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# **GCSE MARKING SCHEME**

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**SUMMER 2019**

**GCSE (NEW)  
RELIGIOUS STUDIES - UNIT 1  
OPTION F: CATHOLIC CHRISTIANITY AND JUDAISM  
3120UF0-1**

## **INTRODUCTION**

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

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

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

**WJEC GCSE RELIGIOUS STUDIES - UNIT 1  
OPTION F: CATHOLIC CHRISTIANITY AND JUDAISM**

**SUMMER 2019 MARK SCHEME**

**General Marking Instructions for Examiners**

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

**1. Positive marking**

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

**2. Banded mark schemes**

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

**3. Two-mark questions**

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

**Using the banded mark scheme**

**Stage 1 – Deciding on the band**

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

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

## Stage 2 – Deciding on the mark

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

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

## Assessment Objectives

The questions test the candidate's ability to:

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

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

## LEVEL DESCRIPTORS/MARKING BANDS

### Question 1(a) AO1

See instructions provided with indicative content.

### Question 1(b) AO1

| <b>Band</b> | <b>Band Descriptor</b>                                                                                                                                                                                                                                                                                       | <b>Mark Total</b> |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>3</b>    | An excellent, coherent description showing awareness and insight into the religious idea, belief, practice, teaching or concept.<br><br>Uses a range of appropriate religious/specialist language and terms and, where relevant, sources of wisdom and authority, extensively, accurately and appropriately. | <b>4 – 5</b>      |
| <b>2</b>    | A good, generally accurate description showing awareness and understanding of the religious idea, belief, practice, teaching or concept.<br><br>Uses religious/specialist language and terms and, where relevant, sources of wisdom and authority generally accurately.                                      | <b>2 – 3</b>      |
| <b>1</b>    | A limited statement of information about the religious idea, belief, practice, teaching or concept.<br><br>Uses religious/specialist language and terms and, where relevant, sources of wisdom and authority in a limited way.                                                                               | <b>1</b>          |
| <b>0</b>    | No relevant information provided.                                                                                                                                                                                                                                                                            | <b>0</b>          |

**Question 1(c) AO1**

| <b>Band</b> | <b>Band Descriptor</b>                                                                                                                                                                                                                                                             | <b>Mark Total</b> |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>4</b>    | An excellent, highly detailed explanation showing awareness and insight into the religious idea, belief, practice, teaching or concept.<br><br>Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately. | <b>7 – 8</b>      |
| <b>3</b>    | A very good explanation showing awareness of the religious idea, belief, practice, teaching or concept.<br><br>Uses a range of religious/specialist language, terms and sources of wisdom and authority accurately and appropriately.                                              | <b>5 – 6</b>      |
| <b>2</b>    | A satisfactory explanation showing some awareness of the religious idea, belief, practice, teaching or concept.<br><br>Uses religious/specialist language, terms and/or sources of wisdom and authority with some accuracy.                                                        | <b>3 – 4</b>      |
| <b>1</b>    | A limited explanation showing little awareness of the religious idea, belief, practice, teaching or concept.<br><br>Uses religious/specialist language, terms and/or sources of wisdom and authority in a limited way and with little accuracy.                                    | <b>1 - 2</b>      |
| <b>0</b>    | No relevant information provided.                                                                                                                                                                                                                                                  | <b>0</b>          |

**Question 1(d) AO2**

| <b>Band</b> | <b>Band Descriptor</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Mark Total</b> |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>4</b>    | <p>An excellent, highly detailed analysis and evaluation of the issue based on comprehensive and accurate knowledge of religion, religious teaching and moral reasoning.</p> <p>Clear and well supported judgements are formulated and a comprehensive range of different and/or alternative viewpoints are considered.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority extensively, accurately, appropriately and in detail.</p> | <b>12-15</b>      |
| <b>3</b>    | <p>A very good, detailed analysis and evaluation of the issue based on thorough and accurate knowledge of religion, religious teaching and moral reasoning.</p> <p>Judgements are formulated with support and a balanced range of different and/or alternative viewpoints are considered.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority accurately, appropriately and in detail.</p>                                            | <b>8-11</b>       |
| <b>2</b>    | <p>A satisfactory analysis and evaluation of the issue based on some accurate knowledge of religion, religious teaching and moral reasoning.</p> <p>Some judgements are formulated and some different and/or alternative viewpoints are considered.</p> <p>Uses and interprets some religious/specialist language, terms and/or sources of wisdom and authority with some accuracy.</p>                                                                                               | <b>4-7</b>        |
| <b>1</b>    | <p>A weak analysis and evaluation of the issue based on limited and/or inaccurate knowledge of religion, religious teaching and/or moral reasoning.</p> <p>A limited and/or poor attempt or no attempt to formulate judgements or offer different and/or alternative viewpoints.</p> <p>Poor use or no use of religious/specialist language, terms and/or sources of wisdom and authority.</p>                                                                                        | <b>1-3</b>        |
| <b>0</b>    | No relevant point of view stated.                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>0</b>          |

### Questions 3 (d) AO2 LIFE AND DEATH THEME ONLY

| Band     | Band Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Mark Total   |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>4</b> | <p>An excellent, highly detailed analysis and evaluation of the issue based on comprehensive and accurate knowledge of religion, religious teaching and moral reasoning.</p> <p>An excellent, highly detailed consideration of non-religious beliefs, such as those held by humanists and atheists.</p> <p>Clear and well supported judgements are formulated and a comprehensive range of different and/or alternative viewpoints are considered.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority extensively, accurately, appropriately and in detail.</p> | <b>12-15</b> |
| <b>3</b> | <p>A very good, detailed analysis and evaluation of the issue based on thorough and accurate knowledge of religion, religious teaching and moral reasoning.</p> <p>A very good, detailed consideration of non-religious beliefs, such as those held by humanists and atheists.</p> <p>Judgements are formulated with support and a balanced range of different and/or alternative viewpoints are considered.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority accurately, appropriately and in detail.</p>                                                    | <b>8-11</b>  |
| <b>2</b> | <p>A satisfactory analysis and evaluation of the issue based on some accurate knowledge of religion, religious teaching and moral reasoning. A satisfactory, reasonably detailed consideration of non-religious beliefs, such as those held by humanists and atheists.</p> <p>Some judgements are formulated and some different and/or alternative viewpoints are considered.</p> <p>Uses and interprets some religious/specialist language, terms and/or sources of wisdom and authority with some accuracy.</p>                                                                                                | <b>4-7</b>   |
| <b>1</b> | <p>A weak analysis and evaluation of the issue, based on limited and/or inaccurate knowledge of religion, religious teaching and/or moral reasoning.</p> <p>A very basic consideration or no consideration of non-religious beliefs, such as those held by humanists and atheists.</p> <p>A limited and/or poor attempt or no attempt to formulate judgements or offer different and/or alternative viewpoints.</p> <p>Poor use or no use, of religious/specialist language, terms and/or sources of wisdom and authority.</p>                                                                                   | <b>1 – 3</b> |
| <b>0</b> | No relevant point of view stated.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>0</b>     |

**Assessment of spelling, punctuation and the accurate use of grammar**  
**Applies to Part A, Question 1, part (d) only**

| <b>Band</b>                                      | <b>Performance descriptions</b>                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>High performance</i><br><br>5-6 marks         | <ul style="list-style-type: none"> <li>• Candidates spell and punctuate with consistent accuracy</li> <li>• Candidates use rules of grammar with effective control of meaning overall</li> </ul>                                                                                                                                   |
| <i>Intermediate performance</i><br><br>3-4 marks | <ul style="list-style-type: none"> <li>• Candidates spell and punctuate with considerable accuracy</li> <li>• Candidates use rules of grammar with general control of meaning overall</li> </ul>                                                                                                                                   |
| <i>Threshold performance</i><br><br>1-2 marks    | <ul style="list-style-type: none"> <li>• Candidates spell and punctuate with reasonable accuracy</li> <li>• Candidates use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> </ul>                                                                                     |
| 0                                                | <ul style="list-style-type: none"> <li>• The candidate writes nothing</li> <li>• The candidate's response does not relate to the question</li> <li>• The candidate's achievement in SPaG does not reach the threshold performance Band, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul> |

## **PART A**

### **QUESTION 1: CORE BELIEFS, TEACHINGS AND PRACTICES – CATHOLIC CHRISTIANITY**

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

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

**(a) What do Catholics mean by ‘atonement’? [AO1 2]**

- Being reconciled to God through the forgiveness of sins.
- Being ‘at one’ with God because sin has been forgiven.

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

**(b) Describe the work of CAFOD. [AO1 5]**

- CAFOD is a charitable organisation which focuses on the poor-Catholic Agency for Overseas Development.  
It works in two ways:
  - (i) Short term aid in times of disasters such as tsunamis, hurricanes, floods. In this way CAFOD puts faith into action. They support local organisations who can act quickly, providing basic needs such as food, water and shelter for people who have been affected by the disasters and have been left with nothing.
  - (ii) Long term aid through setting up projects which deal with issues in a particular location. For example, helping with farming techniques, irrigation, building schools and providing teachers, working long term with child soldiers etc. CAFOD strives to educate others about the needs to speak out for justice for those who are affected by extreme poverty.
- CAFOD works in partnership with the Catholic Church to highlight how humanity should see itself as a Global family and be better stewards of the world and its resources.
- CAFOD fundraises in order to support a number of aid projects which have been initiated by the organisation.
- Gaudium et Spes 78 and 29.

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

**(c) Explain Catholic beliefs about Jesus.**

**[AO1 8]**

- Jesus is considered by many to have been a great teacher who was radical for his day. He raised the status of women and children and challenged the status quo.
- He taught humanity to have love for God and neighbour – even those who were considered enemies by the Jews e.g. the Samaritans.
- He established a kingdom which put God at the heart of mankind. (Basileia)
- Jesus brought forgiveness for sin through his death on the cross.
- His life was a sacrifice for sin (atonement).
- His resurrection from the dead gave humanity a glimpse into a future hope for humankind. Humanity will, like Jesus, rise from the dead.
- Jesus is God incarnate – God in the flesh.
- Jesus has two natures – divine and human.
- Jesus exists as a person of the Trinity. This means in his very nature he is God.
- Jesus is considered by Catholics to be the fulfilment of the Old Testament.
- At the end of time Jesus will return in Glory to judge the living and the dead.
- Jesus is Messiah and the Word.
- Jesus is considered Saviour as he died for the forgiveness of sin which brings salvation.
- Jesus is considered Lord, the Christ of God.

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

**(d) 'It is important to offer Masses for the dead.'**

**[AO2 15+6]**

- Mass is the central act of worship for Catholics it is a means of not only worshipping God but of receiving God's grace and blessings.
- Catholics believe that although a person has died physically, death is just the doorway to everlasting and eternal life. The offering of Mass is a means of recognising this.
- Catholics are still in communion with those who have died as they believe in 'the communion of saints, past, present and future.' To offer Masses for the dead acknowledges this belief.
- Offering prayers have no bearing on someone once he or she has died.
- They would argue that at the point of death, one's eternal destiny is confirmed. Therefore, offering Masses for the dead or praying for the dead is of no use. The claim is that in the parable of the rich man and Lazarus the beggar provides a vivid illustration that after death, the unrighteous are eternally separated from God. They remember their rejection of the gospel, that they are in torment, and that their condition cannot be remedied (Luke 16:19-31).
- Some Christians argue that prayer for those who are alive and grieving are more important. This is because some Christians believe that decisions about one's eternity need to be made in this life. One's eternal destiny is sealed once death has occurred.
- Philosophers such as Peter Singer would argue against the need for any sort of prayers for the dead. As an atheistic materialist he would suggest that once death has occurred that is the end.
- Humanists also hold the view that any service for the dead should be a celebration of their life and that there is no point in praying for a soul that does not exist.

## PART A

### QUESTION 2: CORE BELIEFS, TEACHINGS AND PRACTICES - JUDAISM

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

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

(a) What do Jews mean by 'kippah'? [AO1 2]

- A cap worn by Jewish boys and men (and sometimes women) during services.
- Reminder of God's presence.

Refer to the marking bands for question (b).

(b) Describe the teachings of the Shema. [AO1 5]

- Believe in only one God – monotheism.
- Love God with all your heart.
- Belief in one God must be recited twice daily: 'When you lie down and when you get up' [Deuteronomy 6:7]. Jews can say it alone, or with other Jews.
- The Shema should be recited as early in the morning as possible and at night, when three stars are visible in the sky.
- It is placed in the mezuzah and found inside tefillin.
- Children should be taught the Shema from a young age and are taught about its importance.

Refer to the marking bands for question (c).

(c) Explain how Jews observe kashrut. [AO1 8]

- Ensure they do not eat treifa foods.
- Jews will not eat fish without fins and scales. 'But all creatures in the seas or streams that do not have fins and scales...you are to detest' [Leviticus 11:10.]
- Jews will not eat animals that do not chew the cud or have cloven hooves. 'You may eat any animal that has a divided hoof completely divided and that chews the cud [Leviticus 11:3].
- Observe shechitah - animals and birds that have been killed in a certain way. A shochet will slaughter animals.
- Removing the blood from animals and birds. 'And wherever you live, you must not eat the blood of any bird or animal.' [Leviticus 7:26].
- Fruit and vegetables can be eaten. Vegetables are checked for insects.
- Only eat kosher food.
- Will check for the hechsher on packets or cartons to ensure something is kosher.
- Jews will not mix milk and meat. It must not be cooked or eaten together. 'You must not cook a young goat in its mother's milk' [Exodus 23:19].
- Observe a kosher household/kitchen – separate cutlery and utensils.

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

**(d) 'All Jews should attend synagogue.'**

**[AO2 15]**

- The synagogue is a 'house of assembly' (beit kneset), where Jews can worship and celebrate together, during Shabbat.
- Jews can gain a sense of the Shekhinah (God's presence in the world) by attending the synagogue on Shabbat.
- Attending the synagogue, on Shabbat, allows Jews to worship together and to strengthen the community.
- It is important to hear the reading of the Sefer Torah, which only takes place in the synagogue.
- The internal features of the synagogue (Ark, Ten Commandments, Bimah, Ner Tamid, Menorah), help Jews focus on prayer during Shabbat.
- It is important to hear the sermon delivered by the Rabbi during Shabbat service
- Jews can practise their faith anywhere – this includes the home.
- The home is where children are immersed in Jewish culture from birth – children are taught about Shabbat in the home and about how to celebrate it.
- Jews can still celebrate Shabbat in their home as God's presence is everywhere.
- It can be difficult to attend the synagogue on Shabbat because of work commitments.
- Weekly Shabbat celebrations take place in the home – double portions of challah are eaten, havdalah takes place.
- It is important that a synagogue has a minyan.

## THEME 1 - LIFE AND DEATH MARK SCHEME

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

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

**(a) What is meant by 'soul'? [AO1 2]**

- Spiritual part of a being.
- The part of a human that communicates with God.
- Non-physical part of a human that can live on after death.

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

**(b) Describe how religions might support global citizenship. [AO1 5]**

The answer may relate to a specific religious charity as in the specification or generically

- Pray individually or communally.
- Hold meetings to publicise the cause.
- Raise money for long and short-term projects.
- Write letters and pressurise governments for social justice causes.
- Take part in campaigns for social action e.g. recycling projects.
- Fund volunteers to work in areas of need e.g. after natural disasters.
- Take part in short or long- term charity projects.

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

**(c) Explain Catholic Christianity and Judaism attitudes about abortion. [AO1 8]**

### **Christianity**

- Can depend upon individual circumstances e.g. health of the woman.
- Reference to specific sacred texts.
- Different views exist due to interpretations of sacred texts and sources of authority.
- Catholic and Orthodox Christianity forbid abortion.
- Considered wrong as it takes a life and goes against the Ten Commandments.
- The Didache forbids the killing of an embryo.
- Anglican Church allows some conditions for an abortion.
- All life is precious as it is made by God.
- Only God can end life.
- The principle of 'Double Effect.'

### **Judaism**

- Can depend upon individual circumstances e.g. health of the woman.
- Reference to specific sacred texts.
- Different views exist due to interpretations of sacred texts and sources of authority.
- Permitted for serious reasons and after consultation e.g. with a rabbi.
- The foetus is not considered a human until after birth so pikuach nefesh does not apply.
- God is the creator of all life and is the only one who can end life.

**Refer to the specific marking band on page 6 for question (d).**

**(d) 'Euthanasia is always wrong.'**

**[AO2 15]**

Discuss this statement showing that you have considered more than one point of view. (You must refer to religious and non-religious beliefs, such as those held by Humanists and Atheists, in your answer.)

- Reference to relative and absolute morality.
- Reference to religious implications between voluntary and involuntary euthanasia e.g. some believe that voluntary euthanasia is a form of suicide.
- Can be considered as the taking of a life which goes against religious teachings e.g. you shall not kill/murder; pikuach nefesh..
- The role of hospices and mindfulness meditation in easing suffering
- Some consider it the kindest action and relates to free will.
- Balance between quality of life and sanctity of life.
- Dignity in Dying Movement.
- Many religions teach that God/divine power is a Creator and is the only one who can take a life.
- Acts of violence can accrue negative karma.
- The principle of 'Double Effect.'
- Karuna and working with dukkha may make euthanasia acceptable.

## THEME 2 – GOOD AND EVIL MARK SCHEME

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

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

(a) What is meant by ‘pacifism’? [AO1 2]

- Making a decision not to take part in any violence.
- Refusing to use any methods of aggression.
- Maintaining peace through methods other than war.
- The belief that any form of violence or war is unacceptable.

Refer to the marking bands for question (b).

(b) Describe from either Catholic Christianity or Judaism an example of forgiveness. [AO1 5]

Candidates may refer to a wide range of examples including those of religious believers

### Jesus

- Jesus showed forgiveness in the last moments of his life.
- He forgave those who persecuted him.
- Lord’s Prayer: ‘...as we forgive those who trespass against us’.

### Pope John Paul II

- Pope John Paul II was shot and wounded by Ali Agca.
- He followed the example of Jesus in granting forgiveness.
- He even visited Agca in prison.

### Eva Kor

- Holocaust survivor who forgave the perpetrators in Auschwitz.
- Parents were killed in the concentration camp.
- She believes it is important to forgive as a form of self-healing.

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

**(c) Explain Christian and Jewish attitudes to the death penalty.**

**[AO1 8]**

**Christianity**

- There are different beliefs within the same traditions dependent upon interpretation of religious texts and moral reasoning e.g. distinctions between liberal and conservative Christians.
- Reference to beliefs and sacred texts about the sanctity of life. Only God has the right to take life.
- References to beliefs and sacred texts about the aim of punishment.
- Specific statements from sources of authority e.g. General Synod has stated it would deplore its reintroduction.
- References to interpretations of one of the commandments –do not kill/murder.
- Belief that only God can punish and that will happen at the end of life.
- Some denominations, e.g. Latter Day Saints, refer to the importance of keeping to the prescribed law.
- Society of Friends consider it shows a lack of respect for human life.
- Some denominations, e. g. Methodists, consider the death penalty denies the power of Christ to redeem.
- In 1997 John Paul II issued a statement saying the death penalty was acceptable under specific conditions.

**Judaism**

- There are different beliefs within the same traditions dependent upon interpretation of religious texts and moral reasoning.
- Life is a gift from God who decides when it should end.
- The importance of pikuach nefesh - to preserve life. Reference to specific texts may be used to reinforce this view.
- Can depend upon the circumstances in the country.
- References to specific texts e. g Leviticus 24 17-20 or teachings from the Mishnah.
- State of Israel allows death penalty for a limited number of crimes, e.g. genocide.
- Reform Judaism statement declaring death penalty repugnant.
- References to interpretations of one of the Commandments – do not kill/murder.

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

**(d) 'Reform is the main aim of punishment.'**

**[AO2 15]**

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

- There are different aims of punishment such as revenge and deterrence.
- Through punishment people are able to get their own back which some see as justice.
- Interpretation of teachings from Sacred Texts e.g. 'An eye for an eye.'
- Revenge does not meet the compassion that many traditions teach e.g. karuna, metta.
- The work of prison reformers to educate prisoners to aid reform.
- Jesus and other founders of religions taught the importance of forgiveness.
- Many religious believers consider it is up to a divine being to punish.
- Reform programmes can be cost effective and prevent recidivists.