



**General Certificate of Secondary Education
2012**

Religious Studies

Paper 7

World Religions: Judaism

[GRS71]

WEDNESDAY 23 MAY, MORNING

**MARK
SCHEME**

General Marking Instructions and Mark Grids

Introduction

Mark schemes are intended to ensure that the GCSE examination is 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 that they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these marking instructions.

Assessment objectives

Below are the assessment objectives for GCSE Religious Studies.

Candidates must:

- describe, explain and analyse, using knowledge and understanding (AO1); and
- use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints (AO2).

AO1 and AO2 are interrelated and connections must be made.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality 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 must be positive in their marking, giving appropriate credit for description, explanation and analysis, using knowledge and understanding and for the appropriate use of evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints. Examiners should make use of the whole of the available mark range of 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 scheme

Mark schemes for 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

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 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.

Quality of written communication

Quality of written communication is taken into account in assessing candidates’ responses to all tasks and questions that require them to respond in extended written form. These tasks and 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. Where the quality of content is not matched by the quality of written communication, marks awarded will not exceed maximum for Level 2.

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

Level 1: Quality of written response is limited.

Level 2: Quality of written response is satisfactory.

Level 3: Quality of written response is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

AO1: [5] marks

A [0] mark will be awarded if the answer is inappropriate.

Level 1 (Limited) ([1])

The candidate gives a basic answer with limited description, explanation and analysis using little knowledge and understanding. There is only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Satisfactory) ([2]–[3])

The candidate gives a satisfactory answer with appropriate description, explanation and analysis using some knowledge and understanding. There is a reasonable selection and use of an appropriate form of style and writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 (High) ([4]–[5])

The candidate gives a competent answer with very good description, explanation and analysis using knowledge and understanding throughout. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

AO2: [5] marks

A [0] mark will be awarded if the answer is inappropriate.

Level 1 (Limited) ([1])

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Satisfactory) ([2]–[3])

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 (High) ([4]–[5])

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

AO2: [10] marks

A [0] mark will be awarded if the answer is inappropriate.

Level 1 (Limited) ([1]–[3])

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Satisfactory) ([4]–[7])

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 (High) ([8]–[10])

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses of an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

Section A

Answer **all** questions.

AVAILABLE MARKS
15

1 Worship

- (a) (i) Ark.
(AO1) [1]
- (ii) Hebrew.
(AO1) [1]
- (iii) Tallit.
(AO1) [1]
- (iv) Sabbath/Saturday.
(AO1) [1]
- (v) A box that contains portions of the Torah, worn on head and arm.
(AO1) [1]
- (b) Answers may include:
- an opportunity to praise God
 - God is personal and so he can communicate in personal terms
 - an opportunity to request help from God.
- Accept valid alternatives
Mark in levels
(AO1) [5]
- (c) Answers may include:
- God responds to prayer
 - God as all-powerful can adapt the world to our hopes and His will
 - God cannot be manipulated to do what we want.
- Accept valid alternatives
Mark in levels
(AO2) [5]

2 Community

		AVAILABLE MARKS
(a) (i) Rabbi. (AO1)	[1]	
(ii) To make copies of the Scriptures (the Torah). (AO1)	[1]	
(iii) Chants/sings the liturgy or prayer/leads the worship. (AO1)	[1]	
(iv) Bar Mitzvah. (AO1)	[1]	
(v) Bat Mitzvah. (AO1)	[1]	
(b) Answers may include: <ul style="list-style-type: none"> • traditionally Jews have been subject to persecution • non-Jewish societies have different values and beliefs • public institutions can be secular and not religious. <p>On the other hand:</p> <ul style="list-style-type: none"> • Judaism centres on the home not society • Judaism is concerned with goodness and righteousness and these can be pursued in any society. <p>Accept valid alternatives</p> <p>Mark in levels (AO2)</p>	[10]	15

3 The Festival of Rosh Hashanah**(a)** Answers may include:

- a special meal is served, with the emphasis on sweetness
- apples are dipped in honey, as a symbol of the sweet New Year that each Jew hopes lies ahead. A sweet carrot stew called a tzimmes is often served
- at New Year the Jewish Hallah (or Challah) bread served comes as a round loaf, rather than the plaited loaf served on the Sabbath, so as to symbolise a circle of life and of the year
- there's often a pomegranate on the table because of a tradition that pomegranates have 613 seeds, one for each of the commandments that a Jew is obliged to keep
- a lot of time is spent in the synagogue on Rosh Hashanah, when there are special services that emphasise God's kingship
- one of the synagogue rituals for Rosh Hashanah is the blowing of the Shofar, a ram's horn trumpet. A hundred notes are sounded in a special rhythm.

Mark in levels
(AO1)

[5]

(b) Answers may include:

- according to the Talmud, God created humankind on the first day of the month Tishri. As such, Rosh Hashanah commemorates the creation of the human race. It is a time for cleansing and renewal, a chance to receive forgiveness and clear the slate. The importance of the holiday is reflected in its two-day observance; most Jewish holidays are celebrated for only one day
- it marks the opportunity to put the sins of the previous year in the past, and move forward having received God's forgiveness
- Rosh Hashanah, literally translated as "head of the year", is considered the Jewish New Year. But the holiday does not fall on the first day of the first month of the Jewish calendar. Rosh Hashanah begins with the first day of the seventh month, Tishri, and so is something of a symbolic sign of the covenant
- Rosh Hashanah is the Day of Judgement. One of the most prominent themes of the holiday revolves around the symbolic "Book of Life". A Jew's life depends on whether or not he or she makes the decision to make amends during the holiday period through the means of repentance, prayer, and charity
- it provides time to reflect on past mistakes and resolve in front of God to not repeat them in the coming year. It is also a celebration of man's free will – making the conscious decision to look inside oneself, to look truly at one's life and make amends.

Accept valid alternatives
Mark in levels
(AO1)

[5]

AVAILABLE
MARKS

(c) Answers may include:

- judgement before God acts to discourage bad behaviour
- everyone has to give account of himself/herself
- God sees everything that happens.

On the other hand:

- one can always repent later
- how is it known that there is an after-life?
- the existence of God is uncertain.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

4 Belief in God**(a)** Answers may include:

- there is only one God
- God is creator and ruler of all
- God is all-powerful, all-knowing and omnipresent
- God is involved in history: references to the acts of God in history
- God is righteous and merciful.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- rules and regulations are given by God
- rules and regulations show us how God is to be obeyed
- love and justice are more important than rules and regulations
- Jews themselves debate the issue of which rules and regulations apply.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

Section A**60**AVAILABLE
MARKS

Section B

AVAILABLE
MARKS

5 The Sabbath

(a) Answers may refer to:

- in order to avoid work and to ensure that the Sabbath is special, all chores like shopping, cleaning, and cooking for the Sabbath must be finished before sunset on Friday
- people dress up for Shabbat and go to considerable trouble to ensure that everything is organised to obey the commandment to make the Sabbath a delight
- Sabbath candles are lit at sunset on a Friday. The woman of the house usually performs this ritual. It is an integral part of Jewish custom and ceremony
- the candles are placed in candlesticks. They mark the beginning of each Sabbath and represent the two commandments Zachor (to remember the Sabbath) and Shamor (to observe the Sabbath)
- after the candles are lit, Jewish families will drink wine. Sabbath wine is sweet and is usually drunk from a special goblet known as the Kiddush Cup. The drinking of wine on the Sabbath symbolises joy and celebration
- it is also traditional to eat challah, a soft rich egg bread in the shape of a braid. Challah is eaten on the Sabbath and Jewish holidays except for the Passover when leavened bread is not permitted.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- the idea of a day of rest comes from the Bible story of the Creation: God rested from creating the universe on the seventh day of that first week, so Jews rest from work on the Sabbath.
- Jews often call the day Shabbat, which is Hebrew for Sabbath, and which comes from the Hebrew word for rest
- a reminder of the Covenant
- the Sabbath is a reminder of the Covenant and an occasion to rejoice in God's kept promises.
- a gift from God
- most Jewish people look forward to Shabbat all week. They see it as God's gift to his chosen people of a day when they take time out from everyday things to feel special
- spiritual purity results from following the commandments of God.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- God's rules are always relevant
- God knows best what leads to human fulfilment and happiness
- a day of rest is good for the individual and for society
- opportunity for family time.

On the other hand:

- people have to work every day of the week
- religious rules should not be imposed on society.

Accept valid alternatives

Mark in levels
(AO2)

[10]

20

AVAILABLE
MARKS

6 The Tenakh**(a)** Answers may include:

- there are readings for the Torah at services and on special occasions, e.g. Bar Mitzvah
- the Torah scrolls are kept at the front of the synagogue in an ark
- the Torah scrolls are carried around in celebration
- a pointer is used when reading, so as not to touch the scroll
- the scrolls are written by scribes (by hand).

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- the Torah was given by God to Moses
- the Torah records the origins of the Jewish faith
- the Torah contains the Commandments and the rules that have to be followed.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- the Ten Commandments are valid today because they are essential moral rules
- what is right and what is wrong do not change over time
- the Ten Commandments come from God.

On the other hand:

- societies change and the same rules do not apply
- the Ten Commandments are only for the Jews
- some of the commandments are concerned with God, not behaviour, and therefore do not apply to people who do not believe in God.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

7 Religious Diversity**(a)** Answers may include:

- prayers are shorter in Reform synagogues
- some prayers in the native language of the country (English, not Hebrew) in Reform Judaism
- no mention of a return to Israel or of rebuilding the Temple in Reform Judaism
- religious sacrifice is regarded as of historical significance only in Reform Judaism
- men and women sit together in the synagogue in Reform Judaism
- women may lead the prayers in Reform Judaism
- women can be rabbis in Reform Judaism
- less concern over dietary laws in Reform Judaism.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- the Jewish law requires a Jew to marry another Jew
- people with the same beliefs and values have more in common
- it is important that both husband and wife model Jewish beliefs and values.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- women in Judaism should support their husbands and look after the home
- women in Judaism have the responsibility of caring for the children and teaching them about their religion
- it is the duty of a husband to provide for his wife.

On the other hand:

- women are qualified to work outside the home
- men should contribute to domestic chores
- the idea that women should look after the home is sexist.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

Section B**40****Total****100**