



**General Certificate of Secondary Education
2022**

Religious Studies

Paper 9

Judaism

[GRE91]

FRIDAY 24 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.

COVID-19 Context

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

Section A

Answer **all** questions.

**AVAILABLE
MARKS**

1 Beliefs and Practices

(a) (i) In Jewish worship who is regarded as the King of the universe?

God
(AO1) [1]

(ii) Name the Jewish prayer that begins, ‘Hear O Israel The Lord our God, the Lord is one’?

The Shema
(AO1) [1]

(iii) Which family member lights the candles to mark the beginning of Sabbath?

Mother
(AO1) [1]

(iv) The Sabbath meal includes challot. What is challot?

A type of bread
(AO1) [1]

(v) What kind of drink is served to adults at the Shabbat meal?

Wine
(AO1) [1]

(b) Explain the importance of daily prayer and worship in Judaism.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the importance of daily prayer and worship to the practice of 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:

- Commanded in the Torah.
- Prayer sanctifies time and all of life.
- A way of honouring God.
- Set prayers often used to glorify God.
- Some may refer to men wearing the tallit and tefillin.

Accept valid alternatives
(AO1)

[5]

(c) “Jewish teaching on divorce is outdated.”

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

Target: Evaluation of the relevance of Jewish teaching on 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:

- In Judaism, divorce is accepted as necessary, as the husband and wife decide.
- If the marriage breaks down and divorce appears to be inevitable, the man has to give his wife a Get.
- The document of divorce – the Get: names, where and when the divorce took place.
- The Get has to be presented at a rabbinical court (Bet Din, with judges).
- Get handed to wife by the husband in front of two witnesses (personal representatives can be used).
- 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.

On the other hand:

- Jewish marriage is intended to be for life.
- Divorce should be discouraged.
- Divorce is too easy in modern society.

Accept valid alternatives

(AO2)

[5]

15

AVAILABLE
MARKS

2 Contemporary issues

AVAILABLE
MARKS

(a) (i) What does the word 'terefah' mean?

A food that is not ritually clean for Jews.
(AO1)

[1]

(ii) What does the word 'kosher' mean?

A food that conforms to Jewish dietary regulations.
(AO1)

[1]

(iii) What must be removed from meat before it can be eaten by orthodox Jews?

Blood
(AO1)

[1]

(iv) Name *two* items of clothing worn by Orthodox Jews when praying.

- Kippah
 - Tallit/Shawl
 - Tefillin/Phylacteries
- (AO1)

[2]

- (b) Do you think that rules about what you can and cannot eat is an important aspect of Judaism?"
Give reasons for your answer.

Target: Analysis of the concept of the dietary laws of Orthodox Judaism.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	<ul style="list-style-type: none"> The candidate presents some relevant information. 	1
Level 2	Opinion supported by two simple reasons or one developed reason.	<ul style="list-style-type: none"> Reasoned arguments are given to analyse and evaluate personal responses. 	2–3
Level 3	A well-argued response with evidence of informed insights.	<ul style="list-style-type: none"> Well-formed and reasoned arguments are given to analyse and evaluate personal responses. 	4–5

Answers may include:

- The dietary laws are contained in the most important section of the Jewish Scriptures, the Torah.
- The dietary laws are commanded by God.
- The dietary laws function to preserve the distinctiveness of the Jewish people.

On the other hand:

- It is more important to pursue justice and righteousness and to 'love your neighbour'.

Accept valid alternatives
(AO2)

[5]

AVAILABLE
MARKS

- (c) “Religions divide people and communities from each other.”
Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of the concept that religions create divisions in societies.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	<ul style="list-style-type: none"> The candidate presents some relevant information. 	1
Level 2	Opinion supported by two simple reasons or one developed reason.	<ul style="list-style-type: none"> Reasoned arguments are given to analyse and evaluate personal responses. 	2–3
Level 3	A well-argued response with evidence of informed insights.	<ul style="list-style-type: none"> Well-formed and reasoned arguments are given to analyse and evaluate personal responses. 	4–5

Answers may include:

- Religions tend to make exclusive claims and therefore divisions occur.
- Religions can encourage a sense of superiority in their followers.
- Some religious adherents are guilty of bigotry and discrimination of non-adherents.
- There is a political dimension to some religions which causes divisions.

On the other hand:

- It is natural that people with common commitments and values want to associate with others of the same faith.
- Societies and communities are always divided, by class, ethnicity, colour, occupation, education. Why should religion be blamed?
- Religions often work to bring people together for the good of the community.
- Genuinely religious people are inclusive and non-judgemental.

Accept valid alternatives

(AO2)

[5]

15

AVAILABLE
MARKS

3 Festivals

(a) Describe how the festival of Sukkot is celebrated.

Target: Knowledge of the celebration of Sukkot.

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 Bible refers to *ḥag ha-sukkot* (“Feast of Booths,” Leviticus 23:34); also known as the ‘festival of In-gathering’, the end of the grain and fruit harvest.
- The festival is characterised by the erection of huts made of branches and leaves.
- The huts can be of any size.
- The festival lasts for 8 days: the first two days and last two days are holy and many Jews do not work.
- Fruit and coloured lights may be used to decorate the booths.
- Four species of plants (leaves) are collected and held during part of the special synagogue services, which families attend.
- As part of the celebration, a sevenfold circuit of the synagogue is made with the four plants on the seventh day of the festival, called by the special name *Hoshana Rabba* (“Great Hosanna”).
- If the weather is good, families may sleep overnight in their booths.
- Some may include reference to *Simchat Torah* (reward positively).

Accept valid alternatives

(AO1)

[5]

AVAILABLE
MARKS

(b) What is the importance of Yom Kippur for Jews?

**AVAILABLE
MARKS**

Target: Knowledge and understanding of Yom Kippur.

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 name “Yom Kippur” means “Day of Atonement”.
- Yom Kippur atones only for sins between man and God, not for sins against another person.
- It’s a time when Jews can make up for the wrongs of the past year and make a firm commitment to not do the same bad thing or things again.
- To atone for sins against another person, you must first seek reconciliation with that person, righting the wrongs you committed against them if possible. That must all be done before Yom Kippur.
- It is a day set aside to “afflict the soul,” to atone for the sins of the past year.
- God’s offer of forgiveness.

Accept valid alternatives
(AO1)

[5]

(c) “A person who does not celebrate the religious festivals of Judaism is not really a Jew.”

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

Target: Evaluation of the significance of festivals to Jewish identity.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	<ul style="list-style-type: none"> The candidate presents some relevant information. 	1
Level 2	Opinion supported by two simple reasons or one developed reason.	<ul style="list-style-type: none"> Reasoned arguments are given to analyse and evaluate personal responses. 	2–3
Level 3	A well-argued response with evidence of informed insights.	<ul style="list-style-type: none"> Well-formed and reasoned arguments are given to analyse and evaluate personal responses. 	4–5

Answers may include:

- The Torah requires Jews to celebrate the festivals.
- Festivals are communal events and to participate is a sign of belonging to the community.
- The festivals focus on the key formative events of Jewish identity and remind Jews of their origins.
- Outside Israel (or where there is no Jewish community) some Jews may find it difficult to take time off work to celebrate the festivals, yet one can still be a devout Jew.

On the other hand:

- Jewishness is conferred at birth (by being born of a Jewish mother).
- A Jew is one who self-identifies with formative events of Judaism.
- It is beliefs about God or moral beliefs that are central to Judaism.
- Regular attendance at the synagogue is more important than festival celebration.

Accept valid alternatives
(AO2)

[5]

15

AVAILABLE
MARKS

4 Beliefs and Practices

**AVAILABLE
MARKS**

(a) Describe what Jews believe about the nature of God.

Target: Knowledge of what Jews believe about the nature of God.

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 oneness and unity of God (the Shema).
- God created and sustains 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
(AO1)

[5]

**(b) Do you think the Torah is the most important part of the Hebrew bible?
Give reasons for your answer.**

**AVAILABLE
MARKS**

Target: Interpretation of the importance of the Torah.

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 Torah was given by God to Moses.
- The Torah records the origins of the Jewish faith.
- The Torah contains the Commandments and the rules that have to be followed.
- The Torah provides God’s guidance for life (613 laws).
- Reminds Jews of their obligations to God’s covenant.
- The laws lead to human fulfilment.
- The rules are given to be obeyed.

On the other hand:

- The Nevi’im or Prophets is equally important.
- God reveals himself through the prophets
- The Ketuvim or Writings also teach about God.

Accept valid alternatives

(AO2)

[5]

(c) “Influential Jews provide good examples of how people ought to live.”
Do you agree with this statement? Give reasons for your answer.

AVAILABLE
MARKS

Target: Evaluation of the concept of religious leadership.

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:

- Influential Jews are often in the forefront of campaigns that help others.
- Influential Jewish leaders can provide moral leadership and set a moral example.
- Some influential Jews focus on spiritual matters and are not as interested as others in achieving fame and accumulating wealth.

On the other hand:

- Influential Jews may fail to live up to the standards that they profess to follow and that they advocate for others to follow.
- Many influential Jews are as attracted to fame and fortune as others.

Accept valid alternatives
(AO2)

[5]

15

Section B

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

AVAILABLE
MARKS

5 History of Judaism

(a) Describe the part played by Abraham in the story of the Jewish people.

Target: Knowledge of the life and importance of Abraham.

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:

- At the beginning of Genesis chapter 12, God asked Abram to leave his home and country and he makes Abram three promises: the promise of a relationship with God, numerous descendants and land.
- Abraham is the father of the Jewish nation.
- Abraham is faithful to God.
- God made a covenant with Abraham.

Accept valid alternatives

(AO1)

[5]

(b) Explain why many Jews believe Israel is special and holy.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the significance of the land of Israel to 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:

- 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

(AO1)

[5]

- (c) “There is more to being a good Jew than reading sacred writings.”
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 what is involved in being a good Jew.

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:

- A Jew is someone who is born of a Jewish mother.
- Focus on practice not belief.
- Religion is about community as it brings people together.
- Judaism is about justice and mercy.
- Judaism is a form of life.

On the other hand:

- 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.

Accept valid alternatives
(AO2)

[10]

6 Festivals, special days and rites of passage

**AVAILABLE
MARKS**

(a) Describe some of the funeral rites in Judaism.

Target: Knowledge of the funeral rites 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:

- As they are dying, Jews try to say the Shema (prayer) showing their belief in one God.
- As soon as someone dies preparations are made for burial which must take place as quickly as possible.
- The body is washed and dressed in tachrichim, a simple white shroud.
- Men are also wrapped in their tallit (prayer shawl).
- The fringes are cut off the tallit to show that he is now free of the religious laws.
- The body is put in a plain wooden coffin which is sealed. From the time of death until burial, the body is never left alone.
- Before the burial the mourners make a tear in their garments to show their grief.
- During this service Psalms are chanted, the memorial prayer is said and a eulogy honouring and celebrating the deceased is given.
- The casket is carried to the gravesite by pallbearers who stop seven times while family and friends follow.
- Burial then takes place and the Kaddish is recited.

Accept valid alternatives
(AO1)

[5]

(b) Explain why Bar Mitzvah is important for Jews.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the importance of Bar Mitzvah for Jews.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge and understanding.	<ul style="list-style-type: none">• One or two relevant and accurate point.• One point with development.	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none">• Two or more relevant and accurate points with one developed.• Two or more relevant and accurate points with development of at least two.• 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 point with development.• Level 3 answers will be well-structured with good development.	4–5

Answers may include:

- Bar Mitzvah is a family occasion.
- Parents are proud of their children.
- Parents expect their children to follow their religious example.
- Must now follow all the regulations of Judaism.
- Marks the transition to adulthood.
- Bar Mitzvah is an outward sign of joining the community.

Accept valid alternatives
(AO1)

[5]

(c) “Religions have to modernise if they are to continue to attract followers.”

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 concept of religious modernisation.

AVAILABLE
MARKS

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

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:

- Reform and Liberal Judaism have revised aspects of belief and practice in efforts to ensure continuing religious relevance.
- Religions need to take account of social and economic changes in society.
- Traditional religions are failing to attract the younger generation.
- The religions look to sacred documents that contain ideas and beliefs that are no longer relevant and in some cases regarded as objectionable.

On the other hand:

- Religions deal with fundamental issues of life and will always be relevant.
- Religions can only change within limits otherwise they lose their essential identity.
- God’s revelation and teachings always remain relevant.
- Religions can remain relevant while updating their teachings.

Accept valid alternatives
(AO2)

[10]

20

7 Contemporary Issues

(a) Describe the Jewish experience of persecution.

Target: Knowledge of persecution of 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:

- Prejudice towards Jews is called **anti-Semitism**.
- One of the most widely documented examples of this was the Holocaust or Shoah during the 1930s and 1940s in Nazi Germany. Six million Jewish men, women and children were killed simply because they were Jews.
- For centuries, Jews were persecuted by Christians. Many Christians blamed Jews for putting Jesus to death. There were many ways in which prejudice led to discrimination.

Accept valid alternatives
(AO1)

[5]

AVAILABLE
MARKS

(b) Explain why Reform Judaism is attractive to some Jews.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the reasons for the attractiveness of Reform 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:

- Reference to the equality of the sexes.
- Women can become rabbis and leaders of the religious community.
- Services are in the vernacular and much shorter.
- The dietary laws are not regarded as binding.
- More liberal views about contraception and abortion.

Accept valid alternatives
(AO1)

[5]

- (c) **“Men and women should play an equal role within Judaism.”**
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 role of men and women within 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

Answers may include:

- All people are equal before God.
- Women bring particular skills.
- Ruth and Esther as female leaders.
- Reformed Jews accept men and women as having equal leadership roles.
- Women tend to be more inclusive and co-operative.

On the other hand:

- Some religions favour men in leadership.
- Women in Judaism have the responsibility of caring for the children and teaching them about their religion.
- It is the duty of a husband to provide for his wife.

Accept valid alternatives
(AO2)

[10]

Total

**AVAILABLE
MARKS**

20

100