



**General Certificate of Secondary Education
2017**

Religious Studies

Paper 7

World Religions: Judaism

[GRS71]

TUESDAY 23 MAY, AFTERNOON

**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 The (Shabbat) Sabbath**

- | | | AVAILABLE MARKS |
|--|-----|-----------------|
| <p>(a) (i) Friday
(AO1)</p> | [1] | |
| <p>(ii) Mother of the family
(AO1)</p> | [1] | |
| <p>(iii) (1) (2) and (3) work, bake, watch television
Accept valid alternatives
(AO1)</p> | [3] | |
| <p>(b) Answers may include:</p> <ul style="list-style-type: none"> • Shabbat is a day of rest. • No work should be performed. • God created the universe in six days and on the seventh he rested. • A day of family worship. • A day for family and community. • A day for attendance at the synagogue. <p>Accept valid alternatives
Mark in levels
(AO1)</p> | [5] | |
| <p>(c) Answers may include:</p> <ul style="list-style-type: none"> • It is part of the religious life to worship. • Worship gives the opportunity to meet with others. • Worship fosters a sense of community and belonging. • Meeting with others to worship encourages belief and practice. <p>On the other hand:</p> <ul style="list-style-type: none"> • People are too busy to worship. • People no longer believe in God, so there is no point. • Worship does not change things in the world. • Some people now have to work and cannot attend public worship. <p>Accept valid alternatives
Mark in levels
(AO2)</p> | [5] | 15 |

2 The Law of God

		AVAILABLE MARKS
(a) (i)	Moses (AO1)	[1]
(ii)	(1) and (2) Two from Exodus 20: 12–17 (AO1)	[2]
(iii)	(1) Israel (AO1)	[1]
	(2) one (AO1)	[1]
(b)	Answers may include: <ul style="list-style-type: none"> • The Ten Commandments are given by God and all are important. • As a group they provide a framework for the moral and religious life. • To break any of the commandments is wrong. <p>On the other hand:</p> <ul style="list-style-type: none"> • Some are more important than others. • Consideration of examples, e.g., to murder someone is more serious than taking God's name in vain. • Many people no longer believe in God, so those that relate to God are irrelevant. • Even Christians no longer keep Sunday as a day of rest. <p>Accept valid alternatives Mark in levels (AO2)</p>	[10]
		15

3 (Pesach) Passover

(a) 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, are dipped in 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.

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Marks the freedom that the Jews gained from Egypt and slavery.
- God kept his word to Moses.
- 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.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- The commercialism of religious festivals.
- The amount of money people spend on themselves and on family and friends.
- Many people spend money and enjoy themselves but do not attend public worship or join with a religious community.

On the other hand:

- Many people still celebrate religious events.
- It is possible to combine religious celebration with enjoyment.
- Some festivals focus on sorrow and repentance not enjoyment.
- People give money to good causes as well as spending on themselves.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

4 The Torah

(a) Answers may include:

- The Torah was given by God to Moses.
- The Torah is the most important section of the Jewish Scriptures.
- The Torah records the origins of the Jewish faith.
- The Torah is the record of God's revelation to Israel.
- The Torah contains the Commandments and the rules that have to be followed.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Jews believe that the rules they follow come from God.
- Obedience to God requires rules to know how God is to be obeyed.
- The keeping of rules distinguishes those who follow God from those who do not.
- Religion demands obedience.

On the other hand:

- Loving God is more important than following rules.
- Rules in Judaism are important but not the most important thing.
- Loving your neighbour is at the heart of religion.
- A relationship cannot be codified in a set of rules.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

Section A

60

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 Religious Roles

(a) Answers may refer to:

- 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.
- Represents the Jewish community and speaks for them.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- It is required by the law in the Talmud.
- Jerusalem is the ancient capital of Israel.
- Jerusalem is a holy city for Jews.
- The Jewish Temple was built by Solomon in Jerusalem.
- The Exiles faced Jerusalem when they prayed.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Women have traditionally been discriminated against by religious authorities.
- Women cannot become Catholic priests.
- Orthodox Judaism does not have female rabbis.
- In some religions, e.g. a man may have more than one wife but a woman cannot have more than one husband.
- It takes 10 men to constitute a minyan but women do not qualify.
- Women and men seated separately.

On the other hand:

- Women have different responsibilities, caring for children.
- Many churches have female clergy.
- The increasing influence of feminism and appeals to equal rights for all.
- Reform Judaism accepts female rabbis.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE
MARKS

6 Worship and Practice

AVAILABLE
MARKS

(a) Answers may include:

- In an Orthodox synagogue the service will be conducted in ancient Hebrew.
- Prayer to God.
- Readings from the Hebrew Bible.
- The singing of Psalms and giving praise to God in song.
- Use of Hebrew Prayer Book.
- Benedictions and Blessings.
- Some candidates may describe how certain events and festivals are conducted in the synagogue and this should be rewarded.
- Some may refer to the furnishings in the synagogue that aid worship.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Prayer Shawl: The fringe tassels themselves are called *tzitzit*.
- Their strings and knots are a physical representation of the Torah's 613 do's and don'ts.
- Tefillin are two small black boxes with black straps attached to them.
- Jewish men are required to place one box on their head and tie the other one on their arm each weekday morning.
- Tefillin are biblical in origin: contain portions of Scripture.
- Reminds the Jews of God's deliverance and of his provision for them in the wilderness.
- Connects the Jews to their history and to the ancient community that escaped from Egypt.
- Witnesses to God's support for them.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- We are becoming a more secular society.
- Families no longer have time to meet together to pray.
- Most people are not religious.
- Relationships in the modern family are different.
- Young people have the right to choose for themselves about prayer and worship.

On the other hand:

- Prayer is still important.
- Prayer helps families cope with problems.
- Prayer brings people closer together.
- Family prayer encourages loving and truthful relationships.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

7 Marriage and Divorce

(a) Answers may include:

- Jewish marriage is intended to be for life.
- If the marriage breaks down and divorce appears to be inevitable, the man has to give his wife a Get.
- A Get is a document of divorce and has to be presented at a rabbinical court (Bet Din).
- The divorce then takes place after three months to make sure that the woman is not pregnant.
- Without the Get the couple cannot be divorced in Jewish law.
- After a divorce there are no restrictions on the man and woman remarrying.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- A Jew is someone who is born from a Jewish mother.
- Both parents need to share the same beliefs and values.
- Jews want to maintain their community and community numbers.
- God commands that Jews marry Jews.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Jews believe it is commanded by God.
- Marriage provides security and comfort.
- Marriage makes financial sense.
- No-one is left alone.
- Marriage is the proper context for bringing up children.

On the other hand:

- Not everyone wants to get married; it is a matter of choice.
- An unhappy marriage is worse than not being married.
- You do not have to be married to be a complete person.
- The world is over-populated already.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

Section B

40

SPaG

5

Total

105

AVAILABLE
MARKS