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# **GCSE MARKING SCHEME**

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**SUMMER 2019**

**RELIGIOUS STUDIES (ROUTE A) COMPONENT 3  
OPTION 4 - JUDAISM  
C120U60-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2019 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

## COMPONENT 3

### MARK SCHEME

#### General Marking Instructions for Examiners

The mark scheme defines what can be reasonably expected of a candidate in response to questions asked.

#### 1. Positive marking

It should be remembered that candidates are writing under examination conditions and credit should be given for what the candidate writes that is accurate and relevant, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme. Errors should be ignored, not penalised.

#### 2. Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains a range of marks.

#### 3. Two-mark questions

Banded mark schemes are not suitable for low tariff questions. Instructions for the awarding of marks are given with the indicative content.

#### Using the banded mark scheme

##### Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the candidate's answer and check whether it matches the descriptor for that band. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's response should be used to decide on the mark within the band. For instance, if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

##### Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

Indicative content is also provided for banded mark schemes. It is extremely important to note that **indicative content is not exhaustive, and any other valid points must be credited. To reach the highest bands of the mark scheme a candidate need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.** Where a response is not creditworthy, i.e. that is contains nothing of any significance to the mark scheme, or is entirely irrelevant to the question, or where no response has been provided, no marks should be awarded.

## **Assessment Objectives**

The questions test the candidate's ability to:

- AO1 Demonstrate knowledge and understanding of religion and belief\*, including:
  - belief, practices and sources of authority
  - influence on individuals, communities and societies
  - similarities and differences within and/or between religions and belief
- AO2 Analyse and evaluate aspects of religion and belief\*, including their significance and influence

\* The term 'belief' includes religious and non-religious belief as appropriate to the subject content requirements.

**Question (a)**

See instructions provided with indicative content.

**Question (b)**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>3</b>	<p>An excellent, coherent answer showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>4 – 5</b>
<b>2</b>	<p>A good, generally accurate answer showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language and terms and/or sources of wisdom and authority generally accurately.</p>	<b>2 – 3</b>
<b>1</b>	<p>A limited statement of information about the religious idea, belief, practice, teaching or concept. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language and terms and/or sources of wisdom and authority in a limited way.</p>	<b>1</b>
<b>0</b>	No relevant information provided.	<b>0</b>

**Question (c)**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>4</b>	<p>An excellent, highly detailed explanation showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>7 – 8</b>
<b>3</b>	<p>A very good, detailed explanation showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. A very good understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority accurately and appropriately.</p>	<b>5 – 6</b>
<b>2</b>	<p>A good, generally accurate explanation showing some knowledge and understanding of the religious idea, belief, practice, teaching or concept. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language, terms and/or sources of wisdom and authority generally accurately.</p>	<b>3 – 4</b>
<b>1</b>	<p>A limited and/or poorly organised explanation showing limited knowledge and understanding of the religious idea, belief, practice, teaching or concept. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language, terms and/or sources of wisdom and authority in a limited way.</p>	<b>1 - 2</b>
<b>0</b>	No relevant information provided.	<b>0</b>

**Question (d)**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>5</b>	<p>An excellent, highly detailed analysis and evaluation of the issue based on detailed knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>13 – 15</b>
<b>4</b>	<p>A very good, detailed analysis and evaluation of the issue based on accurate knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. A very good understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority appropriately and in detail.</p>	<b>10 – 12</b>
<b>3</b>	<p>A good, generally detailed analysis and evaluation of the issue based on a generally accurate knowledge of religion, religious teaching and moral reasoning to formulate reasonable judgements and recognise alternative or different viewpoints. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets some religious/specialist language, terms and/or sources of wisdom and authority.</p>	<b>7 – 9</b>
<b>2</b>	<p>Limited statement(s) of more than one viewpoint based on limited knowledge of religion, religious teaching and moral reasoning to formulate judgements. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses limited religious/specialist language and terms and/or few sources of wisdom and authority.</p>	<b>4 – 6</b>
<b>1</b>	<p>A poor, basic statement of a point of view and a very limited attempt or no attempt to formulate judgements or offer alternative or different viewpoints. Little or no attempt made to demonstrate how belief influences individuals, communities and societies.</p> <p>Poor use, or no use, of religious/specialist language, terms and/or sources of wisdom and authority.</p>	<b>1 – 3</b>
<b>0</b>	No relevant point of view stated.	<b>0</b>

**EDUQAS GCSE RELIGIOUS STUDIES (ROUTE A) COMPONENT 3  
OPTION 4 - JUDAISM**

**SUMMER 2019 MARK SCHEME**

**Please note: the mark scheme is not a checklist. Other valid points must be credited.**

**For all (a) questions, credit 1 mark for a very simple definition and 2 marks for a developed definition and/or an example.**

**1. Beliefs and Teachings**

**(a) What do Jews mean by 'Messiah'? [2]**

- The anointed one who some Jews believe will bring a new era for humankind.
- The one who will bring in a new world order and rebuild the Temple.
- A descendant of David who will bring an age of universal peace.

**Refer to the marking bands for question (b).**

**(b) Describe the Abrahamic Covenant. [5]**

*(Reference might be made to the three parts of the Covenant or just one area)*

- Agreement made between God and Abraham.
- Established the giving of the land (Promised Land) for the descendants of Abraham.
- Promise by God to make a great nation from Abram (Abraham).
- God promises to bless Abraham and the families of the earth through him.
- Special sign of the Abrahamic Covenant through the ritual of circumcision.
- Reference to Genesis 12 and 17.

**Refer to the marking bands for question (c).**

**(c) Explain different Jewish beliefs about life after death [8]**

- Judaism is a diverse religion and there will be many different beliefs.
- Called Olam ha-ba (world to come) but the nature of the world has different interpretations.
- Different views as no specific teachings in the Torah..
- Judaism focuses on the living rather than life after death
- Some Jews believe there is no point in thinking about life after death as it is all in the hands of God.
- Reference may be made to interpretations(literal and non-literal) of Sheol.
- Many Orthodox Jews believe in resurrection – as stated by Maimonides in the Principles of Faith, and referred to in daily prayers.
- Some believe in a Messianic age when resurrection of the dead will occur.
- Some Jews believe the body and the soul will be resurrected.
- Reform Jews do not believe in resurrection and references are no longer in prayer books.
- Many Reform Jews believe the soul lives on after death.
- Some Jews believe in a reincarnation (based on Kabbalist understanding).



**Refer to the marking bands for question (d).**

**(d) 'All Jews should keep the 613 mitzvot (duties)'.**

**[15]**

Discuss the statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.)

- Judaism is a diverse religion and there will be many different beliefs and practices.
- Being Jewish isn't just about being religiously Jewish as there are secular Jews.
- There are different ways that people express their religion – references to free will, yetzer ha ray, yetzer ha tov and conscience.
- Some Jews believe all the mitzvot to have been given by God and therefore divine..
- Reform Jews believe they can be adapted to fit circumstances
- Pikuach Nefesh (preserving life) is more important than keeping many of the other mitzvot.
- Some mitzvot, such as those connected with the Temple, are impossible to keep.
- Some mitzvot are dependent on gender.
- The Ten Commandments are a framework for a just society.
- Even though they are difficult to keep in modern Britain they are duties and therefore should be kept.

**Please note: the mark scheme is not a checklist. Other valid points must be credited.**

**For all (a) questions, credit 1 mark for a very simple definition and 2 marks for a developed definition and/or an example.**

## **2. Practices**

**(a) What do Jews mean by 'kosher'? [2]**

- Meaning fit or proper. For example, food allowed to be eaten.
- Pure foods that can be eaten by Jews according to Leviticus.
- Reference to fit or proper actions in keeping with the Torah.

**Refer to the marking bands for question (b).**

**(b) Describe the origin and meaning of Sukkot. [5]**

- Celebrates the Israelites' journey through the desert as described in the Torah.
- Celebrates the Israelites' journey to the Promised Land as described in the Torah.
- Remembers the importance of God as provider and support.
- Remembers the nature of interdependence with nature.
- Diverse meanings of key features dependent upon interpretation and tradition.
- Description of symbolism e.g. Sukkah - temporary booth; Four Species - four parts of the body/different types of Jews; lulav is a reminder that Jews should be united.

**Refer to the marking bands for question (c).**

**(c) Explain why the synagogue is important in Judaism. [8]**

- Diversity of reasons dependent upon tradition.
- It is a place of prayer (beit tefilah).
- Special services are held there e.g. Yom Kippur/Simchat Torah.
- Some Rites of Passage may take place there e.g. bar mitzvahs and weddings..
- Facilitates the minyan which is required for some prayers.
- Role of Shabbat service- communally and religiously.
- Place for community textual study (beth ha midrash)..
- Place for community activities and children's religious education.
- References to the role of the Rabbi.

**Refer to the marking bands for question (d).**

**(d) 'Shabbat is the most important celebration for Jews.'** **[15]**

Discuss the statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer)

As the question refers to celebration any other relevant forms of celebration might be included in the answer e.g. other festivals or rites of passage.

- Judaism is a diverse religion and there will be many different beliefs and practices.
- Observing and keeping Shabbat is a mitzvah as mentioned in the Ten Commandments.
- Shabbat is a spiritual rest for the week and plays an important place in refreshing Jews for the rest of the week.
- Some Jews consider the celebration at the synagogue is very important but most Jews consider the bringing in of Shabbat on a Friday night as important family time.
- Shabbat remembers the importance of God the Creator.
- Many other festivals are important e.g. the seder at Pesach is an important celebration as it celebrates the freedom of the Jewish people and is a family festival
- Other celebrations such as bar mitzvah and marriage may be referred to with reasons given for their importance.