



Rewarding Learning

**General Certificate of Secondary Education
2024**

Religious Studies

Paper 9

Judaism

[GRE91]

THURSDAY 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 Beliefs and practices

(a) (i) **When does the Jewish Sabbath (Shabbat) begin?**

Sunset on Friday.
(AO1)

[1]

(ii) **What are lit in Jewish homes to mark the beginning of the Sabbath?**

Candles
(AO1)

[1]

(iii) **What are Jews forbidden to do on the Sabbath?**

Work
(AO1)

[1]

(iv) **When does the Sabbath end?**

Sunset on Saturday.
(AO1)

[1]

(v) **What is the name given to the ceremony that marks the end of the Sabbath?**

Havdalah
(AO1)

[1]

(b) Explain why the Sabbath is important for Jews.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the importance of the Sabbath 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 idea of a day of rest comes from the Bible story of the Creation: God rested from creating the universe on the seventh day of that first week.
- Jews often call the day Shabbat, which is Hebrew for Sabbath and which comes from the Hebrew word for 'rest'.
- Obedience to the commandment.
- A reminder of the Covenant.
- The Sabbath provides time for worship, study and families.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) **“Personal worship is of more value than public worship.”**
Do you agree with this statement? Give reasons for your answer.

**AVAILABLE
MARKS**

Target: Evaluation of the value of personal worship compared to public worship.

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:

- Personal worship is of greater value than public worship in Judaism. The home is often regarded as the most important place of worship for Jews because praying regularly at home helps to build their personal relationship with God.
- Religious observance in the home is important for Jews because when Jews pray three times a day at home, they remember a different part of Jewish history. For example, morning prayer remembers Abraham, afternoon prayer recalls Isaac’s prayer and evening prayer reminds the Jews of Jacob.
- Private worship is essential because most Jews cannot attend the synagogue three times a day and women can only attend on the Sabbath, therefore private worship is essential for Jews to observe important aspects of their faith.

On the other hand:

- Public worship is of greater value because it brings the Jewish community together in the synagogue. Public worship is essential for important festivals/High Holy days such as Rosh Hashanah and Yom Kippur.
- Public worship helps Jews celebrate the Sabbath/Shabbat, the most important day in the Jewish week, in a meaningful way. On a Friday evening, Jews attend the synagogue with other Jewish families in the community and on Saturday morning. The same reading from the Torah is used at public worship, uniting Jews across the world.
- Public worship is usually led by the Rabbi. Jews benefit from interaction with their spiritual leader who is also a positive role model and educator.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

2 Sacred writings

AVAILABLE
MARKS

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

Moses
(AO1)

[1]

(ii) Name *one* of the first five books of the Hebrew Bible.

One from: Genesis; Exodus; Leviticus; Numbers; Deuteronomy.
(AO1)

[1]

(iii) Name the *three* different sections of the Hebrew Bible.

The Torah (Teaching); the Nevi'im (or Prophets); the Ketuvim (Writings).
(AO1)

[3]

**(b) Do you think the Hebrew Bible is still relevant for Jews?
Give reasons for your answer.**

**AVAILABLE
MARKS**

Target: Analysis of the relevance of the Hebrew Bible 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:

- The Bible provides the details of how to live.
- It codifies and brings together the ideas of the Rabbis.
- It explains how the law is to be applied and obeyed.
- It provides a sense of identity for Jews.
- It represents the collective wisdom of the Jewish elders.

On the other hand:

- The Hebrew Bible is an ancient document. Society has changed and some of the teaching is no longer relevant, e.g. teaching on war and capital punishment.
- Reform Jews believe the Hebrew Bible is not a divinely-authorized text – it has been written by humans and is therefore not the inerrant word of God.
- For some Jews today being a Jew is more about community and identity rather than reading a text which is the product of the ancient Near East.

Accept valid alternatives

Mark in levels

(AO2)

[5]

- (c) “Obedience to God is the most important part of religion.”
Do you agree with this statement? Give reasons for your answer.

AVAILABLE
MARKS

Target: Evaluation of the importance of obedience to God in religious observance.

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:

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

On the other hand:

- Festivals may be considered more important as they offer a sense of community and remind people of the goodness of God.
- Worship is important as it sustains the relationship that individuals have with God.
- Salvation is the central theme of religion.
- We have freedom to accept or reject God.
- God loves people whether they are obedient or not.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

3 Festivals

(a) Describe how the festival of Rosh Hashanah is celebrated.

Target: Knowledge of how the festival of Rosh Hashanah is celebrated.

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 is the Jewish New Year festival. It lasts two days.
- A lot of time is spent in the synagogue during Rosh Hashanah.
- One of the synagogue rituals for Rosh Hashanah is the blowing of the Shofar, a ram's horn trumpet: 100 notes are played.
- This starts a ten-day period known as the 'Days of Awe', which ends with the solemn festival of Yom Kippur.
- After the service a special meal is eaten at home, including: apples dipped in honey, a symbol of the sweet New Year that each Jew hopes lies ahead; a sweet carrot stew is often served.
- Hallah (or Challah) bread in a round loaf is also served, rather than the plaited loaf served on the Sabbath, so as to symbolise a circle of life and of the year.
- A pomegranate is sometimes placed on the table because of a tradition that pomegranates have 613 seeds, one for each of the commandments that a Jew is obliged to keep.
- Some may pray for their sins to be cast away by the side of a river.
- It commemorates the creation of the world.
- Rosh Hashanah also remembers judgement day, when Jews believe that God balances a person's good deeds over the last year against their bad deeds, and decides what the next year will be like for them.

Accept valid alternatives

Mark in levels

(AO1)

[5]

AVAILABLE
MARKS

(b) Explain the importance of Yom Kippur for Jews.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the importance of Yom Kippur 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:

- This is known as the Day of Atonement and it is the most important day in the Jewish calendar. It is a day of confession that comes at the end of Rosh Hashanah.
- Yom Kippur is a day of fasting and so before this begins a meal is eaten to prepare.
- Services based on confession and repentance take place at the synagogue and the people show their thanks for the love and mercy of God.
- The sounding of the shofar (horn) signals the end of Yom Kippur.

Accept valid alternatives

Mark in levels
(AO1)

[5]

(c) “People should be allowed to take time off work to celebrate religious festivals.”

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

Target: Evaluation of the importance of getting off work to celebrate religious festivals.

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:

- People should be allowed to take time off work to celebrate religious festivals because festivals are often a time of great celebration and help believers to remember important events in the history of their religion, e.g. Pesach commemorates the Hebrews’ liberation from slavery in Egypt.
- Religious celebrations bring faith communities together to celebrate these shared beliefs and values, e.g. Rosh Hashanah.
- Celebrating these events allows people the chance to feel like they’ve achieved something significant, that their commitment to each other has value in the eyes of their family and friends.

On the other hand:

- There are too many religious festivals, and everyone cannot have time off work to celebrate them. Employers are not obligated to allow staff time off for religious holidays or festivals.
- People can still celebrate festivals during their own time – they can continue to work and celebrate with their families at home.
- Religious belief is personal and should not require time off work. A policy of allowing employees to take time off work to celebrate religious festivals may discriminate against non-religious people who aren’t entitled to as much time off work.

Accept valid alternatives

Mark in levels

(AO2)

[5]

AVAILABLE
MARKS

15

4 The call of Abraham and Moses

**AVAILABLE
MARKS**

(a) Describe the call of Abraham.

Target: Knowledge of the call 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:

- Judaism began with the call of Abraham. Before he was called by God, Abraham was polytheistic, which meant that he believed in many gods.
- Abraham meaning “father of the people” was 75 when he left his home and he became the first to teach the idea of one God (monotheism).
- God appeared to Abraham in a vision and told him to leave his home. He promised him that he would become the father of a great nation.

Accept valid alternatives

Mark in levels

(AO1)

[5]

**(b) Do you think Moses is a good role model for Jews today?
Give reasons for your answer.**

**AVAILABLE
MARKS**

Target: Analysis of the leadership example set by Moses.

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:

- Moses had great leadership qualities including humility, empathy and heroism.
- He was God-fearing and respected by his people.
- He freed the people of Israel from slavery.
- He was the first leader of the nation.
- He established/renewed the covenant between God and Israel.
- He received the ten commandments from God.

On the other hand:

- Moses is not the perfect role model. He killed the Egyptian and 3000 of his own people were killed after the Golden Calf incident (Exodus 32:28).
- Some Jews believe that Elijah is a better role model as Elijah taught lessons about God, e.g. people should look to God when faced with adversity.
- David was the greatest king and some Jews may believe he is a better role model for them today.

Accept valid alternatives

Mark in levels

(AO2)

[5]

(c) “Influential Jews continue to make a positive contribution to society.”
Do you agree with this statement? Give reasons for your answer.

AVAILABLE
MARKS

Target: Evaluation of the involvement of religious leaders with society.

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 medicine, there have been outstanding achievements by Jewish doctors, nurses, and scientists, including Albert Einstein who was born to Jewish parents, Paul Ehrlich (won the Nobel Prize in Medicine), Jonas Salk (developed the first successful polio vaccine), Lillian Wald (humanitarian and an author), among others.
- In entertainment, there have been outstanding achievements by Jewish individuals in film, television, and theatre, including Barbra Streisand, Paul Newman, and Steven Spielberg.
- In music, Jewish musicians including Leonard Cohen, Carole King and Paul Simon have continued to make a positive contribution to society.
- In political life, the leader of Ukraine, Volodymyr Zelenskyy, is a Jew.

On the other hand:

- Some may argue that it is difficult to find a modern Jewish leader who has contributed to society to the same extent as great Jewish leaders of the past.
- For many, religion is a very personal thing and people are unaware of an individual’s religion. It is their work rather than their religion that they are well known for.
- People from all religious backgrounds and none continue to make a positive contribution in society, e.g. Bill Gates makes charitable donations worth billions of dollars.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

Section B

**AVAILABLE
MARKS**

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

5 Marriage and divorce

(a) Describe a typical Jewish marriage ceremony.

Target: Knowledge of a typical Jewish marriage 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:

- Marriage takes place under a chuppah.
- Conducted by a rabbi.
- Bride and groom fast until after the ceremony.
- Initial blessings: one in celebration of the joy of marriage.
- Giving of a ring and the sanctifying of the bride.
- Reading of the marriage contract.
- Final blessings.
- Short private time together.
- The groom smashes a glass underfoot as a reminder of the destruction of the Temple and acknowledgement of hard times in marriage.
- Celebratory feast.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Explain Jewish teaching on divorce.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of Jewish teaching on divorce.

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:

- Jewish marriage is intended to be for life, but it has always been accepted that sometimes things do not work out.
- Divorce is not looked at favourably by Jews but it is not prohibited and in certain circumstances it is encouraged.
- Reasons for divorce can include unfaithfulness, violence and lack of support.
- 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.
- After a divorce, the man and woman are allowed to remarry.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) **“Marriage is the most important occasion in the life of a Jew.”**
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 importance of marriage for Jews.

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:

- Many Jews consider marriage to be an important occasion because it is seen as a blessing from God. Marriage is a contractual bond commanded by God in which a man and a woman come together to create a relationship in which God is directly involved.
- Jews see marriage as a fulfilment of the instruction in Genesis 1:28 to “Be fruitful and multiply.” Though procreation is not the sole purpose, a Jewish marriage is traditionally expected to fulfil this commandment to have children.
- Jews believe that God designed marriage for three primary purposes: companionship, procreation, and redemption. These purposes of marriage are still relevant today and are essential for a healthy society.

On the other hand:

- There are many other important occasions in the life of a Jew, e.g. Brit Milah and Bar Mitzvah or Bat Mitzvah are important initiation ceremonies or rites of passage for Jews.
- Religious festivals are also important occasions, e.g. Rosh Hashanah, Yom Kippur, Pesach and Sukkot.
- The ceremonies and rites associated with death are also very important for Jews. Formally mourning the dead is very important for Jews and can last up to a year for those who have lost a parent.

Accept valid alternatives

Mark in levels

(AO2)

[10]

6 Rites of passage

(a) Describe a Bar Mitzvah ceremony.

Target: Knowledge of a Bar Mitzvah 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:

- In its earliest observance, the rite of passage was marked by a young man's first reciting of the 'alayah' (benediction over the Torah reading), at the first Sabbath service after his 13th birthday.
- Duties have gradually increased over the years, and in some synagogues may now include reciting the 'haftarah' (selection from the Prophets), reading the entire weekly Torah portion, leading part of the service, or leading prayers.
- It is also customary for the person to make a short speech, which usually begins with the words, 'Today I have become a man'.
- The father says a blessing, thanking God for removing from him the burden of responsibility for his child's sins.
- This ceremony is usually followed by a reception, which can be as elaborate as a wedding reception.

Accept valid alternatives

Mark in levels

(AO1)

[5]

AVAILABLE
MARKS

(b) Explain the importance of Bat Mitzvah for girls.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the Bat Mitzvah for girls.

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:

- When a girl is twelve years old, Bat Mitzvah marks the transition to adulthood.
- It shows that all the requirements of the law now have to be followed.
- It represents a renewal of the covenant relationship with God and the community.
- It acknowledges that women have a role in the community.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) **“Children should be allowed to choose their own religious faith.”**
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 allowing children to choose their own religious faith.

**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:

- Children should be allowed to choose their own religious faith and should not be forced into the faith of their parents. They should be allowed to reach their own conclusions about the religious faith they wish to be part of when they are at an age to fully understand what the religion is about.
- If children only learn about one religion, they could become less informed about the world around them. Children should be taught about all religious faiths to promote better understanding and tolerance, e.g. to make them aware and respectful of religious diversity in society.
- Indoctrination can make a person incapable of thinking independently. Young people should be taught to think for themselves and how to evaluate what is best for them.

On the other hand:

- It is important that religious traditions are passed on from one generation to the next. It is natural for children to grow up in the religion of their parents and in most religions it is seen as the duty of parents to introduce children to their faith.
- Children lack the maturity and wisdom needed to make important decisions. They can be brought up in a religious faith, guided by the wisdom of their parents and make their own decision when they are mature enough to do so.
- If children are not brought up in a particular faith, they may not lead a

religious life when they are older. Religious faith brings with it important morals and standards (e.g. the Ten Commandments) and some studies have shown that people who have been religious believers from a young age are more likely to respect authority and the importance of the family unit.

Accept valid alternatives

Mark in levels

(AO2)

[10]

AVAILABLE
MARKS

20

7 Contemporary issues

**AVAILABLE
MARKS**

(a) Describe the food laws observed by Orthodox Jews.

Target: Knowledge of food laws observed by Orthodox 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 term which refers to things that are allowed within Judaism and that meet its requirements is kashrut. This mostly relates to food laws.
- Those foods which are allowed are kosher and those which are ‘unclean’ or prohibited are treyfah.
- The rules are outlined in Deuteronomy 14:4–21.
- For meat to be kosher, the animal must be slaughtered according to Jewish law. Before cooking, the meat must be clean of the animal’s blood and the sciatic sinew (which runs down the spine to the leg) must be removed.
- Along with these restrictions on meat, milk must not be combined with meat, e.g. Exodus 23:19.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Explain some of the ways Jews have experienced prejudice and discrimination throughout history.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of some of the ways Jews have experienced prejudice and discrimination.

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 Holocaust was one of the most important and tragic events in Jewish history. It took place during World War Two.
- During this time, the Jews were the victims of Nazi propaganda. Jewish businesses were boycotted and Jewish people lost their jobs. They were not allowed citizenship, and they were forced to live in ghettos.
- Eventually, concentration camps were built and over six million Jews lost their lives. As a result of this, there was anger, fear and grief amongst Jews worldwide.
- This prejudice and discrimination towards members of the Jewish faith is known as anti-Semitism.
- There is no real explanation for the actions of hate towards Jews. Throughout their history they have suffered hostility and attempted extermination.

Accept valid alternatives

Mark in levels
(AO1)

[5]

- (c) “Rules about religious dress are still relevant in society today.”
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 issues relating to religious dress.

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:

- Rules about religious dress continue to be important for religious believers. For example, the Kippah worn by Orthodox Jewish men is worn as a sign of respect for God.
- Following rules about religious dress shows respect for Jewish laws surrounding modesty. For example, according to Jewish law, married Orthodox Jewish women wear a hat or scarf to cover their hair and dress modestly.
- Following rules about religious dress shows respect for Biblical commands. The Torah states that Jewish men are obligated to wear tefillin (small leather boxes containing verses from the Torah) on the head and arm (e.g. Deuteronomy 6:8)
- It is important to continue traditions that have been passed on through generations. For example, a tallit is worn by Jews during prayer and in the synagogue. It is a Jewish custom for fathers to give a tallit as a gift to their son when they turn thirteen.

On the other hand:

- Rules about religious dress were written centuries ago for people living in a totally different culture from today. Ancient rules about religious dress could be considered outdated in the same way that people today view using the death penalty as punishment for children disrespecting their parents (Leviticus 20:9) as being outdated.
- Rules about religious dress are no longer relevant and people should

have the autonomy to wear what they want in an increasingly liberal and secular society. For example, Reform Judaism has no religious dress requirements.

- Some people wish to live in a neutral society where there are no visible signs of religious belief or political views. For example, many employers will wish to present a neutral image to customers or prevent disputes over religious differences in the workplace.

Accept valid alternatives

Mark in levels

(AO2)

[10]

AVAILABLE
MARKS

20