

GCSE
RELIGIOUS STUDIES B
8063/2Y

Paper 2Y Perspectives on faith (Judaism)

Mark scheme

June 2022

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 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 (i.e. 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 key moral principle in Judaism?

[1 mark]

- A Covenant**
- B Justice**
- C Monotheism**
- D Resurrection**

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

Answer: B Justice

0 1 . 2

Give two Jewish beliefs about the sanctity of human life.

[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:

Life is holy / sacred / given by God / only God has the right to take it away / no euthanasia / preserving life is a duty for all Jews / saving a life (Pikuach Nefesh) takes priority over almost all other mitzvot, etc.

0 1 . 3 Explain two ways in which the religious beliefs about God as Creator are similar in Judaism and in 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 similar way

Simple explanation of a relevant and accurate similarity – 1 mark

Detailed explanation of a relevant and accurate similarity – 2 marks

Second similar way

Simple explanation of a relevant and accurate similarity – 1 mark

Detailed explanation of a relevant and accurate similarity – 2 marks

If contrasting ways are given, only one of them may be credited up to 2 marks. Note that here ‘similar’ beliefs will include different similar beliefs.

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

God is the sole Creator of the universe / he alone is omnipotent / he is absolutely transcendent, etc.

God’s creation is good / he created it as ordered / it reflects the nature of God the Creator / it is meant to bring him glory by fulfilling his purpose for it, etc.

God is the sustainer of the universe / he is the sole reason for its continued existence, etc.

Christians and Jews share the same scriptures about creation / God’s creative activity is described in Genesis 1 and 2 / eg when God said ‘Let there be light’, there was light / some take this literally / others as myth, etc.

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

An answer stating that both religions believe in only one God may be given 1 mark, but for the development mark to be awarded, there must be explicit reference to God as Creator, eg ‘Christians and Jews believe that there is only one God who has power over creation’ would be awarded 2 marks; ‘Christians and Jews believe that there is only one God, who is omnipotent’ would be awarded 1 mark.

0 1 . 4 Explain two reasons why Moses is important to Jews.

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:

As a baby he survived the slaughter of all Hebrew male babies to become a leader / vision of God at the burning bush / revelation of the divine name / asked Pharaoh to release the slaves / his pronouncement initiated the plagues / liberated the Israelites from slavery / encouraged the Israelites to have faith when they seemed to be trapped / he enabled them to cross the sea / led them safely through the wilderness / mediated the covenant between God and Israel / received the Ten Commandments / gave the Torah / as a prophet / he revealed God’s will / the greatest of the prophets, etc.

Sources of authority:

‘Moses...went to Pharaoh and said, ‘Thus says the Lord, the God of Israel, “Let my people go”.’ (Exodus 5:1) / ‘Moses stretched out his hand over the sea. The Lord drove the sea back’ (Exodus 14:21) / ‘The Lord said to Moses, “I am going to come to you in a dense cloud, in order that the people will hear when I speak with you, and so trust you ever after”.’ (Exodus 19:9) / ‘Never since has there arisen a prophet in Israel like Moses, whom the Lord knew face to face. He was unequalled for all the signs and wonders that the Lord sent him to perform...’ (Deuteronomy 34:10-11) / ‘Do not steal’ (Ten Commandments) / the Ten Commandments are the basis of Jewish law (mitzvot, beliefs), etc.

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

0 1 . 5 ‘Belief in a Messiah is no longer important for Jews.’

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:

Concept of Messiah belongs to the world of the Jewish scriptures / linked to kings / and to the longing for Israel to be a great nation again / this not relevant in today’s world / Jews living in countries such as UK see themselves as part of those nations / their main concern is how to be faithful to the demands of the Torah in their daily lives / many Jews are no longer practising / many are atheist / so they have no belief in a Messiah / for some Jews, the Holocaust destroyed hope of a Messiah, etc.

Arguments in support of other views:

Belief in a Messiah is a key belief of many Jews / some Jews on their way to the death chambers chanted ‘I believe with perfect faith in the coming of the Messiah’ (Maimonides) / many believe that the

Messiah will rebuild the Temple / and set up his kingdom in Jerusalem / all Jews will return to Israel to live under his rule / Pesach ends with the words 'Next year in Jerusalem' / look forward to age of peace and justice / many Reform Jews think of the Messiah as a symbolic figure / reminding Jews of their duty to work together to create a world of peace and harmony / nation will not take up sword against nation (Isaiah), etc.

NB The beliefs of Reform Jews may be used on either side of the debate or both.

0 2

Judaism: Practices

0 2 . 1

At which one of the following stages of life does the ceremony of Brit Milah usually take place?

[1 mark]

- A Birth**
- B Becoming a teenager**
- C Reaching adulthood**
- D Marriage**

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

Answer: A Birth

0 2 . 2

Give two reasons why the oral law (Talmud) is important for Jews.

[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:

It interprets the Torah / contains the mitzvot / contains the Amidah / contains the wisdom of centuries of Jewish teachers / helps Jews understand how the mitzvot apply in today's world / gives guidance for every aspect of daily life / Jews must follow the oral law / it comes from God / some of it was taught to Moses, etc.

0 2 . 3 Explain two ways in which celebrating Rosh Hashanah 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:

The start of the Jewish New Year / Jews wish each other a ‘sweet new year’ / ‘may you be inscribed and sealed for a good new year’, etc.

It is a celebration of God’s kingship / a time for resolving to live in accordance with his will, etc.

They eat special foods to remind them of the sweetness of the time / eg sweet carrots, apples dipped in honey / a fish head shows the desire for good deeds to flourish, etc.

They throw breadcrumbs into running water as a symbol of throwing away their sins (taschlich) / they resolve to lead better lives than in the past, etc.

It is known as a Day of Judgement / the shofar is blown 100 times in the synagogue / Jews use the festival and the next ten days as an opportunity to apologise for any hurts they have caused others / a time for repentance and reconciliation, etc.

It is a time for doing charity work / volunteering, etc.

0 2 . 4 Explain two ways in which the religious features inside a synagogue are important for Jews.

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:

The bimah / is a raised platform from which the Torah is read / a key part of the Shabbat Saturday morning service / the whole of the Torah is read over the course of the year / the Bar Mitzvah boy reads his portion of the Torah from the bimah / it is a reminder of the altar in the Temple, etc.

The ark (aron hakodesh) / houses the Torah scrolls / it is especially holy / covered with a curtain / a reminder of the Holy of Holies and Ark of the Covenant in the Temple / a raised area, showing God's supremacy, etc.

The ner tamid (ever-burning light) / location of God's divine presence (Shekhinah) / reminds Jews of God's divine presence / it is a reminder of the ever-burning menorah in the Temple / it encourages a sense of awe in the presence of God / a symbol because there are no images of God, etc.

NB: Allow reference to Torah, menorah, no images of God or humans, Star of David, Ten Commandments, separate seating (on separate sides or women's gallery), symbols in windows, etc.
Allow one mark for correct naming of a key feature.

Sources of authority:

Do not make carved images (Ten Commandments) / just as the altar was in the centre of the Temple courtyard, so the bimah should be in the centre of the synagogue (Talmud) / the ancient synagogue of Alexandria's bimah was in the centre (Talmud) / 'he brought the ark into the tabernacle, and set up the curtain for screening'(Exodus 40:21) / 'be aware before whom you stand (Talmud)' / 'Aaron and his sons shall tend it (i.e. the lamp) from evening to morning before the Lord' (Exodus 27:21) / the story of the miracle of the oil celebrated at Hanukkah and told in 1 Maccabees, etc.

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

0 2 . 5

‘Jewish mourning rituals (customs) are more about helping those who have lost a loved one than about the person who has died.’

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:

From the moment of death until the burial, the bereaved are exempt from all religious duties (such as saying the Shema) / words of condolence at the end of the burial service / meal of condolence provided by relatives and friends after the burial / during the seven days of Shiva, friends and neighbours come to make up the minyan for prayer services / meals brought in / comfort given / at end of Shiva friends and family take mourners for a short walk to symbolise re-entry into the world / some Jews do not believe in life after death, so the rituals have no concern with the dead person, etc.

Arguments in support of other views:

Respect for the dead person central throughout the period of mourning / the washing of the body to purify it / a short burial service in which the rabbi speaks about the dead person / the 'God full of compassion' prayer asks for mercy for the dead person / special service at the end of the 30 days' mourning period in which people speak about the dead person / ceremony to place the gravestone for the dead person to be remembered / on anniversary of death and during High Holidays, visits made to the grave / Yahrzeit candle lit on anniversary of death, etc.

NB: This is a question about the purpose of mourning rituals. References to life after death must be focused on the question if they are to be given credit.

This relates 'to the person who has died', so material relating to the care of the dying is irrelevant and may not receive credit.