



GCSE

Religious Studies A

Unit 10 / 405010 Judaism

Mark scheme

4050

June 2016

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Methods of Marking

It is essential that, in fairness to students, all examiners use the same methods of marking. The advice given here may seem very obvious, but it is important that all examiners follow it as exactly as possible.

1. If you have any doubts about the mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
3. Remember, you must **always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material that is irrelevant to the question or to the stated target, however impressive that material might be.
5. If a one-word answer is required and a list is given, take the first answer (unless this has been crossed out).
6. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the student nearer those who have given a correct answer or those who have little idea?'
7. Read the information on the following page about using Levels of Response mark schemes.
8. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
9. No half marks or bonus marks are to be used under any circumstances.
10. Remember, the key to good and fair marking is **consistency**. Do **not** change the standard of your marking once you have started.

Marking using CMI+

All new GCSE Religious Studies papers will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of paper scripts being sent to examiners, students' responses are scanned and sent electronically to examiners. The software is easy to use, but it demands a different approach from examiners than traditional paper marking.

1. Instead of marking script-by-script you will mark item-by-item. An item is a part-question. Each time you log on to mark you will need to choose an item to mark.
2. Before you start marking your own allocation you will need to mark some pre-marked items known as seeds. These items are not intended to trick you; their function to ensure that you are still applying the standard set at the standardising meeting. If you have drifted away from the standard you will need to speak to your Team Leader before you can continue marking.
3. It is possible to annotate the scripts in various ways: underlining, highlighting and adding icons from a drop-down menu. Your Team Leader will instruct you on which types of annotation to use. Examiners must not add extra annotation as this can be confusing for teachers and students if they request Access to Scripts.
4. As you mark each response, enter the numerical mark you are going to award for in the box at the bottom of the screen. If you realise you have made a mistake you will be able to go back one script to change the mark you have entered.

5. In Part B, responses to all parts of B5 or B6 will appear as one item. Thumbnails to the right of the screen will allow you to scroll through the response quickly. Read the whole response, then use the comments tool to indicate a level and a mark for each part, and enter the total mark out of 24 in the box at the bottom of the screen.
6. Your marking will be monitored throughout the marking period. This is to ensure that you continue to mark to the same standard regardless of factors such as how many clips you have marked and what time of day you are marking at. Rather than sampling your marking once and adjusting your marks after the marking period, this approach allows senior examiners to ensure that your marking remains at the right standard throughout. This means that your Team Leader can bring you back to the right standard should you start to drift away slightly.
7. If your marking of a particular question is found to be out of line you will be temporarily stopped from marking that question. Almost all examiners, including Team Leaders, are stopped at some point during the marking period. If it happens to you, contact your Team Leader as soon as possible to discuss why you have been stopped.

Levels of Response Marking

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

Levels of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

If a student demonstrates knowledge, understanding and / or evaluation at a certain level, he / she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a student's response.

Levels of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully, responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

Assessment of Quality of Written Communication

Quality of written communication will be assessed in all components and in relation to all assessment objectives. Where students are required to produce extended written material in English, they will be assessed on the quality of written communication. The quality of written communication skills of the student will be one of the factors influencing the actual mark awarded within the level of response. In reading an extended response, the examiner will therefore consider if it is cogently and coherently written, ie decide whether the answer:

- presents relevant information in a form that suits its purposes;
- is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- is suitably structured and that the style of writing is appropriate.

The assessment of the Quality of Written Communication (QWC) will continue to be included within the judgement of Levels of Response in the 6 mark evaluation questions. In line with past practice, responses will be assessed chiefly on the evaluation criteria relating to content, using the guidance comments to assist the application of those criteria. (These have now been inserted into the mark schemes for the convenience of examiners.) However the specific QWC criteria may be used in borderline cases eg between Levels 1 and 2, 3 and 4, or 5 and 6. So for example coherence may well be a deciding factor in a borderline Level 5/6 response.

Assessment of Spelling Punctuation and Grammar

Examiners need to award up to an additional 4 marks for Spelling, Punctuation and Grammar (SPaG), based on the performance criteria set out below. This assessment will be made from work presented in answer to the whole of Question B5 or B6 only. Examiners should make a judgment based on the overall standard of this question, bearing in mind that the last part of this question may contain more errors as students rush to finish the paper. If the rest of the question is of a high standard, they should not be penalised. However, answers that contain only a few lines on each part or use bullet points or notes throughout may not meet the threshold level.

Spelling, punctuation and grammar will be assessed in Questions B5 and B6. 4 marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The performance descriptions are provided below.

High performance	Students 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.	[4 marks]
Intermediate performance	Students 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.	[2-3 marks]
Threshold performance	Students 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.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

Students will be given credit for reference to diversity in belief and practice within Judaism

PART A

A1 Personal Lifestyle

(a) Explain briefly one responsibility of the Bet Din.

Target: Knowledge and understanding of the work of a Bet Din

Students may include two of the following points:

Issue gets / supervise conversions / resolve religious disputes / make judgements on current moral issues / provide kosher certification / resolve civil disputes / support marital breakdowns and reconciliation, etc.

1 mark for a superficial comment or a single point.
2 marks for a developed answer. Eg explaining what a get is, what type of religious disputes etc.

[2 marks] AO1

(b) ‘It is important for all Jewish men to wear the kippah.’

What do you think? Explain your opinion.

Target: Evaluation of whether it is important for all Jewish men to wear the kippah

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons with slight development of one.	3 marks

Students may include some of the following points:

It shows obedience to the instruction written in the Talmud: the Talmud relates that a woman was once told by astrologers that her son is destined to be a thief. To prevent this from happening, she insisted that he always have his head covered, to remind him of G-d’s presence and instil within him the fear of heaven / it shows their submission to God / reminds them that God is above them / outward sign of being a Jew / women can wear them if they are Reform Jews / to show respect to God, etc.

Times in life where the kippah is not necessary / Orthodox Jewish women do not wear the kippah so why should men / outward signs are not important, it is our actions that are / can promote bullying / fear of persecution; in some countries wearing the kippah would be illegal etc.

[3 marks] AO2

An alternative point of view is not required but may be credited

(c) Explain briefly what is meant by trefah.

Target: Knowledge of what is meant by trefah

Not acceptable (not allowed) not fit / incorrect, not kosher) / something you cannot eat or wear or do if you are Jewish – eat shellfish, pork, wear revealing clothes/ forbidden according to the Torah/ should not have a kosher label (hescher), etc.

[2 marks] AO1

(d) Explain why many Jews follow the practice of separating milk and meat.

Target: Knowledge and understanding of why many Jews follow the practice of separating milk and meat

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks

Students may include some of the following points:

‘Do not cook a young goat in its mother’s milk’ (Exodus23-19) / important to follow this teaching / commanded in the Torah / Jews are commanded not to cook, eat or benefit from such a mixture / because they cannot mix the two they also must not mix the utensils used in cooking / Orthodox Jews can follow these rules more strictly than Reform/ part of kashrut laws, etc.

[3 marks] AO1

(e) 'Touching a mezuzah on entry to a Jewish home is an outdated custom.'

What do you think? Explain your opinion.

Target: Evaluation of whether touching a mezuzah on entry into a Jewish home is an outdated custom

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons with slight development of one.	3 marks

Students may include some of the following points:

Easily forgotten in today's busy world to touch the mezuzah on entry / religion is less important nowadays, therefore why touch it? / waste of time to touch every mezuzah / it's about one's actions to other people, not what one touches on entry into a home / an outdated custom that is not relevant in modern world as it could cause prejudice, etc.

Commanded in the Shema to 'write them as on your door frames' and show respect on entry / reminds Jews of their unity with God when they touch it / shows commitment / helps Jews to focus on what God has given them when they enter the house they touch the mezuzah, then kiss their fingers / shows religion is important to occupant / still many Jews display mezuzah therefore it is important to touch it on entry to show a sense of community among Jews / wrong and even insulting to label personal devotion as being outdated or traditional, etc.

[3 marks] AO2

An alternative point of view is not required but may be credited.

A2 The Synagogue and Worship

(a) Which one of the following is shown in the picture above?

Target: Knowledge of the tallit

It is a tallit.

[1 mark] AO1

(b) Explain the benefits for Jews of worshipping in a synagogue.

Target: Knowledge and understanding of the benefits for Jews of worshipping in the synagogue

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level 	4 marks

Students may include some of the following points:

God's house / connection with other Jews / sense of belonging / being part of a Jewish community / important to learn the message of the weekly passage / certain prayers (Amidah) are encouraged to be said together in front of the ark / fellowship / education on issues not easily understood / worshipping together in front of symbolic artefacts / the Torah is in the synagogue so when worshipping one is showing respect / attending regular worship together shows spiritual discipline etc.

[4 marks] AO1

(c) 'The chazzan (cantor) is more important than the rabbi in Jewish acts of worship.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Judaism in your answer.

Target: Evaluation of whether the chazzan is more important than the rabbi in Jewish acts of worship

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Many people are unfamiliar with the prayers, therefore they need a cantor to recite the prayers in public worship so it can help the congregation, therefore his role is very important / known as someone who is well versed in the liturgy / where the chazzan stands is supposed to express God's words being sung from the bowels of the earth / gives the service focus, makes the praising of God more memorable / prolongs the service so that people will hear how pleasant is his voice and that they can focus on God, although a chazzan should not glorify in this praise / some synagogues do not have a rabbi but have a chazzan to lead prayers etc.

Other views

The rabbi is the spiritual teacher who can lead worship / is a role model and needed for guidance during worship / is trained in all aspects of Judaism and gives a valid insight into the message of the day during worship / is the focus for the congregation and is well respected to give them the necessary guidance during all aspects of worship / without the rabbi there would be no structure / both are important in acts of worship etc.

[6 marks] AO2

A3 Beliefs and Sources of Authority**(a) Explain the importance for Jews of the Covenant God made with Abraham.****Target: Knowledge and understanding of the importance for Jews of the Covenant God made with Abraham**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks

Students may include some of the following points:

For Jews it means that God spoke to Abraham and gave him certain promises / dedication, ie he should abandon his old life and travel to the land of Canaan (now known as Israel) / therefore Jews today see Israel as their homeland – "Go forth from your land and from your birthplace and from your father's house, to the land that I will show you" / God gave Abraham a role, ie he would be a founder of a great nation, Jews see themselves as God's chosen people and part of a great nation – 'And I will make you into a great nation, and I will bless you, and I will make your name great...and by you all the families of the earth shall bless themselves.' / important as it shows God's protection would bless and protect him from harmful nations; therefore Jews feel protected by God / shows its importance in the physical sign of covenant: Abraham was circumcised so all male Jews should also show their physical commitment to God (circumcision of males) / the covenant with Abraham taught Jews to focus on worshipping only one God (monotheism) etc.

[3 marks] AO1

(b) Outline the importance of the Messianic Age for Jews.

Target: Knowledge and understanding of the importance of the Messianic Age for Jews

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks

Students may include some of the following points:

The Messiah will return, so therefore there will be a new beginning / war will end / universal peace and harmony / it is important to show a direct descendant of King David as written in the messianic teachings / gather all Jews back to the land of Israel / understanding between nations / rebuilding of the temple / 'They shall beat their swords into plowshares and their spears into pruning hooks; nation will not lift sword against nation and they will no longer study warfare'. (Isaiah 2:4) etc.

[3 marks] AO1

(c) 'It is difficult for Jews to believe that they are God's chosen people.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Judaism in your answer.

Target: Evaluation of whether it is difficult for Jews to believe they are God's chosen people

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

It is too difficult as being called chosen can lead to prejudice and discrimination as in the Jewish history of persecution / people think that the words 'chosen people' may show superiority / it is too difficult as it puts pressure on the Jewish nation to set a good example / too difficult to uphold to be the 'chosen ones' / A Jewish interpretation of chosen one is different to other people's interpretations of chosen one etc.

Other views

God has given the Jews responsibility to set rules and morals / because they are the chosen ones it shows willingness to serve God / Jews are not superior but the duty is to instil justice for mankind / it cannot be too difficult, as if you truly believe you take on board your responsibilities as the chosen one / duty / some people do not find it difficult if they live the life God expects / whole community tries to fulfil their duties together so making it easier / God would never ask the people to do something that was too difficult for them etc.

[6 marks] AO2

A4 Family Life**(a) Explain the importance of the family in Judaism.****Target: Knowledge and understanding of the importance of the family in Judaism**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level 	4 marks

Students may include some of the following points:

Honour your father and mother is a key teaching to show the importance / important to respect and care for children / important to bring them up in the Jewish faith; Denying a child religious knowledge robs the child of an inheritance." (Talmud, Kiddusha 29a) / nurture their children / important to respect older parents / Jewish families traditionally have been inclusive / home is one of the main centres of a Jewish life / expected of a Jewish married couple to have children 'Be fruitful and increase in number' therefore important / encouraged to marry / "A man cannot live without a woman, a woman cannot live without a man, and the two of them cannot live without the presence of God." / family is the centre of religious life / there are specific roles given to father and mother therefore it is important for the family to develop these roles etc.

[4 marks] AO1**(b) Explain briefly one reason why Bat Chayil is important for many Jews.****Target: Knowledge and understanding of the importance of Bat Chayil for many Jews****Students may include some of the following points:**

Important to learn about the Jewish faith / develops their knowledge of the roles they have to play, eg Shabbat and festivals / develops their knowledge of their roles in keeping a Jewish home / important to study Jewish history and to learn some prayers and blessings / highlights the importance of continuing Jewish education etc.

1 mark for a superficial comment or a single point.

2 marks for a developed answer. Eg important to learn about the Jewish faith so they can pass it on to their children.

[2 marks] AO1

(c) 'For Jewish boys the Bar Mitzvah ceremony takes place too early in their lives.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Judaism in your answer.

Target: Evaluation of whether for Jewish boys the Bar Mitzvah ceremony takes place too early in their lives

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

At the age of 13 they are too young to take on the responsibilities of an adult / confusing for the young teenager / in UK law they cannot drink alcohol, smoke or get married until later on in life, having this ceremony they are not classed as a man in UK law until much later on / why can't they enjoy being teenagers? / they are adults for a long time, do they need to have this role so young? etc.

Other views

It shows their commitment to the religion / directed to follow the laws / it is only taking the responsibility of their religion not anything else / family celebration is important / brings the community together / now can take part in a minyan / gives boys a sense of belonging / helps the boys focus on the religion and their duties / gives them a purpose in life/it is commanded in Mishnah / part of Jewish tradition so should be followed, etc.

[6 marks] AO2

PART B**B5 Festivals and Pilgrimage****(a) Describe how Jews celebrate Rosh Hashanah.****Target: Knowledge of how Rosh Hashanah is celebrated by Jews**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level 	4 marks
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> Two or three relevant and accurate points with detailed development of at least two 	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	<p>The main difference between Level 5 and Level 6 is coherence.</p> <p>Level 6 answers will be well-structured with good development.</p> <p>Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.</p>	6 marks

Students may include some of the following points:

Begins at sunset which is the final day of Ellul / no work is done / candles are lit just before festival begins / new fruit is bought and eaten eg a pomegranate on the table because of a tradition that pomegranates have 613 seeds, one for each of the commandments that a Jew is obliged to keep / evening synagogue service, to mark beginning of festival / in the service God is referred to as King sitting in judgement over the world / ask God to accept the kingship of the world for the coming year / greeting is said when leaving the synagogue for a good new year / at home symbolic foods are eaten apples dipped in honey / fish heads are eaten / highlight of Saturday synagogue service is the blowing of the shofar / service is longer than normal / special prayer book is used / Tashlikh is performed / asking for forgiveness, etc.

[6 marks] AO1

(b) ‘For most Jews, Pesach is just a social occasion.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Judaism in your answer.

Target: Evaluation of whether Pesach for most Jews is just a social occasion

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

A festival where Jews socialise / give presents / have time off / meaning is lost / no need to have the ritual meal as it happened thousands of year ago / time to have a party / more materialistic as children will only see the significance of getting presents / a time to celebrate with friends and family / it happened many years ago why remember it, etc.

Other views

Belief in freedom is important / where Moses became the leader / important to remember what Jews had to experience / Seder meal is very symbolic, eg ritualistic foods that represent important symbols such as eating of the bitter herbs usually horseradish / shows commitment and a sense of belonging / it's an historical event / it is a religious celebration / important to read the haggadah, etc.

[6 marks] AO2

(c) Explain the reasons why Jews may go on a pilgrimage.**Target: Knowledge and understanding of the reasons why Jews may go on a pilgrimage**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level 	4 marks
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> Two or three relevant and accurate points with detailed development of at least two 	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	<p>The main difference between Level 5 and Level 6 is coherence.</p> <p>Level 6 answers will be well-structured with good development.</p> <p>Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.</p>	6 marks

Students may include some of the following points:

Pilgrimage is seen as a spiritual discipline or an act of devotion undertaken for God / to experience and concentrate on their faith / to pray for themselves or someone close to them / to visit places associated with their belief, / to allow them to experience first-hand the places associated with their faith or places associated with particular events in history (Yad Vashem) / to experience worship with others in a particular place as an expression of unity / to learn about their faith / to undertake a once-in-a-lifetime religious or spiritual journey / celebrate a rite of passage (bar mitzvah) / introduce their children to Israel etc.

[6 marks] AO1

(d) ‘All Jews should visit Yad Vashem once in their lifetime.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Judaism in your answer.

Target: Evaluation of whether all Jews should visit Yad Vashem once in their lifetime

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:**Agree**

Important to learn about the past / contains largest collection of material and documentation connected to the Holocaust so important for research / helps Jews to find a little more about family members / visit it for respect / pays tribute to those who lost their lives / educational / builds the Jewish community / memorable to many Jewish dead, so it is appropriate for all Jews to show their respect / almost every Jew lost a family member in the Holocaust so it is appropriate for all to visit memorial / keep the Holocaust from never being forgotten / not just once in their lifetime but several times in order to take it all in etc.

Other views

Other sites that are just as important / it is not a pilgrimage site / difficult to rake up the past for some Jews / need to look forward to the future / more for education not spiritual / can be expensive to visit it / money can be used on other things in the community / it is a museum and there is no compulsion to visit any museum anywhere in the world / not prescribed as a place of pilgrimage in any holy book / places become places of pilgrimage because of what happened in them, not the case for Yad Vashem etc.

[6 marks] AO2**B5 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Students 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.	[4 marks]
Intermediate performance	Students 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.	[2-3 marks]
Threshold performance	Students 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.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

B6 Justice and Equality**(a) Explain Jewish attitudes to prejudice and discrimination.**

Target: Knowledge and understanding of Jewish attitudes to prejudice and discrimination

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level 	4 marks
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> Two or three relevant and accurate points with detailed development of at least two 	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	<p>The main difference between Level 5 and Level 6 is coherence.</p> <p>Level 6 answers will be well-structured with good development.</p> <p>Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.</p>	6 marks

Students may include some of the following points:

Beliefs and teachings in the Torah, 'When an alien (non-Hebrew) lives with you in your land, do not ill-treat him / the alien living with you must be treated as one of your own native born / love him as yourself for you were aliens in Egypt' (Leviticus 19 33-34) / 'For the Lord your God is God of gods and Lord of lords, the great God, mighty and awesome, who shows no partiality-he – loves the alien, giving him food and clothing. And you are to love those who are aliens, for you yourself were aliens in Egypt – (Deut 10 17-19) make it clear that God expects Jewish people to deal with everyone fairly and treat them as they treat themselves and their families' / Jews believe in positive discrimination / although discrimination is wrong as it is acting on prejudice / prejudice is a destructive way of thinking / Jews have experienced prejudice and discrimination at a high level but the teachings encourage them to forgive / views of men and women not being equal have fuelled prejudice but again this is untrue as everyone is equal in God's eyes etc.

[6 marks] AO1

(b) 'It is impossible to end discrimination.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Judaism in your answer.

Target: Evaluation of whether it is impossible to end discrimination

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:**Agree**

In some cases people will think that Jewish men and women are unequal because many women stay at home / look after children / prepare the food / teach the girls how to keep kosher / do not attend the synagogue as often / never become rabbis (in the Orthodox tradition) / have a separate section in the synagogue / dressing modestly eg wearing wigs when married; therefore it is impossible to change people attitudes and discrimination will always be there / discrimination has always existed so it will always be there / Jews have been discriminated against throughout history and there are no signs of it ending / discrimination is on the increase / there will always be discrimination against not just gender but disability, sexual preference, age, etc.

Other views

Men and women are equal in God's eyes / although they have different roles to play / Reform Judaism does make men and women equal, eg can become rabbis, lead services, wear kippah, sit together / way people interpret the laws / one could say that women have a higher status as they are more spiritual and get their religion from the mother / if people don't believe it will never end, if people don't try it never will / discrimination is an action of mankind so if we want it to stop it will / many religious teachings tell us that are all equal so if we follow it discrimination will end / laws passed in this country help to prevent discrimination, JCore helps to educate people on discrimination etc.

[6 marks] AO2

(c) Describe how Jewish women contribute to the Jewish community.**Target: Knowledge of how Jewish women contribute to the Jewish community**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level 	4 marks
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> Two or three relevant and accurate points with detailed development of at least two 	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	<p>The main difference between Level 5 and Level 6 is coherence.</p> <p>Level 6 answers will be well-structured with good development.</p> <p>Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.</p>	6 marks

Students may include some of the following points:

Bringing up the children in the Jewish faith hence contributing to the wider Jewish community / preparing the home for Shabbat which is an essential contribution in following God's laws / teaching the dietary laws including how to keep a kosher kitchen / welcoming in Shabbat / attending the synagogue with the family / preparing food for festivals and special events / distinction between Reform women, ie can be rabbis / lead services / visit the sick / help the bereaved / a good role model for other women / follows the dress laws of modesty / more spiritual / bring children into the world so there is the next generation of Jews / children get their religion from their mother (Orthodox view) etc. / economic contribution / caring professions such as teaching, nursing / protect community-police / developing morality of youth in the community, counsellors or rabbis etc.

Cap at Level 2 if students only write about domestic chores.

[6 marks] AO1

(d) 'Everyone should remember the Holocaust (Shoah).'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Judaism in your answer.

Target: Evaluation of whether everyone should remember the Holocaust (Shoah) or not

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Major example of prejudice and discrimination so should be remembered / important to remember those who lost their lives for what they believed or for who they were / prime example of injustice and intolerance so should be remembered, it as an educational tool / if it is not remembered all the lives of the people that suffered and died would come to nothing / survivors are few so their legacy should keep going / Holocaust sites are actually huge graveyards so should be able to respect the dead / biggest scale of persecution in modern history so needs to be remembered, etc.

Other views

What about other events in the Jewish history that showed suffering / do not want to rake up the past / brings back terrible memories / other terrible atrocities that are more recent should be more of a highlight, eg Rwanda / the Holocaust (Shoah) did not just happen to the Jewish nation so all people who suffered should be remembered / important to look to the future, not dwell in the past / why should people who are not Jewish remember it / to keep remembering it might inspire others to carry out same atrocities etc.

[6 marks] AO2

B6 Spelling, punctuation and grammar

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Students 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.	[4 marks]
Intermediate performance	Students 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.	[2-3 marks]
Threshold performance	Students 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.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]