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MARK SCHEME

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Question	Answer		Marks
Assessment objectives / Levels of Response			
A Knowledge (35%)			
Level	Marks	Marks	Description
4	6–7	4–5	Very good/excellent attempt, demonstrates detailed knowledge. Shows a high level of skills in selection of appropriate information. Very good organisation and presentation with skilled use of technical terms.
3	4–5	3	Good attempt, wide knowledge, selects mostly relevant information, shows knowledge of technical terms with good organisation and presentation skills.
2	2–3	2	Valid/satisfactory attempt, fair knowledge. Competent selection of some relevant information. Moderate organisation and presentation with some use of technical terms.
1	1	1	Basic attempt, some knowledge and limited ability to select relevant information.
0	0	0	Answer absent / completely irrelevant.
B Understanding and interpretation (35%)			
Level	Marks	Description	
4	6–7	Very good/excellent attempt, demonstrates a thorough understanding of religious beliefs, language and concepts. The ability to analyse and show clearly the relationship between belief and practice. Very good organisational and presentation skills.	
3	4–5	Good attempt, demonstrates good understanding of religious beliefs, language and concepts. The ability to show the relationship between belief and practice. Good organisational and presentation skills.	
2	2–3	Valid/satisfactory attempt, the ability to show some understanding of religious language and concepts. Some ability to show the relationship between belief and practice. Moderate organisation and presentation with some use of technical terms.	
1	1	Basic attempt, limited ability to show understanding of religious language, concepts or practice. Little explanation offered.	
0	0	Answer absent / completely irrelevant.	

Question	Answer	Marks
C Evaluation (30%)		
Level	Marks	Description
4	6	Very good/excellent attempt, demonstrates the ability to see the significance of specific issues and to express clearly a personal opinion supported by appropriate evidence and argument and also consider the argument for other views.
3	4–5	Good attempt, demonstrates the ability to see the significance of specific issues and express a personal opinion supported by some evidence and argument and to explain the argument for one or more other views.
2	2–3	Valid/satisfactory attempt, demonstrates some ability to see the significance of an issue and express a personal opinion with limited argument. Or, a simple expression of points of view.
1	1	Basic attempt, limited ability to see the significance of an issue or merely expresses a personal opinion.
0	0	Answer absent / completely irrelevant.

Question	Answer	Marks
1(a)	Describe a service of Holy Communion (Eucharist/Mass) in a Christian church. Mark according to level descriptors for Assessment Objective A. Knowledge. Responses might include some of the following: Candidates are likely to describe a Eucharist or Mass from a denomination they are familiar with. There will be common elements in all descriptions and these are likely to include a description of some of the following: Hymns; prayers; confession of sins; readings from the scriptures; sermon; offerings; the Peace; presentation of bread and wine; the priest saying a version of the words of Jesus at the Last Supper; congregation partaking in communion; blessings.	7
1(b)	Explain why <u>both</u> public and private acts of worship are important for Christians. Mark according to level descriptors for Assessment Objective B. Understanding and interpretation. Responses might explain some of the following: Public acts of worship, especially the Mass, are central to Christian worship and in most denominations, they are seen to strengthen the faith of Christians and their bond with one another. They are public declarations of faith. People are reminded of their beliefs and that they are members of a world-wide faith. They enjoy the hymns and the atmosphere of joint celebration/worship. A variety of activities take place such as Bible reading and Sermon, as well as prayer and worship. Notices are given and marriage banns read, people feel part of the community. There is also a social side, with food and drink sometimes offered. Private worship is more introspective but believers may feel a more personal connection with God in the privacy of their own homes or a solitary place. Private worship can bring comfort at times of distress or grief and there may be problems Christians wish to share with God but not with a congregation of people. There may be a sense of stillness and peace achieved which is not possible in public worship.	7

Question	Answer	Marks
1(c)	‘Everyone should agree about what it means to be a Christian.’ Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer. Mark according to level descriptors for Assessment Objective C. Evaluation. Responses might consider some of the following: Candidates may discuss the different approaches to Christianity taken by a variety of people who would all profess to be Christians. Some candidates may differentiate between practising Christians and those who are born into the faith but do not attend church or take part in festivals and rituals. Some responses may express a personal opinion or assessment as to which aspects of the faith a person should acknowledge or practice to be called ‘Christian’ and how this is judged differently. Personal experience may play a part in the forming of opinion and argument. For example, reference might be made to the fact that many people wish to have children baptised or to marry in church but do not follow any other aspects of Christian life. Another view might be that in many countries society is organised on principles that have common ground with Christianity and so some people judge themselves to be Christian because of their nationality or where they live. All valid responses should be credited appropriately.	6

Question	Answer	Marks
2(a)	Describe how Jesus was treated cruelly in the week leading up to his death. Mark according to level descriptors for Assessment Objective A. Knowledge. Responses might include some of the following: Candidates' knowledge may be dependent on the amount of detail of the life of Jesus that they have studied. An overview, rather than a detailed account is expected. What is looked for is an account of how Jesus was persecuted during the last week of his life. During the last week the Chief Priests, who plotted to kill Jesus, offered Judas money for his betrayal. Jesus was betrayed and arrested. He was subject to a trial before the High Priest and false evidence was brought against him. He was tortured by his guards. Tried by the Roman Governor and sentenced to death by crucifixion. Crucifixion was a slow, cruel death and he carried his own cross to the place of execution. He was crucified with other criminals; mocked and taunted whilst he was suffering on the cross. A placard was placed above his head which read 'King of the Jews'.	7
2(b)	Explain why Christians celebrate Ascension Day. Mark according to level descriptors for Assessment Objective B. Understanding and interpretation. Responses might explain some of the following: The Easter festival celebrates the resurrection of Jesus and is a joyful event. The central theme is 'Christ is Risen' (from the dead). In the church, the celebration of Easter continues for forty days. The fortieth day is Ascension Day. In the gospels, as well as the discovery of the empty tomb there are accounts of Jesus appearing to his disciples. Ascension Day marks the last time that the disciples saw the resurrected Jesus (as narrated in Luke and Acts). For Christians, the cycle of Jesus' suffering, death and resurrection finishes with Jesus' ascension to Heaven. The Paschal candle is put out on Ascension Day. The day marks Jesus ascending to Heaven to take his rightful place with God and it is also the time that the mission/instruction to spread the gospel is given to the apostles.	7

Question	Answer	Marks
2(c)	‘Only members of minority religions are persecuted today.’ Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer. Mark according to level descriptors for Assessment Objective C. Evaluation. Responses might consider some of the following: Candidates are likely to agree that in many countries minority religions are persecuted if not in a physical sense then by discrimination and prejudice or lack of understanding of their beliefs. Some may give examples. Some of the debate might be based around the word ‘minority’ because a religion which may be in a minority in some parts of the world will be a major religion in others. An example of this would be Christians in Muslim countries or vice-versa. A conclusion might be that, unfortunately, religious persecution is still strong in many parts of the world and no religion is immune from it. The tragedy is that to persecute others for their faith goes against the principles of all religions but it is still happening. Religious persecution still exists in spite of the lessons of history. All valid responses should be credited appropriately.	6

Question	Answer	Marks
3(a)	Outline why Bethlehem and Nazareth are places of historical interest for Christians. Mark according to level descriptors for Assessment Objective A. Knowledge. Responses might include some of the following: Bethlehem: the birthplace of Jesus, first mentioned in the Old Testament when Rachel, wife of Jacob, mother of Joseph, died there. It is where King David is thought to have been born and anointed King of Israel. According to Old Testament prophecy, the Messiah would come from Bethlehem. The exact place where Jesus was born is now under the Church of the Nativity. (Bethlehem has many churches, convents, schools and hospitals funded by Christians worldwide.) Nazareth: a city in Lower Galilee, the traditional boyhood home of Jesus. Mentioned in the New Testament. ‘So Joseph went up from the town of Nazareth ... to Bethlehem.’ The Annunciation is believed to have taken place in Nazareth (Luke 1:26–33) but the only place which dates back to the time of Jesus is St. Mary’s Well. (There are many churches in Nazareth which are visited by pilgrims from all denominations.)	7
3(b)	Explain why Epiphany is a significant celebration in the church year. Mark according to level descriptors for Assessment Objective B. Understanding and interpretation. Responses might explain some of the following: The night before Epiphany is known as Twelfth Night and is traditionally the end of Christmas festivities. The day or Sunday on which the feast of Epiphany is celebrated in church is significant because three stories are read from the New Testament. The showing of the baby Jesus to the Magi (Matthew 2:1–12) The first miracle - turning water into wine (John 2:1–11) The baptism of Jesus in the river Jordan (Matthew 3:13–17) Mainly, Epiphany (which means showing) is significant as a celebration of Jesus’ identity. The showing of the infant to the Magi is the revelation to the Gentiles of Jesus as Saviour. The symbolism of their gifts, gold, frankincense and myrrh reinforce for Christians that the birth of Jesus is only the start of the story. Through Jesus, God will bring about the salvation of the world. The other readings during the Epiphany service are other occasions where he is ‘shown’.	7

Question	Answer	Marks
3(c)	‘The fact that many pilgrim sites are visited by both pilgrims and tourists at the same time causes problems.’ Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer. Mark according to level descriptors for Assessment Objective C. Evaluation. Responses might consider some of the following: Candidates might evaluate the value of pilgrimage and the visiting of historical sites and why large numbers of Christians take part in pilgrimage. Also that many of the Christian sites of pilgrimage are well known in both Eastern and Western culture and history. Some of the places are close to popular holiday destinations and there is a modern trend to include visits to holy and historic places in holiday package tours. There is a sense of ownership of these sites which is shared by practising Christians and those who come from Christian cultures but are not religious believers. Some responses might come to conclusions as to whether pilgrimage sites should be preserved for faithful believers and a more exclusive atmosphere preserved for prayer and devotion or whether the universality of the religion is celebrated by the diverse numbers who visit these sites. Examples might be given e.g. Rome, Jerusalem. All valid responses should be credited appropriately.	6

Question	Answer	Marks
4(a)	Describe the architectural features of a typical mosque and state their religious purposes. Mark according to level descriptors for the Assessment Objective A. Knowledge. Responses might include the following: In most cases, purpose-built mosques will have a minaret - from which the call to prayer is made. A dome, representing the universal nature of the faith. All mosques have a quiblah, a wall which indicates the direction of the Holy Ka'ba in Makkah and contains an architectural niche known as the mihrab. There is usually a minbar, which is an arrangement of three or more steps from which the sermon is preached at Jummah prayers. There usually will be washing facilities so that Muslims can perform wudu before prayer. There are usually separate spaces for men and women to pray, women do not have to attend the mosque to pray though. Most mosques also have patterns of calligraphy taken from the Arabic passages in the Qur'an to remind worshippers of God. Responses might give an example.	7

Question	Answer	Marks
4(b)	Explain the role and significance of the Imam as a religious leader. Mark according to level descriptors for the Assessment Objective B. Understanding and interpretation. Responses might explain some of the following: Responses are likely to explain that all Muslims are equal in the sight of God. The word 'Imam' means 'in front' and so the person who is the Imam is respected because he is the person who stands in front of the congregation leading the prayers in the mosque or at other times of communal worship. In some mosques the Imam will give Iqamah (second call to prayer). The Imam will not usually be paid for leading the prayers and a variety of devout Muslims, including women (to lead women in prayer), are capable of doing this. However, the Imam may have other important jobs as mullah (teacher), secretary or caretaker of the mosque. Large mosques may have a full time Imam and sometimes more than one. As a mullah, the Imam might teach Arabic to children in the madrassah and is well versed in the teachings of the Qur'an and Hadith and instructs and guides children and adults in understanding Islam and following God's word. As well as giving religious advice, the Imam may preside over religious occasions and festivals. For example, naming ceremonies, weddings and Id prayers. The Imam usually preaches the Khutbah at Salah-ul-Jumah. The sermon usually addresses religious questions and matters of importance to the local community or political issues. The Imam will also advise on discussions and disputes in the community that can be solved by Shariah law. In Shi'ah Islam, the 'hidden' Imam is also the rightful leader of the worldwide Islamic community, reference to this should be credited.	7

Question	Answer	Marks
4(c)	‘The call to prayer, five times a day, is only for Muslim men.’ Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer. Mark according to level descriptors for the Assessment Objective C. Evaluation. Responses might consider some of the following: For all Muslims there is an obligation to obey the Five Pillars. Salah, prayer five times each day, is seen as a compulsory duty, for all men, women and children who are old enough to carry out this duty. So, there is a clear reason for disagreeing with the statement. However, some responses might offer the view that although there is no obligation to attend the mosque, as prayer can be carried out anywhere if certain rules are observed, many men choose to attend the mosque to perform Salah. It is in this respect that the call to prayer at the mosque might be seen to be mainly for men. Women, with duties of home and children, will not be as free to attend the mosque and will mostly carry out prayer at home five times each day. All valid responses should be credited appropriately.	6

Question	Answer	Marks
5(a)	Describe the different stages of Hajj after the pilgrims arrive in Makkah in ihram. Mark according to level descriptors for Assessment Objective A. Knowledge Responses might include some of the following: Pilgrims make their way to the Holy Mosque in which the Ka'ba is situated. The tawaf is the rite in which pilgrims circle the Ka'ba. They do this seven times. The tawaf begins in the South-East corner where the black stone is encased in a silver frame. Pilgrims walk anti-clockwise around the Ka'ba, seven times, praying. Two rak'ah are performed at the Maqam Ibrahim (Ibrahim's station). Then pilgrims go to the two rocky hills of Safa and Marwah and start the Sa'y (the running in between them as Hagar did). This completes the Umrah, the lesser pilgrimage. To complete the full pilgrimage, all pilgrims leave Makkah and camp at Mina and spend the night in prayer. The next day they travel by foot to the Plain of Arafat where from noon to sunset they make the wuquf (the stand before God) praying and concentrating on God alone. If the wuquf is missed Hajj is not valid. At sunset, the pilgrims go to Muzdalifah where they pray Maghrib and Isha prayers and gather forty-nine pebbles for the next day. After Fajr prayers the next morning, pilgrims return to Mina and throw pebbles at three stone pillars which represent the three times that Shaytan (the Devil) tried to tempt Ishmael. After the stoning of the first pillar, the pilgrims who can afford it will sacrifice a sheep or a goat to remember Ibrahim's willingness to sacrifice his son. Part of the meat is given to the poor. After the sacrifice men may have their heads shaved and women trim their hair. This denotes the end of ihram. Some return to Makkah for another seven circuits of the Ka'ba.	7

Question	Answer	Marks
5(b)	Explain the significance of the sacrifice in the celebration of Id al-Adha. Mark according to level descriptors for Assessment Objective B. Understanding and interpretation. Responses might explain some of the following: It is not expected that responses should be merely a re-telling of the story of Ibrahim's sacrifice of Ishmael but an explanation that the sacrifice of the animal represents Muslims' readiness to serve God. The pilgrims on Hajj have already shown their willingness to make sacrifices and all Muslims are willing to make sacrifices to obey God. Id al-Adha is the climax of the Hajj pilgrimage and the major festival in the Islamic year. It commemorates Ibrahim's faith and his complete submission to the will of God. The sacrifice of an animal commemorates Ibrahim's willingness to sacrifice his son, Ishmael, at God's command. Every Muslim takes part in the feast, not just those on Hajj, it is a family occasion, bearing in mind the whole family of Islam. It is a serious occasion and concentrates the mind on self-sacrifice, symbolised by the sacrificing of an animal. For those taking part, it symbolises the submission of each individual and a renewal of total commitment to God. To make sure that all Muslims are included, the meat of the animal is divided up for the poor, friends and relatives, and for a family's own use.	7

Question	Answer	Marks
5(c)	‘Making a sacrifice for God at Id al-Adha teaches compassion and responsibility.’ Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer. Mark according to level descriptors for Assessment Objective C. Evaluation. Responses might consider some of the following: Candidates may respond in terms of the physical act of the sacrifice of an animal at Id al-Adha and agree with the statement. It is the duty of a Muslim (man) to know how to kill an animal quickly and kindly and be prepared to take this responsibility. In some countries, the animal is kept and cared for up to the time of slaughter. Facing the responsibility of making the sacrifice teaches how hard it must have been for Ibrahim to pass God’s test. In other countries, such as Britain, slaughtering the animal is a collective responsibility and must be done in an abattoir. A sense of responsibility and compassion is still required and the regulations and conditions must be such that the animal is respected and does not suffer. Some candidates may argue that there are other ways of making sacrifices for God, which are preferable e.g. self-sacrifice, denial of comforts, putting others first and worship. However, whether the sacrifice is physical or spiritual, the teaching is the same. All valid responses should be credited appropriately.	6

Question	Answer	Marks
6(a)	Give an account of the origin of Sunni and Shi'ah Islam. Mark according to level descriptors for Assessment Objective A. Knowledge. Responses might include some of the following: Candidates are likely to describe the history of the Sunni and Shi'ah split. According to tradition when Muhammad (pbuh) died he did not name any successor and the Muslim community were in shock. The companions of Muhammad asked Abu Bakr, Muhammad's friend and one of the very first converts to Islam, to become Caliph (which means successor). Some of the Muslims thought that Ali, the cousin of Muhammad (pbuh), who was also one of the first converts should have been the successor. He was like Muhammad's (pbuh) younger brother and had supported him loyally, risking his own life at one point. Abu Bakr had also done this. Shi'ah Muslims say that Ali was busy arranging the funeral of Muhammad (pbuh) when the election of Abu Bakr took place and that he should have taken part in the discussions. When Abu Bakr died, after two years, he named Umar as his successor and so Ali was passed over once again. Supporters of Ali became known as the Shi'at of Ali, the party of Ali. During the thirty years after the death of Muhammad (pbuh), the Muslims were governed in turn by four Caliphs known as the four rightful or pious Caliphs. Ali was the last one of these to rule the Muslims. When Ali finally became Caliph, twenty-four years after the death of Muhammad (pbuh) the Shi'ah Muslims refused to call him the fourth Caliph because they did not believe in the rule of the previous three, so they called him the first Imam. During Ali's reign civil war broke out and there were a series of battles with those who opposed Ali. Ali was assassinated.	7

Question	Answer	Marks
6(b)	Explain the beliefs about God that are shared by all Muslims. Mark according to level descriptors for Assessment Objective B. Understanding and interpretation. Responses might explain some of the following: All Muslims believe in the divine attributes of God (Allah) and this belief is an integral part of the faith. Muslims are unable to describe God, however the existence of God can be realised through his manifestations and attributes as told by the prophets. Some of the attributes of God are that he is the creator, designer and controller of the universe, master of all. He is infinite and eternal; he has no beginning and no end. He is all-powerful and omnipotent, merciful and most gracious, and his mercy extends to all things; eternal and absolute, dependent on nothing, but everything is dependent on him. His sovereignty reigns over all worlds. He is the undisputed ruler who demands obedience. All Muslims believe that shirk, which is assigning partners to Allah, is an unforgivable sin. He has no spouse or offspring 'Neither he begets nor is begotten.' Muslims believe there is only one god and no other should be worshipped. 'You alone we worship and You alone we ask for help.' There are ninety-nine names for God which describe his attributes. Belief in the unity of God is known as Tawhid. A believer in Tawhid surrenders completely to the will of God and becomes a true servant so that success and salvation can be achieved in this world and the hereafter.	7

Question	Answer	Marks
6(c)	‘Islam is a universal religion of peace.’ Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer. Mark according to level descriptors for Assessment Objective C. Evaluation. Responses might consider some of the following: One view, in support of the statement, might be that the message of Islam is universal. It is for the entire mankind. The Qur’an says ‘We have sent you ... as a mercy for all nations.’ All people are equal in Islam. Discrimination is strongly opposed. Islam proclaims the idea of the entire humanity belonging to the family of God. The word Islam is related to the word for peace. Muslims believe all peaceful ways of solving disputes should be tried. However, even peaceful people might find themselves in situations which involve conflict. During the time of Muhammad (pbuh) he led his followers into battle. Muslims believe that Jihad is obligatory which means that when the occasion arises an individual should offer even his life in the defence and protection of Islam. Islam is a practical religion and when all other ways of solving disputes have been tried before resorting to physical violence there are reasons to be considered before making a decision to e.g. go to war. There are rules to be considered and Jihad must be conducted in a way so as to ensure that it is acceptable to God. Candidates might provide evidence to support their reasons. All valid responses should be credited appropriately.	6

Question	Answer	Marks
7(a)	Outline how the religious traditions of Sukkot are followed in the home. Mark according to level descriptors for Assessment Objective A. Knowledge. Responses might include some of the following: A sukkah is built outside the home. The roof must be made of natural materials, cut especially for the purpose. The roof should be the last part of the sukkah to be built and should allow the light of the stars to show through. The inside of the sukkah is decorated with fruit and religious pictures. The Four Kinds (Species) are collected: an etrog (citron), a lulav (palm frond), three hadassim (myrtle twigs) and two aravot (willow twigs). The mitzvot, or, commandment is to live in the sukkah for seven days (an extra day is added in the Diaspora). Most Jews eat in the sukkah and in some countries, they sleep in it. Guests, including non-Jews, are often invited to join the meals in the sukkah. In places where it is impossible to build a sukkah outside a home, there is usually a large sukkah built outside the synagogue where members of the congregation can gather to obey the mitzvot.	7
7(b)	Explain the importance of passing on religious tradition through the family in Judaism. Mark according to level descriptors for Assessment Objective B. Understanding and interpretation. Responses might explain some of the following: Jews emphasise the importance of religious tradition and obeying the mitzvot in enabling them to remain a covenant people. They believe that they have been especially chosen by God to live by his Law as a witness to the rest of the world. Continuity in practising religious traditions in family life enables the faith to remain strong and the religion to continue through the generations. Traditionally, a person is considered Jewish if their mother is Jewish and so having children within a Jewish marriage is important and also in most traditional communities, Jews choose to marry other Jews. Family life is important in maintaining the special relationship with God. In the Shema, God commands Jews to teach the religion to their children. The Abrahamic Covenant required boy children to be circumcised. Throughout history (especially after the loss of the temple), Jews believe that they have preserved Judaism by maintaining and passing on the traditions even in the harshest circumstances. At times of persecution, traditions such as circumcision, reading the Torah and worship, have been followed secretly and at the risk to life and only family would be trusted.	7

Question	Answer	Marks
7(c)	‘Children should not be expected to carry out religious duties.’ Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer. Mark according to level descriptors for Assessment Objective C. Evaluation Responses might consider some of the following: The discussion and argument might focus on the age at which children should become responsible for their own religious duties. This is very clearly laid out in Judaism as at the time of Bar and Bat Mitzvah at the ages of 12 and 13 Jewish boys and some girls go through a ceremony at which they assume these adult responsibilities. There might be discussion as to what part in Jewish religious observance children younger than this might play. Evidence may be offered of participation in family prayer, rituals and festivals in the home by children of all ages. One view might be that participation and duties can be tailored according to age. An example would be at Pesach (Passover) the youngest child asks four questions. There might also be an argument that if children wish to play some part in following their faith e.g. in studying and learning the teachings and history of their religion, this can be done at an earlier age and before any initiation ceremony takes place, especially as children are assumed to be Jewish from birth. All valid responses should be credited appropriately.	6

Question	Answer	Marks
8(a)	Describe the ritual dress some Jewish men wear when praying. Mark according to level descriptors for Assessment Objective A. Knowledge. Responses might include the following: Tallit (prayer shawl) is worn every day for morning prayer. Tzitzit (the fringes) of the shawl represent the 613 commandments in the Torah. Some Jews may wear a smaller version of the Tallit with fringes, (Tallit Katan), all day under their clothes. Tefillin (phylacteries) are two black leather boxes worn on the forehead and upper arm, shel yad and shel rosh. They contain small parchment scrolls of Scripture, from Deuteronomy and Numbers to remind Jews God is in their head and in their heart. Yamulka (skull cap) is worn as a reminder that the wearer is always in the presence of God and the head should be covered out of respect for God.	7
8(b)	Explain the importance of the Sefer Torah in the synagogue. Mark according to level descriptors for Assessment Objective B. Understanding and interpretation. Responses might include some of the following: The Sefer Torah is a focal point of the synagogue. It is kept in the Ark. The Torah is central to Jewish worship. Everything about the synagogue emphasises the centrality of the Torah. To emphasise the majesty of the Sefer Torah, as the word of God, it is decorated with bells and breastplates and wrapped in silk covers; during worship it is carried around the synagogue for everyone to see and touch with the fringe of the tallit. Before it is read, it is held high and slowly rotated so everyone can see the writing on the parchment scroll. To be called up to read a portion or blessing from the Torah is a great honour. Portions of the Torah are read, in turn, throughout the year to the congregation. The pattern of readings is designed so that the whole Torah is read and heard. On Simchat Torah the final portion from Deuteronomy and the first portion from Genesis are read to re-start the cycle. Jews would not keep a copy of the Sefer Torah at home (although they would have a copy of the Tenakh) and so the scrolls are an important part of the synagogue ritual and worship. The respect given to the Sefer Torah shows its importance to Jews as a document which contains the truth about God and their relationship with him.	7

Question	Answer	Marks
8(c)	‘The best way to show belief in God is to attend synagogue services.’ Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer. Mark according to level descriptors for Assessment Objective C. Evaluation. Responses might consider some of the following: In some Jewish communities only men worship regularly at the synagogue. Women and children may pray daily at home. Most festivals, including Sabbath are celebrated both in the synagogue and at home. Many rituals, which are considered to be worship are carried out in the home which might lead to the conclusion that belief in God can be shown in many ways. Attending the synagogue is one way to show belief in God but observing the mitzvot in daily life and following the religion in the home are other ways which are equally as valuable. Jews believe that their religion is their way of life and show their faith by following God’s commands and acknowledging their special responsibility to uphold the covenant relationship. All valid comments should be credited appropriately.	6

Question	Answer	Marks
9(a)	Give an account of a Brit Milah ceremony. Mark according to the level descriptors for Assessment Objective A. Knowledge. Responses might include some of the following: The ceremony takes place in the home, hospital or synagogue, on the eighth day after birth. Important people present are the father, the Sandek and the Mohel. The father has a duty to see that the ceremony takes place. The boy is usually presented by a female member of the family (not usually the mother). The Sandek (who is sometimes the grandfather and seen as the child's godfather) holds the child on his lap. He is usually seated in a special chair. The circumcision, which is the removal of the foreskin, is carried out by a trained person known as a Mohel. He speaks the blessings and names the child according to the parents' wishes. There may also be a rabbi present who says a blessing. The nature of the celebration is a joyful one and there may be speeches.	7
9(b)	Explain the ways in which Brit Milah strengthens the Jewish community. Mark according to the level descriptors for Assessment Objective B. Understanding and interpretation. Responses might explain some of the following: Brit Milah is the oldest tradition connected with the Covenant. It is carried out in obedience to God's command to Abraham to circumcise all males. It is an important tradition that links the Jews with their ancestors. The blessings that are said at the ceremony look forward to a joyful and fulfilled future for all. Brit Milah is an important tradition for the community because it ensures the continuation of the religion and all Jews carry out the ceremony in the same way so it binds Jews together everywhere. Brit Milah is a promise to God that the child will be brought up in the religion and when old enough will take responsibility for his religion and play his part in the covenant relationship and the preservation and continuation of the religion. Throughout their history, even in times of persecution, Jews have maintained this tradition. Through the Brit Milah ceremony they show their intention to keep the religion strong for the generations to come.	7

Question	Answer	Marks
9(c)	‘Brit Milah alone cannot make a male Jewish.’ Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer. Mark according to level descriptors for Assessment Objective C. Evaluation. Responses might consider some of the following: Candidates might point out that Jewish girls do not have this ceremony. They may also point out that being Jewish means being the child of a Jewish mother and explain the relevance of this. Circumcision is a tradition in other cultures and in Islam. However, responses should also consider the religious importance of a boy of having a Brit Milah as explained above in (b). Males who convert to Judaism undergo the procedure to indicate the sincerity of conversion. All valid responses should be credited appropriately.	6