



GCSE

Religious Studies B

8063/2Y – Paper 2Y: Perspectives on faith (Judaism)

Mark scheme

June 2018

Version/Stage: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Levels of response marking

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of students' responses. To facilitate this, levels of response marking has been devised for many questions.

Levels of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

If a student demonstrates knowledge, understanding and / or evaluation at a certain level, he / she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine**

religious studies skills. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a student's response.

Levels of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully, responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Lead Examiner.

In questions where credit can be given to the development of a point, those developments can take the form of:

- **Example or evidence**
- **Reference to different views**
- **Detailed information.**

Spelling, Punctuation and Grammar (SPaG)

Spelling, punctuation and grammar will be assessed in 12-mark questions.

Spelling, punctuation and grammar (SPaG) will be assessed against the following criteria:

Level	Performance descriptor	Marks awarded
High performance	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate 	3
Intermediate performance	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate 	2
Threshold performance	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate 	1
No marks awarded	<ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning 	0

Religion B: Judaism Beliefs

0 1 . 1 Which one of the following refers to a Jew's duty to give to those in need? [1 mark]

- A Charity
- B Kosher
- C Prayer
- D Trefah

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: A. Charity

0 1 . 2 Give two Jewish beliefs about life after death. [2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

One mark for each of two correct points.

Students may include some of the following points, but all other relevant points must be credited:

Judgement / physical existence / spiritual existence / Sheol / Gan Eden / Gehinnom / resurrection / immortality of the soul / world to come (olam ha-ba) / some Jews do not believe in it / focus on this life, etc.

0 1 . 3 Explain two ways in which the religious beliefs about monotheism are similar in Judaism and in the main religious tradition of Great Britain.

You should name the main religious tradition of Great Britain in your answer. [4 marks]

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs

First similar belief

Simple explanation of a relevant and accurate similarity – 1 mark
Detailed explanation of a relevant and accurate similarity – 2 marks

Second similar belief

Simple explanation of a relevant and accurate similarity – 1 mark
Detailed explanation of a relevant and accurate similarity – 2 marks

Students may include some of the following points, but all other relevant points must be credited:

There is only one God / general or specific reference to Decalogue (Commandments) / God is unique / nothing can be compared with God / God alone is eternal / God is ever present in human lives / every aspect of life is an encounter with God / God is the source of morality / God is infinite / beyond human understanding / the source of all knowledge / God is omnibenevolent / he alone has the ultimate authority to show mercy / he alone is the ultimate source of love / there are no rival deities / no evil deities / no separate God in charge of evil, etc.

NB a maximum of three marks if there is no explicit reference to Christianity/Christian traditions/Christians etc.

If contrasting ways are given, only one of them may be credited, up to 2 marks.

0 1 . 4 Explain two Jewish beliefs about the Messiah.

Refer to scripture or another source of Jewish belief and teaching in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First belief

Simple explanation of a relevant and accurate belief – 1 mark

Detailed explanation of a relevant and accurate belief – 2 marks

Second belief

Simple explanation of a relevant and accurate belief – 1 mark

Detailed explanation of a relevant and accurate belief – 2 marks

Relevant and accurate reference to scripture or another source of Jewish belief and teaching – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

Still to come / Davidic descent / he will reign on David's throne, establishing and upholding it with justice and righteousness (Isaiah 9:7) / the Messiah will renew the Davidic dynasty, build the Temple and gather dispersed Jews (Maimonides) / will establish Israel as the centre of government / will gather the Jews from all corners of the earth / will restore full obedience to the Torah / will usher in a reign of universal peace / some have no belief in the Messiah as a single figure / the community's good actions will bring in the Messianic age, etc.

Sources of authority

'I believe in the coming of the Messiah. And even though he may take time to arrive, I wait daily for his arrival.' (Maimonides)

'He will judge between the nations... Nation will not take up sword against nation.' (Isaiah 2:4)

‘Behold, I send my messenger, and he will prepare the way before me. And the Lord whom you seek will suddenly come to his temple; and the messenger of the covenant in whom you delight, behold, he is coming, says the Lord of hosts.’ (Malachi 3:1)

Accept all other sources of authority that correctly support the examples given. These references may be paraphrased. A direct quotation is not required.

0 1 . 5 ‘The most important Covenant for Jews was the one made at Sinai.’

Evaluate this statement.

In your answer you should:

- **give reasoned arguments to support this statement**
- **give reasoned arguments to support a different point of view**
- **refer to Jewish teaching**
- **reach a justified conclusion.**

[12 marks]
[SPaG 3 marks]

Target: AO2: Analyse and evaluate aspects of religion and belief, including significance and influence

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. Maximum Level 2 if there is no reference to religion.	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

It was based on the Exodus / God’s deliverance of the Jews from slavery / his supreme act of saving love for his people / it set out the nature of Israel’s election as God’s chosen people /

treasured possession / kingdom of priests / a holy nation / the Decalogue was given / Israel's side of the covenant / laws setting out the Jews' total commitment to God / and their relationships with one another / many Jews believe that the mitzvot in the Torah were given at Sinai / there are 613 / these form the basis of Jewish life, etc.

Arguments in support of other views

The covenant with Abraham forms the very beginning of God's relationship with Israel / he is seen as the father of the Jews / without this covenant, the Mosaic covenant would not have come into being / the promise of land is central to the thinking of Judaism / at Pesach, Jews say 'Next year in Jerusalem' / many diaspora Jews look to Israel as the promised land / the promise that Abraham would found a great nation / the story of Isaac's conception and birth against the odds point to the compassion and power of God / without Abraham, the Jews who escaped slavery would not have existed / the covenant was sealed with circumcision / a sign of the Jews being set apart / the importance of Brit Milah to Jews today, etc.

Accept reference to covenants with Adam (Gen. 12, 15, 17, 22), Noah (Gen. 9), David (2 Sam. 7), Jeremiah's new covenant (Jer. 31).

SPaG 3 marks

Religion B: Judaism Practices

0 2 . 1 Which one of the following celebrates a Jewish boy's coming of age? [1 mark]

- A Amidah
- B Bar Mitzvah
- C Brit Milah
- D Mitzvot

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: B. Bar Mitzvah

0 2 . 2 Give two Jewish mourning rituals (customs). [2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

One mark for each of two correct points.

Students may include some of the following points, but all other relevant points must be credited:

Stay at home / watching over the body of the dead person prior to burial (Shmirah) / sit on low stools or on the floor / no leather shoes / hair uncut and unshaven / no cosmetics / mirrors covered / wear clothes that were torn on hearing of the death / prayer three times daily / recite the kaddish / people will bring food for them / do not listen to music or go to parties / place stones on the grave, etc.

Mourning rather than funeral practices, but accept the idea of accompanying the bereaved family and the body to the final resting place (Levaya).

0 2 . 3 Explain two ways in which observing Shabbat influences Jewish life. [4 marks]

Target: AO1:2 Knowledge and understanding of religion and belief: influence on individuals, communities and societies.

First way

Simple explanation of a relevant and accurate influence – 1 mark
Detailed explanation of a relevant and accurate influence – 2 marks

Second way

Simple explanation of a relevant and accurate influence – 1 mark

Detailed explanation of a relevant and accurate influence – 2 marks

Students may include some of the following points, but all other relevant points must be credited:

It gives the opportunity for Jews to reflect on their relationship with God / to show that they keep God's commandment / a time for those who lead very busy lives to set secular concerns to one side and study the Torah / this this will then impact on their secular lives / it strengthens family ties / in the Shabbat evening meal / in going together to the synagogue (and in the case of Reform Jews, sitting together for worship) / discussing the Torah as a family at home / it brings the Jewish community together in worship / this encourages a sense of belonging, identity and support / through the readings, psalms, prayers and sermon they learn of God's purposes for them as a community and as individuals and this inspires them to try to fulfil those purposes / the symbol of the spice box at the Havdalah ceremony expresses the desire that the spirit of Shabbat might influence the rest of the week / bringing peace and harmony in family and wider relationships / a reminder of Jewish cultural history, etc.

0 2 . 4 Explain two Jewish beliefs about prayer.

Refer to scripture or another source of Jewish belief and teaching in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First belief

Simple explanation of a relevant and accurate belief – 1 mark
Detailed explanation of a relevant and accurate belief – 2 marks

Second belief

Simple explanation of a relevant and accurate belief – 1 mark
Detailed explanation of a relevant and accurate belief – 2 marks

Relevant and accurate reference to scripture or another source of Jewish belief and teaching – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

Jewish men are required by the Talmud to pray three times a day / said to be introduced by the Patriarchs / Abraham introduced prayer in the morning, Isaac in the afternoon and Jacob in the evening / there are thrice-daily services in Orthodox synagogues to facilitate this / the Jewish prayer book (the siddur) contains services for this / in view of their responsibilities and their natural spirituality women do not have set times for prayer / they are required to pray once a day / Jews believe that prayer is a vital way of developing their relationship with God / they believe that God will hear and answer prayer / it enables them to focus on him / and to put him at the centre of their lives / they believe that prayer brings new insights into God's purposes for them / it gives comfort and the courage to persevere in times of difficulty / it reinforces their faith / prayer in the synagogue strengthens the sense of being part of the People of God, etc.

Sources of authority

‘Remember the Sabbath day by keeping it holy.’ (Exodus 20:8)

‘Before they call I will answer, while they are still speaking I will hear.’ (Isaiah 65:24)

‘He will respond to the prayer of the destitute.’ (Psalm 102:17)

‘When you have eaten and are satisfied, praise the LORD your God for the good land he has given you.’ (Deut. 8:10)

‘The Lord has heard my cry for mercy; the Lord accepts my prayer.’ (Psalm 6:9)

Accept all other sources of authority that correctly support the examples given. These references may be paraphrased. A direct quotation is not required

0 2 . 5 ‘Rosh Hashanah is the most important Jewish festival for Jews in Great Britain today.’

Evaluate this statement.

In your answer you should:

- give reasoned arguments to support this statement
- give reasoned arguments to support a different point of view
- refer to Jewish teaching
- reach a justified conclusion.

[12 marks]

Target: AO2: Analyse and evaluate aspects of religion and belief, including significance and influence

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. Maximum Level 2 if there is no reference to religion.	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

It marks the start of the High Holy Days / the most special time of the year for Jews / over the festival itself and the succeeding Days of Awe, Jews focus intensely on their relationship with God and with one another / it is the Jewish New Year / celebration of God's kingship / e.g. seen in the blowing of the shofar / a time for new beginnings / a chance to reflect on thoughts and actions in the past year and to resolve to make the coming year a better one / the symbolism of the Book of Life / God decides on the possibilities for the year ahead / the custom of tashlich / it is a time for individual Jews to think about relationships with others / to seek forgiveness from and reconciliation with those whom they have wronged or hurt in some way / it is a time for thinking about God's creation of the world / for gratitude to him for his goodness and mercy / for thinking about God's purposes for the world / for resolving to be better stewards, etc.

Arguments in support of other views

Yom Kippur is more important / links to Jewish practice in Temple times / many otherwise non-observant Jews observe this day / the absoluteness of the focus on God, as seen in the 25 hours fast and other restrictions and the many synagogue services / a time when the Jewish community as a whole states its penitence for sin and seeks God's mercy / prayer asking God to release them from unfulfilled vows / God closes the Book of Life / shofar blown to end the fast / ascent of the Shekinah / freedom from slavery to sin.

Pesach is more important / this can be seen in the effort made by Jews to celebrate the seder meal with their families / and in the symbolic items / its message of God's deliverance is particularly relevant in today's world when memories of the Holocaust are still strong for survivors and their families and when antisemitism is a constant threat / the Exodus cemented the Jewish identity and this is particularly important, given the Diaspora / next year in 'Jerusalem' is a reminder of God's promises and of hopes that they will again become a reality.

It could be argued that all Jewish festivals are of equal importance / their observance is commanded by God / they are all pointers to and celebration of the Jewish sense of being God's chosen people and of the duties that brings, etc.

SPaG 3 marks