



**General Certificate of Secondary Education  
June 2013**

**Religious Studies**

**405011**

**Specification A**

**Unit 11     *Judaism: Ethics***

**Final**

***Mark Scheme***

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

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 to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## 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. 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.

The **assessed level** of response to each part of each question must be indicated in the left-hand margin (L1, L2, etc.), leaving the right-hand margin for the numerical award.

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

The assessment of Spelling, Punctuation and Grammar (SPaG) is a new requirement for 2013 and examiners need to award up to an additional 4 marks, 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 performance</b>		(0 Marks)

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

**PART A**

**A1 The Environment**

**(a) Explain briefly one type of pollution.**

**Target: Knowledge and understanding of one type of pollution**

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

- Air pollution – when harmful chemicals are released into the atmosphere e.g. radioactive pollution from Fukushima
- Water pollution – when watercourses are polluted e.g. algae growth due to the release of nitrates
- Visual pollution – unsightly buildings, motorways, landfill sites
- Noise pollution – through air traffic, rail and motorway systems
- Land pollution – landfill waste that takes a long time to decompose

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

**(2 marks) AO1**

**(b) ‘A Jew should not work for a company that pollutes the environment.’**

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

**Target: Evaluation of whether a Jew should work for a company that pollutes the environment**

Levels	Criteria	Marks
<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.	3 marks

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

Jews believe in stewardship which is a responsibility to look after the planet / God created the planet / it is a special gift which must be preserved for future generations / God expects Jews to work in partnership to preserve creation / Bal Taschit means do not destroy the planet / Tikum Olam means to repair the planet.

However a Jewish person might not have the choice of jobs and so have to work for such a company to support their family / the recession and credit crunch mean that people need to take work where they can/ people need factories and power stations / the good outweighs the harm / the company might be principled in many ways, but may not be able to afford the cost of reducing pollution / the company may be working on reducing pollution, etc.

Two-sided arguments while not required are creditable.

**(3 marks) AO2**

**(c) What is conservation?**

**Target: Knowledge and understanding of conservation**

Conservation is protecting the natural world / looking after the resources of the planet for future generations.

1 mark for an accurate point.

**(1 mark) AO1**

**(d) Explain Jewish attitudes to the created world.**

**Target: Knowledge and understanding of Jewish attitudes to the created 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 simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks

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

Judaism teaches that God created the world / God made the world good / the world is a gift on loan to humanity and belongs to God / God created Jews with the responsibility of stewardship / this means that Jews should work in partnership with God to preserve his creation / especially for future generations.

**(3 marks) AO1**

(e) ***‘A Jew should support the use of animals for research.’***

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

**Target: Evaluation of whether a Jew should support the use of animals in research**

<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.	3 marks

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

Jews do not believe that animals have a soul, therefore they are less important than humans / for this reason they might support animal testing for the benefit of human beings / if the research will alleviate human suffering and is in a good cause many would support it / God created everything for a purpose, including animals.

Other Jews might take the view that testing for cosmetic reasons is unnecessary and therefore wrong / the Torah makes it clear that animals must be treated with respect / animals are an important part of God’s creation / inflicting pain on animals is strictly forbidden in Jewish law, (Tzar Baalei Chayyim) etc.

Two-sided arguments while not required are creditable.

**(3 marks) AO2**

**A2 Life and Death**

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

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

The sanctity of life is the belief that life is sacred and belongs to God / only God has the right to decide if a person lives or dies / all life is holy or precious.

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 beliefs about life after death.****Target: Knowledge and understanding of Jewish beliefs 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 simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</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	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks

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

There are few teachings about life after death in Judaism / however many Jews believe that God will reward them (in the world to come) for following God's law in this life / there is the idea that Jews will rejoin their ancestors at death / there is also the idea of the immortality of the soul / resurrection / a dark shadowy place called Sheol / heaven (Gan Eden) and hell (Gehinam) / judgement for good and bad deeds.

**(4 marks) AO1**

**(c) 'Euthanasia should be allowed.'**

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

**Target: Evaluation of whether euthanasia should be allowed**

<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, e.g. three simple reasons would reach this level. <b>N.B. 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, i.e. 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 may include some of the following points:**

**Agree**

God has given mankind the ability and technology to help alleviate pain / some Jews would say that to allow a person to suffer at the end of their life is cruel / the principle of showing compassion to those who suffer in this life is important / passive euthanasia, withdrawing life-sustaining treatment, is striving not to prolong life / in Israel a machine is used to hasten death, so that the machine is responsible rather than a human being, etc.

**Other Views**

Euthanasia is considered suicide or murder which are strictly forbidden in Judaism / only God has the right to give and take life / euthanasia is playing God, and not the right of human beings / the Torah teaches Jews not to kill / the Talmud says that a person in a dying condition is still considered a living person in all respects / technology to help alleviate pain may remove the need for euthanasia, etc.

**(6 marks) AO2**

**A3 Crime and Punishment**

**(a) Explain any two of these aims of punishment.**

**Target: Knowledge and understanding of the aims 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 simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</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	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks

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

Deterrence – to make sure that people keep the law because they do not want the punishment / to put people off from committing crimes again

Protection – to protect the rest of society from the criminal or crime / to protect the criminal from the public

Reformation – to change the attitude of the offender for the better / they become useful members of society

Reparation – to make amends for the wrong one has done, by helping those wronged

Retribution – to be paid back for the wrong done / to allow the victim to have revenge / the punishment fits the crime

Credit relevant examples as development.

A maximum of Level 2 should be awarded if only one aim is explained.

**(4 marks) AO1**

**(b) Explain briefly how being in prison might affect the prisoner.**

**Target: Knowledge and understanding of how imprisonment impacts on the prisoner**

Many offenders find it difficult to cope with imprisonment / suicide is a major problem in prisons / some prisoners learn a lifestyle of crime / as is drug addiction / mental health problems / many prisoners go on to re-offend / many prisoners feel blamed by society and do not want to usefully participate in society on release / many prisoners never work again because of their criminal record / families may break down as a result of imprisonment / others face homelessness / some prisoners 'go straight' after imprisonment because they do not want to return / prisons try to reform the individual so that they do not re-offend / some offenders decide to be examples to others / they work to educate people to prevent them from pursuing a life in crime.

1 mark for a superficial comment or a single point.

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

**(2 marks) AO1**

**(c) 'Jewish teachings about punishment are out of date.'**

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

**Target: Evaluation of whether Jewish teachings about punishment are out of date**

<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, e.g. three simple reasons would reach this level. <b>N.B. 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, i.e. 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 may include some of the following points:**

**Agree**

There are many offences in the Torah that are punishable by death; but the majority of civilised societies do not have the death penalty / some of the crimes would not be punishable in such a way in the modern world – for instance idol worship, incorrect observance of the Shabbat, cursing your parents / the Torah was written a long time ago / the rules may be seen as a reflection of the times rather than an absolute set of rules, etc.

**Other Views**

God's rules are not open to interpretation / some Jews view the Torah as the complete and perfect word of God / the Torah guides and rabbinic interpretation ensures that Jewish rules are just as valid in the modern world / the teachings ensure that those accused of crimes are tried fairly / Yom Kippur ensures that people are given opportunities to repent, reflect and start again after punishment, etc.

**(6 marks) AO2**

**A4 Wealth and Poverty**

- (a) Explain briefly what is meant by long term aid.**

**Target: Knowledge and understanding of long term aid**

Long term aid is assistance given to a poor country over a long period of time / it has a lasting effect / it is longer term support given to help people to become more self-sufficient / credit examples of long term projects / in partnership development work.

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 why World Jewish Relief helps the poor.**

**Target: Knowledge and understanding of the reasons why World Jewish Relief helps the poor**

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 simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</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	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks

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

Jews are taught to love their neighbour and this extends to the poor / Jews are taught to act justly in the world, and helping those who suffer is justice in action / Jews are instructed not to reap the very edges of their crops and leave them for the poor / Jews are encouraged to think of giving to those in need as a duty / the action also pleases God / many Jews see the responsibility of giving to others as a debt / tzedaka is a commandment (mitzvah) / Jews gain spiritual reward through giving to others / acts of loving kindness (Gemilut Chasadim) are one of the three things on which the world stands etc.

Examiners will assess **why** rather than **how** World Jewish Relief helps the poor.

**(4 marks) AO1**

(c) **'No one should be rich when others are poor.'**

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

**Target: Evaluation of whether it is right to be rich when others are poor**

<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, e.g. three simple reasons would reach this level. <b>N.B. 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, i.e. 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 may include some of the following points:**

**Agree**

Judaism teaches that humans are stewards of wealth, not owners / the principle of Shmittah implies that wealth is only on loan / wealth has greater responsibilities than poverty / there are teachings in the Ethics of Fathers that state that a life of poverty is a blessing and will be rewarded in the afterlife / Jews have a responsibility to give tzedaka / this means that Jews should be generous / Judaism warns against greed, etc.

**Other Views**

God promised to bless the Jews with wealth if they follow his commandments / Judaism teaches that nobody should impoverish themselves when giving to others / poverty is undesirable in Judaism / this is why it is important to give tzedaka / Rabbis have described poverty in the past as 'pointless suffering' / Jewish history shows that wealth is desirable / as the Jews became city dwellers they developed more rules in relation to conduct in commerce / those who work hard deserve their reward, etc.

**(6 marks) AO2**

**PART B****B5 Relationships and Lifestyle****(a) Explain the purposes of Jewish marriage.****Target: Knowledge and understanding of the purposes of Jewish marriage**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</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	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	This implies several points have been made.  Two or three points with some development of two would reach this level.  A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence.  Level 6 answers will be well-structured with good development.  Quality – v – quantity: Level 6 responses do <b>not</b> have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

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

A Jewish marriage is a way of showing love and commitment to each other / it is a lifelong commitment to each other / it is the right context for a sexual relationship / it is there for the couple to share companionship and support through life / Genesis says that a man shall leave his parents and cling to his wife / to provide a secure setting for raising children and a family / Jews are told to go forth and multiply / marriage allows a couple to grow spiritually together in faith and grow closer to God / Jewish marriage encourages involvement and stability in the Jewish community etc.

**(6 marks) AO1**

**(b) 'Jews should not be allowed to remarry.'**

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

**Target: Evaluation of the acceptability of remarriage in Judaism**

<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, e.g. three simple reasons would reach this level. <b>N.B. 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, i.e. 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 may include some of the following points:**

**Agree**

The commitment of marriage is meant to be for life / the Talmud says that the altar and God himself shed tears when a couple divorces / it is not fair on any children of the first marriage who have been through divorce / if people cannot make their first marriage work, what chance have they got in a second marriage? / the Kohanim are not allowed to remarry / a previously divorced couple are not allowed to remarry each other either etc.

**Other Views**

In Judaism, marriage is a voluntary arrangement / there may be very good reasons why a first marriage failed / if a couple did not have children in their first marriage they would be encouraged to remarry in order to have children / the Torah makes it clear that Jews are allowed to remarry / the Get exchanged in the divorce procedure frees a couple to remarry / many people go on to remarry after the death of their first spouse / the Torah includes the law of Levirate marriage etc.

**(6 marks) AO2**

**(c) Explain Jewish views about the responsibilities of parents.****Target: Knowledge and understanding of Jewish attitudes to parenting**

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 simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</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	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	This implies several points have been made.  Two or three points with some development of two would reach this level.  A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence.  Level 6 answers will be well-structured with good development.  Quality – v – quantity: Level 6 responses do <b>not</b> have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

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

Jewish parents have a responsibility to raise their children in the Jewish faith / the Shema must be taught / the Shema states that parents must teach their children / this includes the keeping of festivals, the Shabbat, and kosher food laws / as the children grow older, parents must encourage their children to accept more responsibility for their faith / parents also have a responsibility to ensure that children participate in rites of passage such as Bar and Bat Mitzvah / parents have a responsibility to love and care for their children / they need to raise their children to contribute positively to the community and wider society / parents must set a good example to their children etc.

**(6 marks) AO1**

**(d) 'A same sex couple can raise children just as well as any other couple.'**

**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 the strengths of homosexual and heterosexual parenting in Judaism**

<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, e.g. three simple reasons would reach this level. <b>N.B. 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, i.e. 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 may include some of the following points:**

**Agree**

Sexuality has little to do with the ability to be a good parent / non-Orthodox Jews would say that the emphasis should be on the stability of the loving relationship between the couple rather than their sexuality / in the modern world there are many examples of successful gay parenting / a gay couple can fulfil many of the functions required of a Jewish parent / Judaism does not condone the persecution of or discrimination against homosexuals / Judaism teaches that everyone is made in the image of God (B'tzelem Elohim) / single parents raise children, so two parents of either gender are an advantage, etc.

**Other Views**

The Torah makes it clear that the foundation for a happy family is marriage between a man and woman / the Torah states that a man should not lie with another man / homosexuality was punishable by death in Jewish history / children need the stability of a loving mother and father who can provide good role models of the different roles that men and women fulfil in Judaism, 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.	<i>(4 marks)</i>
<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.	<i>(2-3 marks)</i>
<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.	<i>(1 mark)</i>
<b>Below threshold performance</b>		<i>(0 marks)</i>

**B6 Conflict and Suffering****(a) Explain Jewish views about nuclear war.****Target: Knowledge and understanding of Jewish views about nuclear 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 simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</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	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	This implies several points have been made.  Two or three points with some development of two would reach this level.  A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence.  Level 6 answers will be well-structured with good development.  Quality – v – quantity: Level 6 responses do <b>not</b> have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

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

Teachings about the sanctity of human life would make the idea of the use of nuclear weapons unacceptable to Jews / Jews believe in the importance of peace / although war is sometimes necessary within Judaism, the use of nuclear weapons would cause so much destruction as to be disproportionate / the principle of Bal Tachit, do not destroy applies / it is forbidden to cause destruction to fruit trees during war and for this reason nuclear weapons are not approved of / teachings of stewardship and care for the planet also apply / however, Israel is thought to have nuclear capacity / such weapons are useful to deter other nations from attack etc.

Award a maximum of Level 4 for students who discuss war only.

**(6 marks) AO1**

**(b) 'War is always wrong.'**

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

**Target: Evaluation of whether war is ever acceptable**

<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, e.g. three simple reasons would reach this level. <b>N.B. 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, i.e. 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 may include some of the following points:**

**Agree**

Judaism stresses the importance of peace rather than war / the world is maintained by three things: truth, justice and peace / Jews look forward to a time of peace when the Messiah will come / Jews are instructed to give food and drink to the enemy, not make them suffer / war causes pain, injury and death to those who fight in them / it also causes suffering to civilian life not directly involved / suffering is caused for the people who are left behind by those who die / the infrastructure of a country is also destroyed after warfare which causes suffering for future generations / wars can go on for years / Jewish principles about the sanctity of life and not taking life apply etc.

**Other Views**

The Torah is clear that there are times when Jews are required to fight / war may be necessary to defend what is just and right / war may ultimately prevent suffering / in Jewish history there have been many instances when Jews have been required to fight to defend themselves and the land of Israel / if Jews hadn't done so, the land of Israel might not exist today / the Israeli army is called the Israel Defence Force / Jews are required to fight against aggression / they are also required to defend an ally under attack, etc.

**(6 marks) AO2**

**(c) Explain Jewish views about terrorism.****Target: Knowledge and understanding of Jewish views about terrorism**

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 simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</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	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	This implies several points have been made.  Two or three points with some development of two would reach this level.  A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence.  Level 6 answers will be well-structured with good development.  Quality – v – quantity: Level 6 responses do <b>not</b> have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

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

Jews would be totally against terrorism as it targets innocent civilians / the experience of terrorism in Israel would make many Jews totally against terrorism / Jews have a responsibility to work to achieve peace / the rules of war in Judaism make it clear that destruction of human life in such a way is wrong / Jews have a responsibility to fight against cowardly acts of terrorism / the Torah teaches not to kill / terrorists murder others indiscriminately; the Jewish scriptures are clear that murderers deserve to die / terrorist actions do not promote justice etc..

**(6 marks) AO1**

**(d) 'Protesting for peace is pointless.'**

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

**Target: Evaluation of the power of protest for peace**

<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, e.g. three simple reasons would reach this level. <b>N.B. 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, i.e. 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 may include some of the following points:**

**Agree**

Protests rarely change the actions of a government / there have been many protests against the conflict in Gaza but this has not changed anything / protests can put people in danger; many people are injured and killed in protests all over the world / sometimes war is necessary / war may be necessary if in the longer term it creates peace / if Jews had not fought in the past they would no longer have a homeland, etc.

**Other Views**

Judaism teaches that it is right to protest against injustice in the world / and also to find peaceful ways of resolving conflict / protesting for peace is a non-violent method of seeking change in the world / many protests have changed government policy in the past / Jews have a responsibility to do what they feel is right before God / Rabbinic teachings are clear that Jews have a responsibility to the wider community; so Jews may protest for peace in the interest of others / evil flourishes when good people do not act / the world is maintained by three principles including peace / protests raise awareness in others, 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.	<i>(4 marks)</i>
<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.	<i>(2-3 marks)</i>
<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.	<i>(1 mark)</i>
<b>Below threshold performance</b>		<i>(0 marks)</i>