



Pearson
Edexcel

Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE
In Religious Studies (9RS0/4E)
Paper 4 Study of Religion
Option 4E Judaism

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Paper 4: Study of Religion, Option 4E: Judaism – June 2019

Mark scheme

Question number	Answer
1	<p>8 marks AO1</p> <p>AO1 will be used by candidates to demonstrate knowledge, understanding and specialist language and terminology when responding to the question.</p> <p>Candidates may refer to the following.</p> <ul style="list-style-type: none"> • Some beliefs linked to the idea of the 'Promised Land' may be explored. • Evidence of anti-Semitism and its influence on Zionist hopes may be explored. • The important aim of establishing the state of Israel may be explored. • Religious and political stances including the reuniting of the Jewish diaspora may be explored. • Criticisms against Zionism may be explored.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1). • Provides a superficial understanding of key religious ideas and beliefs (AO1).
Level 2	3–5	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1). • Develops key religious ideas and beliefs to show a depth of understanding (AO1).
Level 3	6–8	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1). • Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1).

Question number	Indicative content
2	<p data-bbox="312 280 686 313">4 marks AO1, 8 marks AO2</p> <p data-bbox="312 353 1437 510">AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</p> <p data-bbox="312 555 1149 589">Candidates may refer to the following in relation to AO1.</p> <ul data-bbox="363 595 1230 790" style="list-style-type: none"> <li data-bbox="363 595 1230 667">• The practices of Orthodox Judaism may be assessed in the overall context. <li data-bbox="363 674 1230 745">• Particular attention may be paid to the distinctive Orthodox practices in synagogues. <li data-bbox="363 752 1230 790">• Religious observances within the home may be assessed. <p data-bbox="312 835 1394 947">AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</p> <p data-bbox="312 992 1149 1025">Candidates may refer to the following in relation to AO2.</p> <ul data-bbox="363 1032 1430 1346" style="list-style-type: none"> <li data-bbox="363 1032 1430 1104">• The term 'halakhah' may be assessed because observance of religious law is fundamental to Orthodoxy. <li data-bbox="363 1111 1430 1182">• Halakhah is believed to be eternally valid and hence Jewish practices are unchanging. <li data-bbox="363 1189 1430 1261">• Some case studies of public events may be assessed because these illustrate distinctive practices such as Shabbat. <li data-bbox="363 1267 1430 1339">• Some may analyse home observances because these show the breadth of influences such as kosher, family purity, religious rites in the home. <p data-bbox="312 1391 1356 1464">Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-4	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Information/issues are identified (AO2). • Judgements are supported by generalised arguments (AO2).
Level 2	5-8	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues, which lead to a simplistic chain of reasoning (AO2). • Judgements of a limited range of elements in the question are made (AO2).
Level 3	9-12	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).

Question number	Indicative content
3(a)	<p>10 marks AO1</p> <p>AO1 will be used by candidates to demonstrate knowledge and understanding and specialist language and terminology when responding to the question.</p> <p>Candidates may refer to the following.</p> <ul style="list-style-type: none"> • The context of Maimonides could be clarified. • Key sources associated with Maimonides may be clarified such as the 'Thirteen Principles' and his 'Guide to the Perplexed'. • The roles of revelation and reason may be clarified, noting the primary importance of revelation. • The evidence in the passage about the importance of reason for Maimonides will be addressed. • Maimonides rejected much of Greek Philosophy and candidates may highlight his stress on prophecy. • The influences of Maimonides and his stature within Judaism may be considered with a focus on revelation.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Knowledge and understanding of key religious ideas and beliefs is superficial (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies that are not directly linked to the extract (AO1).
Level 2	4-6	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1). • Knowledge and understanding of key religious ideas and beliefs is detailed, however it is not fully developed (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs and are linked in most cases to reference from the extract (AO1).
Level 3	7-10	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Knowledge and understanding of key religious ideas and beliefs is detailed and fully developed (AO1). • Knowledge and understanding addresses a broad range of key religious ideas and beliefs and are fully linked to references from the extract (AO1).

Question number	Indicative content
3(b)	<p>5 marks AO1, 15 marks AO2</p> <p>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</p> <p>Candidates may refer to the following in relation to AO1.</p> <ul style="list-style-type: none"> • The context of Moses Mendelssohn showing the differences between Maimonides and Mendelssohn. • In particular Mendelssohn represents the early days of Reform thinking. • An important feature for Mendelssohn is his stress on Haskalah. <p>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</p> <p>Candidates may refer to the following in relation to AO2.</p> <ul style="list-style-type: none"> • Mendelssohn's affinity to Judaism such as through the Torah may be analysed because this illustrates his subsequent distinctive contributions via Reform movements. • In contrast to Maimonides, Mendelssohn translated the Torah into German because this illustrates his aim of assimilation, noting that the Orthodox position concentrates on Hebrew. • Enlightenment thinking influenced Mendelssohn because of his view about human nature and its unending moral progress. • The status of prophecy over and against philosophy in Maimonides is in contrast to Mendelssohn's harmony between revealed law and reason and this is important because it illustrates the priorities within Reform movements. • Mendelssohn's influence on Haskalah is also seen in gender issues such as his opposition to arranged marriages and this is significant because it shows the scope of Reform custom and practice. • The contributions of Mendelssohn were criticised by the likes of Hatam Sofer who saw this type of early Reform as a threat to the survival of Judaism because it could lead to cultural isolation. <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Information/issues are selected (AO2). • Makes basic connections between a limited range of elements in the question (AO2). • Judgements are supported by generic arguments (AO2).
Level 2	5–8	<ul style="list-style-type: none"> • A limited range of knowledge, specialist language and terminology are selected, some of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues (AO2). • Makes connections between a limited range of elements in the question (AO2). • Judgements of a limited range of elements in the question are made with little or no attempt to appraise evidence (AO2).
Level 3	9–12	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues, which lead to a simple chain of reasoning (AO2). • Makes connections between many but not all of the elements in the question (AO2). • Judgements of a limited range of elements in the question are made, which are supported by an attempt to appraise evidence (AO2).
Level 4	13–16	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected, most of which are used appropriately and accurately throughout (AO1). • Deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Makes connections between a wide range of elements in the question (AO2). • Constructs coherent and reasoned judgements of many but not all of the elements in the question, which are supported by the appraisal of some evidence (AO2).
Level 5	17–20	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Makes connections between the full range of elements in the question (AO2). • Constructs coherent and reasoned judgements of the full range of elements in the question, which are fully supported by the comprehensive appraisal of evidence (AO2).

Question number	Indicative content
4	<p data-bbox="413 190 766 219">5 marks AO1, 25 marks AO2</p> <p data-bbox="413 282 1434 421">AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</p> <p data-bbox="413 463 1171 492">Candidates may refer to the following in relation to AO1.</p> <ul data-bbox="365 501 1259 712" style="list-style-type: none"> <li data-bbox="365 501 1259 566">• This topic may be identified within the context of religious pluralism with a definition of terms such as interfaith dialogue. <li data-bbox="365 573 1259 638">• Jewish attitudes to other faiths may incorporate issues such as beliefs about the Messiah. <li data-bbox="365 645 1259 712">• Religious practices in a multi-cultural society may be evaluated from a Jewish perspective. <p data-bbox="413 754 1394 857">AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</p> <p data-bbox="317 900 1075 929">Candidates may refer to the following in relation to AO2.</p> <ul data-bbox="365 972 1273 1727" style="list-style-type: none"> <li data-bbox="365 972 1273 1037">• The role of exclusivism may be evaluated from an Orthodox Jewish position because this exemplifies a main-stream Jewish stance. <li data-bbox="365 1043 1273 1108">• Inclusivism may be evaluated in relation to Reform Judaism because this illustrates a position which is a distinctive feature within Judaism. <li data-bbox="365 1115 1273 1218">• Attitudes to other faiths may be evaluated by a study of Jewish customs and ritual because these will provide case studies to illustrate inter-faith issues. <li data-bbox="365 1225 1273 1328">• Jewish-Christian reconciliation may be evaluated by a study of the International Council of Christians and Jews because of its focus on ecumenism in over 30 countries. <li data-bbox="365 1335 1273 1438">• A geographical model such as Judaism in the UK, Israel or America may be evaluated because this highlights the complexities of inter-faith issues. <li data-bbox="365 1444 1273 1509">• Developments in Judaism about truth claims link to epistemological issues (This shows links with Philosophy of Religion). <li data-bbox="365 1516 1273 1619">• Developments in Judaism in terms of religious pluralism have connections with debates about ethical language (This shows links with Religion and Ethics). <li data-bbox="365 1626 1273 1727">• Developments in Jewish-Christian relationships reflect an engagement with New Testament scholarship concerning the role of the Messiah (This shows links with New Testament Studies). <p data-bbox="317 1769 1350 1834">Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p> <p data-bbox="317 1877 1273 1942">Candidates who do not show links with another area of their course of study will not be able to gain marks beyond the top of Level 4.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–6	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Information/issues are identified (AO2). • Makes basic connections between a limited range of elements in the question (AO2). • Judgements are supported by generic arguments (AO2). • Judgements made with no attempt to appraise evidence (AO2). • Conclusions are provided but are simplistic and/or generic (AO2).
Level 2	7–12	<ul style="list-style-type: none"> • A limited range of knowledge, specialist language and terminology are selected, some of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues (AO2). • Makes connections between a limited range of elements in the question (AO2). • Judgements of a limited range of elements in the question are made (AO2). • Judgements made with little or no attempt to appraise evidence (AO2). • Conclusions are provided, which loosely draw together ideas but with little or no attempt to justify (AO2).
Level 3	13–18	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues, which lead to a simplistic chain of reasoning (AO2). • Makes connections between many but not all of the elements in the question (AO2). • Judgements of a limited range of elements in the question are made (AO2). • Judgements are supported by an attempt to appraise evidence (AO2). • Conclusions are provided, which logically draw together ideas and are partially justified (AO2).
Level 4	19–24	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected, most of which are used appropriately and accurately throughout (AO1). • Deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Makes connections between a wide range of elements in the question (AO2). • Constructs coherent and reasoned judgements of many but not all of elements in the question (AO2). • Reasoned judgements are supported by the appraisal of some evidence (AO2). • Convincing conclusions are provided, which fully and logically draw together ideas and are partially justified (AO2).
Level 5	25–30	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Makes connections between the full range of elements in the question (AO2). • Constructs coherent and reasoned judgements of the full range of elements in the question (AO2). • Reasoned judgements are fully supported by the comprehensive appraisal of evidence (AO2). • Convincing conclusions are provided, which fully and logically draw together ideas and are fully justified (AO2).