of view to reach a personal conclusion

(4 marks)

**AO3 4 marks**

## Section 4 Living the Jewish Life

7. (a) Daughter of the Commandment/Law (Son of the Commandment/Law is partially correct)

For a partially correct answer

**(1 mark)**

For a correct answer

**(2 marks)**

**AO1 2 marks**

- (b) A description of the Brit Milah ceremony: e.g. on 8<sup>th</sup> day after birth (unless there is a danger to the health of the boy) – the covenant of cutting, removal of the foreskin by the Mohel; “godparents” (grandparents or others), the chair of Elijah, blessing and response, naming, the “cup of salvation” and prayer...

Level 1 for an isolated example of relevant knowledge

**(2 marks)**

Level 2 for basic relevant knowledge presented within a limited structure

**(4 marks)**

Level 3 for an organised outline / description, deploying relevant knowledge, with some specialist vocabulary

**(6 marks)**

**AO1 6 marks**

- (c) An explanation of the importance of Mitzvot – Divine Commandments, in Jewish daily life. For the highest level there should be clear understanding of the binding nature of the commands of the Almighty. Candidates should also illustrate the practical and religious importance of mitzvot in relation to the Almighty and those (ethical) in relation to others.

Level 1 for a simple, appropriate and relevant idea

**(2 marks)**

Level 2 for a basic explanation showing understanding of a relevant idea

**(4 marks)**

Level 3 for a developed explanation showing an understanding of the main idea(s) using some specialist vocabulary

**(6 marks)**

Level 4 for a comprehensive explanation showing a coherent understanding of the main idea(s) and using specialist vocabulary appropriately

**(8 marks)**

**AO2 8 marks**

- (d) Candidates should refer to the rules concerning kosher food and to the purpose of these as well as other mitzvot in evaluating their significance and importance.

Level 1 for an opinion supported by one relevant reason

**(1 mark)**

Level 2 for a basic ‘for and against’ or a reasoned opinion supported by religious/moral evidence or examples

**(2 marks)**

Level 3 for a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view

**(3 marks)**

Level 4 for a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving an account of an alternative point of view to reach a personal conclusion

**(4 marks)**

**AO3 4 marks**



8. (a) Mikveh: Special (ritual) bath/pool.

For a partially correct answer

(1 mark)

For a correct answer

(2 marks)

**AO1 2 marks**

- (b) An outline of the rituals in relation to death and mourning, including the work of the Chevra Kaddisha in carrying out the rites in accordance with Jewish Law, Shiva – the seven days of mourning, and the saying of the Kaddish, the prayer during days of mourning and on the anniversary of death.

Level 1 for an isolated example of relevant knowledge

(2 marks)

Level 2 for basic relevant knowledge presented within a limited structure

(4 marks)

Level 3 for an organised outline / description, deploying relevant knowledge, with some specialist vocabulary

(6 marks)

**AO1 6 marks**

- (c) The importance of Bar Mitzvah for the Jewish community: this includes the boy and his family, e.g. as a celebration and public recognition of his coming of age but for level 3 ref. Should be made to the wider community, e.g. to the religious responsibilities of adulthood (e.g. in worship) and the continuation of the religion through the generations.

Level 1 for a simple, appropriate and relevant idea

(2 marks)

Level 2 for a basic explanation showing understanding of a relevant idea

(4 marks)

Level 3 for a developed explanation showing an understanding of the main idea(s) using some specialist vocabulary

(6 marks)

Level 4 for a comprehensive explanation showing a coherent understanding of the main idea(s) and using specialist vocabulary appropriately

(8 marks)

**AO2 8 marks**

- (d) Candidates should recognise differences between Orthodox and Progressive traditions (e.g. in relation to Bat Mitzvah and Bat Chayil) and may argue for or against either of these.

Level 1 for an opinion supported by one relevant reason

(1 mark)

Level 2 for a basic ‘for and against’ or a reasoned opinion supported by religious/moral evidence or examples

(2 marks)

Level 3 for a reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view

(3 marks)

Level 4 for a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving an account of an alternative point of view to reach a personal conclusion

(4 marks)

**AO3 4 marks**

## Section 5 Options

### 9. The Synagogue

- (a) (i) The main features of the synagogue: these include the Holy Ark (Aron HaKodesh), (against the East wall in European countries – the direction of the Holy Land) containing the scrolls of the Torah and adorned by the curtain (parochet), the continual light (Ner Tamid) and the Bimah (platform). Others, such as seating arrangements for men and women, symbols etc, may be mentioned.

Level 1 for an isolated example of relevant knowledge. (1 mark)

Level 2 for basic relevant knowledge presented in sentences. (2 marks)

Level 3 for a clear and structured outline/description, using some specialist vocabulary. (3 marks)

Level 4 for a coherent and comprehensive description, using specialist terms appropriately and with precision. (4 marks)

**AO1 4 marks**

- (ii) The reason for these features are practical, historical and symbolical e.g. reminders of the Holy Land/Jerusalem, Temple Menorah, the Biblical Tabernacle and Ark, and giving of the Torah, and reflect the use of the synagogue as a place of worship, reading and study of the Torah, and community life. For the highest level the historical/symbolic function as well as the practical should be referred to.

Level 1 for a simple, appropriate and relevant idea. (2 marks)

Level 2 for a basic explanation showing understanding of a relevant idea presented in sentences (4 marks)

Level 3 for a clear and structured explanation showing an understanding of the main idea(s), using some specialist vocabulary. (6 marks)

Level 4 for a coherent and comprehensive explanation showing a full understanding of the main idea(s) using specialist terms appropriately and with precision. (8 marks)

**AO2 8 marks**

- (c) Candidates may recognise that the synagogue traditionally was the centre of community life – a place of meeting, and still serves this purpose. However, there are other centres of social life (including the home) too: and not all Jews are members of the synagogue community

Level 1 for an opinion supported by one relevant reason. (2 marks)

Level 2 for a basic ‘for and against’ or a reasoned opinion supported by religious/moral evidence or examples, presented in sentences (4 marks)

Level 3 for a structured and reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view and using some specialist vocabulary. (6 marks)

Level 4 for a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving an account of an alternative point of view to reach a personal conclusion using specialist terms appropriately and with precision. (8 marks)

**AO3 8 marks**

### Quality of Written Communication

(3 marks)

Relevant information presented in a form that suits its purpose

1 mark

Text is legible, spelling, punctuation and grammar are accurate, so that meaning is clear.

1 mark

A suitable structure and style of writing has been used.

1 mark

**10. The Holocaust**

- (a) (i)** An outline of anti-semitism in the period 1933-38, leading up to the holocaust. We are not so concerned with accuracy of dates as with what happened, so accept any acts which preceded life and death in the camps such as loss of nationality and jobs, banning of Jewish works, public humiliation and vilification, attacks on synagogues, book and scroll burning etc.

Level 1 for an isolated example of relevant knowledge.	<b>(1 mark)</b>
Level 2 for basic relevant knowledge presented in sentences	<b>(2 marks)</b>
Level 3 for a clear and structured outline/description, using some specialist vocabulary.	<b>(3 marks)</b>
Level 4 for a coherent and comprehensive description, using specialist terms appropriately and with precision.	<b>(4 marks)</b>
<b>AO1</b>	<b>4 marks</b>

- (ii)** An explanation of the philosophical and theological impact of the holocaust may perhaps be summarised in the traditional, awesome if cliched question: “Where was the Almighty at Auschwitz?” Candidates should recognise that the sentiments embodied in such a question raise questions about the people of Israel as chosen by the Almighty, the Redeemer of Israel, but the issue may be tackled in a number of ways provided reference is made to Jewish beliefs.

Level 1 for a simple, appropriate and relevant idea.	<b>(2 marks)</b>
Level 2 for a basic explanation showing understanding of a relevant idea presented in sentences	<b>(4 marks)</b>
Level 3 for a clear and structured explanation showing an understanding of the main idea(s), using some specialist vocabulary.	<b>(6 marks)</b>
Level 4 for a coherent and comprehensive explanation showing a full understanding of the main idea(s) using specialist terms appropriately and with precision.	<b>(8 marks)</b>
<b>AO2</b>	<b>8 marks</b>

- (b)** The question is whether all children (whatever age?; whatever nationality or culture?) should learn about and from this unspeakably dreadful historical event.

Level 1 for an opinion supported by one relevant reason.	<b>(2 marks)</b>
Level 2 for a basic ‘for and against’ or a reasoned opinion supported by religious/moral evidence or examples, presented in sentences.	<b>(4 marks)</b>
Level 3 for a structured and reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view and using some specialist vocabulary.	<b>(6 marks)</b>
Level 4 for a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving an account of an alternative point of view to reach a personal conclusion using specialist terms appropriately and with precision.	<b>(8 marks)</b>
<b>AO3</b>	<b>8 marks</b>

**Quality of Written Communication** **(3 marks)**

Relevant information presented in a form that suits its purpose	<b>1 mark</b>
Text is legible, spelling, punctuation and grammar are accurate, so that meaning is clear.	<b>1 mark</b>
A suitable structure and style of writing has been used.	<b>1 mark</b>

