

Examiners' Report
June 2018

GCSE Religious Studies B 1RB0 1F

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Introduction

Religious Studies B Paper 1 Area of Study 1 Religion and Ethics: Judaism.

This paper had a small entry. The candidates were well prepared and demonstrated good knowledge of specialist terms. They understood Judaism as a distinct religion and did not Christianise it. As with other papers in this specification, they struggled with the evaluation and appraisal skills needed to get the higher marks on the d questions but as this is the first sitting, this will improve in the coming years.

Question 1 (a)

This question asked candidates to outline three Jewish beliefs about life after death. This was answered well, although some candidates did include what Jews do not believe and this meant they did not get all three marks.

Most candidates used the words Gan Eden, Gehenna and Sheol accurately.

1 (a) Outline **three** Jewish beliefs about life after death.

(3)

Jews believe that there is a place to go after you die.

Jews believe that they will be reunited with loved ones.

Jews believe that the people they have lost are not completely gone.



ResultsPlus
Examiner Comments

This candidate has achieved 2 marks:

There is a place to go when you die.

Reunited with loved ones.

The last sentence does not give us another belief about the afterlife.



ResultsPlus
Examiner Tip

Ask candidates to write three separate sentences, preferably on three separate lines, as this will help them, and the examiners.

1 (a) Outline **three** Jewish beliefs about life after death.

(3)

• You go to the garden of eden

• Have a purgatory place

• Don't think about it much



ResultsPlus
Examiner Comments

This candidate has 3 marks. The use of the word purgatory is wrong, but there is a Jewish belief held by some that after death there is a place to go to work off sins before you go to heaven, so it is allowed.

Question 1 (b)

This question asked candidates to explain two reasons why the Covenant at Sinai is important for Jews.

The majority of candidates recognised this as the Covenant with Moses, there were few who confused it with the Covenant with Abraham. Most candidates talked about the Ten Commandments being the basis of the faith, and that it gave the Jews a relationship with God. Some candidates emphasised the importance of the Shekhinah.

Where candidates fell down, it was that they wrote one very developed reason rather than splitting them into two.

(b) Explain **two** reasons the Covenant at Sinai is important for Jews.

(4)

The covenant at Sinai is important for the Jews because Moses was given the ten commandments here. The ten commandments are still followed by the Jews today.

Another important reason is, they were given the 613 Mitzvot there. The Mitzvot are important for Jews as they tell them how to live everyday life.



This student gets 4 marks.
Moses was given the 10 Commandments (1) which are followed by Jews today (1).
They were given the 613 mitzvot (1) and these tell them how to live (1).



Write two separate reasons. If they are written like this one, in two short paragraphs, it makes it easy for the examiner to see.

(b) Explain **two** reasons the Covenant at Sinai is important for Jews.

(4)

One reason why the covenant at Sinai is important for Jews is that this is when Judaism became a religion. This is because the 10 commandments were given to Moses at this point and the 613 Mitzvot. Another reason why it is important is because it gave them a path to follow and guidance from God. ~~This~~ These are still used today and are worshipped closely.



The candidate is awarded 3 marks.
The candidate gets 1 mark for saying the covenant is when Judaism became a religion.
The candidate then gets 2 marks for saying it is when the 10 Commandments were given to Moses (1) and they are still followed today (1)



If candidates run out of room, encourage them to use the space underneath. This is in clip so will be marked accordingly.

Question 1 (c)

The question was about the importance of the Messiah. Most candidates recognised the Orthodox beliefs about the Messiah, and many wrote about a time of peace in the messianic age, the rebuilding of the Temple in Jerusalem and a return for Jews to the Promised Land. A few candidates pointed out that the Messiah was not Jesus.

There were few sources of wisdom on this question although some candidates did quote from Isaiah, and some from Maimonides.

(c) Explain **two** reasons why the Messiah is important for Orthodox Jews.

In your answer you must refer to a source of wisdom and authority.

(5)

Firstly, the messiah is important to orthodox jews because it gives them hope that God will help them one day because he is 'all loving'. It enables them to want to live a good life and would encourage them to do so ^{in anticipation of the messiah,} as it says in jewish scriptures that God is always here to help.

Secondly, the messiah is important because it's a send of hope from God. ^{orthodox} Jewish people live in the hope a messiah will come and answer all their problems, and bring peace to earth, which is what God wanted as explained in jewish scriptures.



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Examiner Comments

It gives them hope (1) that makes them want to lead a better life (1) because God is always here to help (1) (Psalms).

The candidate achieves the final point for saying it will bring world peace (1). They cannot get another point for hope as they said that in the first point.



Make sure candidates are aware that there are no references to the Messiah in the Torah.

(c) Explain **two** reasons why the Messiah is important for Orthodox Jews.

In your answer you must refer to a source of wisdom and authority.

(5)

Firstly, the Messiah is important for Orthodox Jews because it gives them hope for world peace which, in Jewish ~~scriptures~~ scriptures, ~~with~~ is said to come in the future. This is important because they were promised this when they were in slavery in Egypt as written in the Jewish Scriptures.

Secondly, the Messiah is also important because ~~he~~ ~~will~~ they will be a relative of David's. This means that it will ~~be~~ reaffirm what was promised in the covenant at Sinai.



The candidate is awarded 4 marks.
We are point marking.

The candidate gives two developed
*reasons/ways/features; with reference to a
source of wisdom.

Reason one is at 'world peace' (1); this is developed
by 'the future' (1); the reference to a source of
wisdom is not accepted as the Messiah is not in
the Torah.

Reason two 'the Messiah is in the line of David' (1);
this is developed by 'reaffirming the promises
made in the covenant' (1)

Question 1 (d)

This question asked whether the Almighty is best described as a law giver. Most candidates compared this description with his other characteristics such as the Almighty as creator. This allowed them to get into level 2 for a 'for and against' with a conclusion. The candidates who did better answered using the knowledge of the mitzvot whilst saying this could not be the most important thing because Pikuach Nefesh overrides the mitzvot if a life is in danger. To get to level 4, the candidates need to evaluate the arguments and appraise them - providing the strongest arguments and analysing why.

*(d) "The Almighty is best described as a Law-Giver."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Jewish teachings
- reach a justified conclusion.

(15)

In some Jewish teachings this statement is true because Jewish scriptures say that God gave the people of Judaism the laws they live by. ~~The Torah~~. This was shown by the Covenant of Sinai.

Other Jews believe this statement is incorrect as the laws they follow are different in each country. (Government laws.) They believe this because if God was really the law giver, then ~~what about~~ God being the creator, ^{ways to be obsolete} God made all so he must be allmighty.

In conclusion the argument is settled by referring to the source of wisdom. In Jewish teachings God is described as the lawgiver, the

creator, and the almighty. The statement is both correct and incorrect ~~as~~ because God is many things. ~~so~~ It is best to describe ~~them~~ ^{God} depending on the context of the teaching or conversation.



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Examiner Comments

This candidate has identified the issues and made some good points but there are only superficial connections and there is some inaccuracy. There are judgements being made but not supported with correct knowledge. The conclusion is good, and an attempt to appraise can be seen. 4 marks for the answer. 3 marks for spelling and grammar. Level two.



ResultsPlus
Examiner Tip

There are only 3 marks available for AO1 on the (d) questions. To get the higher marks, candidates must evaluate and appraise.

*d) "The Almighty is best described as a Law-Giver."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Jewish teachings
- reach a justified conclusion.

one
judge
all knowing
all loving
all seeing.

(15)

This statement implies that God can only be good at being a law giver, which in some respects is true and others not so true.

On the one hand, some Jews may think this is a true statement as God provided them with the 613 mitzvot and the 10 commandments, after the covenant at Sinai. This would follow on the beliefs of Jewish leaders that God is the judge of the Jewish religion and he only then can be a law giver as he expresses the rights and wrongdoings of the Jews through the laws he permits.

On the other hand, other Jews may feel God is much more than just a 'law giver'. This is because Jewish people believe in one God only and would therefore make him the 'most powerful' person in the Jewish religion essentially. However, these other Jews may feel God is better described as omnibenevolent which means he is all loving and to some Jews would be his best characteristic as the Jewish scriptures imply God made the world with love and would

want the best for his people on the earth.

Having considered both sides of the argument it appears to me that the strength of the 'for' argument is stronger than the 'against' argument because it identifies that God and Moses at Mount Sinai made the covenant and went on to do the 10 commandments and 613 mitzvot, which ^{some} orthodox Jews follow today.



Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.

The candidate is awarded Level 3 and was awarded 7 marks.

d) Items are level marked, they are NOT point marked – the level should be decided first using the level descriptors. After a best fit is found a mark within the level is awarded.

Question 2 (a)

This question asked for three purposes of marriage in Judaism. The majority of candidates achieved 2 or 3 of these marks.

2 (a) Outline **three** purposes of marriage for Jewish people.

(3)

- Equality allows the man and woman to have equal rights within the marriage.
- Reproduction enables them to have sex and have children inside the marriage.
- Partnership enables them to have a soulmate founded by God to have them ^{then} marry.



ResultsPlus
Examiner Comments

This candidate gets 2 marks.
The first point they make is not a purpose of marriage.
They get a mark for sex and a mark for soulmate.
Although they have also said children, it is not a separate point so cannot be credited.

2 (a) Outline **three** purposes of marriage for Jewish people.

(3)

Firstly, marriage is used to ~~add~~ bring unity between a ^{Jewish} man and a woman.

Secondly, marriage is used to raise children in a safe ~~in~~ environment for Jews.

Lastly, marriage in Judaism is used to make a ^{relationship between} ~~between~~ a man and a woman ~~to~~ everlasting. ~~have~~



This candidate is awarded 3 marks.

Award one mark for each point identified:

It brings unity (1)
To raise children (1)
To be everlasting (1)



Some candidates may answer using a list which is not an outline and thus can only receive 1 mark according to the mark scheme.

Question 2 (b)

This question asked for different attitudes to homosexuality within Judaism.

Most candidates answered correctly, although some misunderstood two attitudes and gave two reasons for one attitude.

(b) Explain **two** Jewish attitudes to homosexuality.

(4)

Reform and progressive Jews are more accepting towards homosexuality and even believe in same sex marriage and parents.

However Orthodox Jews usually don't agree with homosexuality as in Jewish scriptures it is described as being detestable.



ResultsPlus
Examiner Comments

4 marks

The candidate gives two developed attitudes:

Reform Jews are more accepting (1) and allow same sex marriage (1)

Orthodox Jews don't usually agree (1) because it is described in scriptures as detestable (1)

(b) Explain **two** Jewish attitudes to homosexuality.

(4)

^{jewish} ^{response to}
one ~~response~~ ~~to~~ homosexuality is that in orthodox
jews lives its seen as wrong as men and women
were put together to reproduce to populate humanity
by God, and men and men or women and women can't do.

However, a reform jew may think its ^{natural} ~~one~~ in modern
society and would therefore allow it as jewish
scriptures suggest God wants us to be happy



ResultsPlus
Examiner Comments

This candidate is awarded 4 marks.

Orthodox Jews see it as wrong (1) as men and women were put together to reproduce (1)

Reform Jews think it is natural in modern society (1) as God wants us to be happy (1)

If the candidate writes 'Orthodox Jews do not accept homosexuality but Reform Jews do accept homosexuality' this is 2 marks for two attitudes.



ResultsPlus
Examiner Tip

Make sure the candidates know the difference between an attitude and a reason for an attitude.

Question 2 (c)

This question asked about teachings about the roles of men and women in the family. Most candidates answered correctly but some did not address the family and wrote about male and female rabbis, or worship in the synagogue.

Again, there were few references to sources of wisdom on this question.

(c) Explain **two** Jewish teachings about the roles of men and women in the family.

In your answer you must refer to a source of wisdom and authority.

(5)

Orthodox Jews are very traditional and see women's role to be looking after the home and children whilst men were to provide for the family.

However, reform and progressive Jews don't tend to follow this traditional structure as in Jewish scriptures it states that God created everyone in his image and equally. So both genders can have different roles in the family.



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Examiner Comments

This candidate gets 5 marks.

Reason one 'Orthodox Jews are traditional.' (1) this is developed by 'and the women stay at home and look after the children while the men work' (1); the reference to a source of wisdom is(1)
Reason two 'Reform Jews are not so traditional' (1); this is developed by 'they have different roles in the family' (1); the reference to a source of wisdom is God created everyone equally.(1)

(c) Explain **two** Jewish teachings about the roles of men and women in the family.

In your answer you must refer to a source of wisdom and authority.

(5)
In Orthodox Judaism they believe the women must raise the children and look after the home while the men work. They believe this because it says so in some scriptures.

Reform Jews allow women to be equal to men because in the Jewish scriptures it states that men and women were created in God's image meaning they are the same.



ResultsPlus
Examiner Comments

The candidate gets 4 marks.

The candidate gives two teachings/beliefs about roles in the family and develops them. Although they give a scriptural reference, it cannot be given another mark as it is the same as the development. The scriptural reference must be a third mark.

In orthodox Judaism men work and women stay at home (1) and this is in the scriptures (1)

Reform Judaism allow men and women to work (1) as God created them equally (1)

Although there is scriptural references, they cannot be counted as they are also used as development and can only be credited once.

Question 2 (d)

This (d) question was about whether or not marriage should be for life. It asked for Jewish teachings and the best answers included teachings about marriage and divorce within Judaism and appraised them in light of modern life and non-religious people's attitudes. Most candidates did give a 'for and against' argument, some included the difference between Orthodox and Reform beliefs and compared them with non-religious people.

(d) "Marriage should be for life." ^(Ketubah - orthodox scriptures) ^{aggressive} ^{man → woman}
Evaluate this statement considering arguments for and against. ^{Reform non-religious = no people always divorce + remarry}

In your response you should:

- refer to Jewish teachings
- refer to non-religious points of view
- reach a justified conclusion.

(12)

The above statement suggests that marriage should last from the day of marriage until death.

Orthodox Jews believe that marriage should be for life because the purpose of marriage is to raise children in a stable home environment as well as unite a man and a woman. ~~The~~ In Jewish Scriptures, marriage is ^{also} taught to be everlasting ^{like God's love}. Therefore, ~~marriage~~ marriage should be for life. ~~This means that~~ Although, ~~marriage~~ in Orthodox Judaism a man can ~~off~~ initiate the signing of a special contract ~~called~~ called a Get which divorces the couple. This means that the argument for life-long marriage and against divorce in Orthodox Judaism ^{are} ~~is~~ weak because this is not always the case.

On the otherhand, some non-religious people would disagree with this ^{statement} ~~statement~~ because they do not live by the statement or have seen others live with a divorce and get remarried. Therefore,

marriage should not be for life. This ^{more} ~~means~~ ~~that~~ ~~is~~ the arg-
ument against the statement ^{stronger} ~~because~~ because they
~~do not~~ live by it.

From After considering ^{the} arguments for and against
this statement, it is evident that ~~marriage show~~
the argument against is stronger than the
argument for because neither Jews nor non-relig-
ious people live according to this statement.



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Examiner Comments

9 marks

This is a good answer, the candidate has clearly answered the question and used different teachings. It is not into level 4 as it does not critically deconstruct the ideas in a sustained way. It reads as though it is structured and thus loses flow. Level 4 answers should be easy to spot as they should flow in a natural way.

This question asked for three features of a synagogue service.

A significant number of candidates misread this and wrote about features of the synagogue and therefore lost marks. The best answers wrote about parading the Torah around the synagogue, reading from the Bimah and reciting the Amidah.

(d) "Marriage should be for life."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Jewish teachings
- refer to non-religious points of view
- reach a justified conclusion.

(12)

This statement implies that marriage is forever, no one can change it once it's done.

A Jewish teaching on this would be that God will enable someone to find a soulmate which is ^{an} ~~the~~ aim for any Jew and ^{Jewish scriptures say that} ~~he would also enable~~ someone ^{can} ~~to~~ annul their marriage if ~~the~~ one spouse committed adultery. This would then subvert the statement as it is allowing to ^{have a divorce} ~~annulment~~ through specific circumstances.

A non-religious teaching would also agree with the Jewish teaching however, they are more ~~strict~~ ~~relaxing~~ accepting of a divorce when there isn't a major reason. For example; they don't want to be together, ^{and just} ~~not~~ because one has done something wrong. Non-religious teachings about marriage are more relaxed as they allow things like ~~sex~~ ~~outside~~ marriage which would be forbidden in Jewish teachings.

Having considered both sides of the argument it seems to me that the Jewish teachings have a stronger argument as it shows how the Jewish scriptures give ethical reasons to marriage whereas the non religious argument is a more general teaching which has no real reasoning behind apart from ^{modern} peoples views on how things should be.

(Total for Question 2 = 24 marks)

Adultery.
Soulmates.



The candidate is awarded Level 2 and was awarded 6 marks.

d) Items are level marked, they are NOT point marked – the level should be decided first using the level descriptors. After a best fit is found a mark is then awarded within the level.

The candidate gained level 2 because this student has made an attempt at deconstructing religious information but has made somewhat superficial connections and it is not clear what the conclusion is saying.

This is not into level 3 but is a top level 2, as it has covered all the aspects and there is reasoning.

Question 3 (a)

This question asked for three features of a synagogue service.

A significant number of candidates misread this and wrote about features of the synagogue and therefore lost marks. The best answers wrote about parading the Torah around the synagogue, reading from the Bimah and reciting the Amidah.

3 (a) Outline **three** features of a synagogue service.

(3)

- Reading of the Torah to the congregation.
- Prayers are said. Services conducted by a Rabbi.
- In orthodox services, ~~the~~ men and women have separate seating.



ResultsPlus
Examiner Comments

3 marks

Three correct features of a synagogue service:

Reading of the Torah

Rabbi leading the service

Men and women sitting separately

3 (a) Outline **three** features of a synagogue service.

(3)

- Firstly, the Amidah, a Jewish prayer is read out during the service.
- Secondly, the Rabbi reads the Torah scroll with a Yad.
- Lastly, the Torah is read out in Hebrew.



This candidate has 3 marks:

The Amidah is said
The rabbi leads the service
The Torah is read



A list will only get 1 mark if all three parts are accurate.

Question 3 (b)

This question asked about mourning rituals.

There was a mixture of really good answers where the candidates had clear knowledge of the teachings surrounding mourning, and other candidates who wrote generalised comments about being respectful.

(b) Explain **two** reasons why mourning rituals are important for Jewish people.

(4)

one reason why mourning rituals are important is because it allows the jew to be sad but it then gives them time to move on and continue in their life.

Another reason is that it gives them reassurance that it's ok to mourn as all the ~~other~~^{other} jews do it in the same way so they aren't alone.



ResultsPlus
Examiner Comments

4 marks

This candidate has given two developed reasons why mourning rituals are important:

It allows them to be sad (1) but continue their lives (1)

It gives them reassurance (1) as other Jews also mourn this way (1)

(b) Explain **two** reasons why mourning rituals are important for Jewish people.

(4)

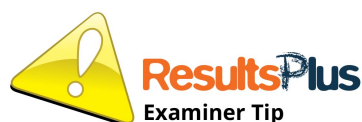
Mourning rituals provide Jews with a guide to their grief, making it easier for people to cope in their sadness.

Mourning rituals allow Jews to properly honour and say goodbye to the person that has died.



The candidate is awarded 3 marks.

It allows them to guide their grieving (1) making it easier to cope with their sadness (1)
It allows them to honour the dead (1)
Saying goodbye would be a third point, rather than a development.



Make sure candidates understand the difference between development, and another reason.

Question 3 (c)

This was a question about Yom Kippur which students either knew or they did not know. Those who did wrote detailed answers and mostly got 4 or 5 marks. Some candidates confused Yom Kippur with Pesach.

(c) Explain **two** reasons why Yom Kippur is important for Jews.

In your answer you must refer to a source of wisdom and authority.

(5)

Yom Kippur is important to Jews as they are judged on their actions of the past year (day of atonement).

It is also important as it gives Jews the chance to repent of any sins or wrongdoing and think about how they will act in the following year.



ResultsPlus
Examiner Comments

The candidate is awarded 4 marks.
We are point marking four points.
The candidate gives two developed
*reasons/ways/features:

Reason one 'They are judged on their actions.' (1);
this is developed by 'day of atonement' (1)
Reason two 'Repent of their sins.' (1); this is
developed by 'and think how they will act in the
future' (1)
There is no source of authority so this candidate
does not get the fifth mark.

(c) Explain **two** reasons why Yom Kippur is important for Jews.

In your answer you must refer to a source of wisdom and authority.

(5)

Yom Kippur is important as it enables Jews to revive from their sins and to repent back to the life they had before they sinned. This is enabled by Jewish scriptures because they show that God is a forgiving person in many ways and would allow any sinner a day of retribution.

Also, it occurs at the end of each year so Jews can 'start' a fresh year and become a better Jew by having a day of atonement about previous sins at the end of each year.



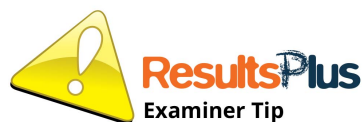
4 marks

The candidate has written two developed reasons why Yom Kippur is important:

It allows Jews to repent their sins (1) as God is forgiving (1)

It is the start of the year (1) so they can get rid of their previous sins by atoning (1)

There is no reference to a source of wisdom apart from God being forgiving, which is already used as development.



This candidate has left a line between reasons. This is helpful for the examiner.

Question 3 (d)

This was a question about types of prayer and for the higher marks it needed some specific Jewish teachings and beliefs. Many of these answers were very vague and generalised and did not get further than the bottom of level 2.

*d) "The best type of prayer is done in private"

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Jewish teachings
- reach a justified conclusion

(15)

"The best type of prayer ~~could be~~ done in private" ~~could~~ ^{is seen to} be true to some Jewish people as some Jews believe that being alone to pray helps you build a closer relationship to God and admit any sins and ask for forgiveness by yourself which could make them be more open to God as it is one ~~to~~ ^{to} one.

Although others may think that the best type of prayer is not private prayer, is that it is with others, ^{prayer} public as it lets you connect with others around you and be open, or build close relationships with them. They believe it is better to be open about it and pray together. As ^{In Jewish} ~~is~~ teaching, it ^{says} ~~says~~ that God said

to "love my neighbour."

Overall, the best type of prayer
is ~~done~~ ^{done} in private because it helps
them feel a closer connection
with God and be able to be
open with him and not feel
judged by what ~~they~~ ^{others} say as
God in Jewish teachings, it says
that God ~~forgets~~ ^{forgives everyone} as he ~~wanted~~ ^{wanted}
others to do well.

(Total for Question 3 = 27 marks)



ResultsPlus
Examiner Comments

Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.

The candidate is awarded Level 2 and was awarded 4 marks.

d) Items are level marked, they are NOT point marked – the level should be decided first using the level descriptors. After a best fit is found a mark within the level is awarded.

The candidate gained level 2:

The candidate makes an attempt to argue both sides and give a justified conclusion but the reasons are not specific, it is all very general. It is better than level 1 so gets into level 2.
4 marks + 3 spelling and grammar

*(d) "The best type of prayer is done in private."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Jewish teachings
- reach a justified conclusion.

Some Jewish teachings ⁽¹⁵⁾ show state that this statement is true because it allows people to connect with their God on a personal level. private prayer allows Jews to tell God about their hopes, worries and appreciation of God's life. In other Jewish teachings this statement is wrong because people should come together to show their appreciation as one. They believe this because the synagogue allows Jews to meet others with the same faith and share their worship of God. In conclusion the statement can be whatever people make of it. There are benefits to it and for some there ~~are~~ ~~are~~ ~~are~~ is no reason that ~~is~~ justifies it.



This is a simple 'for and against' with no real Jewish teaching. Having said that, they have made an attempt with the question and it does answer it on a superficial level. (2 marks + 3 marks spelling and grammar).

Level 1

Superficial connections e.g. reason and development linked to statement. Either for or against the statement or both.

Limited range of elements in the question e.g. They have only met one or two of the requirements of the question.

Isolated elements of understanding.

Judgements generic, no reasons or weak reasons not supported or justified. Conclusion not fully justified or not attempted.



Candidates must use Jewish teachings and beliefs.

Question 4 (a)

This was a question about how Jewish people believe the world began. The majority of candidates wrote about the literal account, the metaphorical understanding and the Big Bang and got all three marks.

4 (a) Outline **three** Jewish beliefs about how the world began.

(3)

Some Jews believe the world was made in six days.
Reform Jews believe this to be metaphorical, this allows for scientific beliefs to be relevant.
Orthodox Jews believe in literal sense the world was made in six days.



ResultsPlus
Examiner Comments

The candidate gets 2 marks.
There are two correct beliefs -

The world was made in 6 days.
Reform Jews believe this is metaphorical.

This candidate cannot get the mark about science as they have written it as a development of the first part of the sentence. This is a good example where a candidate has all the right information but they have not written an outline of three beliefs.



ResultsPlus
Examiner Tip

Make sure you write three separate beliefs to get all the marks.

Question 4: Matters of Life and Death

4 (a) Outline **three** Jewish beliefs about how the world began.

(3)

- Orthodox Jews believe God created the world in 6 days.
- Reform and progressive Jews believe ~~it~~ the creation story is a metaphor or symbol.
- Many Jews are open to theories such as the big bang and evolution.



ResultsPlus
Examiner Comments

The student gets 3 marks.
There are three correct beliefs -

God created the world.
The creation story is a metaphor or symbol.
Some believe in the scientific answers.

Question 4 (b)

This was a question about animal rights and was generally answered well. Some candidates believe that humans and animals should have the same rights which is not a Jewish belief, but overall most students understood that God gave humans control over animals but that humans must treat them well.

(b) Explain **two** Jewish beliefs about animal rights.

(4)

Many believe they should be treated with the same rights and respect as humans because God created everything to be equal and in his image.

They believe that when animals are slaughtered for human consumption, it should be done so with respect.



ResultsPlus
Examiner Comments

This candidate gets 1 mark for saying that animals slaughtered should be done so with respect. The first point is incorrect - animals are not made in the image of God.

(b) Explain **two** Jewish beliefs about animal rights.

(4)

Firstly, Jews believe that animal rights are necessary to protect animals' lives. This means that they believe animals should not be tested on.

Secondly, they believe that animals should be looked after by humans. This was written in the mitzvot, it means that they feel as if they are responsible for animals' lives.



ResultsPlus
Examiner Comments

This candidate gets 3 marks for saying that either it is necessary to protect animals, or that they should not be tested on (in the first paragraph and for a developed reason in the second paragraph).

Question 4 (c)

This question asks for teachings which support the existence of life after death.

Most candidates got 3 or 4 marks here. Some candidates used sources of wisdom which were not relevant here such as the Ten Commandments. The source of wisdom must refer to the question.

(c) Explain **two** Jewish beliefs that support the existence of life after death.

In your answer you must refer to a source of wisdom and authority.

Jewish people believe in the Garden of Eden (5)
which is a place they go after they
die which is in Jewish scriptures

Jewish people also believe in a purgatory like
place where people go before they go
to the Garden of Eden which is in
Jewish scriptures



3 marks.

They believe in the Garden of Eden where they go when they die (1) as this is in the scriptures (1)

They believe in purgatory where they go before the Garden of Eden (1)

Again, ignore the use of the word purgatory. There is a Jewish belief in a place where people go before they go to heaven. The candidate does not achieve another mark for saying the Jewish scriptures again.

(c) Explain **two** Jewish beliefs that support the existence of life after death.

In your answer you must refer to a source of wisdom and authority.

(5)

Firstly, because Gan Eden was mentioned in Jewish scriptures, ~~some~~ ^{some} Jews believe that Gan Eden is ~~a~~ ^{the} real garden of Eden where they will reside after death. This means that they believe there is a paradise where they can go after death.

Secondly, Jews believe in the existence of life after death because they believe ~~criminals~~ ^{sinners} will go to a place of Hell after death.

This means that, they believe that they will be judged and even after life they will face justice for their actions.



The candidate gets 4 marks. There is no source of wisdom and authority.

The scriptures talk of Gan Eden (1) which is paradise (1)

They will be judged (1) and there will be justice (1)

Question 4 (d)

This question was about abortion. The best answers talked about the sanctity of life and appraised it by talking about Pikuach Nefesh, and situation ethics. Some candidates wrote a totally secular answer however, and did not get more than level 1.

(d) "Abortion should always be allowed."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Jewish teachings
- refer to relevant ethical theories
- reach a justified conclusion.

(12)

The statement above has 2 main perspectives. Orthodox Jews believe that abortion should not be allowed at all because it is against the 613 laws and they think it is technically murder. However Reform Jews think that abortion should be allowed under circumstances such as not been married.

In conclusion it is ~~against~~ against the 613 laws to get an abortion therefore only in extreme circumstances it should be legal to get an abortion.



This answer stays in level 1 for giving a very basic 'for and against'. Many elements of the question are missing and some of what is there is inaccurate.

There is no spelling and grammar on this question.



Make sure candidates read all the elements of the question - here it asked for ethical theories as well as Jewish teachings and a fully justified conclusion.

(d) "Abortion should always be allowed."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Jewish teachings
- refer to relevant ethical theories
- reach a justified conclusion.

(12)

In the Jewish teachings it states that all life is created by God and that it should not be ended without good reason.

Many Jews believe in the sanctity of life meaning that the mother's wellbeing is more important than that of the unborn child.

Other Jews believe in *Pikuach Nafesh*, all life is sacred. To end the life of the ~~foetus~~^{child} while the mother is still in good health is wrong and that every life has its own equal value.

In ethical theory it is important to take all factors into account.

For example if a woman is put in poor health by the child she is carrying, it would be the most loving to help the mother than to allow it to go on any longer. If the mother is in good health but the

child is not then it would be best to remove the child then to allow it to suffer.

In conclusion abortion should only be allowed if it can be justified by the woman. After all it is the woman's choice and it is her body so no one should deny her ~~choice~~ decision.



ResultsPlus
Examiner Comments

6 marks

This is argued well but there is little specifically Jewish teaching and no ethical theory is mentioned. It is at the top of level 2 because it has some reasoning and is structured to answer the question clearly.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- Do not attach extra sheets to your examination paper, write within the scannable pages using the blank spaces.
- When answering the (a) items use three full sentences.
- The source of wisdom offered to support answers in (c) items must be relevant to the question and support the reason given.
- The (d) items asks for evaluation, after considering the evidence. The higher grades are achieved if the evidence/reasons given is 'considered' or appraised for its value as an argument as part of deciding the evaluation.
- On (d) items the bullet points indicate the viewpoints that can be awarded in the answer.
- Candidates should read the questions carefully, then answer the question asked fully.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

