



---

GCSE

# Religious Studies A

Unit 11 / 405011 Judaism: Ethics

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](http://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, i.e. 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 e.g. 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.

<b>High performance</b>	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]
<b>Intermediate performance</b>	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]
<b>Threshold performance</b>	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]
<b>Below Threshold</b>	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 The Environment**

- (a) Explain two causes of pollution.**

**Target: Knowledge and understanding of two causes of pollution**

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

The causes of air pollution are gases and harmful chemicals released from factories and cars / pollution is also caused by fertilisers and chemicals released into the watercourse / rubbish and other toxic waste also creates water pollution / the land can be polluted by waste and rubbish buried in the ground / visual pollution can be caused by transport or industry links / these can create an eyesore / noise pollution is caused by noise because of aeroplanes or traffic etc.

1 mark per correct answer.

**[2 marks] AO1**

**(b) Explain what Jews might do to care for the natural world.**

**Target: Knowledge and understanding of the actions a Jews might take to care for the natural world**

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

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

They might recycle their waste / reuse materials / reduce the amount of litter going to landfill / walk instead of drive / use public transport / buy products that use less packaging / buy food locally / try to buy products with lower food miles / not waste food / choose recycled products / make compost to recycle their waste / give old goods to charity shops / reuse carrier bags / buy and use a 'bag for life' / support local environmental groups / join or vote for the Green Party / protest about environmental issues / become a vegetarian / choose vegan products / choose organic produce etc.

N.B. maximum of level 2, 2 marks for a list. For higher levels of response, there should be some development of ideas given.

**[4 marks] AO1**

(c) 'The most important Jewish duty is stewardship of the natural world.'

What do you think? Explain your opinion.

**Target: Evaluation of whether the most important Jewish duty is stewardship of the natural world**

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:**

At the beginning of creation God entrusted the Jews with the responsibility to look after the planet / if the planet is not cared for then it will affect the future of the entire human race / Judaism teaches that Jews should work in partnership with God to preserve the planet / Jews are commanded not to destroy fruit trees in war / Jews are commanded to leave a migrash surrounding towns / Jews have a responsibility to future generations / the planet is only on loan to the Jews from God etc.

The Ten Commandments direct Jews to prioritise their relationship with God and other people / there are 613 different commands for Jews to observe / all mitzvot are as important as each other / accept discussion of various duties that are required of Jews in contrast to the responsibility of stewardship etc.

**[3 marks] AO2**

N.B. An alternative view is not required, but may be credited.



**(d) ‘Using animals for research is against Jewish teaching.’**

**What do you think? Explain your opinion.**

**Target: Evaluation of whether using animals for research is against Jewish teaching**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks
<b>Level 3</b>	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:**

Jews are taught that all life on the planet has a purpose / Jews are commanded to treat animals with respect and compassion / Jews are commanded not to cause suffering to living creatures (Tza’ar Ba’alei Chayim) / there are many teachings in Judaism relating to the humane treatment of animals / such as allowing animals to rest on Shabbat / not feeding animals before yourself / not yoking a donkey and ox together / animal testing does not respect any of these commands from God etc.

Jews have dominion over animals and the planet / this means that animals can be used as a resource by Jews / humans were created last in the creation story and are therefore more important to God than animals / Jews are commanded to preserve human life / human life has sanctity / animal testing can be useful to preserve human life / God has given human beings the intelligence to develop this kind of research if needed to alleviate suffering and illness / as long as animal suffering is kept to a minimum, then animal testing does not undermine Jewish teachings about the treatment of animals etc.

**[3 marks] AO2**

N.B. An alternative view is not required, but may be credited.

**A2 Relationships and Lifestyle**

**(a)(i) What is this pool of water called?**

**Target: Knowledge of the mikveh**

A – Mikveh

1 mark for the correct response.

**[1 mark] AO1**

**(a)(ii) When is this pool of water used?**

**Target: Knowledge and understanding of the use of the mikveh**

It is used for bathing before a wedding / after a woman has menstruated (niddah) / after sexual intercourse / after the birth of a child / before prayer / just before Yom Kippur / before joining the religion of Judaism / when someone needs to be spiritually cleansed / when purchasing new utensils etc.

1 mark for a correct response.

**[1 mark] AO1**

**(b) Explain the purposes of Jewish marriage.**

**Target: Knowledge and understanding of the purposes of Jewish marriage**

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

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

To show life-long commitment to each other / to provide companionship and friendship to one another / to provide the appropriate context for a sexual relationship / to provide a stable setting for the raising of children / Jews are commanded to ‘Be fruitful and multiply’ / to fulfil the mitzvot of a fully-grown adult / to grow spiritually with each other and God etc.

**[4 marks] AO1**

- (c) 'Teaching children right and wrong is the most important responsibility of Jewish parents.'

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 teaching children right and wrong is the most important responsibility of Jewish parents

Levels	Criteria	Quality of Written Communication & Guidance	Marks
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.		2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>NB Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> 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
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> 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

<b>Level 6</b>	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.	<p><b>Level 6 Guidance</b></p> <p>The keywords are ‘well-argued’ and ‘apply...effectively’.</p> <p>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.</p> <p>However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.</p>	6 marks
----------------	---	---	---------

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

**Agree**

The Proverbs state that ‘Whoever spares the rod hates their children’ / parents are expected to discipline their children as a sign of their love for their child / it is not loving to allow a child to grow up without boundaries / if a child grows up without any discipline, they may go on to become criminals / the child might not think that rules apply to them / Jewish parents are expected to give their children a strong moral character / and make them responsible citizens / Jewish parents would be failing their responsibilities if they did not bring their child up with a sense of morality etc.

**Other views**

Loving and nurturing the child is the role of a Jewish parent / a Jewish parent is expected to bring the child up in the faith / it is more important the Shema is clear that parents must teach their child in the ways of Judaism / the Talmud obligates the father to train the child in the Torah, a trade and to swim / if the child learns to be a good Jew they will know the difference between right and wrong anyway / Orthodox Judaism suggests that the husband’s most important role is that of breadwinner and women are expected to look after the home as their first priority etc.

**[6 marks] AO2**

**A3 Life and Death**

**(a) Explain what Judaism teaches about life after death.**

**Target: Knowledge and understanding of what Judaism teaches about life after death**

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

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

There is uncertainty about what happens after death in Judaism / Judaism teaches that this world is a corridor for the world to come (Haolam Habah) / Judaism focuses on the life in this world, rather than the world to come / there are a variety of different ideas about what happens after death / there are different ideas between Orthodox and non-Orthodox Jews about what happens after death / the Torah states that the dead will join their ancestors / the Tenakh describes Sheol where the soul awaits judgement in darkness / some Jews believe that a soul can remain in Sheol for a year / some Jews believe in the immortality of the soul / other Jews believe in the idea of resurrection / if people haven't fulfilled their responsibilities on earth, they will be sent back to earth to relive their lives and complete them properly / most Jews agree that God will judge the person after death / after God's judgement a good person might go on to Gan Eden (heaven) / whereas a bad person might be sent to Gehinnom (hell) / other Jews believe that the resurrection will only happen when the Messiah comes etc.

**[4 marks] AO1**

**(b) Explain briefly what is meant by the sanctity of life.**

**Target: Knowledge and understanding of the sanctity of life**

The belief that all life is God-given / that human life is sacred / is holy / that human life should be preserved and protected / that life is a gift given by God and should not be shortened in any way etc.

1 mark for a superficial comment or single point.

2 marks for a developed answer or more than one point.

NB Credit examples that illustrate what is meant by sanctity of life.

[2 marks] AO1

(c) ‘Euthanasia is the same as murder.’

**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 euthanasia is the same as murder**

Levels	Criteria	Quality of Written Communication & Guidance	Marks
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	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
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>NB Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> 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
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> 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

<b>Level 6</b>	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.	<p><b>Level 6 Guidance</b></p> <p>The keywords are ‘well-argued’ and ‘apply...effectively’.</p> <p>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.</p> <p>However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.</p>	6 marks
----------------	---	---	---------

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

**Agree**

Those who administer euthanasia might be liable to being charged with murder / Judaism is clear that human beings do not have a right to take another person’s life / all human life should be protected / the sixth commandment is not to kill / if people are unable to express their wishes then helping them to die could be murder if there is no consent / medical staff may not always know the reasons why relatives might support a decision to hasten the end of a person’s life / they may stand to inherit a lot of money for instance / active euthanasia is murder as it is actively seeking to end the life of the person / euthanasia is illegal in the UK / Jews are commanded to follow the laws of the land in which they live etc.

**Other views**

Not all forms of euthanasia are against the dying person’s consent / a person may have a living will which expresses their wish not to be kept alive under certain circumstances / they may be suffering and express a wish for that suffering to end / in Israel voluntary passive euthanasia is legal / God gave human beings free will / a person can decide that they would like to die with dignity / relatives of the suffering person who make this decision will have their loved one’s best interests at heart / we would not make an animal suffer at the end of its’ life, why would we do this to a human being? / euthanasia is an ‘easy death’ and may be the most compassionate thing to do etc.

**[6 marks] AO2**

**A4 Conflict and Suffering**

**(a) Explain briefly why many Jews disagree with using nuclear weapons in a war.**

**Target: Knowledge and understanding of the reasons why many Jews disagree with using nuclear weapons in a war**

Many Jews disagree with the use of nuclear weapons because of the loss of life / the scale of destruction caused / because of Jewish teachings about the sanctity of human life / others disagree due to the destruction caused to the environment / and Jewish teachings about stewardship / nuclear weapons can have uncontrollable consequences / Jews are commanded not to destroy (Bal Tashchit) / nuclear weapons are expensive and the money could be used for better things etc.

1 mark for a superficial comment or a single point.  
2 marks for a developed answer or more than one point.

**[2 marks] AO1**

**(b) Explain Jewish teachings that support going to war.****Target: Knowledge and understanding of Jewish teachings that support going to war**

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

**Students might include some of the following points:**

Jewish teachings are clear that war is sometimes a necessary action to take / especially in the case of self-defence / to defend an ally / war can sometimes be a righteous act / to pursue justice / throughout Jewish history there have been many wars / accept examples of such wars / if action had not been taken to defend Israel there would not be a homeland / modern Israel has defensive forces / in Judaism there is the idea of milchemet mitzvah (obligatory war) where Jews are commanded by God to fight / and milchemet reshut (optional war) where there are sound reasons to fight etc.

**[4 marks] AO1**



(c) ‘There will never be peace everywhere on earth.’

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 there will ever be peace everywhere on earth

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. <b>NB Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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.	<b>Level 4 Guidance</b> 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.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> 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.	<b>Level 6 Guidance</b> 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 might include some of the following points:**

**Agree**

In the modern world there is constant conflict / this happens on an international as well as local and personal level / people will never agree / while there are clashes in ideology there will always be conflict / wars have always happened throughout history / there have been many wars in Jewish history / terrorism is a constant factor in the world / there will always be a need to defend against aggressive forces / to defend Judaism and its principles / to protect the needs and rights of those who are vulnerable etc.

**Other views**

Judaism is clear that there will be a time of peace, the Messianic Age / Jewish teachings indicate that this time of peace will be achieved / references to Micah 4:3-4 / peace is an ideal in Judaism which many Jews are actually striving to achieve / there are Jews who are pacifists / Aaron was a lover of peace / there are examples when peace-keeping activities have reduced conflict in the world / Jews can lead by example and live their personal lives in peace / reconciliation is an important concept in Judaism / Jews work to have reconciliation in their own lives / they may also take a lead in reconciliation work between nations etc.

**[6 marks] AO2**

**PART B****B5 Wealth, Poverty and Suffering**

- (a) **Explain the differences between emergency and long term aid. You may use examples in your answer.**

**Target: Knowledge and understanding of the differences between emergency and long term aid**

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

**Students might include some of the following points:**

The reason for the aid differs / emergency aid is given in the immediate aftermath of a disaster / long term aid helps communities who are struggling generally / the length of time differs / emergency aid is usually short term / whereas long term aid is given over a longer period / emergency aid provides the immediate necessities that people in a crisis will need / examples of emergency aid would include things such as clean drinking water / food / shelter / medical attention / transport for aid workers and so on / long term aid takes over after the survivors' immediate needs have been met / the aim of long term aid is to make the people affected by the disaster more self-sufficient / examples of long term aid would include help to rebuild destroyed buildings / repair damaged transport links / funding projects etc.

N.B. For definitions only, maximum level 2, 2 marks. Clear reference must be made to both types of aid to gain the higher levels.

**[4 marks] AO1**

**(b)(i) Explain why tzedakah (giving to charity) is important to Jews.**

**Target: Knowledge and understanding of the reasons why tzedakah is important to Jews**

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

**Students might include some of the following points:**

Tzedakah is giving to others in a charitable way / this can be in the form of money or time spent on worthy causes / tzedakah is important to Jews as they are commanded to give it by God / it is seen as a debt to the less fortunate / it is a way of cleansing one's own wealth / it is a mitzvah to give / young children are encouraged to give / it is a mitzvah to leave the corners of the field for the poor / it is an act of kindness and mercy / it shows that Jews are acting righteously / many Jews gain a personal sense of well-being by observing tzedakah / tzedakah is compulsory / it is one of the three ways of gaining forgiveness from God / prayer, repentance and charity avert the evil decree / it shows a good example to other nations / tzedakah helps those in need / tzedakah is used to help those suffering abroad / the scale of suffering in those countries is far greater than that experienced in the UK etc.

**[4 marks] AO1**

**(b)(ii) ‘Jews may spend their money on whatever they like.’**

**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 Jews may spend their money on whatever they like**

Levels	Criteria	Quality of Written Communication & Guidance	Marks
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	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
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>NB Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> 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
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> 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
<b>Level 6</b>	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.	<b>Level 6 Guidance</b> 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 might include some of the following points:**

**Agree**

Jews are entitled to their wealth if that wealth has been earned honestly / Judaism does not promote poverty as a lifestyle choice / the Mishnah says, 'Where there is no flour there is no Torah' / the Talmud talks about how a nice home is important for people's well-being / Jews have been given free will by God to make their own choices / what individuals spend money on is their own personal choice / if Jews have worked hard to gain a good education and training, they should be entitled to reward themselves etc.

**Other views**

Judaism is clear that wealth is a resource given by God to be used responsibly / Jews have a responsibility to help others / the duty of tzedaka illustrates this important expectation / the law on tithing commands Jews to give ten percent of their income to others / Jews are warned against greed as it can lead them away from righteousness / some things that can be bought would be considered unethical in Judaism / for example paying for sex, buying porn or drugs etc.

**[6 marks] AO2**

**(c) Explain ways in which Jewish communities in the UK work to relieve poverty.**

**Target: Knowledge and understanding of ways in which Jewish communities in the UK work to relieve poverty**

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

**Students might include some of the following points:**

Jewish communities are very active in local communities helping to relieve poverty / there are many Jewish charities focused on relieving poverty / many Jewish communities support food banks for those unable to feed their children / some charities provide a Shabbat meal for families unable to afford one / accept descriptions of known examples from Jewish communities which work to relieve poverty both in the UK and abroad

Jews are required to have charity boxes (pushkes) in their homes to collect money for those who need it / children are encouraged to donate their pocket money etc.

**[4 marks] AO1**

**(d) ‘Jews should help people suffering in the UK before helping those abroad.’**

**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 Jews should help people suffering in the UK before those abroad**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	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
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>NB Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> 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
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> 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
<b>Level 6</b>	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.	<b>Level 6 Guidance</b> 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 might include some of the following points:**

**Agree**

Judaism has several different levels of giving / the Talmud states the poor of your city takes precedence over others /the person’s own family and community should be prioritised before others abroad / there is great suffering in the UK / resources to support the less fortunate in the UK are limited / there are many Jewish organisations which work in the UK as Jewish communities recognise that this is the case / there are important causes in the UK that are not receiving enough support / for instance care of the elderly etc.

**Other views**

The scale and amount of international suffering far outweigh the suffering experienced in the UK / the UK is a developed country / money is worth more in poorer countries, so has greater impact / some Jews might want to prioritise the suffering of fellow Jews who may live abroad / other Jews might want to prioritise those suffering in Israel / many Jews give to World Jewish Relief who work exclusively abroad etc.

**[6 marks] AO2**

**B5 Spelling, punctuation and grammar**

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

<b>High performance</b>	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]
<b>Intermediate performance</b>	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]
<b>Threshold performance</b>	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]
<b>Below Threshold</b>	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 Crime, Punishment and Suffering**

**(a) Explain the impact on society of the punishments of community service and fines.**

**Target: Knowledge and understanding of the impact on society of the punishments of community service and fines**

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

**Students might include some of the following points:**

Society may judge the offender / it is important for society that individuals reform their behaviour / a fine may help to fund local projects to improve the community / speeding fines may help to improve road safety / fines help to provide finance for the government which can be used to benefit society / community service reassures the community that the punishment is fitting for the crime committed / justice is seen to be done / for instance graffiti is removed from the local community / there is deterrent effect for society with community service / credit relevant examples to illustrate the differences etc.

**[4 marks] AO1**

N.B. For definitions only, maximum level 2, 2 marks. Clear reference must be made to both types of punishment to gain level 4.

**(b)(i) Explain Jewish attitudes to forgiveness.**

**Target: Knowledge and understanding of Jewish attitudes to forgiveness**

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

**Students might include some of the following points:**

Forgiveness is a very important attitude in Judaism / during the 10 days between Rosh Hashanah and Yom Kippur Jews are encouraged to seek forgiveness from each other for harm they may have caused / Jews are required to make an effort on 3 occasions to seek forgiveness / only the victim can forgive / Jews will only be forgiven by God if they have reconciled with others / repentance is seen as a step towards forgiveness from God / Ezekiel said 'I do not desire the death of the wicked, but rather that they turn from their wicked ways and live' / Jews should follow this example and forgive others

Some actions are very difficult to forgive / the Holocaust for example / crimes against humanity / rape / murder / war crimes / these actions cause suffering that cannot be easily forgiven / these actions cause permanent damage to the individual and nation / Jews do not regard forgiveness as forgetting etc.

**[4 marks] AO1**

**(b)(ii) ‘Long prison sentences are unfair because they harm prisoners’ families.’**

**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 long prison sentences are unfair because they harm prisoners’ families**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	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
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>NB Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> 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
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> 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
<b>Level 6</b>	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.	<b>Level 6 Guidance</b> 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 might include some of the following points:**

**Agree**

The children of the family will suffer greatly if one or both of their parents are removed from the family home / the children will miss out on having a Jewish role model if mum or dad is sent to prison / there may be no parent to lead significant home rituals / or teach the children responsibility / if a Jewish father is removed from the family there will be an economic impact on the family as fathers are the breadwinners in traditional Jewish families / the children may be picked on by their peers or others in the community / they may gain a reputation which they have to live up to as a result / they will miss a member of their family which may affect their behaviour / children may be excluded from school / the remaining parent may turn to drink or drugs to cope / often imprisonment forces families to rely on state benefits which could force the family into poverty / travelling to see the missing family member is expensive / sometimes children are taken into care when their parents are imprisoned / this splits up the family, which is the main unit of Jewish society etc.

**Other views**

Judaism is clear that punishments are necessary for certain crimes / this included the use of prison / Jews are commanded to obey the law of the land / imprisonment ensures that others in the community are protected from the actions of criminals / if that is for a great deal of time, due to the nature of the crime, then this is just / the Jewish community provides chaplaincy services to support the religious needs of prisoners and their families / a criminal may reform their behaviour after imprisonment / Judaism sees punishment as a stepping stone towards repentance and forgiveness / Jews are taught to set up the Bet Din in order to ensure that justice is served / 'An eye for an eye' / the family concerned may be better off without the criminal / perhaps the person's crimes were aimed at the family for example domestic violence etc.

**[6 marks] AO2**

**(c) Explain why many Jews think deterrence is an important aim of punishment.**

**Target: Knowledge and understanding of why many Jews think deterrence is an important aim of punishment**

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

**Students might include some of the following points:**

Judaism seeks to prevent wrong-doing / and encourages righteousness / the Torah contains 36 crimes for which the death penalty can be used which aims to deter people / Judaism aims for a peaceful and just society / Judaism prefers prevention over punishment / Jews want to live in an orderly society where the law of God is respected / anything that helps to bring that about is welcomed / punishment ensures that people become examples for others etc.

**[4 marks] AO1**

(d) ‘The Ten Commandments teach Jews all that they need to know about how to lead a good life.’

**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 Ten Commandments teach Jews all they need to know about living a good life**

Levels	Criteria	Quality of Written Communication & Guidance	Marks
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	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
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>NB Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> 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
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> 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
<b>Level 6</b>	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.	<b>Level 6 Guidance</b> 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 might include some of the following points:**

**Agree**

The Ten Commandments were among the first laws laid down by God to the Jewish people / Orthodox Jews believe that God himself wrote on two stone tablets and gave them to Moses / the first four Commandments relate entirely to the relationship that the Jews should have with God / this is central to Judaism / the other six relate to how the Jews must treat others / following the Ten Commandments ensures that a Jew is living the Jewish way of life / each of the Ten Commandments is a classification of all the other mitzvot given to the Jews / the Ten Commandments offer a blueprint for an orderly and just society etc.

**Other views**

There are a total of 613 mitzvot for Jews to follow / each of the mitzvot is equally sacred / and equally important / some Jews may prioritise ethical over ritual mitzvot / Jews are expected to follow all the mitzvot as they understand that they do not know which God may consider the most important / there are other important teachings elsewhere in the Torah, and Tenakh / other teachings stress the importance of prayer and acts of kindness / accept discussion of other important Jewish concepts not discussed in the Ten Commandments such as social responsibility, justice, stewardship, tzedaka etc.

**[6 marks] AO2**

**B6 Spelling, punctuation and grammar**

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

<b>High performance</b>	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]
<b>Intermediate performance</b>	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]
<b>Threshold performance</b>	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]
<b>Below Threshold</b>	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]