

# Mark Scheme (Results)

Summer 2014

Pearson Edexcel GCSE Religious  
Studies Unit 5: Religion and life based  
on a study of Judaism

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## **General Marking Guidance**

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

**Although the assessment objectives are weighted separately, they are inter-related.**

**AO1 requires informed insight and awareness of differing viewpoints, and AO2 requires knowledge and understanding of the specification content.**

## Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked unless the candidate has replaced it with an alternative response.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
  - How well does the response communicate the meaning?
  - What range of specialist terms is used?
  - How accurate is the spelling, punctuation and grammar?

## Unit 5: Religion and Life Based on a Study of Judaism

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>1 (a)</b> <b>AO1</b>	<p>Two examples from anything that is suffering caused by nature e.g.:</p> <ul style="list-style-type: none"> <li>• volcanoes</li> <li>• flooding</li> <li>• tsunamis</li> <li>• droughts</li> <li>• earthquakes</li> <li>• disease/cancer</li> <li>• famine</li> <li>• starvation</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p style="text-align: right;">(2)</p>	<ul style="list-style-type: none"> <li>• one example of a natural evil</li> <li>• a definition of natural evil</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p style="text-align: right;">(1)</p>	<p>Examples of moral evil (caused by humans)</p> <p>Answers which define a different key word.</p> <p style="text-align: right;">(0)</p>	2

Question Number	Answer	Mark
<p><b>1 (b)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think a religious upbringing leads to belief in the Almighty are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• if a respected adult tells a child the Almighty is real it will lead them to believe</li> <li>• if a child's family and friends believe in the Almighty, it will lead them to believe</li> <li>• if a child is taken to the synagogue regularly, it encourages belief in the Almighty</li> </ul> <p>Answers which do not think a religious upbringing leads to belief in the Almighty are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• a child will make up their own mind about belief in the Almighty</li> <li>• a child cannot be forced to believe in anything</li> <li>• teenagers usually rebel against what their parents believe</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. if a child is taken to the synagogue regularly it encourages belief in the Almighty)</li> </ul> <p style="text-align: right;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• or one developed reason (e.g. if a child is taken to a synagogue regularly it encourages belief in the Almighty, for example, they will hear the teachings from the Torah)</li> </ul> <p style="text-align: right;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: right;"><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: right;"><b>4 marks</b></p>	<p>4</p>

Question Number	Indicative content <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>1 (c) AO1</b>	<p>The main ways include:</p> <ul style="list-style-type: none"> <li>• the scientific way is correct</li> <li>• science cannot explain exactly what happened</li> <li>• the Torah offers a different explanation</li> <li>• the Almighty is responsible for scientific creation</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a way</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
<b>Level 2</b>	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief ways</li> <li>• or a developed way</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
<b>Level 3</b>	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief ways</li> <li>• or a fully developed way</li> <li>• or two ways with one developed</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

<b>Level 4</b>	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief ways</li><li>• or two developed ways</li><li>• or two ways with one fully developed</li><li>• or three ways with one developed</li><li>• or a comprehensive explanation using one way only.</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
<p><b>1 (d)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• an answered prayer is evidence that the Almighty exists</li> <li>• miracles prove that the Almighty is active in the world</li> <li>• if the Almighty didn't exist no-one would have a conversion experience</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• a religious experience could be just in a person's imagination</li> <li>• religious experiences can be the result of illness</li> <li>• there might be good explanations for religious experiences that humans do not know</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>Candidates who do not refer to Judaism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion <b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion <b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p>3</p> <p>3</p>

Question 1 (a, b, c, d)	Spelling, Punctuation and Grammar		
		<b>0 marks</b>	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	<b>Level 1</b>	<b>1 mark</b>	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate performance	<b>Level 2</b>	<b>2-3 marks</b>	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High performance	<b>Level 3</b>	<b>4 marks</b>	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>2 (a)</b> <b>AO1</b>	<ul style="list-style-type: none"> <li>• when your life is changed by giving yourself to the Almighty</li> <li>• becoming religious</li> <li>• change from one religion to another</li> <li>• change from wickedness to righteousness</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p style="text-align: right;">(2)</p>	<ul style="list-style-type: none"> <li>• changing</li> <li>• an example of a conversion</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p style="text-align: right;">(1)</p>	<ul style="list-style-type: none"> <li>• reject any non-religious answers</li> </ul> <p>Answers which define a different key word.</p> <p style="text-align: right;">(0)</p>	2

Question Number	Answer	Mark
<p><b>2 (b)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think a numinous experience leads to belief in the Almighty, are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• it provides the person with evidence of the existence of the Almighty</li> <li>• it changes the person's understanding of the Almighty</li> <li>• they realise that only the Almighty could have caused the experience</li> </ul> <p>Answers which do not think a numinous experience leads to belief in the Almighty, are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• a person might not recognise the Almighty in the experience</li> <li>• it could be regarded as an awe inspiring but natural event</li> <li>• the person might think they were hallucinating</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. it provides the person with evidence of the existence of the Almighty)</li> </ul> <p style="text-align: right;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• or one developed reason (e.g. it provides the person with evidence of the existence of the Almighty; if they feel the Almighty's presence in a beautiful sunset they will have personal proof he exists)</li> </ul> <p style="text-align: right;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: right;"><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: right;"><b>4 marks</b></p>	<p>4</p>

Question Number	Indicative content <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>2 (c) AO1</b>	<p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• people may feel abandoned</li> <li>• if the Almighty was all powerful he would answer prayers</li> <li>• if the Almighty loved them he would answer prayers</li> <li>• if the Almighty existed he would answer prayers</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a brief reason</li> <li>• not explaining but only describing the issue</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
<b>Level 2</b>	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief reasons</li> <li>• or a developed reason</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
<b>Level 3</b>	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief reasons</li> <li>• or a fully developed reason</li> <li>• or two reasons with one developed</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

<b>Level 4</b>	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief reasons</li><li>• or two developed reasons</li><li>• or two reasons with one fully developed</li><li>• or three reasons with one developed</li><li>• or a comprehensive explanation using one reason only.</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
<p><b>2 (d)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• the Big Bang must have had a first cause</li> <li>• the world cannot be an accident</li> <li>• only the Almighty can cause the universe</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• science has shown the Almighty was not needed to cause the universe</li> <li>• the Almighty does not exist so cannot have been the cause of the universe</li> <li>• the Big Bang created the universe</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>Candidates who do not refer to Judaism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion  <b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion  <b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p style="text-align: center;">3</p> <p style="text-align: center;">3</p>

Question 1 (a, b, c, d)	Spelling, Punctuation and Grammar		
		<b>0 marks</b>	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	<b>Level 1</b>	<b>1 mark</b>	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate performance	<b>Level 2</b>	<b>2-3 marks</b>	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High performance	<b>Level 3</b>	<b>4 marks</b>	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>3 (a)</b> <b>AO1</b>	<ul style="list-style-type: none"> <li>those Jews who follow the Torah and halakhah literally</li> <li>traditional Jews</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(2)</p>	<ul style="list-style-type: none"> <li>Strict Jews</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(1)</p>	<p>Answers which define a different key word.</p> <p>(0)</p>	2

Question Number	Answer	Mark
<p><b>3 (b)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think that Jewish people should agree with abortion are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• Jewish people should try to reduce suffering</li> <li>• it might be the lesser of two evils</li> <li>• it might be the most loving thing to do</li> </ul> <p>Answers which do not think that Jewish people should agree with abortion are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• it is against one of the Ten Commandments</li> <li>• it goes against the sanctity of life</li> <li>• only the Almighty should end a life</li> </ul> <p>Other approaches are impossible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. it might be the most loving thing to do)</li> </ul> <p style="text-align: right;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• or one developed reason (e.g. it might be the most loving thing to do, for example, the mother's life might be at risk)</li> </ul> <p style="text-align: right;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: right;"><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: right;"><b>4 marks</b></p>	<p>4</p>

Question Number	Indicative content <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>3 (c) AO1</b>	<p><b>Indicative content</b> The main reasons include:</p> <ul style="list-style-type: none"> <li>• there is no scientific proof for life after death</li> <li>• life after death is a logical impossibility</li> <li>• there is nowhere for life after death to take place</li> <li>• no one has come back from the dead to prove it</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a brief reason</li> <li>• not explaining but only describing the issue</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
<b>Level 2</b>	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief reasons</li> <li>• or a developed reason</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
<b>Level 3</b>	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief reasons</li> <li>• or a fully developed reason</li> <li>• or two reasons with one developed</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

<b>Level 4</b>	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief reasons</li><li>• or two developed reasons</li><li>• or two reasons with one fully developed</li><li>• or three reasons with one developed</li><li>• or a comprehensive explanation using one reason only</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
<p><b>3 (d)</b> <b>AO2</b></p>	<p><b>Indicative content</b> Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• it might be the most loving thing to do</li> <li>• it might reduce suffering</li> <li>• the person might be brain dead</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• it is against the sanctity of life</li> <li>• only the Almighty can take a life</li> <li>• it is against the law</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b> Candidates who do not refer to Judaism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p>3</p> <p>3</p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>4 (a)</b> <b>AO1</b>	<ul style="list-style-type: none"> <li>ending someone's life painlessly when they are unable to ask, but you have good reason for thinking they would want you to do so</li> <li>a doctor ending the life of an ill person who cannot ask for euthanasia</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(2)</p>	<ul style="list-style-type: none"> <li>an example of non-voluntary euthanasia e.g. switching off a life support machine</li> <li>mercy killing</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b></p> <p>(1)</p>	<p>Answers which define a different key word.</p> <p>(0)</p>	2

Question Number	Answer	Mark
<p><b>4 (b)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think that Jewish people should agree with euthanasia are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• Jewish people should try to reduce suffering</li> <li>• it might be the lesser of two evils</li> <li>• it might be the most loving thing to do</li> </ul> <p>Answers which do not think that Jewish people should agree with euthanasia are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• it is against one of the Ten Commandments</li> <li>• it goes against the sanctity of life</li> <li>• only God should end a life</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. it might be the most loving thing to do)</li> </ul> <p style="text-align: right;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• or one developed reason (e.g. it might be the most loving thing to do for example, as the person may be in severe pain)</li> </ul> <p style="text-align: right;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: right;"><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: right;"><b>4 marks</b></p>	<p>4</p>

Question Number	Indicative content <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>4 (c) AO1</b>	<p><b>Indicative content</b> The main elements of the law include:</p> <ul style="list-style-type: none"> <li>• it must be agreed by two doctors</li> <li>• usually it is before 24 weeks pregnancy</li> <li>• it must take place in a registered medical unit</li> <li>• the mother's life is at risk</li> <li>• to protect the physical or mental health of the mother</li> <li>• to protect the mental or physical health of existing children</li> <li>• if the baby would be very seriously ill</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	0	No rewardable material.
<b>Level 1</b>	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving one element</li> <li>• not explaining but only describing the issue</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
<b>Level 2</b>	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief elements</li> <li>• or a developed element</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
<b>Level 3</b>	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief elements</li> <li>• or a fully developed element</li> <li>• or two elements with one developed</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

<b>Level 4</b>	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief elements</li><li>• or two developed elements</li><li>• or two elements with one fully developed</li><li>• or three elements with one developed</li><li>• or a comprehensive explanation using one element only</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
<p><b>4 (d)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Jewish people will try to follow the teachings of the Torah as they will be judged on this</li> <li>• Jewish people will try to do good deeds to get into paradise</li> <li>• The Talmud shows that living a good Jewish life will be rewarded with eternal life.</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Jewish people should do charitable work regardless of reward</li> <li>• Following the Mitvot in this life is more important than any future life</li> <li>• Jewish people believe the Almighty has a plan for every person's life and they are moulded to fulfil this plan</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>Candidates who do not refer to Judaism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p>3</p> <p>3</p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<p><b>5 (a)</b> <b>AO1</b></p>	<ul style="list-style-type: none"> <li>• having sex with a number of partners without commitment               <ul style="list-style-type: none"> <li>• having (casual) sex with a number of people</li> </ul> </li> <li>• being indiscriminate in sexual relationships</li> <li>• sleeping around</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p style="text-align: right;">(2)</p>	<ul style="list-style-type: none"> <li>• sex before marriage</li> <li>• sex outside marriage</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b></p> <p style="text-align: right;">(1)</p>	<p>Answers which define a different key word.</p> <p style="text-align: right;">(0)</p>	<p>2</p>

Question Number	Answer	Mark
<p><b>5 (b)</b> <b>A02</b></p>	<p><b>Indicative content</b></p> <p>Answers which think all Jewish people should accept sex outside marriage are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• it is acceptable if the couple will marry at some point</li> <li>• society has changed so should Jewish people</li> <li>• it is a matter of conscience</li> </ul> <p>Answers which do not think all Jewish people should accept sex outside marriage are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• it is against the Ten Commandments</li> <li>• it breaks up families</li> <li>• it breaks the promises stated at weddings</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. it is against the Ten Commandments)</li> </ul> <p style="text-align: right;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• or one developed reason (e.g. it is against the Ten Commandments, which says 'do not commit adultery')</li> </ul> <p style="text-align: right;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: right;"><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: right;"><b>4 marks</b></p>	<p>4</p>

Question Number	Indicative content <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>
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<b>5 (c) AO1</b>	<p><b>Indicative content:</b></p> <p>Reasons given by Jewish people why homosexuality is not acceptable include:</p> <ul style="list-style-type: none"> <li>• God created man and woman to be together</li> <li>• it goes against Jewish teachings on family life</li> <li>• the Torah has statements against it</li> <li>• ‘Man should not lie with man’</li> <li>• some rabbis have spoken against it</li> </ul> <p>Reasons given by Jewish people why homosexuality is acceptable include:</p> <ul style="list-style-type: none"> <li>• they say views on homosexuality were based on history and should change</li> <li>• they accept scientific information about homosexuality</li> <li>• only God can judge</li> <li>• Jewish people are against any form of persecution</li> <li>• God created humans, therefore created homosexuals</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review. Candidates who only give one attitude cannot go beyond level 3.</p>
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Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a brief reason for one attitude</li> <li>• not explaining but only describing two attitudes</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
<b>Level 2</b>	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief reasons for one attitude</li> <li>• or a developed reason for one attitude</li> <li>• or a brief reason for each of two attitudes</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>

<b>Level 3</b>	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief reasons for one attitude, and a brief reason for another attitude</li> <li>• using a developed reason for one attitude, and a brief reason for another attitude</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>
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<b>Level 4</b>	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief reasons</li> <li>• or one developed reason for each of two attitudes</li> <li>• using a developed reason for each of two attitudes</li> </ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
<p><b>5 (d)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• it is against many religious teachings</li> <li>• it can lead to unhappy families</li> <li>• in the Torah it teaches that couples should stay together</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• it allows people to be happy</li> <li>• it reduces suffering</li> <li>• it might be the lesser of two evils</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>Candidates who do not refer to Judaism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p style="text-align: center;">3</p> <p style="text-align: center;">3</p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>6 (a)</b> <b>AO1</b>	<ul style="list-style-type: none"> <li>• sanctification or making holy, which is how Judaism describes marriage</li> <li>• holy wedding</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b> (2)</p>	<ul style="list-style-type: none"> <li>• wedding</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b> (1)</p>	<p>Answers which define a different key word.</p> <p>(0)</p>	2

Question Number	Answer	Mark
<p><b>6 (b)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think that attitudes to divorce have changed in the UK are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• divorce is more socially acceptable</li> <li>• more people are divorced</li> <li>• divorce is cheaper and easier</li> </ul> <p>Answers which do not think that attitudes to divorce have changed in the UK are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• being divorced still causes problems</li> <li>• many religious groups do not accept divorce</li> <li>• marriage is still seen to be for life</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. divorce is more socially acceptable) <b>1 mark</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• or one developed reason (e.g. divorce is more socially acceptable, even the Royal Family have accepted divorce.) <b>2 marks</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed <b>3 marks</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons <b>4 marks</b></li> </ul>	<p>4</p>

Question Number	Indicative content <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>6 (c) AO1</b>	<p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• it is where Jewish children learn about their history and ancestors</li> <li>• it where they learn about traditions and culture</li> <li>• it is where children learn about their faith</li> <li>• it ensures the care of young and old</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	0	No rewardable material.
<b>Level 1</b>	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a brief reason</li> <li>• not explaining but only describing the issue</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
<b>Level 2</b>	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief reasons</li> <li>• or a developed reason</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
<b>Level 3</b>	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief reasons</li> <li>• or a fully developed reason</li> <li>• or two reasons with one developed</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

<b>Level 4</b>	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief reasons</li><li>• or two developed reasons</li><li>• or two reasons with one fully developed</li><li>• or three reasons with one developed</li><li>• or a comprehensive explanation using one reason only.</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
<p><b>6 (d)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• there are Torah teachings against fornication and sex before marriage</li> <li>• marriage is the secure place for intercourse</li> <li>• it can lead to abuse/unhappiness</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• it is now socially acceptable</li> <li>• it an opportunity to find out more about your partner</li> <li>• a person can use their conscience to decide</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>Candidates who do not refer Judaism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p>3</p> <p>3</p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<p><b>7 (a)</b> <b>AO1</b></p>	<ul style="list-style-type: none"> <li>• different races/ colours living together happily</li> <li>• people of many nationalities living together peacefully</li> <li>• when people of different races live in a harmonious way</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p style="text-align: right;">(2)</p>	<ul style="list-style-type: none"> <li>• different races living together</li> <li>• an example of racial harmony</li> <li>• the absence of racial prejudice/discrimination</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b></p> <p style="text-align: right;">(1)</p>	<p>Answers which define a different key word.</p> <p style="text-align: right;">(0)</p>	<p>2</p>

Question Number	Answer	Mark
<p><b>7 (b)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think there are problems caused because society is multi-ethnic are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• there may be intolerance</li> <li>• people might not understand the cultures and ways of different races</li> <li>• people might feel alienated by different ethnic groups</li> </ul> <p>Answers which do not think there are problems caused because society is multi-ethnic are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• it creates greater tolerance</li> <li>• it helps people learn about different ethnic groups</li> <li>• it can bring different ideas and life styles into society</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. it can bring different ideas and life styles into society)</li> </ul> <p style="text-align: right;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• or one developed reason (e.g. it can bring different ideas and life styles into society e.g. different foods and fashion ideas)</li> </ul> <p style="text-align: right;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: right;"><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: right;"><b>4 marks</b></p>	<p>4</p>

Question Number	Indicative content <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>7 (c) AO1</b>	<p>The main benefits include:</p> <ul style="list-style-type: none"> <li>• it can increase tolerance of different faiths</li> <li>• people can enjoy the religious celebrations of others</li> <li>• it can help a person decide what faith they want to be</li> <li>• it can make a person view their own religion more seriously</li> <li>• it can introduce new ideas into faiths</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• using one benefit</li> <li>• not explaining but only describing the reference</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
<b>Level 2</b>	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two benefits</li> <li>• or a developed benefit</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
<b>Level 3</b>	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three benefits</li> <li>• or a fully developed benefit</li> <li>• or two benefits with one developed</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

<b>Level 4</b>	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four benefits</li><li>• or two developed benefits</li><li>• or two benefits with one fully developed</li><li>• or three benefits with one developed</li><li>• or a comprehensive explanation using one benefit only</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
<p><b>7 (d)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• legally men and women must be paid equally for the same work</li> <li>• politically men and women are equal</li> <li>• in Reform Judaism men and women can be rabbis</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• many religions do not allow men and women the same roles within their religion</li> <li>• many more men hold positions of power</li> <li>• women are more likely to look after the children than men are</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>Candidates who do not refer to Judaism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p>3</p> <p>3</p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>8 (a)</b> <b>AO1</b>	<ul style="list-style-type: none"> <li>• accepting all religions as having an equal right to coexist</li> <li>• the belief that all religions lead to God</li> <li>• numerous religious groups coexisting in one society</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b> (2)</p>	<ul style="list-style-type: none"> <li>• religious diversity</li> <li>• all religions are equal</li> <li>• an example e.g. the right to practise or change your religion</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b> (1)</p>	<p>Religious freedom</p> <p>(0)</p>	2

Question Number	Answer	Mark
<p><b>8 (b)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think women should have different religious rights in Judaism are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• Eve was Adam’s helper</li> <li>• they were created to be different</li> <li>• there are rules in Judaism which apply only to women</li> </ul> <p>Answers which do not think women should have different religious rights in Judaism are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• society has laws which state women should be equal</li> <li>• women can do all the religious things which men can do</li> <li>• both men and women were created in the image of the Almighty</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p><b>Award marks as follows:</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. they were created to be different) <b>1 mark</b></li> <li>• two brief reasons</li> <li>• or one developed reason (e.g. they were created to be different, they are physically different so should have different roles) <b>2 marks</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed <b>3 marks</b></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons <b>4 marks</b></li> </ul>	<p>4</p>

Question Number	Indicative content <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>8 (c) AO1</b>	<p><b>Indicative content:</b> The main reasons include:</p> <ul style="list-style-type: none"> <li>• all people are descended from Adam</li> <li>• the Torah shows all people were created equal</li> <li>• racial discrimination for any reason is illegal</li> <li>• the Holocaust has increased awareness of the need for racial harmony</li> </ul> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a brief reason</li> <li>• not explaining but only describing the issue</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
<b>Level 2</b>	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief reasons</li> <li>• or a developed reason</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
<b>Level 3</b>	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief reasons</li> <li>• or a fully developed reason</li> <li>• or two reasons with one developed</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

<b>Level 4</b>	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief reasons</li><li>• or two developed reasons</li><li>• or two reasons with one fully developed</li><li>• or three reasons with one developed</li><li>• or a comprehensive explanation using one reason only</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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