



# **Mark Scheme (Results)**

Summer 2017

Pearson Edexcel GCSE  
In Religious Studies (5RS05/01)  
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     |
|------------------------------------|---|---|---|----------|
| <p><b>1 (a)</b><br/><b>AO1</b></p> | <ul style="list-style-type: none"> <li>• not being sure whether the Almighty exists</li> <li>• being unsure about the existence of the Almighty</li> <li>• not quite believing in the Almighty</li> <li>• not sure whether to believe in the Almighty</li> <li>• (someone who) is not sure whether the Almighty exists</li> <li>• don't know if the Almighty exists</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b><br/>(2)</p> | <ul style="list-style-type: none"> <li>• not being sure</li> <li>• not being sure about believing in a religion</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b><br/>(1)</p> | <ul style="list-style-type: none"> <li>• not having a religion</li> </ul> <p>Answers which define a different key word.<br/>(0)</p> | <p>2</p> |

| Question Number                    | Answer   | Mark     |
|------------------------------------|--|----------|
| <p><b>1 (b)</b><br/><b>AO2</b></p> | <p><b>Indicative content</b></p> <p>Answers which think religious experiences prove the Almighty exists are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• if someone has a personal experience of the Almighty they will believe in the Almighty</li> <li>• a numinous experience provides evidence of the Almighty</li> <li>• an answered prayer provides proof that the Almighty exists</li> </ul> <p>Answers which do not think religious experiences prove the Almighty exists are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• a religious experience can be made up</li> <li>• there are other things that prove that the Almighty exists</li> <li>• some religious experiences can have a natural explanation</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:<br/>one brief reason (e.g. some religious experiences can have a natural explanation)</p> <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> </ul> <p>or one developed reason (e.g. some religious experiences can have a natural explanation, for example, a vision could be a hallucination)</p> <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<br><b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>  |  |
| <b>1 (c)<br/>AO1</b> | <p><b>Indicative content</b><br/>The main ways include:</p> <ul style="list-style-type: none"> <li>• the world must have been caused by an all knowing Almighty</li> <li>• the world must have been caused by the Almighty as only the Almighty is eternal</li> <li>• the Almighty is the only being powerful enough to cause the world to come in to existence</li> <li>• the Almighty is the only logical cause of the universe and so people 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> |  |
| 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> <li>• not explaining but only describing the 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 way</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> |

| Question Number                    | Answer   | Mark              |
|------------------------------------|--|-------------------|
| <p><b>1 (d)</b><br/><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>• scientific theories have some evidence</li> <li>• science does not disprove the existence of the Almighty as part of the process</li> <li>• the Almighty could have caused the Big Bang</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• the Torah shows how the world was created</li> <li>• only the Almighty could create something out of nothing</li> <li>• scientific theories are not completely proven</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 1<br>(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     |
|------------------------------------|---|--|---|----------|
| <p><b>2 (a)</b><br/><b>AO1</b></p> | <ul style="list-style-type: none"> <li>• (the belief that) the Almighty knows everything (that has happened and everything that is going to happen)</li> <li>• the Almighty is all-knowing</li> <li>• the Almighty's ability to have unlimited knowledge</li> <li>• (the idea that) the Almighty has unlimited awareness</li> <li>• the Almighty is all-seeing</li> <li>• all-seeing</li> <li>• all-knowing</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>• a characteristic of the Almighty</li> <li>• the Almighty knows</li> <li>• knowledge</li> </ul> <p><b>Any alternative wording of the above points 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>2 (b)</b><br/><b>AO2</b></p> | <p><b>Indicative content</b></p> <p>Answers which think evil and suffering prove that the Almighty does not exist are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• suffering hurts innocent people so the Almighty cannot exist</li> <li>• an omniscient Almighty would know that there is suffering in the world and would act to end it</li> <li>• an omnipotent Almighty would be able to stop all evil and suffering</li> </ul> <p>Answers which do not think evil and suffering prove that the Almighty does not exist are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• evil is the fault of humans not the Almighty</li> <li>• life is a test to prepare for heaven</li> <li>• humans cannot know the Almighty's reasons for evil and suffering</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:<br/>one brief reason (e.g. suffering hurts innocent people so the Almighty cannot exist) <span style="float: right;"><b>1 mark</b></span></p> <p>For a personal response with:<br/> <ul style="list-style-type: none"> <li>• two brief reasons</li> </ul> or one developed reason (e.g. suffering hurts innocent people so the Almighty cannot exist; if the Almighty did exist he would only want good for his creation) <span style="float: right;"><b>2 marks</b></span></p> <p>For a personal response with:<br/> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <span style="float: right;"><b>3 marks</b></span></p> <p>For a personal response with:<br/> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <span style="float: right;"><b>4 marks</b></span></p> | <p>4</p> |

|                      |  |  |
|----------------------|--|--|
| Question Number      | Indicative content<br><b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>  |  |
| <b>2 (c)<br/>AO1</b> | <p><b>Indicative content</b><br/>The main ways include:</p> <ul style="list-style-type: none"> <li>• the world is so beautiful it must be designed, only the Almighty could do this</li> <li>• the complex designs of things could not happen by chance</li> <li>• the Almighty has designed the world to appeal to humans</li> <li>• only the Almighty has the knowledge required to design the world</li> </ul> <p>A comprehensive explanation using Paley's Watch leading to belief in the Almighty can be awarded level 4.</p> <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> <li>• not explaining only describing</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> |

| Question Number                    | Answer   | Mark              |
|------------------------------------|--|-------------------|
| <p><b>2 (d)</b><br/><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 Torah teaches good morals</li> <li>• Judaism teaches that people should care for one another</li> <li>• a religious upbringing will encourage good family relationships</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• only religious people should give their children a religious upbringing</li> <li>• children should make up their own mind what to believe</li> <li>• all parents have freedom to decide how to raise their children</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<br/> <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<br/> <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<br>(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><br><b>AO1</b> | <ul style="list-style-type: none"> <li>• those Jews who think the Torah needs interpreting in the light of the modern world</li> <li>• Jewish people who have adapted the Torah</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b><br/>(2)</p> | <ul style="list-style-type: none"> <li>• a Jewish group</li> <li>• liberal Jews</li> <li>• modern Jews</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b><br/>(1)</p> | <p>Answers which define a different key word.<br/><br/>(0)</p> | <p>2</p> |

| Question Number                    | Answer   | Mark     |
|------------------------------------|--|----------|
| <p><b>3 (b)</b><br/><b>AO2</b></p> | <p><b>Indicative content</b></p> <p>Answers which think that the media should be allowed to criticise what religions teach about matters of life and death are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• the media has freedom of speech</li> <li>• religious beliefs often contradict each other</li> <li>• the media should educate and by criticising they can do this</li> </ul> <p>Answers which do not think that the media should be allowed to criticise what religions teach about matters of life and death are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• religious beliefs are too personal for the media to criticise</li> <li>• the media may be biased</li> <li>• the media might make comments which could cause conflict in society</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. the media may be biased)</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. the media may be biased e.g. it might only supply arguments in favour of abortion)</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<br><b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>   |  |
| <b>3 (c)<br/>AO1</b> | <p><b>Indicative content</b><br/>The main reasons include:</p> <ul style="list-style-type: none"> <li>• if life begins at conception it can be described as murder</li> <li>• abortion goes against the sanctity of life</li> <li>• some rabbis have taught against abortion</li> <li>• it interferes with the Almighty's plans 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> |  |
| 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> |

| Question Number                    | Answer   | Mark              |
|------------------------------------|--|-------------------|
| <p><b>3 (d)</b><br/><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 important to do good for others</li> <li>• life should not be lived based on promises of eternal reward</li> <li>• Jewish people should follow the teachings of the Torah</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Jewish people should live good lives to be hopeful of an afterlife</li> <li>• some Jewish people believe they will be judged on how they live</li> <li>• Jewish people should help others to avoid punishment from 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>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<br/> <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<br/> <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><br><b>AO1</b> | <ul style="list-style-type: none"> <li>• the belief that life is holy (and belongs to the Almighty)</li> <li>• life is sacred</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b><br/>(2)</p> | <ul style="list-style-type: none"> <li>• sacredness</li> <li>• holiness</li> <li>• an example of sanctity of life</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b><br/>(1)</p> | <p>Answers which define a different key word.</p> <p>(0)</p> | <p>2</p> |

| Question Number                    | Answer  | Mark     |
|------------------------------------|---|----------|
| <p><b>4 (b)</b><br/><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>• euthanasia is sometimes the lesser of two evils</li> <li>• euthanasia is sometimes the most loving thing to do</li> <li>• it is the person's choice</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>• the Ten Commandments say that murder is wrong</li> <li>• euthanasia goes against the sanctity of life</li> <li>• most rabbis teach against euthanasia</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. euthanasia is sometimes the lesser of two evils)</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. euthanasia is sometimes the lesser of two evils, if the person is in great pain it would be better to end suffering)</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> |

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|----------------------|---|--|
| Question Number      | Indicative content<br><b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>   |  |
| <b>4 (c)<br/>AO1</b> | <p><b>Indicative content</b><br/>The main causes of world poverty are:</p> <ul style="list-style-type: none"> <li>• corrupt governments</li> <li>• natural disasters</li> <li>• war</li> <li>• weather</li> <li>• lack of education</li> <li>• world debt</li> <li>• lack of development</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> |

| Question Number                    | Answer   | Mark              |
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| <p><b>4 (d)</b><br/><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>• evidence of mediums supports ideas of life after death</li> <li>• ghosts suggest that life doesn't end at death</li> <li>• mediums communicate with the dead</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• there is no scientific evidence for the existence of ghosts</li> <li>• contacting the dead is forbidden in the Torah</li> <li>• mediums are condemned in the Torah</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                    | Answer  | Mark     |
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| <p><b>5 (b)</b><br/><b>AO2</b></p> | <p><b>Indicative content</b></p> <p>Answers which think that all Jewish people should accept the use of contraception are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• it allows a couple to plan when they have children</li> <li>• it can protect the health of the couple</li> <li>• the Almighty gave free will for people to make decisions</li> </ul> <p>Answers which do not think that all Jewish people should accept the use of contraception are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• it interferes with the Almighty's plans for a couple</li> <li>• some of the Torah teachings are against it</li> <li>• only the Almighty should decide when life is created</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. some of the Torah teachings are against it)</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. some of the Torah teachings are against it, the book of Genesis says 'be fruitful and multiply')</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> |



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| Question Number      | Indicative content<br><b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>   |   |
| <b>5 (c)<br/>AO1</b> | <p><b>Indicative content</b><br/>The main reasons include:</p> <ul style="list-style-type: none"> <li>• the Almighty said 'be fruitful'</li> <li>• the Almighty created man and woman to form a family</li> <li>• it is where children learn their faith</li> <li>• it ensures the young and old are cared for</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> |

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| <b>Level 4</b> | 7-8 | <p>A clear understanding of the issue is shown typically by referring to two views:</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              |
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| <p><b>5 (d)</b><br/><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 Torah teaches against fornication</li> <li>• marriage is the secure place for intercourse</li> <li>• it can lead to diseases</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• some liberal Jewish people allow it</li> <li>• it is 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 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>6 (a)</b><br><b>AO1</b> | <ul style="list-style-type: none"> <li>• making a new life</li> <li>• to reproduce</li> <li>• to bring forth offspring</li> <li>• having a baby</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b><br/>(2)</p> | <ul style="list-style-type: none"> <li>• sex</li> <li>• making a family</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b><br/>(1)</p> | <p>Answers which define a different key word.</p> <p>(0)</p> | <p>2</p> |

| Question Number                    | Answer   | Mark     |
|------------------------------------|--|----------|
| <p><b>6 (b)</b><br/><b>AO2</b></p> | <p><b>Indicative content</b></p> <p>Answers which think that all Jewish people should accept divorce are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• the Torah allowed it</li> <li>• it can reduce suffering</li> <li>• marriage is a contract</li> </ul> <p>Answers which do not think that all Jewish people should accept divorce are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• it breaks the marriage contract</li> <li>• it can lead to unhappy families</li> <li>• the Ten Commandments are against adultery</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. marriage is a contract)</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. marriage is a contract, which can be broken in some cases e.g. in cases of 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> |

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| Question Number      | Indicative content<br><b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>   |   |
| <b>6 (c)<br/>AO1</b> | <p><b>Indicative content</b><br/>The main reasons include:</p> <ul style="list-style-type: none"> <li>• the Almighty 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>• 'a man should not lie with a man'</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> |

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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 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><br/><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 the place where children are taught their Jewish faith</li> <li>• it is the basis of society</li> <li>• it is a secure and safe environment</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• following the Mishnah is more important</li> <li>• some people cannot have children</li> <li>• worshipping the Almighty is more important</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<br/> <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<br/> <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>7 (a)</b><br><b>AO1</b> | <ul style="list-style-type: none"> <li>• treating people less favourably because of their ethnicity/gender/ colour/sexuality / age / class</li> <li>• unfair treatment of a group or person based on prejudice</li> <li>• treating one group of people differently than others</li> <li>• putting prejudice into practice</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b><br/>(2)</p> | <ul style="list-style-type: none"> <li>• any example of a discriminatory act</li> <li>• not being fair to everyone</li> <li>• discriminating against others</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b><br/>(1)</p> | <p>Definitions and examples of prejudice</p> <p>Answers which define a different key word.</p> <p>(0)</p> | <p>2</p> |



| Question Number                    | Answer   | Mark     |
|------------------------------------|--|----------|
| <p><b>7 (b)</b><br/><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<br><b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>   |  |
| <b>7 (c)<br/>AO1</b> | <p>The main actions include:</p> <ul style="list-style-type: none"> <li>• it backs and publicises anti-racism campaigns</li> <li>• they passed the Equality Act</li> <li>• they passed the Racial and Religious Hatred Act</li> <li>• they made it illegal to incite hatred</li> <li>• they created the Equality and Human Rights Commission</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 action</li> <li>• not an action but explaining why</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 actions</li> <li>• or a developed action</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 actions</li> <li>• or a fully developed action</li> <li>• or two actions 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 actions</li> <li>• or two developed actions</li> <li>• or two actions with one fully developed</li> <li>• or three benefits with one developed</li> <li>• or a comprehensive explanation using one action 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> |

| Question Number                    | Answer  | Mark                      |
|------------------------------------|---|---------------------------|
| <p><b>7 (d)</b><br/><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 see lots of faiths and might become confused</li> <li>• Jewish people might think that their family's faith is not as interesting as someone else's</li> <li>• parents might be from different faiths</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• much of Judaism is carried out in the home</li> <li>• a multi-faith society provides opportunities for discussion about faith</li> <li>• if you are a devout Jewish person it does not matter</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></p> <p>3</p> <p>3</p> |

| Question Number            | Correct Answer  | Partially Correct Answer  | Reject   | Mark |
|----------------------------|---|---|--|------|
| <b>8 (a)</b><br><b>AO1</b> | <ul style="list-style-type: none"> <li>discriminating against people because of their gender (being male or female)</li> <li>treating people differently due to their sex</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b><br/>(2)</p> | <ul style="list-style-type: none"> <li>a type of discrimination</li> <li>an example of sexism</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b><br/>(1)</p> | <p>Answers which define a different key word.</p> <p>(0)</p> | 2    |

| Question Number            | Answer  | Mark |
|----------------------------|---|------|
| <b>8 (b)</b><br><b>AO2</b> | <p><b>Indicative content</b></p> <p>Answers which think that religious beliefs about issues in this section, 'Religion and community cohesion', are treated fairly by the media are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>a TV programme might show a balance of the arguments</li> <li>a news programme may show a religion's belief accurately</li> <li>a film might show how Jewish families will help fight anti-semitism</li> </ul> <p>Answers which do not think that religious beliefs about issues in this section, 'Religion and community cohesion', are treated fairly by the media are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>a comedy might make it seem unacceptable</li> <li>a documentary might show Judaism in a bad light</li> <li>a film might show the problems faced by a couple raising children in an interfaith marriage in a negative light</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. a comedy might make it seem unacceptable) <b>1 mark</b></li> <li>two brief reasons</li> <li>or one developed reason (e.g. a comedy might make it seem unacceptable for example in episodes of Mock the Week) <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> | 4    |

|                      |  |
|----------------------|--|
| Question Number      | <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>  |
| <b>8 (c)<br/>AO1</b> | <p><b>Indicative content</b><br/>The main ways include:</p> <ul style="list-style-type: none"> <li>• men and women now have equal rights in society</li> <li>• men and women now should have equal pay</li> <li>• men and women can do the same jobs</li> <li>• men and women have the same voting rights</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> <li>• not describing how but explaining why</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> |

| Question Number                    | Answer  | Mark              |
|------------------------------------|---|-------------------|
| <p><b>8 (d)</b><br/><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 will create peace in society</li> <li>• Jewish people have faced dreadful racism</li> <li>• the Torah states you should love your neighbour</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• it is more important to love the Almighty</li> <li>• the Almighty gave free will to choose what to do</li> <li>• some Jewish people might have a vocation to do something else</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 <b>Judaism</b> 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> |

