



**General Certificate of Secondary Education
2018**

Religious Studies

Paper 7

World Religions: Judaism

[GRS71]

THURSDAY 24 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 Religious Leadership**

- | | | AVAILABLE
MARKS |
|----------------|---|--------------------|
| (a) (i) | Rabbi
(AO1) | [1] |
| (ii) | Orthodox
(AO1) | [1] |
| (iii) | David
(AO1) | [1] |
| (iv) | (1) Sandals/Shoes
(AO1) | [1] |
| | (2) Holy
(AO1) | [1] |
| (b) | Answers may include: <ul style="list-style-type: none"> • Moses was called by God to free the people from slavery • He instituted the sacrificial system and the role of priests • He received the Ten Commandments from God • He is regarded as a founder of the Jewish nation • He wrote the first five books in the Bible, according to Jewish tradition. Accept valid alternatives
Mark in levels
(AO1) | [5] |
| (c) | Answers may include: <ul style="list-style-type: none"> • Religious leaders should be concerned with religious not secular matters • Religion is concerned with God and spirituality not material things or local politics • History shows that when religious leaders become involved with politics the beliefs and practices of religion are compromised. On the other hand: <ul style="list-style-type: none"> • Religion is concerned with all of life so religious leaders should do likewise • Religion and politics are often concerned with the same values, those of justice, equality, etc. • Religious leaders have a view on issues that are also political, e.g. abortion and euthanasia. Accept valid alternatives
Mark in levels
(AO2) | [5] |
| | | 15 |

2 Customs and Ceremonies

- | | | AVAILABLE MARKS |
|---------|---|-----------------|
| (a) (i) | Bar Mitzvah
(AO1) | [1] |
| (ii) | Bat Mitzvah
(AO1) | [1] |
| (iii) | Father
(AO1) | [1] |
| (iv) | It is a command of God/God rested after creation
(AO1) | [1] |
| (v) | Sabbath (of) peace
(AO1) | [1] |

(b) Answers may include:

- Children should be allowed to choose to be religious for themselves
- Children are impressionable and will believe what they are told
- Do not have the necessary understanding to choose properly.

On the other hand:

- Children can have faith and relate to God
- The religions teach that children should be brought up to be religious
- Religion provides a foundation for moral development
- In adulthood, you can change your mind.

Accept valid alternatives

Mark in levels

(AO2) [10]

15

3 Jewish Marriage and Family

(a) Answers may include:

- Marriage takes place under a huppah
- Conducted by a rabbi
- Bride and groom fast until after the ceremony
- Initial blessings: one in celebration of the joy of marriage
- Giving of a ring and the sanctifying of the bride
- Reading of the marriage contract
- Final blessings
- Short private time together
- Celebratory feast.

Mark in levels

(AO1)

[5]

(b) Answers may include:

- The role of women in parenting and passing on religion in the home
- Bringing up children
- The example of women who are faithful to religious teaching
- Woman can pray and worship God
- Women engage in charitable acts
- Reference to the enhanced role of women in Liberal and Reform: Bat Mitzvah and female rabbis.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Promises are made before God
- Some religions either do not allow or frown on divorce
- A religious faith helps couples to cope with the challenges of life
- Religious couples share the same values and commitments.

On the other hand:

- Increasing numbers of religious people are divorcing
- Religion can create divisions between couples
- People can divorce for a range of justifiable reasons.

Accept valid alternatives

Mark in levels

(AO2)

[5]

AVAILABLE
MARKS

15

4 Reform Judaism

(a) Answers may include:

- 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
- Prayers are shorter in Reform synagogues.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Jewish rules are based on scriptures that are thousands of years old and not relevant
- Jewish rules do not address contemporary issues and new developing ideas and technologies
- Jewish rules are derived from beliefs that are no longer credible
- People have to decide for themselves the rules they want to live by.

On the other hand:

- Rules from God are always relevant
- The basic rules for living should stay the same as they have proved their worth over generations
- Rules can be adapted and revised to new situations
- Religious rules provide a framework for human fulfilment.

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 Sukkot

(a) Answers may refer to:

- The word 'Sukkot' means 'booths,' and refers to the temporary dwellings in which Jews are commanded to live during the festival
- Celebrated in the Autumn
- Jews eat and sleep in the booths
- The Sukkot may be decorated with lights and fruit
- Lasts for just over a week
- Branches are waved during synagogue service.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Sukkot commemorates the forty-year period during which the children of Israel were wandering in the desert, living in temporary shelters
- Agriculturally, Sukkot is a harvest festival
- 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 his people.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- God commands that certain festivals are celebrated
- Festivals foster a sense of community
- A good Jew will want to remember and reflect on God's acts in history
- Celebrating together contributes to faith and faithfulness to God.

On the other hand:

- Judaism is chiefly concerned with being a good neighbour
- It is more important to behave morally
- Personal religion and prayer are more important.

Accept valid alternatives

Mark in levels

(AO2)

[10]

AVAILABLE
MARKS

20

6 Abraham and the Land of IsraelAVAILABLE
MARKS**(a)** Answers may include:

- Abraham is the Father of the Jewish nation
- The call of God to leave his home and travel to a land that God will show him
- The promises of God to Abraham: many descendants, a land, bring blessing to all nations
- The story of Abraham and Sarah and the promise of a child
- Some may refer to Abraham and the offering of Isaac, etc.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- God promised the Land to Abraham and his descendants
- The Temple was situated in Jerusalem
- Many of the great events of Jewish religious history happened in Israel
- Israel now represents a place of safety for Jews.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- God treats all equally; he has no favourites
- God accepts all who call upon his name and respond to him
- Nations that keep the commandments are accepted by God.

On the other hand:

- The Jews were called by God to be a holy nation
- Some nations have historically obeyed God
- God may use one group of people to further his plans (for all)
- People who obey God are special to him.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

7 Worship and Religious Life**(a)** Answers may refer to:

- The Ark, which is a cupboard where the Torah Scrolls, which contain the text of the Hebrew Bible, are kept
- The Hebrew words of the Ten Commandments are usually written somewhere above the Ark
- The Ark points in the direction of Jerusalem, the holy city
- An Eternal Light (called Ner Tamid) hangs above the Ark, as a symbol of God's presence
- In Orthodox synagogues men and women sit separately; shows how God orders the sexes
- The beauty of the synagogue symbolises the beauty and majesty of God.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- The celebrations of festivals
- Celebration of rites of passage: birth, adulthood, marriage and death
- Place of regular worship and prayer
- Community centre
- House of law where legal judgements are made for the Jewish community
- School and education centre.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- God has provided guidelines about how to behave
- The rules of religion regulate all of life
- Everything that is done should be done with God in mind
- God sees all and will reward or punish.

On the other hand:

- God is concerned only with prayer
- We can behave morally without belief in God
- Belief in God seems to have little influence over many religious people who behave no better than those who are not religious
- God is remote for most of us.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

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