



GCSE MARKING SCHEME

SUMMER 2016

**RELIGIOUS STUDIES
SPECIFICATION A**

**UNIT 8 - JUDAISM
4448-01**

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

General Marking Instructions for Examiners

The mark scheme defines what can be reasonably expected of a candidate in response to questions asked.

Assessment Objectives

The questions test the candidate's ability to:

- AO1** Describe, explain and analyse, using knowledge and understanding of the specification content.

- AO2** Use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints.

It is not always appropriate or desirable to produce a clear cut, rigid, universally applicable mark scheme. Those questions which are designed to assess larger areas of knowledge or the skills of understanding and evaluation require a marking scheme which is more sophisticated and flexible. This marking scheme that follows will allow examiners to take into account the different levels of response that candidates may offer to a question.

Those different levels are as follows overleaf:

Level of Response Grid

AO1

Questions (a) – (c)

Level	Level Descriptor	Mark Total
0	<p>Either: Offers no relevant information or explanation.</p> <p>Or: Makes no link between beliefs and practices.</p>	0
1	<p>Either: An elementary statement of information or explanation which is limited in scope or content.</p> <p>Or: A simple link between beliefs and practices</p>	1
2	<p>Either: An accurate account of information or an appropriate explanation of a central teaching, theme or concept.</p> <p>Or: An explicit link between beliefs and practices. Limited use of religious language.</p>	2
3	<p>Either: An account or explanation indicating knowledge and understanding of key religious ideas, practices, explanations or concepts. Uses and interprets a range of religious language and terms.</p> <p>Or: Analysis showing some awareness and insight into religious facts, ideas, practices and explanations. Uses and interprets a range of religious language and terms.</p>	3
4	<p>A coherent account, explanation or analysis showing awareness and insight into religious facts, ideas, practices and explanations.</p> <p>Uses religious language and terms extensively and interprets them accurately.</p>	4

AO2

Question (d)

Level	Level Descriptor	Mark Total
0	Makes no relevant point of view.	0
1	A simple, appropriate justification of a point of view.	1
2	<p>Either: An expanded justification of one point of view, with appropriate example and /or illustration which includes religious teaching.</p> <p>Or: A second, simple, appropriate justification of a viewpoint of view possibly linked to evidence or example.</p>	2
3	An expanded justification of one point, with appropriate examples and/or illustration, which includes religious teaching and a second appropriate justification of a point of view.	3
4	An expanded justification of two viewpoints, incorporating the religious and moral aspects at issue and their implications for the individual and the rest of society.	4

Question (e)

Level	Level Descriptor	Mark Total
0	Makes no relevant point of view, e.g. yes.	0
1	Communicates clearly and appropriately Either: A simple, appropriate justification of a point of view, possibly linked to evidence or example and making a simple connection between religion and people's lives. Or: Two simple appropriate justifications of a point of view.	1 - 2
2	Communicates clearly and appropriately using limited specialist language Either: An expanded justification of one point of view, with appropriate example which includes religious teaching and /or illustration AND either a second simple appropriate justification Or: Two appropriate justification of a point of view linked to evidence or example, which includes religious teaching.	3 - 4
3	Communicates clearly and appropriately using and interpreting specialist language an expanded justification of one point of view, with appropriate examples which includes religious teaching and/or illustration, There is also adequate recognition of an alternative or different point of view, using relevant evidence and religious teaching /or moral reasoning to formulate judgements.	5 - 6
4	Communicates clearly and appropriately using specialist language extensively a thorough discussion, including alternative or different views of the religious and moral aspects at issue and their implications for the individual and the rest of society.	7 - 8

Assessment of spelling, punctuation and the accurate use of grammar

The grid below is for use when marking question 1(e) only.

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	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.
<i>Intermediate performance</i> 2 – 3 marks	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.
<i>High performance</i> 4 – 5 marks	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.

Special Guidance for Examiners

*Please note carefully **and** apply consistently:*

- There is a policy of ‘positive marking’ employed in this Specification.
- This means that the exemplars in the mark scheme are only meant as **helpful guides**.

*Therefore any other acceptable or suitable answers **should be credited** even though they are not actually stated in the mark scheme.*

- Words **merely copied** from the stimulus without further comment or addition, or **mere descriptions** of what is in visual stimulus, **should not gain full credit**.

Rules for Marking

1. Differentiation will be achieved on the basis of candidates' responses.
2. The purpose of the levels of response grids is to help achieve consistency among examiners and avoid 'penny-point' marking. To avoid Centres misinterpreting the way scripts have been marked ticks must NOT be used when marking.
3. The whole answer, or part answer, must be read and then, taking everything into account, allocated to the level 'best fit' using the level descriptors above. Where there are two marks assigned to a level, the higher mark will be given where all or most of the descriptor is satisfactorily met. The lower mark will be given where the answer barely matches the descriptor.
4. Correct and relevant material should be indicated by a "L1", "L2", etc. (showing achievement of the criteria in the level description). This should be at the end of the answer next to the right hand margin. The mark should be written immediately to its right, just inside the examiner's column. No comments should be added.
5. Marks for each part question should be clearly written in the column provided, and the total for the whole question clearly written in the box provided at the end of the question. The statement of the Level of Response should be written alongside (to the left) the total marks– not in the marks column.
6. Where an examiner feels that a response is particularly weak, and has not achieved even the lowest level of response, "0" should be written in the mark column, and "LO" written alongside.
7. No mark scheme can ever anticipate or include every possible detail or interpretation; examiners should use their professional judgement to decide whether a candidate's particular response answers the question in relation to the particular assessment objective
8. Candidates will express their ideas in language different from that given in any mark scheme or outline. Positive marking therefore, on the part of examiners, will recognise and credit correct statements of ideas, valid points and reasoned arguments irrespective of the language level employed. Credit should also be given for answers that are acceptable even if they are not referred to in the mark scheme.

Please remember to total marks for each question.

Seeking Advice

If Assistant Examiners have any doubts concerning the awarding of any marks on the paper, they should consult with the Principal Examiner for that examination paper immediately.

**GCSE RELIGIOUS STUDIES
UNIT 8 JUDAISM**

SUMMER 2016

Q.1 (a) Describe how Jews observe Pesach.

Reference may be made to:

- Home is prepared – all yeast is removed and house cleaned.
- Special cutlery is used for Pesach.
- Children search for chametz – bedikat chametz.
- Jews observe Pesach by setting a Seder table – Haggadah, two candles, cup for Eligjah, salt water, red wine, three matzot. Seder plate contains – shank bone, roasted egg, bitter herbs, haroset, karpas (green vegetables).
- Jewish woman observes Pesach by lighting candles to welcome the festival.
- Jews observe Pesach with the man reciting Kiddush over a glass of wine.
- The man also breaks the middle matzo in two – replaces one half and hides the other.
- Jews observe Pesach by the youngest person asking four questions.
- The man reads answers from the Haggadah.
- After the second glass of wine, all wash their hands.
- Small matzo distributed to all and eaten.
- Bitter herbs are dipped in haroset and eaten.
- Main meal is eaten.
- Search for hidden matzo which is eaten as dessert.
- Two more glasses of wine are drunk, grace said and hymns of praise and songs are sung.

AO1 [4]

(b) Explain why the role of men is important in a Jewish family.

Reference may be made to:

- The man will recite Kiddush at festivals.
- The man will provide for his family.
- The man will take the main role in celebrating festivals in the home.
- The man will set a good example in religious practices.
- The man will provide for his wife, if married.

AO1 [4]

(c) Explain how Reform Jews worship in a synagogue.

Reference may be made to:

- Men and women sit and pray together
- Music will be used.
- There may be a female rabbi.
- Services are in English and Hebrew.

AO1 [4]

**(d) 'It is important to have a day of complete rest.'
Do you agree or disagree? Give *two* reasons for your answer.
(You must include reference to religious beliefs in your answer.)**

Points that could be discussed include:

- It allows the family to reflect on the past week.
- The family can spend time together.
- Observing Shabbat, as a day of rest, is demanded in the Ten Commandments – it is therefore important to observe a day of rest.
- Jews, in the past, have kept Shabbat as a day of complete rest, so this should continue.
- In today's society, it is impossible to have a day of complete rest.
- Times have changed – to do nothing is no longer easy.
- The cost of living is such that people often cannot afford to have a day of rest.
- Many occupations involve weekend work.
- Children can be stressed with schoolwork – it is impossible to have a day of complete rest.
- Only time children can have a day of rest is at the weekend, but this is time for socialising.

AO2 [4]

- (e) **‘It is easy to celebrate Jewish festivals in Britain.’**
Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.
(You must include reference to religious beliefs in your answer.)

Reasons that may be given and explained include:

- There is religious tolerance in today’s multi faith society.
- More knowledge about religions has increased tolerance and respect.
- Much of the religion is practised in the home so it is not difficult.
- Many supermarkets sell food suitable to celebrate festivals.
- The intention to celebrate is more important than where it takes place.
- Regardless of where a person might be, any festival can be kept if the person is focused upon the reason why the festival is being celebrated.
- Taking time off work for Shabbat and other festivals might be difficult – time consuming, time off work/school.
- It might be difficult to obtain food for celebrations.
- There may be a lack of understanding from others.
- Many Jews feel that the only place to celebrate festivals is in Israel.
- It is difficult to observe festivals in a non-Jewish community.

AO2 [8+5]

Q.2 (a) Describe how symbols are used in Judaism.

Reference may be made to:

- Symbols help Jews to focus when praying.
- Symbols contribute towards Jewish identity.
- Credit reference to the mezuzah and Magen David.
- Mezuzah reminds Jews of God and that God protects them.
- Mezuzah reminds Jews of God of their dedication to God.
- The intertwining of a Magen David makes the triangle inseparable, like the Jewish people.

AO1 [4]

(b) Explain Jewish beliefs about Judgement.

Reference may be made to:

- Jews believe that everyone has been given free will and must take responsibilities for their actions.
- Jews must observe the commandments.
- Jews believe they will be judged on the way they lead their lives.
- God will judge all people after death and their reward will be Heaven. The punishment will be Hell.
- God judges Jews at Rosh Hashanah for their deeds.
- Yom Kippur is an opportunity to confess their sins to God and ask for reconciliation.

AO1 [4]

(c) Explain what Judaism teaches about other religions.

Reference may be made to:

- Jews respect all religions.
- They believe that all religions are a path to God.
- Jews do not aim to convert people to Judaism.
- Believe that Judaism has shaped Christianity and Islam.
- Credit references made regarding Jewish attitudes to individual religions.

AO1 [4]

- (d) **‘The Ten Commandments are difficult for Jews to obey.’**
Do you agree or disagree? Give reasons or evidence for your answer, showing that you have considered more than one point of view. (You must include reference to religious beliefs in your answer.)

Points that could be discussed include:

- They are not relevant today.
- The Ten Commandments are out of date.
- People often work on the Sabbath.
- The Ten Commandments are a guide for life today.
- Develops their faith and they are obeying God.
- They state a Jew’s duty to God and human beings which are important.

AO2 [4]

- (e) **‘Jews should wear special clothes for worship.**
Do you agree? Give two reasons for your answer. (You must include reference to religious beliefs in your answer.)

Reasons that may be given and explained include:

- Helps Jews focus on God and prevent them from other distractions.
- It shows devotion to God.
- Helps a person to be in the correct frame of mind for worship.
- It shows pride in their identity.
- Constant reminder of God and shows God is with them.
- It shows obedience - they are instructed to wear these in the Torah.
- God is already in their hearts and minds.
- Can distract the wearer from prayer.
- Thoughts and feelings of a person are important - the way you live your life shows you are Jewish.
- Can be time consuming.
- It is sexist - special clothes for worship are worn predominantly by Jewish males.
- They are expensive and unnecessary.

AO2 [8]

Q.3 (a) Describe how a coming of age ceremony is celebrated.

Reference may be made to:

- Description of either Bar Mitzvah, Bat Mitzvah or Bat Chayil ceremony.
- Takes place on Shabbat.
- Boy/girl being called to the bimah by the Rabbi.
- Reciting blessing/reading from the Torah.
- Father will recite a blessing – Baruch Sh'petaran.
- Speech will be made.
- A sermon, from the Rabbi is given.

AO1 [4]

(b) Explain why the home is important in Judaism

Reference may be made to:

- It is a place where Jews can practise their faith.
- This is where parents educate their children in the Jewish faith - dietary laws, mitzvot, Hebrew, knowledge of Jewish history etc.
- This is where children are immersed in Jewish culture from birth.
- Faith is practised regularly in the home - set times for daily prayer, study, reciting blessings, celebrating festivals, weekly Shabbat.
- Symbols of faith in the home are a reminder of the faith.

AO1 [4]

(c) Explain Jewish teachings about adultery.

Reference may be made to:

- Forbidden, as stated in the Ten Commandments.
- Sexual relationships should only be between husband and wife.
- Sex is designed to deepen a marriage – adultery is therefore wrong.
- Coveting is sinful and is forbidden as stated in the Ten Commandments.

AO1 [4]

- (d) **‘Jewish children should make their own choice about being part of a religion.’**
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer.)

Points that could be discussed include:

- (Not necessarily for and then against)
- God gave people free will therefore you have the right to decide which religion to follow.
- A child may not agree with certain aspects of Judaism.
- A child may wish to marry a non-Jew (Gentile).
- Children are individuals and therefore they have their own rights to choose their own religion.
- Ten Commandments states how children should honour their parents.
- Will not cause conflicts when following Jewish laws.
- Religion is passed down through the mother.
- Can strengthen the community, as Judaism will continue.
- Shows respect and gives thanks to your parents.

AO2 [4]

- (e) **‘Sex is an important part of marriage.’**
Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.
(You must include reference to religious beliefs in your answer.)

Reasons that could be given and explained include:

- Sex shows responsibilities and commitment to each other.
- Sex develops the bond between husband and wife.
- Sex should only take place in marriage.
- Sex ensures the continuation of the Jewish race.
- We live in a modern society where couples may not wish to marry.
- We can make our own decisions about sex.
- Sex is an expression of a couple’s love for each other, support, love, care).
- Other aspects of marriage are important (credit suitable examples).
- It is a duty from God to procreate.
- To have a sexual relationship is a duty from God.

AO2 [8]

Q.4 (a) Describe how Jews obey the Covenant.

Reference may be made to:

- Jewish boys are circumcised at 8 days old.
- To worship one God.
- Follow the Ten Commandments (credit examples).
- Follow the laws set out in the Torah (credit examples).
- Take part in synagogue worship.
- Celebrate festivals and rites of passage.

AO1 [4]

(b) Explain how God, made the Covenant with Abraham.

Reference may be made to:

- God spoke to Abraham saying 'I am God Almighty'.
- Abraham bowed his face to the ground.
- What God expected from Abraham - lead a blameless life.
- God promised Abraham he would be the leader of a great nation and promised him the 'promised land' Canaan/Israel.
- God changed Abrahams name from Abram to Abraham.
- Abraham was to circumcise himself and all other males amongst him - sign of the Covenant.

AO1 [4]

(c) Explain the rituals that take place after a Jew has died.

Reference may be made to:

- The funeral will take place usually within 24 hours of death.
- Body is washed and prepared by the Chevra Kaddisha.
- Body is buried in a simple wooden coffin.
- At the funeral Psalms are read, followed by a short prayer praising God for granting life and taking it away.
- Mourners return home and they have a meal of hard-boiled eggs.
- Mourning also begins by reciting the Kaddish.
- Observance of Shiva – credit suitable description.
- A candle is burnt night and day.
- 30 days after the funeral is known as sheloshim – meaning 'thirty'.
- Male mourners will continue to say kaddish for 11 months.

AO1 [4]

- (d) **‘The Beth Din is important in the Jewish community.’**
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer.)

Points that could be discussed include:

- The Beth Din deals with issues about Jewish law and with disputes within a business or wider Jewish community.
- The Beth Din licences food outlet and shops; licences factories that produce food; restaurants.
- The Beth Din helps a person who wishes to convert to Judaism and carries out conversions.
- The Beth Din issues the ‘get’ to those wishing to divorce.
- The rabbi supports the spiritual welfare of their congregation.
- The rabbi will prepare children for their Bar/Bat Mitzvah and teach their community about Judaism.
- The scribe writes out scrolls (Torah, mezuzah, Ketubah, tefillin).
- The chevra kaddisha show respect for a dead person. They will prepare the body for burial, according to Jewish law.
- The shochet is the butcher who slaughters animals and birds by Shechitah, in accordance with Jewish tradition.
- The cantor/chazzan often conducts services.
- The cantor/chazzan leads the singing in the community.
- The cantor/chazzan can assist the rabbi in their pastoral duties.
- *Credit reference to the role of the mohel and sandek.*

AO2 [4]

- (e) **‘Only God should take life away.’**
Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.
(You must include reference to religious beliefs in your answer.)

Reasons that could be given and explained include:

- Life is sacred and should be protected at all costs.
- Jews believe that taking a person’s life is prohibited.
- Life is precious and a gift from God. God is the source of life.
- Nothing is allowed to hasten death.
- To take life is considered as murder – it is against the Ten Commandments.
- Euthanasia is illegal in Britain.
- People should be allowed to die with dignity.
- Life belongs to the individual who should be free to decide when to end their own life.
- It is wrong to artificially prolong life when it would have ended naturally.
- It is wrong to prolong life when there is no quality of life.

AO2 [8]