

02 PRACTICES

Qu	Part	Marking guidance	Total marks
02	1	<p>Which one of the following is the oral law in Judaism?</p> <p>A Bimah. B Aron Hakodesh. C Ner Tamid. D Menorah.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>Answer: D Talmud.</p>	1
02	2	<p>Give two reasons why Jews celebrate Brit Milah.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>One mark for each of two correct points.</p> <p>A symbolic act showing the belonging to the faith/practised for more than 3000 years/a sign of the covenant God made with Abraham/part of an everlasting covenant/so important it is even allowed to be performed on the Sabbath or a holy day –/if not circumcised, cut off from the community/a sign of respect towards the Jewish fathers/important family celebration etc.</p>	2

02	3	<p>Explain two contrasting ways in which worship is carried out in Orthodox and reform synagogues..</p> <p>Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs.</p> <p>First contrasting way Simple explanation of a relevant and accurate contrast – 1 mark Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p>Second contrasting way Simple explanation of a relevant and accurate contrast – 1 mark Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p>Students may include some of the following points, but all other relevant points must be credited:</p> <p>Orthodox Men and women sit separately; young boys under 13 sit with the women; everything is in Hebrew; the person leading the service has his back to the congregation and prays facing the same direction as the rest of the congregation; worship may be fairly ‘free form’ with individuals turning up and joining in at different times and not necessarily doing things in the same way – they may have different customs about where to stand and where to pray for example.</p> <p>Reform Men and women sit together; most of the service may be in English; the person leading the worship faces the congregation most of the time; the congregation worships together, doing the same thing at the same time. They may use an organ, sometimes a choir in worship.</p>	4
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02	4	<p>Explain two ways in which the ark (Aron hakodesh) is important in the synagogue.</p> <p>Refer to Jewish teaching in your answer.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>First way Simple explanation of a relevant and accurate way – 1 mark Detailed explanation of a relevant and accurate way – 2 marks</p> <p>Second way Simple explanation of a relevant and accurate way – 1 mark Detailed explanation of a relevant and accurate way – 2 marks</p> <p>Relevant and accurate reference to sacred writing – 1 mark</p> <p>Students may include some of the following points, all other relevant points must be credited:</p> <ul style="list-style-type: none"> • the Ark is a cupboard where the Torah Scrolls , which contain the text of the Hebrew Bible, are kept. It is named after the wooden chest which held the stone tablets of the Covenant that God gave to Moses on Mount Sinai. Reference to Jewish teaching about the Torah • the presence of the Ark, and of the scrolls within it, make the synagogue a holy place. According to Jewish teaching, honour must be shown to it, no one should sit with their back to it. In Great Britain it is put against the eastern wall of the synagogue so that worshippers facing the ark are also facing Jerusalem • the Ark plays a key part in worship. At the right moment in a synagogue service the Ark is ceremonially opened, and the Torah scroll is carried in procession to the reading desk, unrolled to the reading chosen for the day and laid on the reading desk, after the reading is over, the scrolls are returned to the Ark. Teaching about the importance of such readings. 	5
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02	5	<p>‘The best way for Jews to understand what God is like is by taking part in Jewish family life.’</p> <p>Evaluate this statement.</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> • refer to Jewish teaching • give reasoned arguments to support this statement • give reasoned arguments to support a different point of view • reach a justified conclusion. <p>Target: AO2 Analyse and evaluate aspects of religion and belief, including significance and influence.</p>	12																		
		<table border="1"> <thead> <tr> <th style="text-align: center;">Levels</th> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td> <p>A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.</p> </td> <td style="text-align: center;">10–12</td> </tr> <tr> <td style="text-align: center;">3</td> <td> <p>Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.</p> </td> <td style="text-align: center;">7–9</td> </tr> <tr> <td style="text-align: center;">2</td> <td> <p>Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons/evidence. Maximum of Level 2 if there is no reference to religion.</p> </td> <td style="text-align: center;">4–6</td> </tr> <tr> <td style="text-align: center;">1</td> <td> <p>Point of view with reason(s) stated in support.</p> </td> <td style="text-align: center;">1–3</td> </tr> <tr> <td style="text-align: center;">0</td> <td> <p>Nothing worthy of credit.</p> </td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	Levels	Criteria	Marks	4	<p>A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.</p>	10–12	3	<p>Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.</p>	7–9	2	<p>Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons/evidence. Maximum of Level 2 if there is no reference to religion.</p>	4–6	1	<p>Point of view with reason(s) stated in support.</p>	1–3	0	<p>Nothing worthy of credit.</p>	0	
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		<p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited.</p> <p>Arguments in support</p> <ul style="list-style-type: none"> • many customs, ceremonies, rituals help to educate and remind family about God, such as the use of mezuzuah containing the Shema which stresses the oneness of God 																			

		<ul style="list-style-type: none"> • God’s continual presence, God’s concern with all aspects of life, and his role as Law Giver and Judge are stressed in keeping Kosher laws and other teaching about the family life. This is 24/7 – all day, every day • Shabbat ceremony, festivals, prayers and ritual teach of God’s role as protector, king and God’s power in delivering his people etc. <p>Arguments in support of other views</p> <ul style="list-style-type: none"> • worship and prayer outside the home practised regularly enables Jews to focus on the nature of God • the scriptures make clear God’s attributes, so study of the scriptures and their interpretation important to understand what God is like for example, prophets proclaim a holy God who demands moral behaviour • worshipping and sharing views with other Jews allows individuals to deepen their understanding. 	
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