

Examiners' Report
June 2018

GCSE Religious Studies B 1RB0 2F

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June 2018

Publications Code 1RB0_2F_1806_ER

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Introduction

GCSE (9-1) Religious Studies

Religious Studies B paper 2F Judaism Peace and Conflict

The paper contributes to 50% of the overall award. The assessment consists of four questions, students must answer all four questions. The details of the assessment content is provided in the specification. Centres are to use this rather than other published resources when planning the course content.

Question 1 (a)

Question 1(a) is worth 3 marks.

The question asked about the features of the Covenant with Abraham.

Most students recognised the covenant as the one which brought circumcision. Some students wrote about the Almighty asking Abraham to sacrifice Isaac which is not a feature of the Covenant. Some students confused this with the Mosaic Covenant and wrote about receiving the mitzvot.

1 (a) Outline **three** features of the Covenant with Abraham.

(3)

- God made a covenant with abraham and told ~~to~~ Abraham to pass on the Jewish faith, to his children and ~~children~~ ^{onwards.}
- God told Abraham he must circumcise himself and every ~~one~~ male should be circumcised to be accepted as a Jew.
- The covenant created a stronger and more personal relationship with God and Abraham.



The student was given 2 marks here for saying that a feature of the Covenant is circumcision, and that Abraham was tasked with passing the faith down. Although the student has said Judaism, and strictly this is not accurate as Judaism was not around, the passing of the faith down to descendents is very much a part of the Covenant.

The rest of the answer is not a feature of the covenant.



Students need to understand what is required from the question words such as features or ways.

1 (a) Outline **three** features of the Covenant with Abraham.

(3)

- Every male should have removal of the foreskin.
- ~~He~~ Abraham was the founder of Judaism and promised ~~to~~ for Jews to follow the commandments.
- Abraham was sent from (U) Iraq to the promised land.



This student was awarded 2 marks for circumcision and for the Promised Land. Marks were not given for saying Abraham is the founder of Judaism. Marks were given for saying he is the Father of Judaism.



Students are encouraged to use bullet points for in their answers to encourage three separate points.

Question 1 (b)

This question asked for two reasons why the Decalogue is important for Jews.

Most students understood what the Decalogue is. Some students talked in terms of the 613 mitzvot and therefore limited their marks. A few did not know what the Decalogue was but most made a valiant attempt at answering regardless.

(b) Explain **two** reasons why the Decalogue is important for Jewish people.

(4)

The Decalogue is important for Jewish people as it tells them how to live their life ~~and~~ well and please God, allowing them to live a less stressful life.

The Decalogue is important for Jewish people as it tells them how to treat others with respect and kindness creating a loving community.



This student received 4 marks for two developed points.
The student gives two developed reasons

Reason one 'It tells them how to live their life well' (1) this is developed by 'and please God' (1)

Reason two 'It tells them how to treat others .' (1) this is developed by 'loving community' (1)



Leave a line between the two reasons - psychologically it helps students give separate reasons and it helps the examiner.

(b) Explain **two** reasons why the Decalogue is important for Jewish people.

(4)

Ten com

The Decalogue is the mitzvot and it is what they believe gives meaning to their life.

This will further suggest how they believe what happened with Moses on Mount Sinai. This is where God gave Moses the Ten Commandments on two slabs of stone. These may include do not murder, do not steal, etc. It teaches them from right and wrong.



The student is awarded 4 marks.
We are point marking four points

The student gives two developed reasons

Reason one 'it is the Mitzvot' (1) this is developed by 'it gives meaning to life' (1)

Reason two 'God gave Moses the 10 Commandments.' (1) this is developed by 'these include do not murder' (1)

Question 1 (c)

This question asked students to explain two different Jewish beliefs about life after death.

Many students received 3 marks for saying a heaven and hell answer with some development of one of those.

It was accepted when students wrote about a 'purgatory-like' place where sins are worked off, although they were not given marks for saying that Jews believe in purgatory.

There is no place of eternal damnation within Judaism.

Students found it very difficult to use scriptures for this question. Some quotes were just added without them being relevant (e.g. many said that good people would go to heaven, then gave an example of what someone would need to be good, eg do not kill, rather than give a reference to life after death), and others were retranslated from their accepted meanings.

(c) Explain **two** different Jewish beliefs about life after death.

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

Some
Jews believe that there is life after death because of the mentioning of ~~the~~ resurrection during the Messianic Age in the Tenakh 'All shall rise again' ^{Deuteronomy} ~~Deuteronomy~~
Others believe that there isn't because our ^{bodies} ~~bodies~~ will not come back to life, only our souls will be sent to Gan Eden or Gehinom. (5)

This is a 5 mark answer.



Resurrection (1) during the messianic age (1) quote (1)
Our bodies will not come back to life (1) our souls will be sent to Gan Eden (1)



Again, put a line in between point one and point two. This question particularly was very mixed up, and finding two separate beliefs was difficult to mark.

(c) Explain **two** different Jewish beliefs about life after death.

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

(5)

One belief is that everyone goes straight to hell to be tormented for all their wrong doing and to teach them a lesson ~~about~~ for not following Gods Mitzvahs, then they will either be sent to the garden of Eden or they will stay in hell. This is usually believed by Orthodox Jews. Another belief is that when you die you go straight to Gad Eden (heaven, garden of Eden) where you are confronted by God and forgiven for any times you had not followed mitzvahs, then you shall be accepted into Gad Eden.

~~Personal notes (not part of answer).~~
~~Orthodox - straight~~
~~Liberal - free.~~
~~Mitzvah - commandment~~
~~Kippa - Jewish hat~~
~~Rabbi - priest/teacher~~
~~Synagogue~~
~~Pikuach nefesh~~



This gets 4 marks

They are taught a lesson (1) for not following God's mitzvahs (1)

When you did you go straight to Gan Eden (1) where you are confronted by God (1)



Be careful of overly Christian versions of life after death. Jewish beliefs are similar, in a lot of ways but they are not the same.

Question 1 (d)

This question was about the sanctity of life and its importance within Judaism.

Most students understood the phrase, and linked it to creation, and to the Almighty breathing life into humans. Some students then linked this further, to Pikuach Nefesh, and to abortion, euthanasia and to war. However, many students seem to think the sanctity of life is Pikuach Nefesh and those students did not adequately understand the question.

d) questions are difficult to answer. They are the questions which will separate the grades 6, 7, 8 and 9. Most students this year were at Level 2, with exceptional knowledge and a clear structure that they had been taught. However, only 3 marks are AO1, and the rest of the marks were for analysis, evaluation and appraisal. The best answers clearly answered the question when the students argued their point and included the flaws in the other arguments. Often the best answers were not the longest.

* (d) "The sanctity of life is the most important Jewish belief."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Jewish teachings
- reach a justified conclusion.

(15)

Some Jews may disagree with the statement because they believe that all Jewish beliefs are equal as they are the word from God. Therefore, claiming God says is equally important.

Other however, other Jews may agree with the statement because they believe the best gift God has given Jews is life. Therefore, they must protect it and keep the rules of the sanctity of life.

Furthermore, some Jews may disagree with the statement because they believe the most important beliefs is to follow the mitzvot. In the Torah, God says we shall be the Jews God if they follow the mitzvot. By the Jews continuing to follow the mitzvot it means that they will continue to have a God.

Overall, I disagree with the statement because I think all Jewish beliefs should be seen as equal as it is the word of God.



This student received 7 marks, 4 marks for the answer and 3 marks for spag.

This is a low Level 2 answer, as there is some knowledge and understanding here, but there is no real analysis, or an attempt made to answer the question.

The student has written that something is not the most important belief, because something else is an important belief, rather than appraise the arguments about the sanctity of life.



Overstructuring is not always useful for students. Although there are students who struggle for whom this is useful, it can lead to extra long answers where all the marks available can be given within two paragraphs.

* (d) "The sanctity of life is the most important Jewish belief."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Jewish teachings
- reach a justified conclusion.

(15)

The ~~sanctity~~ Sanctity of life is the belief that all life is precious and belongs to God.

~~Orthodox~~ Orthodox Jews would agree with this statement because the Tenakh says that all life belongs to God.

On the other hand, ^{some} Liberal/Reform Jews ~~would~~ would disagree with this statement. This is because they tend not to be as traditional as

~~Orthodox~~ Orthodox Jews. ~~Orthodox Jews believe that the sanctity of life is the most important Jewish belief.~~

meaning that they don't think that the Sanctity of life is the most important Jewish belief.

~~Although, some Liberal Jews may disagree with the~~ Although, some Liberal Jews may disagree with the ~~statement~~ statement, some may agree

with it. This is because they still believe in Jewish

teachings meaning that they believe that all life is precious to God.

In ~~my~~ conclusion, I disagree with the ~~statement~~ statement

because there are other Jewish teachings ~~and~~ which some

Jews may find ~~more~~ more important than others,

~~such as~~ such as the covenant of Abraham.



d) items are level marked they are not point marked

Level marking: Read the whole answer then the level should be decided using the level descriptors. After a level is decided by best fit, a mark is given within the level.

The student reached Level 1 and was awarded 2 marks plus 3 marks for spag

The student gained Level 1 because of the following:

Superficial connections e.g. reason and development linked to a 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 with. Conclusion not fully justified or not attempted.

Question 2 (a)

This question asked students to give three beliefs about suffering. This was answered in so many different ways and all were credited if they were correct.

Some students, however, linked suffering to the death penalty, and then gave three beliefs about the death penalty which was not accepted.

Some students wrote about the problem of suffering (the inconsistent triad) which was not right in this context (as Jews do not believe in God because of suffering).

2 (a) Outline **three** Jewish beliefs about suffering.

(3)

They believe that if God is omnibenevolent then he should stop natural evils like earthquakes for example. They also believe that if God is omniscient then he should stop suffering as he knows about it. Thirdly, they believe that God gave humans free will and this is why moral evil occurs in the world; nothing God can do it is done to humans.



This is 1 mark for the final argument about freewill. The rest is the problem of suffering rather than beliefs about suffering.



Three separate points makes it easier to mark.

2 (a) Outline **three** Jewish beliefs about suffering.

(3)

One belief is that suffering is a test of how loyal we are to God, and if we will stay by him even if we suffer. Another belief is that we cannot know why God made suffering, as we are not God and we do not know all like him. Finally, another belief is that God can not stop ^{moral} evil and suffering, as he gave humans free will.



This is 3 marks for three separate beliefs.

Question 2 (b)

This question about forgiveness was not well answered, although there were students who linked their response to Yom Kippur and those students received all the marks available.

The question asks for teachings and specific beliefs is what is needed. Many students wrote vague answers about forgiving each other being the nice thing to do, and God approving, and this will have taken them to 2 marks.

A number of students wrote that everyone must be forgiven and this is not true.

to be good Jews and help others in suffering
(b) Explain **two** Jewish teachings about forgiveness. (4)

One teaching is that we should forgive others for what they have done, as God forgave us for our wrong doings. Another teaching is that during Rosh Hashanah and Yom Kippur, you should reflect on the past year and forgive those who wronged you, as well as ask for forgiveness to God and others.



This is 4 marks for two developed reasons
forgive others for what they have done (1) as God forgave us (1)
Rosh Hashanah and Yom Kippur you should forgive (1) as well as ask forgiveness (1)



Students need to be specific - what does the Tenakh say? What is in the mitzvot? Which festival might this link to?

(b) Explain **two** Jewish teachings about forgiveness.

(4)

Jews believe that they should be forgiving because that is how they want God to act towards them when they sin so that they can go to heaven. They also believe that forgiveness should be given when the oppressor is sincere in their apology so that they can ~~help~~ ^{try to} lead a better life.



This is 4 marks

They should be forgiving (1) so they can go to heaven (1)

when the oppressor is sincere in his apology (1) lead a better life (1)

Question 2 (c)

This question asked students about different attitudes to capital punishment.

Many students received all 5 marks here for realising that there are two distinct attitudes and that both of these are rooted in scripture.

A number of students interpreted different attitudes as different reasons and so limited their marks to 3.

(c) Explain **two** Jewish attitudes to capital punishment.

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

(5)

Capital punishment could be necessary in some instances for example when somebody takes a life because that is justice as in the old Testament it says an eye for an eye, a tooth for a tooth indicating what you did must be done unto you.

Some Jews ~~people~~ believe in the importance of the sanctity of life and support the idea that nothing overrides that so they condemn capital punishment as it is breaking the rule of the sanctity of life.



This is 5 marks

Justice (1) an eye for an eye (1) what you did must be done to you (1)
sanctity of life (1) nothing overrides this (1)



The quote must be a second development, as if it is used as the development, it cannot count twice. Students need to explain a quote or give the implications of it to get the third mark.

(c) Explain **two** Jewish attitudes to capital punishment.

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

(5)

Orthodox Jews believe that capital punishment should be acceptable for certain crimes. These may include the serious offences like murder and rape.

Liberal Jews believe that capital punishment is the last resort as it goes against the sanctity of life as humans cannot end other humans life only God can. In the Torah it says 'Those who shed blood, their blood will be shed'. This shows how if they attempt or do kill someone that their life can be taken.



This is 3 marks
capital punishment can be acceptable (1) like murder and rape (1)
Quote (1)

This cannot achieve more, as this is one attitude (ie that it can be accepted). Although the student has given a liberal view, they have not said that some Jews are against the death penalty.

Question 2 (d)

This question was about whether criminals should go to prison or not. The question asks the student to evaluate Jewish reasons.

A number of students did not achieve any marks for this question as they did not refer to Jews at all.

Most students achieved level 2 for a basic for and against argument with some Jewish teaching in, such as aims of punishment and forgiveness.

(d) "All criminals should go to prison."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Jewish teachings
- reach a justified conclusion.

(12)

All criminals should go to prison because committing a crime is against many religions especially Jews as they believe that it's against God and not following the commandments showing many criminals a lack of understanding. They will be punished by God and in prison to show what they have committed is wrong which they should not "those shall not commit and murder" knowing that all Jews must follow this statement from God if not that will be disrespect and not following the rules of God.

Most criminals and people must understand that there is a limit of committing a crime as God is watching everyone who doesn't follow the commandments which he's

been given to ~~be~~ not-have had
sins throughout whole life, as
forgiveness can happen but making
sure you don't rely on it.



(d) items are LEVEL marked they are NOT point marked
Level marking: Read the whole answer then the level should be decided
using the level descriptors. After a level is decided by best fit decide a
mark within the level.

The student reached Level 1 and was awarded 2 marks
This student has made an effort to link this to Jewish teaching

The student gained Level 1 because....

Superficial connections e.g. reason and development linked to a
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.



All (d) questions are about the religious responses to something. If it
asks for non-religious views too, then students should write them but if
not, concentrate on what Jews believe about whatever the topic.

(d) "All criminals should go to prison."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Jewish teachings
- reach a justified conclusion.

(12)

Judaism believes in justice and the importance of justice. In some instances justice could be going to prison but it is generally affiliated with seeing retribution and deterring people from crime.

~~Judaism provides~~ Jews provide people with the chance to atone for their sins and they believe that prevention is better than cure.

They believe that when criminals commit crimes they shouldn't be punished straight away, they should be asked their reasons and justifications. If it is things like self esteem, poverty and drug addiction Jews like to help the criminals in order to deter them.

Prison is seen as a deterrent as it is an agonising process that gives off the idea that if you break the law you must face the consequences. Jews believe that if the crime deserves prison you must go there because it is the law that you just cannot break.

Judaism is a just religion that understands why crimes may occur and how certain unfortunate circumstances may influence decisions made by criminals but it believes in the idea of taking responsibility for your actions.

Criminals did wrong and because they did wrong, I would say it is of high importance that criminals go to prison as it is a public demonstration of what is wrong and right and by condemning crimes, it will eventually deter people.



This answer has all the makings of an excellent answer, but achieves 6 marks. This is because although the student has used Jewish teaching and belief, they have not really answered the question, and they have repeated the points made in the first two paragraphs.



Answer the question in the first sentence, then answer it again at the end.

Question 3 (a)

This question asked about the Shema. Most students knew it was a prayer, although some thought it had all the beliefs in it.

3 (a) Outline **three** beliefs about the Shema.

(3)

The shema is said three times throughout the day.
It ~~should be kept~~ in a ~~mezuzah~~ is the most important prayer.
When you walk into the house you should ~~touch~~ touch the mezuzah which has the shema on it.



This answer includes three correct statements about the Shema and receives 3 marks.

3 (a) Outline **three** beliefs about the Shema.

(3)

The shema ~~is~~ teaches the oneness of God and ~~is~~ the shema is the testimony of the jewish ^{belief.} ~~life~~. To show that the jewish believes and respects One God they kiss the mezuzah (which contains shema) whenever they passes a door.



This response receives 2 marks: the oneness of God (1) testimony of Jewish faith (1). The rest is ways the Shema is used.



Students need to understand a variety of question types.

Question 3 (b)

This was a question about Brit Milah and again the majority of the students understood the term and answered correctly. The difficulty here was that many wrote one long paragraph about the Covenant with Abraham and the link to this today and therefore they were limited to half the marks.

(b) Explain **two** reasons why Brit Milah is important for most Jews today.

(4)

Brit Milah is important because it is a part of the covenant with Abraham, ~~which~~ ~~the~~ ~~is~~ ~~to~~ ~~make~~ Jews ^{have} ~~feel~~ ^{more} ~~pride~~ ^{daily} because they are doing what God asked of them. It is also important because it signifies the entrance of a boy into the Jewish faith which makes Jews feel proud of their religion.



This is 3 marks
the covenant with Abraham (1) doing what God asked of them (1)
entrance of the boy into the Jewish faith (1)
The last sentence is not development as 8 day old babies cannot feel proud of their religion.

to prove a Jew's faithfulness to God.

(b) Explain **two** reasons why Brit Milah is important for most Jews today.

(4)

One reason it is important is because it honours the covenant made between Abraham and God. This emphasises their faith in God. Another reason it is important is because it welcomes the child into the Jewish community. This allows the child to feel a sense of belonging.



This is 4 marks

Covenant between God and Abraham (1) emphasising their faith (1)

Welcomes the child into the Jewish community (1) this allows a child to feel a sense of belonging (1)

Question 3 (c)

This was a question about the features of Shabbat celebration, such as lighting candles, blessing bread, kiddush and so on. Most students answered this way and there was a good use of quotes, both from the creation story and from the Decalogue. Some students however, rewrote the question and answered why it is important.

(c) Explain **two** features of Shabbat celebration.

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

(5)

~~The~~ All the cleaning and cooking should be done the day before Shabbat because Shabbat is a day of complete rest where you are not allowed to work, 'Honor the Shabbat by keeping it holy' Decalogue. Shabbat involves spending time with your family because the family may be left without priority due to the stress of work.



This is 4 marks

The work should be done before (1) because you are not allowed to work (1) Quote (1)

It involves spending time with family (1)

The development is not given on the last point as it is the same point as previously, only the negative side

(c) Explain **two** features of Shabbat celebration.

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

(5)

One feature of Shabbat is that no one does any work. This is so they honour the creation story when ~~On the~~ on seventh day God rested, as stated in Genesis 1 in the Tenakh. Another feature of Shabbat is that all Jews go to the synagogue to do public prayers. This can allow Jews to feel a sense of belonging to a community.



This is 5 marks

No-one works (1) to honour creation (1) as stated in Genesis (1)

They go to the synagogue (1) to do public prayers (1)

Question 3 (d)

This question really caused some difficulties. Many students know that the Tenakh was a scripture, and lots identified it as it being made up of the Torah, Nevi'im and Ketuvim. Students lost marks when they said that the mitzvot were more important, or the Ten Commandments, clearly not realising that these were in those books. As a result many students remained in Level 1 for this question.

There were, however, some really good answers where the student had looked at the authorship of the different parts, including why some are more important than others and at how Reform Jews adapt to the modern day.

*(d) "The Tenakh contains all the teachings needed to be a good Jew."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Jewish teachings
- reach a justified conclusion.

(15)

Some Jews believe that this statement is correct as the Tenakh contains the three scriptures, Torah which is the five books of Moses, Ketivim which is the book of writing and Nevi'im which is the book of prophet. All these three books are in the Tenakh and helps Jews understand their religion and helps them understand the life of Moses and his teachings. Also this can bring them closer to God as they will then understand their religion and rules and regulations. This will make them better Jews.

Other Jews believe that this statement is incorrect as the Tenakh doesn't teach them about the 613 mitzvot or the 10 commandments. The 10 commandments teaches Jews the fundamental and foundation of Jewish belief and without this knowledge the Jew will be considered as a bad Jew as they wouldn't understand the key beliefs. In addition the 10 commandments is required to be learnt and is required for every Jew to follow. Furthermore the 613 mitzvot teaches the laws required for Jews. The laws and rules are only for some Jews and certain type of rules are to be required for certain type of people. e.g. some rules apply to men, some rules apply to everyone, other rules only apply to children. This will also make them good Jews as they would've followed these rules.

Overall, I believe that the statement is ~~is~~ incorrect as the Jews still need to pay attention to the 613 mitzvot and the 10 commandments, as the 10 commandments is the key belief of Judaism which everyone needs to believe in also the 10 commandments and 613 mitzvot were given to Moses so it is required to learn to become a good Jew.



This student starts really well but can only get 3 marks as the argument against is incorrect and all the points are in the Tenakh. They receive 3 marks plus 3 marks for spag.

* (d) "The Tenakh contains all the teachings needed to be a good Jew."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Jewish teachings
- reach a justified conclusion.

(15)

Orthodox Jews ^{agree with} ~~believe in~~ this statement because they believe that the three parts of the Tenakh (Torah, Nevi'im and Ketuvim) contain the meaning of being in the Jewish faith. The Tenakh contains the decalogue and the mitzvot these commandments are believed to come straight from God and give Jewish life a meaning. In the Torah it says 'our Lord, our Lord is one' this suggests how they believe in one God and that God is special to them. This means God can teach them from right and wrong.

Liberal and Reformed Jews would disagree with this statement because they believe that the Tenakh did not come straight from God but it is people interpretations of God and what is right and wrong. They believe that Jewish people themselves can teach from right and wrong and what they think what a 'good Jew' really means.

I conclude after looking at both reasonable arguments that both could be right this is because both sound acceptable. From what god has to say to what a Jewish person believes is right.



The student reached Level 2 and was awarded 6 marks plus 3 spag
This is another really good answer but there is no appraisal so it cannot achieve Level 3.

The student gained Level 2 because of the following:

Superficial connections are made among many e.g. reason, development but not all, of the elements in question.

Underpinned by a limited understanding of religion and belief which may include some inaccuracies or be one sided.

Starting to make judgements about the arguments given.

Judgements are supported by an attempt to appraise evidence; the evidence is the reasoning they have given for or against the statement - attempt at appraisal may be throughout the answer or as part of the conclusion much of which may be superficial leading to a conclusion that is not fully justified or not attempted.

Question 4 (a)

This was a question on Just War theory and the majority of students received all 3 marks. Where students gave incorrect answers, it was often that they had confused Just War with Holy War.

4 (a) Outline **three** conditions of a Just War.

(3)

Lots of people will fight over religions knowing that God is watching, people dying and also fighting and not showing respect to God the almighty.



This is an example where a student is not correct.

4 (a) Outline **three** conditions of a Just War.

(3)

One condition is that each side must have the same amount of soldiers. Another condition is that you cannot use more force than the opposition. A. One more condition is that the reason must be justified, for example, in self defence, to protect ~~sanctity~~ ^{citizens} or to liberate captives or slaves.



The first point here is incorrect as you do not have to have the same number of soldiers.

The rest is correct so 2 marks were given.

Question 4 (b)

This was a question about attitudes to peace and many students rewrote the question to talk about attitudes to war, consequently limiting the marks available. Students need to watch out for that because it was about Just War, the student's mind was on war not peace, and despite it not being a linked question, the student linked them anyway.

Where students did well here, they linked it to pacifist organisations and to the Messianic Age.

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

(4)

One Jewish attitude to peace is that it is one of the part of the messianic age. another Jewish attitude to peace is that it is a blessing from God.



This is 2 marks for two simple reasons
Messianic age (1)
a blessing from God (1)

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

(4)

Jewish people greet each other by saying "Shalom" which means peace. This shows the importance of peace in Jewish. Also one of the the ~~10~~ Decalouge shows the important of peace throug the commandment. "Thou shall not kill", "commit adultery or be Jelous of your nabougher this shows that ~~2~~ ~~10~~ God tells the Jew to be in peace and doesn't do anything to brake the peace between neighbour



This is 4 marks

Jewish people say shalom (1) which shows the importance of peace (1)

The Decalogue shows peace in the commandment (1) tells Jews God tells them to be in peace (1)

Question 4 (c)

This is possibly the worst performed question on all the Jewish papers this year. Students did not seem to know the term 'holy war' and they assumed holy war would run on Just War lines. Those students who received all 5 marks used two teachings from the Torah where God commanded war.

(c) Explain **two** Jewish teachings about Holy War.

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

(5)

Jews believe that Holy War is a warⁱⁿ which God is on their side and it is obligatory because it is defending the Jewish religion or melchamot mitzvah 'seek justice' Isaiah 1:18. They also believe that Holy war is a just war because it is to nullify an ^{incoming} attack on the Jewish people.



This is 5 marks

It has God on its side (1) defending the Jewish religion (1) Isaiah (1)

Just war (1) to nullify an attack on the Jewish people (1)

(c) Explain **two** Jewish teachings about Holy War.

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

(5)

Holy wars can be fought if it has been given the blessing by God. Because¹⁰ the Mitzvah God blessed the Jews to fight in a war. Secondly, Holy wars can be fought in self defence if its to protect the land or ~~the~~ religion.

This is 3 marks.



A blessing by God (1) because God blessed the Jews to fight in a war (1) to protect the religion (1)

Question 4 (d)

This question was very frustrating, as there were some absolutely wonderfully impassioned answers about nuclear weapons which did not get any marks as the students were so carried away they forgot they were meant to be writing about Jewish people. There were some really great answers entrenched in Jewish teachings, but the majority of students wrote a largely secular answer preface by 'Jews believe...'

It was noted that very few students referred to an ethical theory. Situation Ethics or Utilitarianism would both have worked well here. This may be that they did not know them or perhaps did not read the bullet points.

(d) "A weapon of mass destruction can never resolve conflict."

nuclear weapons

Evaluate this statement considering arguments for and against. - religion

Hiroshima

In your response you should:

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

kills
bare

(12)

One argument for this statement is that a weapon of mass destruction won't resolve any conflict but just harm innocent people. For example a weapon of mass destruction can include a nuclear bomb/weapon, if we look in the past with these kind of weapons it has just killed thousands of innocent people. One tragic example is Hiroshima, this is when the United States of America set a nuclear bomb on top of Hiroshima which ended up killing thousands and at best you would survive with blindness and third degree burns, little need to tell the tale.

One argument against this would be in a Holy War were two countries/religions are at war with the other, but the only way to win the war would be with nuclear weapons / weapons of mass destruction. You can also use examples like USA, where they will never actually use these nuclear weapons but it's for precautionary methods and it's a good use of blackmail in war case scenarios.

In my opinion, weapons of mass destruction will never ~~resolve~~ resolve conflict between countries, for example America and Russia if they ever got in a war with ~~weapons~~ weapons of mass destruction it would be back and forth killing millions. Although making nuclear bombs can be good for protecting your country, because if other ~~countries~~ ^{making} countries notice you have these weapons they might not attack.



This is 0 because the student has not made any reference to Judaism or ethical theories, therefore, they have not answered the question.

(d) "A weapon of mass destruction can never resolve conflict."

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)

I ~~strongly~~ agree with this statement to an extent. Jews believe that you should not use ~~Judaism~~ ~~to~~ ~~the~~ ~~Tenakh~~ weapons of mass destruction, also ~~the~~ ~~least~~ ~~some~~ Jews believe that you should not take arms against a country with no arms.

Moreover to this, Jews teach from the Tenakh that you cannot ~~to~~ kill over $\frac{1}{6}$ of a population, as it is unjustified. Furthermore the teaching: "be good, seek justice" shows how Jews should be good to others and seek justified solutions rather than weapons of mass destruction. These beliefs all ^{stem} ~~come~~ from the teachings of the Tenakh, ^{as} ~~that~~ all life is sacred due to ~~to~~ God creating everything in his image. However, due to pichvach nefesh, Jews believe they ~~Many humanists regard the earth as themselves~~ but they still can see that they can arm themselves with weapons of mass destruction,

however the ^{actual} use of such weapons is still strictly not allowed. (E' Jews can threaten to use them).

Many humanists are also against the idea of weapons of mass destruction, as they think this is mainly because they strongly agree with human rights, and that everyone ^{innocent} has the right to live. This ~~ideology~~ ^{attitude} is shared by many Jews. conclusively. (Total for Question 4 = 24 marks)

~~Jews would say that they weapons of mass destruction do not resolve conflict.~~ TOTAL FOR PAPER = 102 MARKS

In my response to the statement I would look at situation Ethics. This is ~~to look~~ the process where you look at what is the most loving thing to do (ie. what saves more lives?). Therefore I would say that they can resolve some conflict, however I also believe that if no nation had weapons of mass destruction, then often many conflicts could have been avoided in the ~~be~~ first place. This leads me to believe that weapons of mass destruction can never ~~&~~ resolve a conflict.



The student reached Level 2 and was awarded 6 marks
A great answer with Jewish teaching and situation ethics but there is no appraisal of the arguments so cannot be more than Level 2.

The student gained Level 2 because of the following:

Superficial connections are made among many e.g. reason, development but not all, of the elements in question.
Underpinned by a limited understanding of religion and belief which may include some inaccuracies or be one sided.
Starting to make judgements about the arguments given.
Judgements are supported by an attempt to appraise evidence; the evidence is the reasoning they have given for or against the statement – attempt at appraisal may be throughout the answer or as part of the conclusion much of which may be superficial leading to a conclusion that is not fully justified or not attempted.



Read all the bullet points or some elements of the question will be missed.

Paper Summary

Based on their performance on this paper, students 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, separate, 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 ask 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.
- Students should read the questions carefully and 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>

