



Rewarding Learning

**General Certificate of Secondary Education
2025**

Religious Studies

Paper 9

Judaism

[GRE91]

THURSDAY 19 JUNE, AFTERNOON

**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

AVAILABLE
MARKS

Candidates must answer **all** questions in this section.

1 Festivals

(a) (i) Which Jewish festival celebrates the Day of Atonement?

Yom Kippur
(AO1)

[1]

(ii) During which festival do children search for leavened bread in the house?

Pesach/Passover
(AO1)

[1]

(iii) Name *two* items of food or drink you would find on a Seder plate.

Two from: Lettuce, shankbone, egg, sprigs of parsley, salt water, maror (bitter herbs) and haroset.
(AO1)

[2]

(iv) Name the festival when Jews remember the time spent in the desert/wilderness.

Sukkot
(AO1)

[1]

(b) Explain the importance of Rosh Hashanah for Jews.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the importance of Rosh Hashanah for 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">• One relevant and accurate point.	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none">• Two relevant and accurate points.• Two or more relevant and accurate points with one developed.• A single point that is exceptionally well-developed may reach this level.	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none">• Two or three relevant and accurate points with development.• Level 3 answers will be well-structured with good development.	4–5

Answers may include:

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

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) “Celebrating religious festivals is the most important part of Judaism.”
Do you agree with this statement? Give reasons for your answer.

AVAILABLE
MARKS

Target: Evaluation of the importance of religious festivals for Jews.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Answers may include:

- The major festivals in Judaism include Passover, Rosh Hashanah, Yom Kippur, Sukkot and Hanukkah and some of these are important because they recall periods in Jewish history.
- Rosh Hashanah is the Jewish New Year which takes place over a ten-day period and ends with *Yom Kippur*. Rosh Hashanah represents the day God created the world, and it is on this day that Jews stand before God to repent and be judged on what they have done in the past year.
- Yom Kippur is known as the Day of Atonement. It is important because it is a day of confession that comes at the end of Rosh Hashanah.

On the other hand:

- Jews are called to worship God and that is more important than celebration.
- Jews do not always have an opportunity to celebrate all the festivals.
- Obedience to God is a sign of commitment to him, e.g. keeping the Ten Commandments.
- Rites of passage are the most important part of Judaism, e.g. Bar Mitzvah.

Accept valid alternatives

Mark in levels
(AO2)

[5]

15

2 The formative history of Judaism

AVAILABLE
MARKS

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

Genesis
(AO1)

[1]

(ii) Name *two* things God promised Abraham at his call.

Any **two** from:

- He would have many descendants.
- He would have a son.
- He would receive a land from God.

Accept valid alternatives

(AO1)

[2]

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

Abram
(AO1)

[1]

(iv) Name *one* of Abraham's sons.

Answers may include:

- Isaac
- Ishmael

Accept valid alternatives

(AO1)

[1]

**(b) Do you think the covenant with Abraham is important for Jews today?
Give reasons for your answer.**

**AVAILABLE
MARKS**

Target: Analysis of the importance of the covenant with Abraham for Jews today.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Answers may include:

- Abraham promised that his descendants would always obey God; in return God would guide and protect them.
- The covenant showed that God is in control of everything, by giving Abraham a son even though he was old and his wife barren.
- The covenant with God sealed the place of the Jews as God's chosen people and this is the reason why Jewish men are still circumcised today.

On the other hand:

- Jews live in countries across the world so the land is not so important.
- It is how Jews live that is important, e.g. following the teaching of the prophets.
- The covenant with Moses is more important for Jews today, e.g. following the Ten Commandments.

Accept valid alternatives

Mark in levels

(AO2)

[5]

- (c) “The Ten Commandments are more relevant than ever.”
Do you agree with this statement? Give reasons for your answer.

AVAILABLE
MARKS

Target: Evaluation of the relevance of the Ten Commandments as part of God’s covenant with the Jews.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Answers may include:

- The Ten Commandments are more important today than ever. There are many wars taking place throughout the world and if people followed the commandment ‘Do not murder’ then fewer innocent people would be killed.
- The Ten Commandments form a list of rules from God that will always be relevant. God’s rules should always apply to all people.
- In a secular society it is important to reinforce commands such as having one God to ensure that people don’t put money and wealth before God.

On the other hand:

- The Ten Commandments are no longer as important in a secular society that rejects belief in God and religious rules.
- Some of the individual commands may be seen as being outdated, e.g. do not covet your neighbour’s goods or do not make grave images.
- There are more important rules that can apply to all people throughout the world today, not just Jews, e.g. the Universal Declaration of Human Rights.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

3 Worship

(a) Describe the role of the synagogue for Jews.

Target: Knowledge of the role of a synagogue for 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"> One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> Two relevant and accurate points. Two or more relevant and accurate points with one developed. A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> Two or three relevant and accurate points with development. Level 3 answers will be well-structured with good development. 	4–5

Answers may include:

- Synagogues are consecrated spaces used for the purpose of Jewish prayer, study, assembly, and reading of the Torah (read in its entirety once a year, or in some synagogues on a triennial cycle, in weekly Torah portions during religious services).
- In addition to housing a sanctuary for services, synagogues serve as a central point of Jewish life, e.g. celebrating a brit milah or bar mitzvah, or hosting afternoon and Sunday Hebrew schools for children.
- One of the most imposing features in the synagogue is the *aron kodesh* (“holy ark”) at the front of the sanctuary.
- In the centre of the sanctuary is the *bimah* (“platform”), the table from which the Torah is read.

Accept valid alternatives

Mark in levels

(AO1)

[5]

AVAILABLE
MARKS

(b) Explain the importance of the Rabbi and the Chazan.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the importance of the Rabbi and the Chazan.

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">• One relevant and accurate point.	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none">• Two relevant and accurate points.• Two or more relevant and accurate points with one developed.• A single point that is exceptionally well-developed may reach this level.	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none">• Two or three relevant and accurate points with development.• Level 3 answers will be well-structured with good development.	4–5

Answers may include:

- In any Jewish community, the Rabbi is a respected and educated person who has studied and understands the sacred texts and traditions of Judaism. In Orthodox Judaism a Rabbi is always male. In Reform Judaism rabbis may also be female.
- A Jew will often turn to the Rabbi when they have a question about any aspect of their faith, rather than studying the Torah or other texts. The Rabbi helps people to understand what Judaism teaches about God and the sort of life God wants people to live.
- The Chazan is an individual who helps lead the Jewish people in songful prayer alongside the Rabbi. The Chazan should be a Jewish male adult who is musically trained.
- A synagogue Rabbi is the spiritual guide of the congregation. In many communities, the Rabbi also delivers a sermon on Shabbat and holiday mornings and on other special occasions.
- Most prayers are led by a member of the congregation known as a Chazan. The congregation's prayers ascend through the Chazan, so leading the prayers is an important responsibility.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) “Jews don’t need a special building in which to worship God.”
Do you agree with this statement? Give reasons for your answer.

AVAILABLE
MARKS

Target: Evaluation of the importance of the synagogue and religious worship in the home.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Answers may include:

- God can be worshipped anywhere.
- Prayer can be private and in the home.
- Worship in special and ornate buildings can be a distraction to worship.

On the other hand:

- A special building is important so that the community can gather to celebrate festivals.
- Celebrate rites of passage: birth, adulthood, marriage and death.
- Special buildings such as a synagogue can act as a community centre.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

4 Rites of passage

(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"> One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> Two relevant and accurate points. Two or more relevant and accurate points with one developed. A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> Two or three relevant and accurate points with development. Level 3 answers will be well-structured with good development. 	4–5

Answers may include:

- As soon as a Jew hears of the death of a loved one, they make a tear in their clothing to show their grief. This action is called kriah and it is as a symbol of loss and grief. Upon death, the body is washed and prepared for burial. In the days before the funeral, the body is not left alone.
- In Jewish tradition, burial should happen as soon as possible after death. The coffin should be simple to show equality, and the burial ceremony takes place at a cemetery, not in a synagogue.
- Funeral services include prayers, psalms and a eulogy. Families must buy a gravestone so that the dead are not forgotten.
- A person who was a close relative (a parent, child, sibling or spouse) of the deceased becomes an onan whilst awaiting the burial. Out of respect for the deceased person, the immediate relatives must be fully focused on the burial of the person who has died, even if they are not involved in making burial arrangements.
- The Kaddish is prayer for those who mourn. It is traditionally said by the closest male relative to the person who has died on the day of the death. Many Jews feel that the act of saying this prayer helps people to focus on God at a time when they may feel far from him.

Accept valid alternatives

Mark in levels

(AO1)

[5]

AVAILABLE
MARKS

**(b) Do you think the rites associated with death give comfort to Jews?
Give reasons for your answer.**

**AVAILABLE
MARKS**

Target: Evaluation of the role and importance of the ceremonies and rites associated with death.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Answers may include:

- The rites associated with death show great respect towards the deceased, e.g. until burial takes place, the mourner's sole responsibility is to take care of the deceased. Mourners are exempt from other religious duties until after the burial.
- The Jewish practice of a quick burial (so that the soul moves quickly to the afterlife) provides comfort to Jews. The funeral service in the synagogue may also bring comfort.
- The period of mourning provides comfort to Jews, e.g. for seven days following the burial, the immediate family of the deceased stay at home and receive guests who wish to offer condolences.

On the other hand:

- Faith in God alone will provide comfort to Jews who have lost a loved one, not religious rituals. People have to cope with bereavement and rituals alone cannot provide comfort.
- The rites associated with death may give comfort to Jews who have lost an elderly family member who has lived a full life. They may not provide the same comfort to a family who have, for example, suffered the bereavement of a young child.
- It is the compassion of family and friends that brings comfort to the bereaved, not formal ceremonies and rites.

Accept valid alternatives

Mark in levels

(AO2)

[5]

(c) "Marriage should be for life."

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

Target: Evaluation of whether Jews should be allowed to divorce.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Answers may include:

- Jewish marriage is intended to be for life.
- At the wedding ceremony, the husband recites from the *Talmud*, "With this ring you are wedded to me in accordance with the laws of Moses and Israel."
- At the end of the ceremony, the groom smashes a glass under his foot. This reminds the people of the destruction of the temple in Jerusalem. It also reminds the couple that there may be hard times in a marriage, but it is important to work through them.

On the other hand:

- It has always been accepted that sometimes things do not work out.
- If the marriage breaks down and divorce appears to be inevitable, the man has to give his wife a 'get'. This 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

(AO2)

[5]

15

AVAILABLE
MARKS

Section B

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

**AVAILABLE
MARKS**

5 Sacred writings

(a) Describe what Jews believe about the Torah.

Target: Knowledge of what Jews believe about the Torah.

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"> • One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> • Two relevant and accurate points. • Two or more relevant and accurate points with one developed. • A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> • Two or three relevant and accurate points with development. • Level 3 answers will be well-structured with good development. 	4–5

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) Explain the importance of the Ketuvim for Jews.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the importance of the Ketuvim for 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">• One relevant and accurate point.	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none">• Two relevant and accurate points.• Two or more relevant and accurate points with one developed.• A single point that is exceptionally well-developed may reach this level.	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none">• Two or three relevant and accurate points with development.• Level 3 answers will be well-structured with good development.	4–5

Answers may include:

- Ketuvim (Writings). The purpose of this collection of eleven books, as with the Nevi'im, is to record the history of the Jews and their actions within the covenant relationship with God.
- There is poetry of Temple ritual, private prayer, wisdom, national tragedy and even love. There is philosophical exploration of the wisest path in life and of God's goodness and justice. There are historical retellings and short stories.
- Many of the texts in Ketuvim have become part of Jewish liturgy. Ecclesiastes, Esther, Song of Songs, Ruth and Lamentations are known as the Five Scrolls. Each is chanted publicly in the synagogue on a holiday such as Sukkot, Purim, Passover and Shavuot. Most prominent in Jewish life are the Psalms, which permeate the prayer book and are often recited by individuals as supplications or thanksgiving prayers.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) “The Mishnah and the Talmud are still relevant in the modern world.”
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 relevance of the Mishnah and the Talmud for contemporary Judaism.

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

AVAILABLE MARKS
20

Answers may include:

- The Talmud is a central text within Judaism and is an important source of Jewish law and theology. For many Jews it is as holy and binding as the Torah and it will always be relevant.
- The Mishnah is an important collection of Jewish oral traditions known as the Oral Torah, passed down through generations of Jews and first written in the third century CE. Important traditions such as these will always be relevant for Jews.
- Like all sacred texts or religious books, the Mishnah and the Talmud teach about God and should always be at the heart of a believer's faith.

On the other hand:

- Some Jews do not find the Mishnah or the Talmud relevant today. Liberal Jews may argue that the food laws and purity laws outlined in the Mishnah and Talmud are no longer relevant. They may argue that the Ten Commandments are of greater relevance for society today than the Mishnah and the Talmud.
- Some might argue that the Mishnah and Talmud were only relevant to the daily lives of Jews when they were written hundreds of years ago and do not deal with modern issues such as equality legislation and overpopulation.
- The modern world has become less religious so there is less respect for religious teaching in general.

Accept valid alternatives

Mark in levels

(AO2)

[10]

6 Beliefs and practices

**AVAILABLE
MARKS**

(a) Describe the main features of Liberal Judaism.

Target: Knowledge of the features of Liberal Judaism.

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"> • One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> • Two relevant and accurate points. • Two or more relevant and accurate points with one developed. • A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> • Two or three relevant and accurate points with development. • Level 3 answers will be well-structured with good development. 	4–5

Answers may include:

- Liberal Jews apply Judaism’s religious and cultural tradition in the framework of modern thinking and morality. They seek to live according to the prophetic ideal – to do justice, love kindness and to walk humbly with God.
- Liberal Judaism is a major Jewish denomination that emphasizes the evolving nature of Judaism, the superiority of its ethical aspects to its ceremonial ones, and belief in a continuous revelation which is closely intertwined with human reason and not limited to the theophany at Mt. Sinai.
- A highly liberal strand of Judaism, it is characterized by little stress on ritual and personal observance. It regards Jewish law as non-binding and the individual Jew as autonomous.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Explain the importance of Jerusalem for Jews.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the importance of Jerusalem for 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">• One relevant and accurate point.	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none">• Two relevant and accurate points.• Two or more relevant and accurate points with one developed.• A single point that is exceptionally well-developed may reach this level.	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none">• Two or three relevant and accurate points with development.• Level 3 answers will be well-structured with good development.	4–5

Answers may include:

- Jerusalem is the ancient capital of Israel.
- Jerusalem is a holy city for Jews.
- The Jewish Temple was built by Solomon in Jerusalem.
- Within Judaism, Israel is the Holy Land. It is the land where the faith began – and Jerusalem is the Holy City. For Jews, Jerusalem is at the core of their faith and their world. According to Jewish tradition, all of creation began in Jerusalem.
- Jerusalem has been the ancestral and spiritual homeland of the Jewish people since the 10th century BCE. At one time Jerusalem was considered the centre of the world, where God resided.
- The city of Jerusalem is given special status in Jewish religious law. In particular, Jews outside Jerusalem pray facing its direction.
- When the Temple in Jerusalem was standing, Jerusalem observed special laws regarding the festivals on Sukkot and on Rosh Hashanah.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) **“It is important for Jews to keep all the mitzvot.”**
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 mitzvot.

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

AVAILABLE MARKS
20

Answers may include:

- The mitzvot were given to the people by God.
- Commands have been provided as a way of life so they are righteous.
- Keeping all the 613 mitzvot in the Torah is part of the Jewish people's covenant with God, therefore it shows their devotion to him as shown in the covenant with Moses in Exodus 20:1.
- Many of the mitzvot help people in their relationships with one another or with their relationships with God and are therefore of great importance as seen in Exodus 20:12 which explains how Jews should treat their parents.

On the other hand:

- Society has changed and many laws are not relevant today.
- The Ten Commandments are all one needs to keep.
- It is more important to love God and one's neighbour than to keep all the laws.

Accept valid alternatives

Mark in levels

(AO2)

[10]

7 Contemporary issues

(a) Describe the role of women in Judaism.

Target: Knowledge of the role of women in Judaism.

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"> One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> Two relevant and accurate points. Two or more relevant and accurate points with one developed. A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> Two or three relevant and accurate points with development. Level 3 answers will be well-structured with good development. 	4–5

Answers may include:

- Traditionally women have a sacred role – they bear children, run the home and take responsibility for their children’s Jewish upbringing. The woman passes on Jewish values. It is because of the mother’s Jewish faith (not the father’s) that a child is born Jewish.
- While Jewish law excuses women from some religious duties (e.g. they don’t have to wear the tzitzit and tefillin), there are some duties that women are obliged to carry out. One of these duties is the lighting of the Shabbat candles.
- Some people say that Judaism is sexist. Men and women sit separately in Orthodox services and women cannot take an active part in this worship. Some Jewish women today accept these limitations, but they are as well-educated as men and choose to combine a career with family responsibilities.
- Liberal and Reform traditions treat women equally in all respects, so women too can become rabbis if they choose to do so.

Accept valid alternatives

Mark in levels

(AO1)

[5]

AVAILABLE
MARKS

(b) Explain how influential Jews have contributed to society.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of how influential Jews have contributed 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">• One relevant and accurate point.	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none">• Two relevant and accurate points.• Two or more relevant and accurate points with one developed.• A single point that is exceptionally well-developed may reach this level.	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none">• Two or three relevant and accurate points with development.• Level 3 answers will be well-structured with good development.	4–5

Answers may include:

- For generations, remarkable Jewish leaders have propelled humankind forward by discovering cures for diseases, developing new technologies, composing musical masterpieces, advancing causes of freedom and human rights, and serving as trailblazers in countless other fields.
- Albert Einstein is one of history’s most famous scientists.
- Composer Irving Berlin brought the gift of music.
- The Marx Brothers brought comedy and their philosopher cousin Karl also contributed to society.
- Film producer and director Stephen Spielberg brought entertainment to many.
- Ukrainian president Volodymyr Zelinsky offered leadership to his people.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) “The world would be a better place if everyone prayed daily.”
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 benefits of daily prayer.

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

AVAILABLE MARKS

Answers may include:

- Prayer helps people to think about others and can change things in the world.
- Prayer helps people develop a relationship with God and provides answers to issues believers are faced with.
- Prayer helps people find direction in life.
- Prayer gives people strength to avoid temptation.
- Prayer aligns people with God's will.

On the other hand:

- Lots of people do pray but it does not change behaviour.
- Many people pray 4–5 times a day and still do wrong.
- It is naive to think that everyone praying would make a difference in the world.
- The world would be a better place if more people lived according to the Ten Commandments and showed love to their neighbour.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20