

GCSE
RELIGIOUS STUDIES B
8063/2Y

Paper 2Y Perspectives on faith (Judaism)

Mark scheme

June 2023

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

Copyright information

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2023 AQA and its licensors. All rights reserved.

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 examiners have 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:

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

0 1

Judaism: Beliefs

0 1 . 1

Which one of the following is a Jewish belief about life after death?

[1 mark]

- A Mitzvot**
- B Resurrection**
- C Monotheism**
- D Shekhinah**

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

Answer: B Resurrection

0 1 . 2

Give two ways in which Jews carry out ‘healing the world’.

[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.

If students provide more than two responses only the first two responses should be considered for marking.

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

Recycling / picking up litter / saving water, electricity etc / looking after the environment / stewardship / giving to charity / volunteering for a charity / visiting someone who is ill or lonely / being kind to others / praying for the world / trying to become closer to God / obey the mitzvot / work for peace / promote justice, etc

0 1 . 3 Explain two contrasting beliefs about the Messiah held by Judaism and the main religious tradition of Great Britain.

You should name the main religious tradition of Great Britain in your answer.

[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 contrasting belief

Simple explanation of a relevant and accurate contrast – 1 mark

Detailed explanation of a relevant and accurate contrast – 2 marks

Second contrasting belief

Simple explanation of a relevant and accurate contrast – 1 mark

Detailed explanation of a relevant and accurate contrast – 2 marks

Contrast may mean opposing or mean different views

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

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

Judaism:

The Messiah is still to come / Jesus was not the Messiah / in each generation there is a descendant of David with the potential to be the Messiah, etc.

He will rebuild the Temple / gather all Jews in Israel, etc.

He will bring peace / will fulfil Isaiah 2:2–4, etc.

The Messiah is not an individual figure / but the community of faithful Jews, etc.

Christianity:

The Messiah has come / the Messiah is Jesus / he will come again, etc.

He was sent to redeem humanity / to save people from their sins, etc.

Jesus fulfilled Old Testament prophecies / his death revealed him as the Suffering Servant, etc.

NB Maximum of two marks for answers that do not name Christianity as the main religious tradition of Great Britain.

0 1 . 4 Explain two Jewish beliefs about God as Judge.

**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:

God gave Jews the Laws upon which they will be judged / God judges everyone whether or not they are Jews / God sees people's actions / knows their beliefs / can judge people's innermost thoughts / God's judgement is fair / and merciful / showing compassion for human weakness / Jews are judged at Rosh Hashanah (Jewish New Year) / the book of life is opened / God decides on what the next year will be like / the book closed on Yom Kippur / on Yom Kippur Jews ask for forgiveness / idea of atonement / community judgement / all people judged after death / some believe it occurs at death / others believe it is at the Day of Judgement / after the coming of the Messiah / God decides who goes to heaven or hell, etc.

Sources of authority:

'The Lord, the Lord, a God merciful and gracious...forgiving iniquity and sin, yet by no means clearing the guilty...' (Exodus 34:6–7)

'But it is God who executes judgement, putting one down and lifting up another..' (Psalm 75:7)

'For the Lord is our judge...' (Isaiah 33:22)

'But at that time your people shall be delivered, everyone who is found written in the book. Many of those who sleep in the dust of the earth shall awake, some to everlasting life, and some to shame and everlasting contempt.' (Daniel 12:1–2)

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

0 1 . 5

‘For Jews, the promised land is the most important promise in the Covenant with Abraham.’

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]
[Plus 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. References to religion applied to the issue.	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. Clear reference to religion.	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. Maximum of Level 2 if there is no reference to religion.	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:

Enabled the settlement and growth of the Jewish people / able to become a nation / gave a sense of security / Jerusalem and the Temple were signs of God's especial presence / a unifying factor for dispersed Jews / many Jews hope for a return to Israel in the Messianic Age / many Jews celebrate special events in Israel, eg Bar Mitzvah / the Pesach toast: next year in Jerusalem, etc.

Arguments in support of other views:

The promise of descendants was crucial to the existence of God's people / the birth of Isaac was a gift from God / to enable the birth of a great nation / circumcision as the seal of the covenant / the

significance of Brit Milah as celebrating God's promise / a sign of being one of God's chosen people / the basis for the Mosaic Covenant, etc.

0 2

Judaism: Practices

0 2 . 1

At which one of the following ceremonies does a Jewish man often smash a glass under his foot?

[1 mark]

- A Bar Mitzvah**
- B Funeral**
- C Brit Milah**
- D Marriage**

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

Answer: D Marriage

0 2 . 2

Give two of the foods that have symbolic (special) meaning at Pesach.

[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.

If students provide more than two responses only the first two responses should be considered for marking.

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

Unleavened bread (matzos) / wine / (bitter) herbs (maror, horseradish) / a second bitter herb (eg romaine lettuce) / green vegetable (eg parsley, celery) / paste of apples, dates and wine (charoset) / shankbone (zeruah) / roasted (cooked, boiled) egg (beitzah) / salt water, etc.

NB Accept some attempt to explain what the bread is, eg flat bread, but do not credit just 'bread'.

0 2 . 3 Explain two ways in which private prayer influences the lives of Jews.

[4 marks]

Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influences 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:

Requirement to pray three times a day / gives structure to daily life / God always at the forefront of one's mind / directing what is said and done

Saying the Shema is a reminder of the oneness of God / of the importance of total love for and commitment to God, etc.

Prayer is said on waking / a sign of gratitude for coming safely through the night / for the gift of life, etc.

Develops a closer relationship with God / more personal / strengthens faith / especially in difficult times, etc.

Prayer for others / is a reminder of the mitzvah to love one's neighbour / and to put this into practice, etc.

0 2 . 4 Explain two ways in which Jews make sure that food is kosher (meets the requirements of Jewish law).

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 way

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

Second way

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

Follow Torah's rules about what to eat / animals with cloven hoof that chew the cud / fish with fins and scales / not birds of prey / buy food certified as kosher / check food packaging / for logo or kosher sign / method of slaughter according to Jewish laws / isolation of animal / blessing of animal / throat slit / with sharp knife / blood drained / carried out by certified butcher (shochet) / covered in salt / soaked / separate utensils, etc in kitchen and at table / no mixing of meat and dairy / waiting time between eating of meat and dairy / rabbi inspects food served at celebrations such as weddings / foods that are neither meat nor dairy (pareve foods) are neutral / may be eaten with meat and dairy, etc.

Sources of authority:

‘You shall not boil a kid in its mother’s milk.’ Exodus 23:19; Deuteronomy 14:21)

Any detail of the laws given in Leviticus 11

‘But make sure that you do not partake of the blood, for the blood is the life, and you must not consume the life with the flesh.’ (Deuteronomy 12:23)

‘Daniel resolved that he would not defile himself with the royal rations of food and wine...’ (Daniel 1:5)

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

0 2 . 5 ‘For Jews, the similarities between synagogue services (public acts of worship) in Orthodox and Reform synagogues are more important than the differences.’

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]
[Plus 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. References to religion applied to the issue.	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. Clear reference to religion.	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. Maximum of Level 2 if there is no reference to religion.	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:

Orthodox and Reform Jews are both worshipping the one God / reading the Torah from the bimah / the Torah is central to the Jewish faith / they say the same prayers / eg the Shema / the Amidah / the rabbi's sermon helps Orthodox and Reform Jews have a better understanding of their faith and its requirements / the minyan is observed in both synagogues / the differences are not significant as they relate mainly to the design of synagogues and the conduct of the services, etc.

Arguments in support of other views:

The differences may relate largely to design features and service structure but these reflect significant differences in belief / eg about the nature and roles of men and women / a greater level of communication with God can be achieved through separating men and women / Reform Jews treat men and women as equals by seating them together / Orthodox Jews believe that men and women have different roles, so in Orthodox synagogues, men lead the worship / in Reform synagogues, women may play leading roles to emphasise gender equality / in Reform synagogues worship may be beautified with the use of the organ and other instruments / in Orthodox synagogues focus is again the key issue and having only a cantor prevents distraction from God, etc.