



**General Certificate of Secondary Education
2023**

Religious Studies

Paper 9

Judaism

[GRE91]

TUESDAY 20 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

Answer **all** questions.

AVAILABLE
MARKS

1 Contemporary issues

(a) (i) Name *one* example of a Jewish prayer.

Shema, Amrit, Mincha
Accept valid alternatives
(AO1)

[1]

(ii) What is a Kippah?

A head covering
(AO1)

[1]

(iii) What name is given to the parchment scroll that is attached to the door frame of a Jewish house?

Mezuzah
(AO1)

[1]

(iv) What is a Tallit?

A Prayer Shawl (four cornered garment with fringes.)
(AO1)

[1]

(v) What name is given to the two square leather boxes containing Bible verses that attach to the forehead and left arm?

Tefillin
(AO1)

[1]

(b) Explain how religious dress helps Orthodox Jews worship God.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of how religious dress helps Orthodox Jews worship 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:

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

Accept valid alternatives
(AO1)

[5]

(c) “Love of neighbour is more important than obedience to religious rules.”

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

Target: Evaluation of the importance of loving one’s neighbour.

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:

- Judaism is chiefly concerned with being a good neighbour.
- Love of neighbour is a core commandment of Judaism (Lev 19:18).
- Love of neighbour ensures obedience to the ten commandments.

On the other hand:

- Obedience to religious rules teaches people what is right and good.
- Obedience to religious rules helps us to achieve fulfilment as people.
- Obedience to religious rules creates a good society.

Accept valid alternatives

(AO2)

[5]

15

AVAILABLE
MARKS

2 Sacred writings

**AVAILABLE
MARKS**

(a) (i) In what language is the Jewish Bible written?

Hebrew
(AO1)

[1]

(ii) Name the first book of the Bible.

Genesis
(AO1)

[1]

(iii) Which Jewish leader is believed to have written the first five books of the Bible?

Moses
(AO1)

[1]

(iv) What book in the Bible tells the story of the escape of the people of Israel from Egypt?

Exodus
(AO1)

[1]

(v) To whom did God say “I will make of you a great nation”?

Abraham
(AO1)

[1]

(b) Do you think the Mishnah and Talmud can teach Jews how to live today?

Give reasons for your answer.

Target: Analysis of the value of the Mishna and Talmud.

**AVAILABLE
MARKS**

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 Mishnah is a collection of Jewish oral law.
- The Talmud is the body of Jewish civil and ceremonial law.
- 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 from the past.
- God still speaks through these writings.

On the other hand:

- Sacred books do not address contemporary issues.
- People now are less convinced that religious writings are from God.
- It is the responsibility of Jewish parents to teach their children about how Jews should live today.

Accept valid alternatives

(AO2)

[5]

(c) “The Nevi’im is the most important section of the Jewish scriptures.”
Do you agree with this statement? Give reasons for your answer.

AVAILABLE
MARKS

Target: Evaluation of the importance of the Nevi’im.

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 Nevi’im (prophets) explain the history of Israel as a nation after the death of Moses.
- They show the covenant relationship with God in action and how the Jewish people respond to God.
- The Nevi’im contain important books which carry the message of major and minor prophets such as Isaiah, Jeremiah and Amos.

On the other hand:

- The Torah is the most important section of the Jewish scriptures because it was given to Moses by God.
- The Torah records the origins of the Jewish faith and contains the commandments that Jews have to follow.
- The Ketuvim (writings) is also an important section of Jewish scripture as it contains poetry and stories relating to the Jewish people and their relationship with God.

Accept valid alternatives
(AO2)

[5]

15

3 Rites of passage

(a) Describe a Brit Milah ceremony.

Target: Knowledge of a Brit Milah ceremony.

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 Brit Milah is the circumcision and naming ceremony for a newborn Jewish male.
- The Brit Milah is performed on the eighth day after birth (unless there is a medical reason for it to be delayed).
- The person who performs the circumcision is known as a Mohel (or Moyhil), who is specially trained to perform the ceremony.
- It is traditional to announce the baby's name for the first time at his Brit Milah.
- Two chairs are prepared. The first is for the Sandek, the individual who holds the baby on their knees during the actual circumcision. The second chair is set aside for the spirit of Elijah the Prophet, the "Angel of the Covenant". According to Jewish tradition, Elijah comes to every circumcision to testify before the Almighty to the commitment of the Jewish people to covenant.
- After the Mohel has performed the Brit, a special blessing is recited upon a cup of wine, and the baby is given his Hebrew name.
- It is customary to serve refreshments or a meal after the Brit.

Accept valid alternatives
(AO1)

[5]

AVAILABLE
MARKS

(b) Explain the nature of God’s covenant with the Jews.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of God’s covenant with the 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’s covenant goes back to the origins of Judaism.
- God promised the Jews their own land and that Abraham’s descendants would become a great nation.
- The covenant demanded obedience to the Ten Commandments. It is only when Jews obey the covenant that they are blessed.
- The covenant means that the Jews are special to God and have a special role to play in the world.

Accept valid alternatives
(AO1)

[5]

(c) **“It is difficult to be a Jew in a non-Jewish society.”**
Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of the problems faced by Jews in a non-Jewish society.

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 potential for discrimination.
- Holidays and festivals do not take account of Judaism.
- The challenge of finding a suitable marriage partner.
- The observance of Jewish food laws may be difficult.

On the other hand:

- Jewish community and family life are very supportive.
- Children are taught Judaism from a young age in the home.
- Many cities have Jewish shops that cater for their religious needs.

Accept valid alternatives

(AO2)

[5]

15

AVAILABLE
MARKS

4 Beliefs and practices

(a) Describe some of the ways a Jewish family practises religion in the home.

Target: Knowledge of religious observance in the home.

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 dietary laws and the importance of the kitchen.
- Sabbath celebrations: candles, prayers, meals, etc.
- Celebration of Passover.
- Certain life-cycle rituals take place in the home, e.g. Brit Milah.
- Daily prayer and daily blessings.

Accept valid alternatives
(AO1)

[5]

AVAILABLE
MARKS

**(b) Do you think it is important for a Jew to marry another Jew?
Give reasons for your answer.**

**AVAILABLE
MARKS**

Target: Analysis of whether it is important for a Jew to marry another Jew.

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:

- There is prohibition against marrying a non-Jew in the Torah (Deut. 7:3).
- Judaism revolves around the family and mothers and fathers are both required to carry out religious rituals and duties.
- You should marry within the Jewish community so that values of Judaism are preserved and passed on to the next generation.
- Couples with the same religious commitments are less likely to divorce.

On the other hand:

- People should have the freedom to marry whoever they want/love.
- Couples from different faiths can support each other and learn about each other's faith and belief.
- Marriage is less important in an increasingly secular society.

Accept valid alternatives
(AO2)

[5]

(c) “The role and status of women in Judaism is equal to that of men.”
Do you agree with this statement? Give reasons for your answer.

AVAILABLE
MARKS

Target: Evaluation of the role of women in 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:

- Women have the responsibility that the food laws are kept and that food is ritually clean.
- Women have the job of ushering in the holy Shabbat by lighting the candles on Friday, in ample time before sunset.
- The woman passes on Jewish values and has the responsibility of passing on the teachings of Judaism in the home.
- Ensuring the house is ready for festivals, especially Passover.
- God created men and women to support each other.

On the other hand:

- Judaism traditionally has required men to lead worship, e.g. a Rabbi leads worship in the Orthodox tradition.
- God chose men as leaders in the Torah, e.g. Abraham, Moses and David.
- In some Jewish traditions women are not treated as equal to men, e.g. in some Jewish communities divorce can only be granted if the man initiates it and the woman agrees. A woman may not initiate divorce.

Accept valid alternatives
(AO2)

[5]

15

Section B

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

**AVAILABLE
MARKS**

5 Festivals

- (a) Describe how the Festival of Pesach (Passover) is celebrated by a Jewish family.

Target: Knowledge of how the Festival of Pesach (Passover) is celebrated by a Jewish family.

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:

- Some candidates may refer to the preparations: the house must be cleaned from top to bottom to remove any traces of chametz (leaven) from the home.
- The Fast of the Firstborn: the day before Passover begins the Fast of the Firstborn is observed.
- Seder meal: the highlight of Passover observance takes place on the first two nights, when friends and family gather together for ritual seder meals.
- Seder means 'order' and the ceremonies are arranged in a specific order. Special plates and cutlery are used which are kept exclusively for Passover.
- The Haggadah is a book which tells in fourteen steps the story of the Jewish experience in Egypt and of the Exodus and revelation of God.
- As the story of each of the ten plagues is read out a drop of wine is spilt to remind Jews that their liberation was tinged with sadness at the suffering of the Egyptians.
- The Haggadah also contains songs, blessings, Psalms and Four Questions.

Accept valid alternatives
(AO1)

[5]

(b) Explain the importance of Sukkot for Jews.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the importance of Sukkot 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:

- Sukkot commemorates the 40 years the Jewish people spent in the desert on their way to the Promised Land.
- Sukkot reminds Jews today that God protected and cared for their ancestors in the desert.
- Sukkot is the name for shelters that Jews lived in after they left Egypt with Moses in the Exodus.
- Sukkot is a Jewish harvest festival.

Accept valid alternatives
(AO1)

[5]

- (c) “Religions should be more concerned about the present rather than looking back to the past.”
Do you agree or disagree? Give reasons for your answer. You should refer to Judaism in your answer.

Target: Analysis and evaluation of whether religions should be more concerned about the present than the past.

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:

- Religion should be more concerned about the present because there are so many urgent issues faced by society, e.g. prejudice, environment etc. and religion needs to become more involved with these issues.
- Religions should reflect the views of people in society. People tend to live for the here and now and religions should do the same.
- Religion should be more concerned about the present because religion in general is facing a crisis as society becomes increasingly secular.

On the other hand:

- God has revealed things in the past to enable us to live in the present. God’s message is timeless.
- People need to learn from the past, e.g. the Jewish festivals remind the Jews of how God was there for them throughout difficult times.
- The moral code presented in religious teaching can apply to any age, e.g. the prohibition of killing within the Ten Commandments.

Accept valid alternatives (AO2)

[10]

20

6 The formative history of Judaism

**AVAILABLE
MARKS**

(a) Retell the story of God’s call to Moses.

Target: Knowledge of God’s call to Moses.

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:

- Moses was looking after the flock of his father-in-law, Jethro on Mount Horeb/Sinai.
- The angel of the Lord appears in flames of fire out of a Burning Bush.
- God speaks and tells Moses to remove his shoes as he is on holy ground.
- God reveals his identity.
- God tells Moses that he has heard of the suffering of his people.

Accept valid alternatives
(AO1)

[5]

(b) Explain why Moses is such an important figure in Judaism.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the importance of Moses in Judaism.

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:

- Moses was a channel between God and the Hebrews.
- He freed the people of Israel from slavery.
- Moses established/renewed the covenant between God and Israel.
- He received the ten commandments from God.
- It is believed that Moses wrote the first five books of the Hebrew Bible.

Accept valid alternatives

(AO1)

[5]

- (c) **“Religious leaders still have an important role to play.”**
Do you agree or disagree? Give reasons for your answer. You should refer to Judaism in your answer.

**AVAILABLE
MARKS**

Target: Analysis and evaluation of relevance of religious leaders.

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
20

Answers may include:

- Religious leaders present religious teachings that are always relevant, e.g. Jewish Rabbis have an important role in Jewish society.
- They uphold moral standards and provide an example for others to follow.
- They challenge injustice, exploitation and inequality, e.g. Amos.

On the other hand:

- Religious leaders do not know about the lives of ordinary people and this has become more apparent due to the secularisation of society.
- Leaders from the past deal with issues that are no longer relevant, food laws, purity rules, etc.
- Leaders from the past and present don't always deal with modern issues: nuclear war, overpopulation, etc.

Accept valid alternatives (AO2)

[10]

7 Beliefs and practices

**AVAILABLE
MARKS**

(a) Describe how Reform Judaism differs from Orthodox Judaism.

Target: Knowledge of ways in which Reform Judaism differs from Orthodox 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:

- Prayers are shorter in Reform synagogues.
- Some prayers are 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.

Orthodox Judaism

- Advocate a strict observance of Jewish law.
- Obedience to Sabbath and dietary laws is obligatory.

Accept valid alternatives

(AO1)

[5]

(b) Explain the importance of the synagogue for Jews.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the importance of the 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:

The synagogue is used for:

- 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

(AO1)

[5]

- (c) “Daily prayer and worship are no longer relevant to life today.”
Do you agree or disagree? Give reasons for your answer. You should refer to Judaism in your answer.

Target: Analysis and evaluation of the relevance of daily prayer and worship.

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:

- Worship of the true God is the most important thing in life.
- Prayers are answered.
- Prayer changes our attitudes to other people and to situations.
- Daily prayer and worship brings the members of the family closer to each other.
- Prayer is a religious duty.
- Daily prayer and worship shows that a family takes religion seriously.
- It is important for parents to set a good example to their children.

On the other hand:

- There is no evidence that prayer or worship achieves anything.
- Individuals should decide for themselves whether to pray or not.
- Life is now too busy to have time for daily prayer and worship.
- The issue of whether prayer makes sense in a world governed by science and natural laws.
- There is no real evidence that God exists, hence worship is irrelevant.

Accept valid alternatives
(AO2)

[10]