

**GCSE**  
**RELIGIOUS STUDIES B**  
**8063/2Y**

Paper 2Y Perspectives on faith (Judaism)

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**Mark scheme**

June 2021

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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.

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## Mark Schemes for GCSE Religious Studies

This paper requires expert markers who have wide knowledge and understanding of the particular subject content of the Specification. With the exception of the multiple-choice question, many of the questions asked have many different credible answers and students are able to bring to their answers their own knowledge, understanding and background. They will offer details, arguments and evidence which the examiner, with the help of the mark scheme, will need to judge as credible or not. It is therefore important that the examiner has a good understanding of the principles and spirit of the mark scheme in order to be fair and consistent when marking students' answers. The Content included is designed to be as helpful as possible but in many cases is not exhaustive. So Content sections are introduced by the sentence:

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

this is to remind examiners that there may well be additional correct answers which, with their expertise, they will be able to allow. With all questions if an examiner has any doubt about answers being credit worthy they should consult their team leader.

### Structure

The mark scheme for each question shows:

- the question; Each question is printed in full before its target and mark scheme. It is always important that examiners remind themselves of the exact question being asked. In particular, they will need to do this in instances where the answer appears to be 'straying' from the question set or perhaps offers a valid alternative not included in the mark scheme
- target; The target provides the specific assessment objective which the question is testing. It reminds examiners of the skills the question is designed to test, eg knowledge and understanding, evaluation
- the total marks available for the question and if Spelling, Punctuation and Grammar is assessed
- the typical answer(s) or content which are expected
- generic instructions related to the question target of how to award marks (ie levels of response grid).

### General Guidance

.../. means that these are acceptable alternative answers in the mark scheme, eg Guru Har Krishan / Guru Tegh Bahadur / Guru Gobind Singh.

Answers may include specialist terms, in Hebrew or Arabic for example. If this is the case, the mark scheme will usually indicate this by providing in brackets the English as well, eg 'Yom Kippur (the Day of Atonement)'. In such questions, answers will be credited whether provided in the original language or in English.

Some mark schemes use bullet points to separate content. Each bullet point refers to a different possible 'belief' or 'teaching' or 'way', depending on the question. Obliques (.../.) used within the bullet point indicate different ways in which the point may be expressed and points which may be made to give the further detail or development needed for the second mark.

Where a student has crossed out a complete answer, it should be marked if it remains legible, unless an alternative is provided in which case only the alternative should be marked. When part of an answer is crossed out, then only what remains should be considered.

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.

### **1 mark multiple choice questions**

Such questions have four alternatives and the one correct answer will be given together with the correct letter, eg 'Answer: D Trinity'.

### **2 mark short answer questions**

The principle here is provided in the mark scheme: 'One mark for each of two correct points.' Students may give **more than** the two answers required by the question. In such instances,

- **Award for the first two answers only, wherever they appear.**
- If a student gives more than one answer on the first line and another answer / other answers on the second line, the 'first two answers' will be the **first two** on the first line and **only these two** should be considered for marks. Other answers must be ignored.
- If on the first line the first two answers given are correct, award two marks, regardless of what is written elsewhere in the answer.
- If the first two answers can only be awarded one mark yet there is a third answer that is correct, this correct third answer must be ignored and no mark given for it.
- However, if the student gives some **elaboration after the first answer**, which is clearly developing their first answer, (which they are not required to do), do not consider this elaboration to be their second answer (unless the elaboration happens to contain a second correct answer to the question asked), regardless of whether there are other answers provided. In this case, the second answer also, if correct, may be credited for the second mark.

### **4 and 5 mark answer questions**

Examiners should take care to note the target of the question. Clear information is provided for these types of question on how to award marking points. Examiners should carefully read the additional instructions provided for each type of question (eg for influence questions the final sentence in the general guidance box reminds the examiner that the second mark (detailed explanation) awarded in each case must show clear 'influence').

### **12 mark answer questions**

The 12 mark questions test Evaluation skills (AO2). The mark scheme for these answers is based on Levels of Response marking in which the examiner is required to make a judgement on the completed answer taken as a whole.

## Level of response marking instructions

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

Level 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.)

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.

Level 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. If examiners have any doubt about what level to award a response, they should consult their team leader.

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 examiners apply the mark scheme to a student's answer they should read through the answer and annotate it (as instructed) to show the qualities that are being looked for. They should then apply the mark scheme. It may be necessary to read the answer more than once to be sure of assigning the correct Level.

### 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.

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.

**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

**Judaism: Beliefs**

0 1 . 1

**Which one of the following gives the meaning of ‘Pikuach Nefesh’?**

**[1 mark]**

- A Kindness to others**
- B Charity**
- C Healing the world**
- D Saving life**

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

Answer: D Saving life

0 1 . 2

**Give two Jewish beliefs about the nature of God.**

**[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:**

God is one / omnipotent / omniscient / merciful / all-loving / just / Judge / Creator / Law-Giver, etc

**0 1 . 3** Explain two ways in which belief in free will influences the lives of Jews.

**[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

To be a 'detailed explanation', the influence of the way must be included.

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

They will use God's gift of free will to make choices that will please God / obeying the mitzvot is a right use of free will / which God has also given them to provide guidance in making those choices, etc  
Jews will want to make choices that will guarantee a favourable verdict on the Day of Judgement / as having free will means that they also have moral responsibility / moral choices made have consequences / as shown in the story of Adam and Eve, etc  
The ceremonies of Bar and Bat Mitzvah reinforce the belief in free will / Jewish boys and girls recognise and accept that they are now fully responsible for fulfilling the requirements of the Torah / their parents have discharged their duty, etc.

**0 1 . 4** Explain two Jewish beliefs about resurrection.

Refer to scripture 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 belief**

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

**Second belief**

Simple explanation of a relevant and accurate belief – 1 mark  
Detailed explanation of a relevant and accurate belief – 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:**

Some Jews believe in a physical resurrection after death / the body must therefore be buried, not cremated / some Jews believe in a spiritual resurrection / the body perishes / the soul receives a spiritual body / some Jews link the idea of resurrection to the Day of Judgement / and to the coming of the Messianic Age / when the Messiah comes, the righteous dead will be raised to new life / some do not believe in resurrection, etc.

**Sources of authority:**

'Your dead shall live, their corpses shall rise.' (Isaiah 27:19)

'Many of those that sleep in the dust of the earth will awake, some to eternal life, others to reproaches...' (Daniel 12:2)

'You shall rise for your reward at the end of the days.' (Daniel 12:13)

Those who do not believe in the resurrection 'have no share in the world to come' (Mishnah)

**Accept all other sources of authority that correctly support the beliefs given.**

**0 1 . 5** ‘It is impossible for Jews today to keep all the Ten Commandments.’

**Evaluate this statement.**

**In your answer you should:**

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

**[12 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**

The pressures of modern life make Shabbat observance very difficult / members of sports teams may be required to participate on Saturdays / it may be difficult to honour parents by caring for them when they are frail if children’s jobs take them to other parts of the world / the pressures that come from living in a materialist society may make it impossible not to covet what others have / some commandments may seem meaningless, such as the commandment not to worship carved images, etc.

**Arguments in support of other views**

Keeping all the Commandments is the responsibility of every Jew as a member of God’s chosen people / it is Israel’s response to God’s promises made in the Sinai covenant / Shabbat observance may require sacrifices in relation to the secular world but reinforces family and community bonds /

bringing spiritual benefits to the individual / respect can still be shown to parents even if separated by thousands of miles / today's technology makes that possible / many of the Ten Commandments form the basis of secular societies' outlook / all the Commandments are relevant in today's world / the commandment relating to images can be reinterpreted to mean not making idols of possessions, celebrities etc / in today's materialist and sexualised society, Jews set an example by keeping commandments that prohibit adultery, perjury and covetousness, etc.

**[Plus SPaG 3 marks]**

0 2

**Judaism: Practices**

0 2 . 1

**Which one of the following is the standing prayer?**

**[1 mark]**

- A Bimah**
- B Amidah**
- C Talmud**
- D Trefah**

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

Answer: B Amidah

0 2 . 2

**Give two ways in which many Jews celebrate Shabbat in the home.**

**[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:**

Lighting the candles to welcome in Shabbat / Friday evening meal / studying the Torah / the Havdalah ceremony on Saturday / a time for rest from everyday concerns / spending time with family / observing the 39 prohibitions / not cooking / not using computers, etc.

**0 2 . 3** Explain two contrasting Jewish views about Jewish dietary (food) laws.

**[4 marks]**

**Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs**

**First view**

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

**Second view**

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

If similar ways are given, only one of them may be credited up to 2 marks.

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

Many Orthodox Jews believe the laws were given by God to Moses / as a test of their obedience / a way of setting them apart as the people of God / they must therefore be obeyed to the letter, etc  
They are also seen as a call to Jews to be God's holy people / they help them develop self-control / they are a constant reminder of what it means to be a Jew, etc

Many Reform Jews do not think they were given to Moses by God / but developed over time as a way of being distinct from non-Jews, eg in the exilic period / therefore keeping them is not an essential part of the Jewish faith / it is up to the individual to decide, etc.

**0 2 . 4** Explain two reasons why Pesach is important for Jews in Great Britain today.

Refer to scripture 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 reason**

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

**Second reason**

Simple explanation of a relevant and accurate reason – 1 mark  
Detailed explanation of a relevant and accurate reason – 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:**

A reminder of the all-loving nature of God / of his omnipotence / of the act of deliverance that confirmed to the Jews that they were God’s chosen people / encourages trust in God’s continuing power to deliver from crises in the future / celebrating Pesach creates a link with the past / intensifies the awareness of being part of God’s covenant people / reinforces the importance of the family / a time for celebrating God’s many deliverances of Jews throughout history / the meaning of the symbolic foods eaten at the seder meal / the rituals relating to Elijah express the belief that the Messiah will return at Pesach / and inaugurate the Messianic Age in Jerusalem, etc.

**Sources of authority:**

‘I will free you from the labours of the Egyptian...I will redeem you with an outstretched arm...And I will take you to be my people, and I will be your God.’ (Exodus 6:6-7)

‘And when your children ask you “What does this ceremony mean to you?” then tell them, “It is the Passover sacrifice to the Lord, who passed over the houses of the Israelites in Egypt...”’ (Exodus 12:26)

‘Next year in Jerusalem.’ (Pesach Haggadah)

**Accept all other sources of authority that correctly support the beliefs given.**

**0 2 . 5** ‘The Brit Milah (circumcision) ceremony is more important for Jews than the Bar Mitzvah ceremony.’

**Evaluate this statement.**

**In your answer you should:**

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

**[12 marks]**

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

<b>Level</b>	<b>Criteria</b>	<b>Marks</b>
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**

It is the ritual that makes the child part of God’s chosen people / it links him to Abraham, the father of the Jews / the covenant blessings now apply to him / it gives him the privilege and responsibility of obeying the mitzvot / and of playing his part in the Jewish community / it has great cultural significance / and gives a sense of identity / as seen in the fact that many non-observant Jews nevertheless have their sons ritually circumcised at 8 days / its importance is seen in the fact that it takes precedence over the Shabbat prohibition of work, etc.

**Arguments in support of other views**

The child had no understanding of or say in what happened when he was eight days old / he could not play his part in the Jewish community or keep the mitzvot as a baby / at the age of twelve he is able to understand what it means to be part of the Jewish faith / and to take on the responsibilities / he now becomes an adult in his religion / he is responsible for keeping or failing to keep the mitzvot / he reinforces the importance of the Jewish community through helping to form the minyan, etc.

**[Plus SPaG 3 marks]**