

New  
Specification



*Rewarding Learning*

**General Certificate of Secondary Education  
2018**

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## **Religious Studies**

Paper 9

Judaism

**[GRE91]**

**FRIDAY 15 JUNE, AFTERNOON**

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# **MARK SCHEME**

## General Marking Instructions

### **Introduction**

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses.

### **Assessment objectives**

Below are the assessment objectives for Religious Studies.

#### **Candidates must:**

- AO1** demonstrate knowledge and understanding of religion, including beliefs, practices and sources of authority; and
- AO2** analyse and evaluate aspects of religion and belief, including their significance and influence.

### **Quality of candidates' responses**

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

### **Flexibility in marking**

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

### **Positive marking**

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

### **Awarding zero marks**

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

### **Types of mark schemes**

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

**Levels of response**

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

AO1 (5 mark responses):

**Level 1:** The candidate presents something relevant or worthy of credit; elementary knowledge and understanding.

**Level 2:** The candidate presents a clear knowledge and understanding with some development.

**Level 3:** The candidate presents a detailed answer showing very good development.

AO2 (5 mark responses):

**Level 1:** The candidate presents opinion supported by one simple reason.

**Level 2:** The candidate presents opinion supported by two simple reasons or one developed reason.

**Level 3:** The candidate presents a well-argued response with evidence of informed insights.

**Quality of written communication**

Quality of written communication is assessed in the extended writing questions worth 10 marks in Section B of each examination paper. These questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is limited.

Level 3: Quality of written communication is good.

Level 4: Quality of written communication is very good.

Level 5: Quality of written communication is excellent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance which is provided on the next page:

AO2 (10 mark responses):

**Level 1 (Basic):** The candidate presents some information in a simple form. **Basic arguments** are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure. Basic use of specialist vocabulary.

**Level 2 (Limited):** The candidate presents one or two relevant points. **Limited arguments** are given to analyse and evaluate personal responses and informed insights, some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure. Limited use of specialist vocabulary.

**Level 3 (Good):** A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. **Good reasoned arguments** are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing and some coherent structure evident. Good use of specialist vocabulary.

**Level 4 (Very good):** Different points of view must be considered, but the consideration does not need to be balanced i.e. one view could be much briefer than the other. **Well-formed and reasoned arguments** are given to analyse and evaluate personal responses and informed insights, accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary.

**Level 5 (Excellent):** The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. **Very well-formed and reasoned arguments** are given to analyse and evaluate personal responses and informed insights, highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary.

## Section A

Answer all questions.

AVAILABLE  
MARKS

## 1 Abraham

- (a) (i) Which book of the Hebrew Bible (Tenakh) contains the story of the call of Abraham?

Genesis  
(AO1)

[1]

- (ii) Name THREE things God promised Abraham at his call.

- Innumerable descendants
- He would have a son
- Receive a land from God

Accept valid alternatives  
(AO1)

[3]

- (iii) What was Abraham's original name before it was changed by God?

Abram  
(AO1)

[1]

(b) Explain the nature and purpose of God's covenant with the Jews.

**Target: Knowledge and understanding of God's covenant with the Jews.**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> <li>One relevant and accurate point.</li> </ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> <li>Two relevant and accurate points.</li> <li>Two or more relevant and accurate points with one developed.</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with development.</li> <li>Level 3 answers will be well-structured with good development.</li> </ul>	4–5

Answers may include:

- God has a special relationship with the Jewish people.
- Covenant established with Abraham and Moses.
- Jews have a responsibility to keep the law of God.
- The land of Israel as promised to Jews.
- The Jews were to be a "light to the Gentiles" and witness to the goodness and greatness of God.

Accept valid alternatives

(AO1)

[5]

AVAILABLE  
MARKS

(c) “The Jewish people are special to God.”

Do you agree with this statement? Give reasons for your answer.

**Target: Evaluation of the arguments about the relationship of the Jews to God.**

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	<ul style="list-style-type: none"> <li>The candidate presents some relevant information.</li> </ul>	1
Level 2	Opinion supported by two simple reasons or one developed reason.	<ul style="list-style-type: none"> <li>Reasoned arguments are given to analyse and evaluate personal responses.</li> </ul>	2–3
Level 3	A well-argued response with evidence of informed insights.	<ul style="list-style-type: none"> <li>Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights.</li> </ul>	4–5

Answers may include:

- God treats all people equally.
- God accepts all who call upon his name and respond to him.
- Nations that keep the commandments are accepted by God.
- God is just and treats people fairly and individually.

On the other hand:

- God established a covenant with the Jews that cannot be broken.
- The Jews are special in the eyes of God.
- Some nations have historically obeyed God.
- God used the Jews to reveal himself and how to live by obeying the Ten Commandments.

Accept valid alternatives  
(AO2)

[5]

15

AVAILABLE  
MARKS

**2 The Ten Commandments**

**(a) (i) Which Jewish leader received the Ten Commandments from God?**

Moses  
(AO1)

[1]

**(ii) Write out two of the Ten Commandments that refer to God.**

Any 2 of the appropriate Commandments: Exodus 20.3–8.  
(AO1)

[2]

**(iii) Write out two of the Ten Commandments that refer to how you should treat other people.**

Any 2 of the appropriate Commandments: Exodus 20.9–17.  
(AO1)

[2]

AVAILABLE  
MARKS

(b) Do you think that the Ten Commandments are still relevant to life today?

Give reasons for your answer.

**Target: Analysis of the relevance of the Ten Commandments.**

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	<ul style="list-style-type: none"> <li>The candidate presents some relevant information.</li> </ul>	1
Level 2	Opinion supported by two simple reasons or one developed reason.	<ul style="list-style-type: none"> <li>Reasoned arguments are given to analyse and evaluate personal responses.</li> </ul>	2–3
Level 3	A well-argued response with evidence of informed insights.	<ul style="list-style-type: none"> <li>Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights.</li> </ul>	4–5

Answers may include:

- The Ten Commandments provide a blueprint for how people should live.
- The Ten Commandments are intended by God for all people to follow.
- Human behaviour does not change or the rules that regulate it.
- Discussion of specific commandments and their relevance, e.g. murder.

On the other hand:

- Many people do not now believe in God.
- The moral beliefs do not require a religious justification.
- People do not make “graven images” in contemporary societies.
- People have to decide on their own form of morality and not have it determined by anyone else.

Accept valid alternatives

(AO2)

[5]

AVAILABLE  
MARKS

- (c) "It is difficult to be a Jew in a non-Jewish society."  
Do you agree with this statement? Give reasons for your answer.

**Target: Evaluation of the relationship of strict forms of behaviour to its attractiveness.**

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	<ul style="list-style-type: none"> <li>The candidate presents some relevant information.</li> </ul>	1
Level 2	Opinion supported by two simple reasons or one developed reason.	<ul style="list-style-type: none"> <li>Reasoned arguments are given to analyse and evaluate personal responses.</li> </ul>	2–3
Level 3	A well-argued response with evidence of informed insights.	<ul style="list-style-type: none"> <li>Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights.</li> </ul>	4–5

Answers may include:

- The potential for discrimination.
- Holidays and festivals do not take account of Judaism.
- The challenge of finding a suitable marriage partner.
- The observance of Jewish food laws may be difficult.

On the other hand:

- Jewish community and family life are very supportive.
- Children are taught Judaism from a young age in the home.
- Many cities have Jewish shops that cater for their religious needs.

Accept valid alternatives

(AO2)

[5]

15

AVAILABLE  
MARKS

## 3 Pesach

- (a) Choose **THREE** of the items on the Seder plate and describe how they relate to the festival of Pesach.

**Target: Knowledge of the features of the Jewish celebration of Pesach.**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> <li>One relevant and accurate point.</li> </ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> <li>Two relevant and accurate points.</li> <li>Two or more relevant and accurate points with one developed.</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with development.</li> <li>Level 3 answers will be well-structured with good development.</li> </ul>	4–5

Answers may include:

- Lettuce: sweetness then bitterness, from freedom to slavery.
- A roasted shankbone: in remembrance of the Passover lamb.
- An egg: a symbol of spring or a reminder of Temple offerings.
- Sprigs of parsley: a symbol of spring.
- Salt water: to represent the tears of the Israelites in Egypt.
- Maror (bitter herbs): a reminder of the bitter life in Egypt.
- Haroset: a mixture of apples, nuts, cinnamon and wine is served as a remembrance of the mortar made as Egyptian slaves.

Accept valid alternatives  
(AO1)

[5]

AVAILABLE  
MARKS

(b) Explain the significance of Pesach for Jews today.

Target: Knowledge and understanding of the significance of Pesach.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> <li>One relevant and accurate point.</li> </ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> <li>Two relevant and accurate points.</li> <li>Two or more relevant and accurate points with one developed.</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with development.</li> <li>Level 3 answers will be well-structured with good development.</li> </ul>	4–5

Answers may include:

- Marks the freedom that the Jews gained from Egypt and slavery.
- Reveals God to be the liberator of his people.
- The “passing over” of the Angel of death.
- Looks forward to a future deliverance by God of his people.
- Strengthen the Jewish sense of belonging to the community.

Accept valid alternatives  
(AO1)

[5]

AVAILABLE  
MARKS

- (c) "Taking part in religious festivals is the best way to learn about them."  
Do you agree with this statement? Give reasons for your answer.

**Target: Evaluation of the idea that participation in religious festivals is the best way to learn about them.**

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	<ul style="list-style-type: none"> <li>The candidate presents some relevant information.</li> </ul>	1
Level 2	Opinion supported by two simple reasons or one developed reason.	<ul style="list-style-type: none"> <li>Reasoned arguments are given to analyse and evaluate personal responses.</li> </ul>	2–3
Level 3	A well-argued response with evidence of informed insights.	<ul style="list-style-type: none"> <li>Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights.</li> </ul>	4–5

Answers may include:

- Taking part gives one an insider's perspective.
- Participating allows one to view the emotions and feelings of others at first hand.
- You learn through experience and the same is true about religious festivals.
- Taking part allows you to gain a sense of belonging to a religious community.

On the other hand:

- You can take part and not understand the symbolism.
- Taking part provides only a limited appreciation of all that goes on.
- You can learn about festivals from reading and listening to the accounts of others.
- Sometimes involvement can blind one to other things that are going on.
- Involvement blunts one's critical faculties.

Accept valid alternatives

(AO2)

[5]

15

AVAILABLE  
MARKS

#### 4 Religious Leadership

(a) Describe the work of a Rabbi.

**Target: Knowledge of the work of a Rabbi.**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> <li>One relevant and accurate point.</li> </ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> <li>Two relevant and accurate points.</li> <li>Two or more relevant and accurate points with one developed.</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with development.</li> <li>Level 3 answers will be well-structured with good development.</li> </ul>	4–5

Answers may include:

- The Rabbi is an expert on the Torah.
- Leads prayer and worship in the synagogue.
- Organises classes for the young.
- Time devoted to study.
- Sometimes judges disputes.

Accept valid alternatives  
(AO1)

[5]

AVAILABLE  
MARKS

- (b) Do you think a Jewish Rabbi should always be a man?  
Give reasons for your answer.

Target: Analysis of the relationship of gender to the role of a Rabbi.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	<ul style="list-style-type: none"> <li>The candidate presents some relevant information.</li> </ul>	1
Level 2	Opinion supported by two simple reasons or one developed reason.	<ul style="list-style-type: none"> <li>Reasoned arguments are given to analyse and evaluate personal responses.</li> </ul>	2–3
Level 3	A well-argued response with evidence of informed insights.	<ul style="list-style-type: none"> <li>Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights.</li> </ul>	4–5

Answers may include:

- The role of a Rabbi has traditionally been that of a man.
- Priests in Judaism were always men.
- Rulers in ancient Israel were always men.
- The appeal to the Torah in support of male leadership.
- Males and females have different roles assigned by God.

On the other hand:

- Reform and Liberal Jews believe in the equality of the sexes.
- Deborah appears as prophet and judge in the Hebrew Bible—the judges of that period functioned both as religious and political leaders.
- Women have the same gifts of leadership as men.
- Religious ideas that exclude women from leadership need to be updated.

Accept valid alternatives  
(AO2)

[5]

AVAILABLE  
MARKS

- (c) “Religious leaders have an important role to play in all societies.”  
Do you agree with this statement? Give reasons for your answer.

**Target: Evaluation of the significance of religious leaders in our society.**

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	<ul style="list-style-type: none"> <li>The candidate presents some relevant information.</li> </ul>	1
Level 2	Opinion supported by two simple reasons or one developed reason.	<ul style="list-style-type: none"> <li>Reasoned arguments are given to analyse and evaluate personal responses.</li> </ul>	2–3
Level 3	A well-argued response with evidence of informed insights.	<ul style="list-style-type: none"> <li>Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights.</li> </ul>	4–5

Answers may include:

- Reference to the secularisation of society.
- Scandals have undermined the moral authority of religious leaders.
- Religious leaders are frequently elderly and out of touch with young people and the challenges they face.
- Religious leaders are wedded to old-fashioned ideas.

On the other hand:

- A large number of people claim to be religious in society and look to religious leaders for direction and guidance.
- Religious leaders have a duty to speak the truth whether people listen or not.
- Religious leaders present religious teachings that are always relevant.
- It would be a better society if people obeyed religious teaching.

Accept valid alternatives

(AO2)

[5]

15

**Section A**

**60**

AVAILABLE  
MARKS

## Section B

Candidates must answer **two** questions from this section.

## 5 Brit Milah

(a) Describe a Brit Milah ceremony.

**Target: Knowledge of the main elements of a Brit Milah ceremony.**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> <li>One relevant and accurate point.</li> </ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> <li>Two relevant and accurate points.</li> <li>Two or more relevant and accurate points with one developed.</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with development.</li> <li>Level 3 answers will be well-structured with good development.</li> </ul>	4–5

Answers may include:

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

Accept valid alternatives

(AO1)

[5]

AVAILABLE  
MARKS

(b) Explain the significance of a Brit Milah ceremony for Jews.

**Target: Knowledge and understanding of the importance of Brit Milah for Jews.**

AVAILABLE  
MARKS

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> <li>One relevant and accurate point.</li> </ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> <li>Two relevant and accurate points.</li> <li>Two or more relevant and accurate points with one developed.</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with development.</li> <li>Level 3 answers will be well-structured with good development.</li> </ul>	4–5

**Answers may include:**

- Circumcision is the sign of the covenant.
- The rite goes back to Abraham.
- It is a command of God for Jews.
- It sets the Jews apart from other people.

Accept valid alternatives  
(AO1)

[5]

- (c) “It is wrong to bring children up to be religious; they should choose for themselves as adults.”

Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view. You should refer to Judaism in your answer.

**Target: Analysis and evaluation of the propriety of bringing up children to be religious.**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit		0
Level 1	Opinion supported which may be by one or two simple reasons.	The candidate presents some information in a simple form. Basic arguments are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure. Basic use of specialist vocabulary.	1–2
Level 2	Opinion supported by two simple reasons with one developed.	The candidate presents one or two relevant points. Limited arguments are given to analyse and evaluate personal responses and informed insights. Some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure. Limited use of specialist vocabulary.	3–4
Level 3	Opinion supported by two developed reasons with reference to religion.	A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. Good reasoned arguments are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing with some coherent structure evident. Good use of specialist vocabulary.	5–6

AVAILABLE  
MARKS

Level 4	Evidence of reasoned consideration of different points of view, showing informed insights and knowledge and understanding of religion.	Different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary.	7–8
Level 5	A well-argued response, with evidence of reasoned consideration of different points of view, showing informed insights and ability to apply knowledge and understanding of religion effectively.	The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. Very well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary.	9–10

Answers may include:

- Children should be allowed to choose for themselves whether to be religious or not.
- Religion is a personal matter and not for others to decide for you.
- Religion is divisive in society so divisive beliefs should not be encouraged in children.
- Religious children are not prepared to participate and live in a secular society.
- You have a right to religious freedom.

On the other hand:

- Parents want to provide what is best for their children and this includes bringing them up to be religious.
- Parents have the right to bring up their children in their own religion.
- It is important for children to be taught to do what is right.
- There is no neutral position with regard to religion: you either support or oppose it.
- Religion provides a moral framework into which children should be initiated.

Accept valid alternatives  
(AO2)

[10]

20

AVAILABLE  
MARKS

## 6 Mourning and Burial Rituals

(a) Describe the Jewish ceremonies and rites associated with death.

**Target: Knowledge of the ceremonies and rites associated with death.**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> <li>One relevant and accurate point.</li> </ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> <li>Two relevant and accurate points.</li> <li>Two or more relevant and accurate points with one developed.</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with development.</li> <li>Level 3 answers will be well-structured with good development.</li> </ul>	4–5

Answers may include:

- As they are dying, Jews try to say the Shema (prayer) showing their belief in one God.
- When someone dies Jews say Kaddish (Kaddish is often called a funeral prayer but it is actually a prayer praising God).
- As soon as someone dies, preparations are made for burial which must take place as quickly as possible.
- The body is washed and dressed in tachrichim, a simple white shroud.
- Men are also wrapped in their tallit (prayer shawl).
- The fringes are cut off the tallit to show that he is now free of the religious laws.
- The body is put in a plain wooden coffin which is sealed. From the time of death until burial, the body is never left alone.
- Before the burial the mourners make a tear in their garments to show their grief.
- Jewish funerals are usually simple, respectful services. Most take place in a synagogue, funeral home or graveside.
- During this service Psalms are chanted, the memorial prayer is said and a eulogy honouring and celebrating the deceased is given.
- The casket is carried to the gravesite by pallbearers who stop seven times while family and friends follow.
- Burial then takes place and the Kaddish is recited.
- Rabbis may not officiate at the funerals of Jewish people.

Accept valid alternatives

(AO1)

[5]

AVAILABLE  
MARKS

(b) What do these ceremonies and rites tell about what Jews believe?

**Target: Knowledge and understanding of Jewish beliefs that are expressed in the ceremonies and rites associated with death.**

AVAILABLE  
MARKS

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> <li>One relevant and accurate point.</li> </ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> <li>Two relevant and accurate points.</li> <li>Two or more relevant and accurate points with one developed.</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with development.</li> <li>Level 3 answers will be well-structured with good development.</li> </ul>	4–5

Answers may include:

- Belief in God and in the after life.
- The importance of family and the community who perform funeral rites and attend the funeral.
- Simple coffin symbolising all are equal in death before God: only their good works and actions count.
- The need for purity before God (body dressed in white shroud).
- No longer any need to keep the law (fringes are cut off the tallit).
- Reference to specific beliefs about the nature of the after-life: judgement, heaven and hell, etc.

Accept valid alternatives  
(AO1)

[5]

- (c) “You can be a religious person without believing in life after death.”  
Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view. You should refer to Judaism in your answer.

**Target: Analysis and evaluation of the importance of life after death to religion.**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit		0
Level 1	Opinion supported which may be by one or two simple reasons.	The candidate presents some information in a simple form. Basic arguments are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure. Basic use of specialist vocabulary.	1–2
Level 2	Opinion supported by two simple reasons with one developed.	The candidate presents one or two relevant points. Limited arguments are given to analyse and evaluate personal responses and informed insights. Some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure. Limited use of specialist vocabulary.	3–4
Level 3	Opinion supported by two developed reasons with reference to religion.	A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. Good reasoned arguments are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing with some coherent structure evident. Good use of specialist vocabulary.	5–6

AVAILABLE  
MARKS

Level 4	Evidence of reasoned consideration of different points of view, showing informed insights and knowledge and understanding of religion.	Different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary.	7–8
Level 5	A well-argued response, with evidence of reasoned consideration of different points of view, showing informed insights and ability to apply knowledge and understanding of religion effectively.	The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. Very well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary.	9–10

Answers may include:

- Some Jews believe that life after death is not important, what is important is the survival of the Jewish people.
- Religion is focused on God not what we can achieve.
- The most important belief is to love your neighbour as yourself.
- Some religious people take science seriously and discount the possibility of life after death.

On the other hand:

- Life after death is taught in some parts of the Jewish Scriptures.
- Most religions teach that there is life after death.
- Life after death is needed to make sense of morality: goodness must ultimately be rewarded.

Accept valid alternatives  
(AO2)

[10]

20

AVAILABLE  
MARKS

## 7 Prejudice

(a) Describe an occasion when Jews experienced persecution.

**Target: Knowledge of the contribution of a particular Jew to society.**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> <li>One relevant and accurate point.</li> </ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> <li>Two relevant and accurate points.</li> <li>Two or more relevant and accurate points with one developed.</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with development.</li> <li>Level 3 answers will be well-structured with good development.</li> </ul>	4–5

Answers may include:

- History is full of reference to anti-Semitism.
- Reference to the Crusader.
- Reference to the Holocaust in the 20th century.
- The plight of the Jews in the Middle Ages under the Catholic Church.
- Luther and the Jews.

Accept valid alternatives  
(AO1)

[5]

AVAILABLE  
MARKS

- (b) Explain some of the reasons why Jews have been persecuted throughout history.

**Target: Knowledge and understanding of the reasons for Jewish persecution.**

AVAILABLE  
MARKS

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> <li>One relevant and accurate point.</li> </ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> <li>Two relevant and accurate points.</li> <li>Two or more relevant and accurate points with one developed.</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with development.</li> <li>Level 3 answers will be well-structured with good development.</li> </ul>	4–5

Answers may include:

- Jewish communities around the world have suffered from religious persecution for thousands of years, and were frequently blamed for society's ills.
- Christians blamed Jews for the death of Christ, e.g. on 14 July 1555, Pope Paul IV issued papal bull *Cum nimis absurdum* which revoked all the rights of the Jewish community and placed religious and economic restrictions on Jews in the Papal States.
- Jewish refusal to acknowledge Jesus as the Messiah, e.g. Luther.
- Jews regarded as a scapegoat for the ills of society.
- By keeping their own traditions and customs they were perceived as different and as a threat to the beliefs and values of the wider society.

Accept valid alternatives

(AO1)

[5]

- (c) **“Religious people should do more to oppose discrimination and prejudice in society.”**  
**Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view. You should refer to Judaism in your answer.**

**Target: Analysis and evaluation of the Jews as a special people to God.**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit		0
Level 1	Opinion supported which may be by one or two simple reasons.	The candidate presents some information in a simple form. Basic arguments are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure. Basic use of specialist vocabulary.	1–2
Level 2	Opinion supported by two simple reasons with one developed.	The candidate presents one or two relevant points. Limited arguments are given to analyse and evaluate personal responses and informed insights. Some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure. Limited use of specialist vocabulary.	3–4
Level 3	Opinion supported by two developed reasons with reference to religion.	A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. Good reasoned arguments are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing with some coherent structure evident. Good use of specialist vocabulary.	5–6

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MARKS

Level 4	Evidence of reasoned consideration of different points of view, showing informed insights and knowledge and understanding of religion.	Different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary.	7–8
Level 5	A well-argued response, with evidence of reasoned consideration of different points of view, showing informed insights and ability to apply knowledge and understanding of religion effectively.	The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. Very well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary.	9–10

Answers may include:

- Some may refer to examples of anti-Semitism and how to counter it.
- It may be claimed that it is often religious people who discriminate the most.
- Religious people and churches are often only interested in their own communities.
- Discussion of practical ways that prejudice can be challenged.

On the other hand:

- There are resources within the religions to challenge discrimination.
- It may be claimed that it is religious people who discriminate least.
- There are so few Jews in our society; consequently, other issues should receive priority.

Accept valid alternatives  
(AO2)

[10]

20

**Section B**

**40**

**Total**

**100**

**AVAILABLE  
MARKS**