

**General Certificate of Secondary Education  
Religious Studies A (World Religion(s))  
Judaism 1 (Beliefs, Special Days, Divisions  
and Interpretations)  
Specimen Paper**

**B579**

Time: 1 hour

Candidates answer on the question paper.

**Additional materials:** none

Candidate  
Forename

Candidate  
Surname

Centre  
Number

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Candidate  
Number

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**INSTRUCTIONS TO CANDIDATES**

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink only.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer any **TWO** questions; you must answer all parts (a-e) of the two questions that you choose.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

**INFORMATION FOR CANDIDATES**

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **48**.
- Quality of written communication is assessed in parts d and e of all questions.
- Should you need more space to write your answers there is an extra page at the end of the paper.
- If you need to use this extra page you must number your answers clearly.

FOR EXAMINER'S USE ONLY	
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>TOTAL</b>	

This document consists of **9** printed pages and **3** blank pages.

















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Unit B579: Judaism 1 (Beliefs, Special Days, Divisions and Interpretations)

**Specimen Mark Scheme**

The maximum mark for this paper is **48**.

SPECIMEN

## INSTRUCTIONS TO EXAMINERS

### General points

It is important to remember that we are rewarding candidates' attempts at grappling with challenging concepts and skills. Reward candidates for what they know, understand and can do. Be positive. Concentrate on what candidates can do, not on what they cannot do.

For all parts of each response your first task is to match the response to the appropriate level of response according to the generic levels of response given below. Only when you have done this should you start to think about the mark to be awarded.

There are different ways of reaching a high level. Some candidates will go straight to the higher levels. Other candidates will gradually climb their way there by working their way through lower levels first.

The mark scheme for each paper will list responses which a candidate might offer. The list will not be exhaustive and where a candidate offers a response which is not listed,, examiners will be expected to use their knowledge and discretion as to whether the response is valid. Examiners who are in any doubt should contact their Team Leader immediately.

### Specific points

Half marks must never be used.

Do not transfer marks from one part of a question to another. All questions, and sub-questions, are marked separately.

Mark what the candidate has written, do not assume that the candidate knows something unless they have written it.

Depending on the objective being assessed the levels of response start with one from the following list of flag words:

AO1 Weak, Satisfactory, Good

AO2 Weak, Limited, Competent, Good

During the standardisation process, examples of work at each level will be used to define the meaning of these flag words for the examination. In particular the word good must not be interpreted as the best possible response. It will be what is judged to be although better responses could be offered.

Remember that we are trying to achieve two things in the marking of the scripts:

- (i) to place all the candidates in the correct rank order
- (ii) to use the full range of marks available – right up to the top of the range; 'Good' means a good response *from a GCSE candidate* and can therefore be awarded the highest marks.

This means that it is imperative you mark to the agreed standard.

### Written communication

Written communication covers: clarity of expression, structure of arguments, presentation of ideas, grammar, vocabulary, punctuation and spelling.

In the marking of these questions the quality of the candidate's written communication will be one factor (other factors include the relevance and amount of supporting detail) that influences whether an answer is placed at the bottom, the middle, or the top, of a level.

The following points should be remembered:

- answers are placed in the appropriate level according to the RS assessment objectives, i.e. no reference is made at this stage to the quality of the written communication;
- when answers have been placed into the appropriate level, examiners should then consider quality of written communication in the placing of the answer towards the top or bottom of the level;
- the quality of written communication must **never** be used to move an answer from the mark band of one level to another.

## AO1 part (d) question

Level 0 0	<b>No evidence submitted or response does not address the question.</b>
Level 1 1-2	<p>A <b>weak</b> attempt to answer the question. Candidates will demonstrate little understanding of the question.</p> <ul style="list-style-type: none"> <li>• A small amount of relevant information may be included</li> <li>• Answers may be in the form of a list with little or no description/explanation/analysis</li> <li>• There will be little or no use of specialist terms</li> <li>• Answers may be ambiguous or disorganised</li> <li>• Errors of grammar, punctuation and spelling may be intrusive</li> </ul>
Level 2 3-4	<p>A <b>satisfactory</b> answer to the question. Candidates will demonstrate some understanding of the question.</p> <ul style="list-style-type: none"> <li>• Information will be relevant but may lack specific detail</li> <li>• There will be some description/explanation/analysis although this may not be fully developed</li> <li>• The information will be presented for the most part in a structured format</li> <li>• Some use of specialist terms, although these may not always be used appropriately</li> <li>• There may be errors in spelling, grammar and punctuation</li> </ul>
Level 3 5-6	<p>A <b>good</b> answer to the question. Candidates will demonstrate a clear understanding of the question.</p> <ul style="list-style-type: none"> <li>• A fairly complete and full description/explanation/analysis</li> <li>• A comprehensive account of the range and depth of relevant material.</li> <li>• The information will be presented in a structured format</li> <li>• There will be significant, appropriate and correct use of specialist terms.</li> <li>• There will be few if any errors in spelling, grammar and punctuation</li> </ul>



## AO2 part (e) question

Level 0 0	<b>No evidence submitted or response does not address the question.</b>
Level 1 1-3	A <b>weak</b> attempt to answer the question. Candidates will demonstrate little understanding of the question. <ul style="list-style-type: none"> <li>• Answers may be simplistic with little or no relevant information</li> <li>• Viewpoints may not be supported or appropriate</li> <li>• Answers may be ambiguous or disorganised</li> <li>• There will be little or no use of specialist terms</li> <li>• Errors of grammar, punctuation and spelling may be intrusive</li> </ul>
Level 2 4-6	A <b>limited</b> answer to the question. Candidates will demonstrate some understanding of the question. <ul style="list-style-type: none"> <li>• Some information will be relevant, although may lack specific detail.</li> <li>• Only one view might be offered and developed</li> <li>• Viewpoints might be stated and supported with limited argument/discussion</li> <li>• The information will show some organisation</li> <li>• Reference to the religion studied may be vague</li> <li>• Some use of specialist terms, although these may not always be used appropriately</li> <li>• There may be errors in spelling, grammar and punctuation</li> </ul>
Level 3 7-9	A <b>competant</b> answer to the question. Candidates will demonstrate a sound understanding of the question. <ul style="list-style-type: none"> <li>• Selection of relevant material with appropriate development</li> <li>• Evidence of appropriate personal response</li> <li>• Justified arguments/different points of view supported by some discussion</li> <li>• The information will be presented in a structured format</li> <li>• Some appropriate reference to the religion studied</li> <li>• Specialist terms will be used appropriately and for the most part correctly</li> <li>• There may be occasional errors in spelling, grammar and punctuation</li> </ul>
Level 4 10-12	A <b>good</b> answer to the question. Candidates will demonstrate a clear understanding of the question. <ul style="list-style-type: none"> <li>• Answers will reflect the significance of the issue(s) raised</li> <li>• Clear evidence of an appropriate personal response, fully supported</li> <li>• A range of points of view supported by justified arguments/discussion</li> <li>• The information will be presented in a clear and organised way</li> <li>• Clear reference to the religion studied</li> <li>• Specialist terms will be used appropriately and correctly</li> <li>• Few, if any errors in spelling, grammar and punctuation</li> </ul>

Question Number	Answer	Max Mark
1(a)	<p><b>Who is the Messiah?</b></p> <ul style="list-style-type: none"> <li>• Anointed one;</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• leader of the Jewish people;</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• a figure that will bring peace.</li> </ul> <p>Candidates may describe:</p> <ul style="list-style-type: none"> <li>• the idea of a figure that will come to bring peace;</li> <li>• the gathering of the Jews in the Promised Land;</li> <li>• he will be a human being, not divine;</li> <li>• whether the time for the Messianic Age is set;</li> <li>• the belief in rebuilding the Temple;</li> <li>• the progressive belief in a Messianic Age, less tied to an individual.</li> </ul>	[1]
1(b)	<p><b>Give two things the Jews believe about the Messiah.</b></p> <ul style="list-style-type: none"> <li>• Descendant of King David;</li> <li>• very Holy, learned man;</li> <li>• great Leader.</li> </ul>	[2]
1(c)	<p><b>Give three things that will happen in the Messianic age.</b></p> <ul style="list-style-type: none"> <li>• The belief in rebuilding the Temple;</li> <li>• restoration of the Jearificiel system;</li> <li>• the world will be filled with peace and justice.</li> </ul>	[3]
1(d)	<p><b>How does believing in the idea of covenant affect the life of a Jew?</b></p> <p>Candidates may include explanation of:</p> <ul style="list-style-type: none"> <li>• the Jews see their relationship with G-d as a covenant;</li> <li>• the idea of a covenant may be defined;</li> <li>• the covenants recorded in the Bible, especially those with Abraham and Moses;</li> <li>• how a belief in the covenant is reflected in a Jew's daily life;</li> <li>• the obligations placed on both parties by the agreements, possibly giving examples of circumcision, Shabbat and so on.</li> </ul>	[6]
1(e)	<p><b>'Everyone should look forward to the coming of the Messiah.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</b></p>	

Question Number	Answer	Max Mark
1(e) cont'd	<p>Answers may refer to:</p> <ul style="list-style-type: none"> <li>• a time of peace is an attractive prospect for all;</li> <li>• a person's attitude depends on their existing religious beliefs;</li> <li>• some may believe that the Messiah has already come;</li> <li>• progressive Jews have a different conception of the Messianic Age;</li> <li>• the Messiah would have come to save the Jews before now;</li> <li>• supernatural aspects of Messianic belief are outdated.</li> </ul>	[12]
<b>Question 1: Total:</b>		<b>[24]</b>

Question Number	Answer	Max Mark
2(a)	<p><b>What is Rosh Hashanah?</b> The Jewish New Year.</p>	[1]
2(b)	<p><b>Name two ways in which Jews celebrate Rosh Hashanah.</b> Candidates might describe:</p> <ul style="list-style-type: none"> <li>• the build up throughout the month of Ellul;</li> <li>• buying of fruit;</li> <li>• lighting candles;</li> <li>• synagogue service;</li> <li>• the greeting;</li> <li>• eating apple and honey;</li> <li>• the fish head;</li> </ul>	[2]
2(c)	<p><b>What is the significance of Rosh Hashanah?</b></p> <ul style="list-style-type: none"> <li>• Rabbis believed the world was created on this day;</li> <li>• G-d remembered as creator;</li> <li>• Humans created;</li> <li>• Think about relationship with G-d and each other;</li> <li>• Repentance.</li> </ul>	[3]
2(d)	<p><b>Explain the importance of Yom Kippur for the Jewish community.</b> Candidates might explain the importance of:</p> <ul style="list-style-type: none"> <li>• forgiveness and repentance in bringing the community together, and in their relationship with G-d;</li> <li>• how this is reflected in the Days of Returning, the mikveh visit, the wearing of white (as with the kittel), and the fast;</li> <li>• the Kol Nidre, Neilah and other aspects of the synagogue service.</li> </ul>	[6]
2(e)	<p><b>'Yom Kippur is the most important day in the Jewish calendar.'</b> <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer</b></p> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• specific reasons to support the case of 'The Day' in terms of healing rifts in the community, and how it demonstrates respect for G-d;</li> <li>• the size of the congregations;</li> <li>• the nature of the ritual;</li> <li>• any preference is relative;</li> <li>• make a case for any other holy day.</li> </ul>	[12]
<b>Question 2: Total:</b>		<b>[24]</b>

Question Number	Answer	Max Mark
3(a)	<p><b>When did the twentieth-century Holocaust/Shoah take place?</b> During World War II.</p>	[1]
3(b)	<p><b>Describe two things that happened to the Jews during the twentieth-century Holocaust/Shoah.</b> Candidates may describe:</p> <ul style="list-style-type: none"> <li>• how the Jews suffered increasingly severe oppression under the Nazis;</li> <li>• legal restrictions;</li> <li>• ghettos;</li> <li>• the concentration camps;</li> <li>• the gas chambers.</li> </ul>	[2]
3(c)	<p><b>Why did the Twentieth-Century Holocaust/Shoah happen?</b></p> <ul style="list-style-type: none"> <li>• Situation in Germany after World War I;</li> <li>• remove groups of people who could be seen as a barrier to the restored greatness of Germany;</li> <li>• remove threat to the racial purity of 'the master race'.</li> </ul>	[3]
3(d)	<p><b>How have Jews responded to the twentieth-century Holocaust?</b> Candidates may explain:</p> <ul style="list-style-type: none"> <li>• how the events of the Holocaust may have changed the religious attitudes of some Jews, given their beliefs about G-d;</li> <li>• the foundation of the Jewish State;</li> <li>• Yad Vashem;</li> <li>• the different memorial days.</li> </ul>	[6]
3(e)	<p><b>'The twentieth-century Holocaust proves that G-d does not exist.'</b> <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer</b> Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• the events can be explained by a belief in free will or dualism that maintains some kind of belief in G-d;</li> <li>• no belief in an omnipotent and personal god can now be maintained in the light of the Holocaust.</li> </ul>	[12]
<b>Question 3: Total:</b>		<b>[24]</b>
<b>Paper Total:</b>		<b>[48]</b>

**Assessment Objectives Grid (includes QWC)**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>Total</b>
<b>1(a)</b>	1		<b>1</b>
<b>1(b)</b>	2		<b>2</b>
<b>1(c)</b>	3		<b>3</b>
<b>1(d)</b>	6		<b>6</b>
<b>1(d)</b>		12	<b>12</b>
<b>2(a)</b>	1		<b>1</b>
<b>2(b)</b>	2		<b>2</b>
<b>2(c)</b>	3		<b>3</b>
<b>2(d)</b>	6		<b>6</b>
<b>2(e)</b>		12	<b>12</b>
<b>3(a)</b>	1		<b>1</b>
<b>3(b)</b>	2		<b>2</b>
<b>3(c)</b>	3		<b>3</b>
<b>3(d)</b>	6		<b>6</b>
<b>3(e)</b>		12	<b>12</b>
<b>Totals</b>	<b>24</b>	<b>24</b>	<b>48</b>