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# GCSE RELIGIOUS STUDIES (SHORT COURSE) 8061/4

Section 4: Judaism

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Mark scheme

June 2019

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Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

## Levels of response marking

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of students' responses. To facilitate this, levels of response marking has been devised for many questions.

Levels of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

If a student demonstrates knowledge, understanding and / or evaluation at a certain level, he / she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine**

**religious studies skills.** For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a student's response.

Levels of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully, responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Lead Examiner.

**In questions where credit can be given to the development of a point, those developments can take the form of:**

- **Example or evidence**
- **Reference to different views**
- **Detailed information.**

## Spelling, Punctuation and Grammar (SPaG)

Spelling, punctuation and grammar will be assessed in 12-mark questions.

Spelling, punctuation and grammar (SPaG) will be assessed against the following criteria:

<b>Level</b>	<b>Performance descriptor</b>	<b>Marks awarded</b>
<b>High performance</b>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>	3
<b>Intermediate performance</b>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>	2
<b>Threshold performance</b>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>	1
<b>No marks awarded</b>	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>	0

**0 1 . 1** Which one of the following did God not give to Abraham?

[1 mark]

- A Land
- B Special relationship
- C Ten Commandments
- D Descendants

**Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.**

Answer: C: Ten Commandments

**0 1 . 2** Give two promises God made to Moses.

[2 marks]

**Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.**

**One mark for each of two correct points.**

**Students may include two of the following points, but all other relevant points must be credited:**

To free the Hebrews from slavery / to redeem the Hebrews / to make the Hebrews God's chosen people / to give Moses and his people promised land / to receive God's blessings for obeying his laws / to make the Hebrews a 'treasured possession' / a kingdom of priests / and a holy nation etc.

**0 1 . 3** Explain two ways in which beliefs about the Messiah influence Jews today. [4 marks]

**Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influence on individuals, communities and societies.**

**First way**

Simple explanation of a relevant and accurate influence – 1 mark  
Detailed explanation of a relevant and accurate influence – 2 marks

**Second way**

Simple explanation of a relevant and accurate influence – 1 mark  
Detailed explanation of a relevant and accurate influence – 2 marks

**Students may include some of the following points, but all other relevant points must be credited:**

- many progressive Jews interpret the Messiah as a symbol of the Messianic age / when morality will be restored / broken relationships healed / fairness and justice will reign throughout the world / people of different faiths will work together to the same ends
- therefore, they will behave ethically in their own life / seek to maintain relationships and repair those that are broken / work for peace / work for social justice / look after the weakest in society / contribute to interfaith dialogue and understanding
- in Orthodox Judaism the Messiah will enable all Jews to return to the land of Israel / some Jews might become modern Zionists / support the re-establishment of the Jewish homeland in the land of Israel / they might move to Israel / work on a Kibbutz / study in Israel / work to promote dialogue between Israel and Palestinians
- on a practical level it is believed that the Messiah will come when Israel repents on a single day / they might make sure that they repent every day / it is also believed the Messiah will come if all Israel observed Shabbat correctly / or observes two Shabbats in a row correctly / so they might ensure all Shabbat customs are observed etc.

A maximum of 2 marks without reference to the way the Messiah influences Jews today.

**0 1 . 4** Explain two Jewish moral principles.

**Refer to sacred writings or another source of Jewish belief and teaching in your answer.**

**[5 marks]**

**Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.**

**First moral principle**

Simple explanation of a relevant and accurate principle – 1 mark  
Detailed explanation of a relevant and accurate principle – 2 marks

**Second moral principle**

Simple explanation of a relevant and accurate principle – 1 mark  
Detailed explanation of a relevant and accurate principle – 2 marks

Relevant and accurate reference to sacred writing or another source of Jewish belief and teaching – 1 mark

**Students may include some of the following points, but all other relevant points must be credited:**

- justice is an important principle in Judaism / in the Ethics of the Fathers Jews are taught that the world stands on three things – justice, truth and peace / Jews are taught that they should pursue justice in Deuteronomy 16:20 / and that justice should roll like a river in Amos 5:24 / Jews should not stand by and let injustices happen / for this reason protest is important in Judaism
- healing the world is another important Jewish principle / this is called Tikkun Olam in Judaism / this is social justice in action / Jews are taught not to ignore where the world requires repair in Mishnah, Ethics 2:21 / this principal also extends to the treatment of the planet / Genesis 1:28 makes it clear that God made the world / Psalm 24:1 requires Jews to take care of the planet / and demonstrate good stewardship
- charity is another important principle in Judaism / all Jews are required to give to charity / they are required to give 10% of their disposable income / it is considered a debt to the poor / it is seen as righteousness in action / along with repentance and prayer it is one of the three actions that will help gain forgiveness from God
- kindness to others is another key moral principle / Rabbi Hillel once said that ‘What is hateful to you, do not do to your fellow man. That is the whole Torah’ / Jews are required to treat others with respect and consideration, etc.
- the principle of the preservation of human life / this is called Pikuach Nefesh in Judaism
- A reference to the commandments specifically relating to moral principles

Accept any moral principle that is recognised in Judaism e.g. “love your neighbour as yourself”

Maximum of 2 marks if only two principles are stated.

**0 1 . 5** ‘A merciful God would not judge people.’

**Evaluate this statement.**

**In your answer you should:**

- refer to Jewish teaching
- give reasoned arguments to support this statement
- give reasoned arguments to support a different point of view
- reach a justified conclusion.

**[12 marks]**  
**[SPaG 3 marks]**

**Target: AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence.**

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. <b>References to religion applied to the issue.</b>	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. <b>Clear reference to religion.</b>	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. <b>Maximum of Level 2 if there is no reference to religion.</b>	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

**Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:**

**Arguments in support**

- An all-knowing God understands that people make mistakes / God gifted people Free Will / therefore he is aware that people can abuse this Free Will either intentionally or accidentally / why would God want to judge somebody when the act might have been accidental?
- In Judaism God is described as loving / why would a loving God want to inflict suffering on his creation? / God is also described as merciful / there are 13 attributes of God’s mercy / these are found in Exodus 34:6–7 / the 13 attributes describe God as compassionate / gracious / slow to anger / kind / just.
- As long as a person is truly sorry and repents, God will forgive / God cleanses mankind’s sins / God has love for his creation / and will forgive them for wrong-doing etc.

**Arguments in support of other views**

- God gave the Jews 613 laws which are the basis of the religion and which he expects them to follow / what is the point in making laws if people can disobey them and not face any consequence? / God expects Jews to obey his laws and commands to show their obedience and devotion to him / there would be little fairness if people who do wrong their entire life are forgiven.
- God clearly judges the Jews / this has happened in Jewish history, for instance when all of humanity was destroyed in the flood / or God intervened to destroy the oppressors of the Jewish nation / God still judges today / Jews repent their sins for Rosh Hashanah / Jews believe that during Rosh Hashanah God is judging their life over the previous year for the book of life / God will judge in the future and especially at the end of time / when God will separate the wicked from the righteous and those who fall in between.
- God is showing his mercy by judging people / he is rewarding those who have followed his commands and living a lifestyle he feels is worthy / he is showing the righteous what will happen to them if they do not follow his expectations / it is 'tough love' / God cannot have humanity behaving in a lawless manner / this would lead to chaos etc.

**[Plus SPaG 3 marks]**