



*Rewarding Learning*

**General Certificate of Secondary Education  
2016**

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**Religious Studies**

Paper 7

World Religions: Judaism

**[GRS71]**

**MONDAY 23 MAY, AFTERNOON**

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**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 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.**1 Worship and Family**

- |                |   | AVAILABLE<br>MARKS |
|----------------|---|--------------------|
| <b>(a) (i)</b> | Rabbi<br>(AO1)  | [1]                |
| <b>(ii)</b>    | God<br>(AO1)  | [1]                |
| <b>(iii)</b>   | To copy the Scriptures<br>(AO1)   | [1]                |
| <b>(iv)</b>    | Mother<br>(AO1)   | [1]                |
| <b>(v)</b>     | To lead the prayers and praise to God (to sing)<br>(AO1)  | [1]                |
| <b>(b)</b>     | Answers may include: <ul style="list-style-type: none"> <li>• Reference to the weekly family celebration of the beginning of the Sabbath</li> <li>• The role of fathers and wives to pass on the traditions of Judaism to their children</li> <li>• Special services in the synagogue to mark coming to adulthood</li> <li>• The festivals are all family celebrations with roles for all the family.</li> </ul> Accept valid alternatives<br>Mark in levels<br>(AO1)   | [5]                |
| <b>(c)</b>     | Answers may include: <ul style="list-style-type: none"> <li>• Orthodox Judaism stresses the importance of marriage for women and the need to have children</li> <li>• Women are regarded as home makers</li> <li>• Women have the task of instructing children in the beliefs and practices of Judaism</li> <li>• The traditional marriage contract requires husbands to provide for their wives.</li> </ul> On the other hand: <ul style="list-style-type: none"> <li>• Reform and Liberal Jews believe in the equality of the sexes and that women can choose to have careers</li> <li>• Women are as capable and intelligent as men and consequently can employ their abilities in occupations outside the home</li> <li>• Marriage is not necessary for fulfilment.</li> </ul> Accept valid alternatives<br>Mark in levels<br>(AO2) | [5]                |
|                |   | 15                 |

## 2 Sacred Writings

- |         |   | AVAILABLE MARKS |
|---------|---|-----------------|
| (a) (i) | Hebrew (AO1)  | [1]             |
| (ii)    | Isaiah, Jeremiah, Ezekiel (even Moses); there are numerous others (AO1) | [1]             |
| (iii)   | Genesis (AO1)   | [1]             |
| (iv)    | Exodus (AO1)  | [1]             |
| (v)     | Abraham (AO1)   | [1]             |

**(b)** Answers may include:

- God's revelation is always relevant
- Human nature and people do not change so the message need not change
- People still need direction and guidance in their lives
- God still speaks through sacred writings.

On the other hand:

- Sacred books do not address contemporary issues
- People now are less convinced that religious writings are from God
- Many people do not believe in God
- Sacred writings are full of contradictions and errors.

Accept valid alternatives

Mark in levels (AO2)

[10]

15

### 3 Rosh Hashanah

AVAILABLE  
MARKS

(a) Answers may include:

- Rosh Hashanah is the Jewish New Year festival. It lasts two days
- A lot of time is spent in the synagogue during Rosh Hashanah
- One of the synagogue rituals for Rosh Hashanah is the blowing of the Shofar, a ram's horn trumpet: 100 notes are played
- This starts a ten-day period known as the 'Days of Awe', which ends with the solemn festival of Yom Kippur
- After the service a special meal is eaten at home, including: apples dipped in honey, a symbol of the sweet New Year that each Jew hopes lies ahead; a sweet carrot stew is often served
- Hallah (or Challah) bread in a round loaf is also served, rather than the plaited loaf served on the Sabbath, so as to symbolise a circle of life and of the year
- A pomegranate is sometimes placed 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
- Some may pray for their sins to be cast away by the side of a river
- It commemorates the creation of the world
- Rosh Hashanah also remembers judgement day, when Jews believe that God balances a person's good deeds over the last year against their bad deeds, and decides what the next year will be like for them.

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Marks the new year and the opportunity of a new beginning
- It's a time for people to think about their priorities in life and to reflect on what has been achieved in the past year
- It's a time of repentance and asking for forgiveness for wrongdoings (sins)
- A time to seek reconciliation with others.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- An act once committed cannot be undone
- Acts always have consequences, whether we say sorry or not
- Saying sorry can be self-serving.

On the other hand:

- To say sorry means you have changed
- Repentance can initiate a new relationship
- It is important to know when you are in the wrong and put things right.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

#### 4 Belief in God

(a) Answers may include:

- The oneness and unity of God
- God created the universe
- God reveals his message in the Torah
- God acts in history
- God saved the Jewish people from slavery
- God is judge of all.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- If you believe in God you keep his commandments
- As society becomes less religious so morals decline
- Religious people commit fewer crimes and make better neighbours
- Believing in God and praying to him helps you to be good.

On the other hand:

- You do not have to believe in God to be good
- Lots of examples where people who claim to believe in God commit crimes and atrocities
- A lot of intolerance and bigotry in the world is because of religion and belief in God
- God is irrelevant to how we behave.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

**Section A**

**60**

AVAILABLE  
MARKS

## Section B

AVAILABLE  
MARKS**Assessment of Spelling, Punctuation and Grammar**

If the answer does not address the question then no SPaG marks are available. If the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

**Threshold performance [1]**

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.

**Intermediate performance [2]–[3]**

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.

**High performance [4]–[5]**

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.

**5 Prayer****(a)** Answers may refer to:

- In Orthodox synagogues prayer is in Hebrew
- Some may refer to men wearing the tallit and tefillin
- Recitation of prayers is the central characteristic of Jewish worship
- These prayers, often with instructions and commentary, are found in the siddur, the traditional Jewish prayer book
- Observant Jews are expected to recite three prayers daily and more on the Sabbath and Jewish holidays
- While solitary prayer is valid, attending synagogue to pray with a minyan (quorum of 10 adult males) is considered ideal
- Prayer can take different forms; praise, confession, intercession, etc.

Accept valid alternatives

Mark in levels

(AO1)

[5]

**(b)** Answers may include:

- Prayer is a commandment of God; God has commanded us to pray to him, and to him alone
- It is good for us to acknowledge our dependence on God
- Prayer sanctifies time and all of life
- A way of honouring God
- Set prayers often used to glorify God
- Prayer brings the community together.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Prayer helps us to think about other people
- Prayer changes things in the world
- It is impossible to pray regularly and hate other people.

On the other hand:

- Lots of people do pray but it does not change behaviour
- Many people pray 4–5 times a day and commit atrocities
- It is naive to think that everyone praying would make a difference in the world.

Accept valid alternatives

Mark in levels

(AO2)

[10]

AVAILABLE  
MARKS

20

## 6 Rites of Passage

AVAILABLE  
MARKS

(a) Answers may include:

- In its earliest observance, the rite of passage was marked by a boy's first reciting of the 'aliyah' (benediction over the Torah reading), at the first Sabbath service after his 13th birthday
- Duties have gradually increased over the years, and in some synagogues may now include reciting the 'haftarah' (selection from the Prophets), reading the entire weekly Torah portion, leading part of the service, or leading prayers.
- It is also customary for the person to make a short speech, which usually begins with the words, 'Today I have become a man'
- The father says a blessing, thanking God for removing from him the burden of responsibility for his child's sins
- This ceremony is usually followed by a reception, which can be as elaborate as a wedding reception.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Marks the transition to adulthood
- All the requirements of the law now have to be followed
- Renewal of the covenant relationship with God and the community
- Women have a role in the community.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Bar Mitzah is a family occasion
- Parents are proud of their children
- Parents expect their children to follow their religious example.

On the other hand:

- Bar Mitzah is an outward sign of joining the community
- Bar Mitzah is both joining the community and pleasing your parents
- The Jewish community provides you with an identity and signals that you support and believe in the community and its beliefs.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

## 7 Religion and Life

(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 eggy 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 Torah is the revelation of God and the most important section of the Scriptures
- The Torah contains stories about the origins of Judaism and the determinative events of Jewish history
- The Torah provides God's guidance for life (613 laws)
- Reminds Jews of their obligations to God's covenant.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- There are 613 rules in the Torah
- Laws revealed by God
- The laws lead to human fulfilment
- The rules are given to be obeyed.

On the other hand:

- Judaism is about justice and mercy
- Judaism is a form of life
- The position of Reform and Liberal Jews.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**Section B****40****SPaG****5****Total****105**