

Examiners' Report June 2019

GCSE Religious Studies 1RB0 3F



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Introduction

This paper contributes 25% towards the overall award. The assessment consists of two questions, candidates must answer both 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.

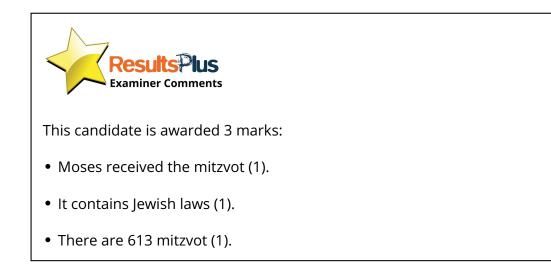
The standard of candidate responses was pleasing and candidates used knowledge from all areas of the specification to gain marks; Pikuach Nefesh was referenced in questions about the mitzvot and Shekhinah and Maimonides were frequently written about. However, candidates were not as successful when answering questions on the Design and Cosmological arguments, most confusing the two, and many mixing their argument with the creation account from Genesis. Where candidates did answer these well, they were superb in their wider understanding.

Question 1 (a)

Q01(a) asked candidates to outline three beliefs about the mitzvot. The majority of candidates wrote three beliefs accurately and were awarded all the marks. A few candidates did not recognise the word and made an attempt, sometimes gaining a mark.

1 (a) Outline **three** beliefs about the mitzvot.

(3) - Moses recieved the mitzvot at mount Sinai. - contain Jewish law on how Jews should lead everyday lives. - There are 613 mitzvot.

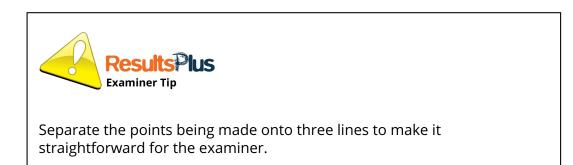


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This candidate is awarded 3 marks:

- It teaches them how to live (1).
- They were given in a covenant with God (1).
- There are 613 mitzvot (1).



Question 1 (b)

Q01(b) asked candidates to explain two beliefs about Pikuach Nefesh. It is good to see that the majority of candidates knew what this was and made a good attempt to answer the question, using examples such as the rules about Shabbat and transplant surgery. Some candidates struggled to separate this into two distinct beliefs.

(b) Explain two beliefs about Pikuach Nefesh.

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This candidate is awarded 4 marks.

Pikuach Nefesh has to be followed even if it breaks a mitzvot (1), as saving a life is more important (1).

Jews cannot put themselves in danger to save someone else (1), such as a non-swimmer saving someone who is drowning (1).



Use examples or quotes in order to develop beliefs.

s N ru r 3



This candidate is awarded 4 marks.

Human life is holy (1), so even on Shabbat you should save a life (1). This is the wrong way around really, as the development should be because life is holy. However, as they have written the whole sentence afterwards, this does not matter.

It is the overuling belief in the Jewish faith (1), so it is the most important (1).



Candidates should be encouraged to write the belief (or reason etc), and then the development. If they do this the other way around, they may limit themselves to fewer marks, or no marks if they write the development without the belief.

Question 1 (c)

Q01(c) asked candidates to explain why the Messiah may be important for Jews. This produced a mix of superb answers which were very specific, including the ushering in of the messianic age and a world of peace, and the rebuilding of the Temple. A significant number of candidates wrote about Jesus, either as the Messiah, or by pointing out that Jews do not accept Jesus as the Messiah.

(5)

(c) Explain two reasons the Messiah may be important for Jews.

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

reason when the Mersiah iouportan alo because (1) example world An the LOOLS getting n'd __Of poverty famine. cener mother reason whe the Messiah because he Levill rebuild llos that Jees means cen 600 by praying and Leorsh there

* And stop wars



This candidate is awarded 4 marks.

He will help better the world (1), by getting rid of poverty and famine and stop war (1).

He will rebuild the Temple (1), so that Jews can get close to God by worshipping there (1).

Messiah mportant he that believed Ĥ Men \ess , v h H en Ur Boy A pere rean stink use 4 tea £ى a 300 this Ca و Sus 4 C. good 9 tin



This candidate is awarded 4 marks.

The messianic age will come (1), and bring peace (1).

He will be a military leader (1), someone to look up to (1).

Question 1 (d)

Q01(d) asked candidates to evaluate whether the Covenant at Sinai is the most important covenant. The best responses compared what came from this covenant with the Abrahamic Covenant and then decided which was the most important one for the faith.

Some candidates confused the covenants, or compared the Covenant at Sinai with something unrelated and these did not gain many marks. Most candidates wrote a for and against style answer to this question, and appraised the arguments used.

*(d) "The Covenant at Sinai is the most important covenant."

Evaluate this statement considering arguments for and against.

would gree with the statement as they would believe the rules given to Moses (in Exodus) were God given. This means that they would believe that as the rules were , essentially - gift from God, they shald be honoured at all costs. By honouring the convenient as the upst in portant one (they are capable of lothe pus. I disserve with this viewpoint, because it is not the only instance God gove them rules and teachings to follow, Merchane I believe it is not he upst important coremant. Some Jews would disyree with the statement because they would believe that Abraham's covenant was more important. This is because Abraham promised God plat: "all males would be crocumpised and God in return promised him many descendants. Therefore they would thank it was parare important because it the today, still is part of sewish foodition to be circumcised (Brit Milan) and without Abroham's many descendants, perhaps serve would not exite today. I agave with this viewpoint because ! believe hat Abraham's covenant is more receivant boday so it is easier for sens to honour and respect it. In conclusion, from looking at both order of the argument, I dis gree with the Statement because P.K. ach Wefest averrules the rules gluen at the covenant at Shai, and it is easier and more important for (Total for Question 1 = 27 marks) Sews to honour Abraham's covenant.

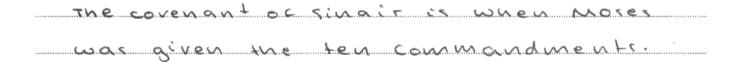


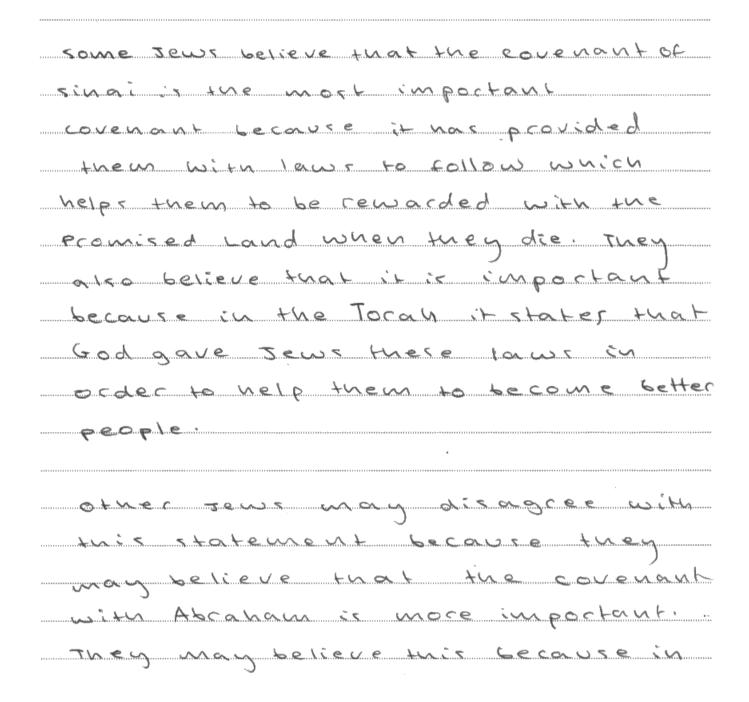
This candidate is awarded level 3, 7 marks plus 3 marks for spelling, punctuation and grammar.

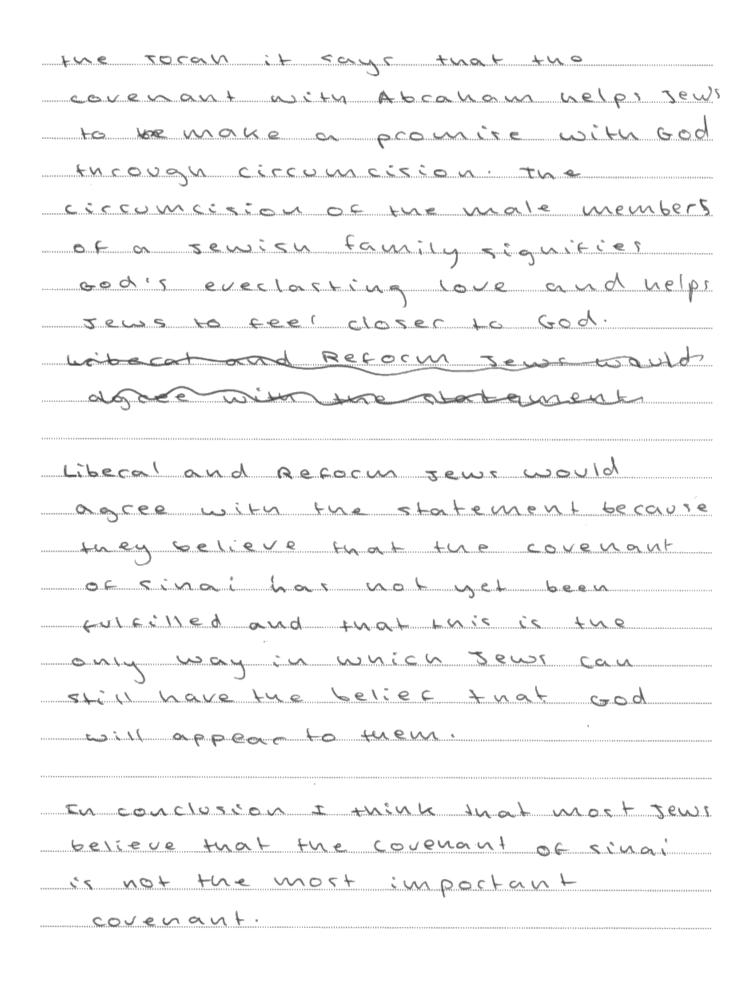
This candidate makes some really good points but they have not developed them. They appraise from the beginning but without actually saying that the laws were given by God, or what that then means for Pikuach Nefesh, (ie that life is more important, that the laws are to live by, not die from). They have written about the Abrahamic Covenant being easier to uphold but have not said that most Jews, even non-religious Jews, still circumcise their children, that it marks them out as part of the nation of Israel even without the laws. However, they have made a good attempt to answer the question, and it is in level 3, albeit at the bottom of that level.



Although (d) questions are AO2, candidates need to have sufficient knowledge to be able to appraise and evaluate.









This candidate is awarded level 2, 6 marks plus 3 marks for spelling, punctuation and grammar.

This is a typical example of a candidate who has written 'some Jews think this...because...other Jews think this...because...in conclusion I think...'. This candidate has reasonable knowledge of the question asked and is not incorrect but they have not appraised or evaluated in this answer.

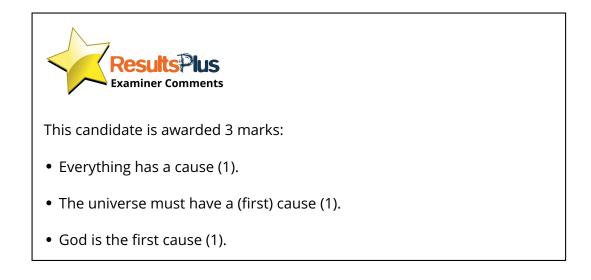
Question 2 (a)

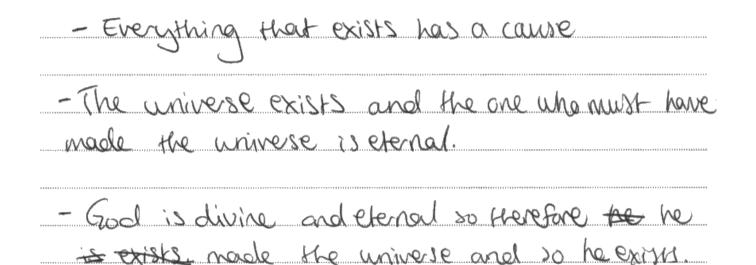
Q02(a) asked candidates to outline three parts of the cosmological argument. This was not answered well by a significant number of candidates who did not know, or did not understand what the cosmological argument was.

The best answers had three clear sentences which explained it completely.

2 (a) Outline three parts of the cosmological argument.

(3) Cod is the First cause







This candidate is awarded 3 marks:

- Everything that exists has a cause (1).
- The universe exists (1).
- God has made the universe (1).

Question 2 (b)

Q02(b) asks candidates to explain two issues raised by the problem of evil. This was answered well by the majority of candidates who recognised the phrase 'the problem of evil' and many wrote about the inconsistent triad, with some candidates even naming philosophers such as Mackie. Candidates struggled if they read this question as asking for the Jewish response rather than the problem itself.

(b) Explain two issues raised by the problem of evil and suffering for Jews.

(4) IF God was omnibelevolent, omniscient and then he would be able to end all omnipotent ering in the world. Yet he doesn't so this pones God existera 0 IF God cared for his creations truly he would suffering, The Torah mentions NILIA end hen then The P israeliter u R manna hotocoart the diring nna the stories or the WS avertian Marres Good seem cierts. It Goody and it is hard to believe in a God whe leps his creations suffer like this.



This candidate is awarded 4 marks.

If God was omnibenevolent, omniscient and omnipotent, he would be able to end all suffering (1), yet he doesn't so this questions God's power (1).

If God cared for his creations he would end all suffering (1). God gave manna to the Israelites yet did nothing in the Holocaust (1).



Make sure candidates know the difference between the problem of evil, and responses to the problem of evil.

Ħ Ore Garl \mathbb{H} Jor C ĥ tus.



This candidate is awarded 4 marks.

If God is omnibenevolent why would he allow people to suffer (1). There are thousands of deaths from natural disasters (1).

God created a perfect world (1). Why would he allow suffering? (1).

This can be read as one long development, or two separate ones, and the candidate has been given the marks for two separate reasons.

Question 2 (c)

Q02(c) asks candidates to explain two ways revelation may lead to belief in the Almighty. These were answered well by the majority of candidates who separated the two ways into general and personal revelation. Where candidates gained fewer marks, it was generally because they used examples from the New Testament.

(c) Explain two ways revelation may lead to belief in the Almighty.

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

(5) are



This candidate is awarded 5 marks.

One way is by general revelation (1), which is open to everyone such as looking at nature (1).

Another is through special revelation (1), a miracle that can only be explained by the existence of God (1), such as Isaiah saying he had seen God (1).

Jews believe that God communicates with them through long 2noiciu by alswerine prov tor. There the Torah other Tsiah proof in The fact the Jorah two stakes (100 compuncicate with Good would make Jews te believe he tred listens to Evely close CND and the Jarah provides evidence watches over them -(100 ommunicate Jevo' with people comminicate Geel mm to When pre Jews Ferel Jan their prat

the man ere COI81V hom Crod a person tee 600 nahe then have been quided towards him-teel in their mine God'is enough proof Crod that that reina reinforces this, by seeing Knert further t in the Torah that I sign also saw (nod the experience was not accidental and the, then Are that the Almighty feel their belief reinforces Rcon being on sure extst5. N Feel garlow is con so belief in AIMENTY means IF a poson prays and a p the prou 17 Onswares a pason could believe in the as what amigh Shear 1 proof Hey asked for achally pappered and SU be had. Do Something $O \infty O$ which must of some divinit are them feel gratitude ut 60109 being done for a mighty even more or's they have



This candidate is awarded 5 marks.

A vision from God can make a person feel they have been guided towards him (1), seeing God is enough proof (1), like Isaiah (1).

If a person prays and it happens, a person can believe in the Almighty (1), as what they asked for happened so is proof of some divinity (1).

Question 2 (d)

Q02(d) asks candidates whether the design argument proves the existence of the Almighty. Where this was answered well, the knowledge was very high, with philosophers such as Aquinas and Dawkins being used as examples. However, some candidates struggled as they lacked the understanding of what the design argument is trying to say.

(d) "The design argument proves the existence of the Almighty."

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)

The design orgument if the belief that because the world is so complex, it must have a creator. Muny people have conflicting views about this. Many Jews would agree with this statement as they believe God created the Earth. They believe this because in Generis it tracher that in the beginning be created the heaveny and the Earth. This means that God created the world. Therefore many Jens would gepre

that the design angurant proves the existence of Good. One jamous philosopher is william Payters Who agrees with this and uses the example of a watch; a watch must be be created by someone for it to exist. I minke this view is justified for Jens as it follows he teachings of the Torah. Personally, Ibelien the scientific tab arguments for world's existence and justified, so the openign argument alone doesn't prove the existence of God. Many non-religious people would disagree with misstatement as they believe the design argument Is gravered as givence can explain the existence of this 'complex worth'. They may believe in The Big Bang Theory which can be is the beligg that the worked originalis from one small atom which grun. The red-shift effect prover this as the universe is still growing. This pre means many atheists believe in the scientific explanation and twefore reject the de the idea that the design argument is proves the existence of God. I believe this view is justified as it based on direntific proop. In my opinion, both the scientific explanations and the design angument are compatible 1. e. 600 Couldne caused the Big Bang.

To conclude, many people have conflicting Hens about whether pudelightargun promes the existence of God. Religious people esion argument cation Horas -religious people & rely on Scientific proof.



This candidate is awarded level 3, 7 marks.

This is on the surface a good answer, as the candidate has understood the design argument and has compared it to both the account of creation in the Torah and the scientific theories. It is just into level 3 for an attempt at appraisal but most of the counter points are the alternative views rather than appraisal of the design argument, (ie what are the weaknesses of that, rather than what other people think instead). They have not really discussed why Jews would believe the design theory other than that it supports the Torah.



Candidates need to look at the strengths and weaknesses of the arguments.

The I design argument is the belief that because the world is so perfect it must have been made by a creater, Almate creatur is God.

Same Jaws may agree with this statement hereuse God is considered to be annihierendant anisient and anonportent so he must be the are who created this perfect world. The world is shown to be relient on everything poor hing perfect for example if an atum was just stightly higginger it muy not allow the world to cycle currectly This derastates how acute and preine each & and every development of the I agree with this helief to an cochert hearne I think that there is still a possibility of the world heiry created is different wayse of the Big Bary Theory. Furthermore, there is no dur widere of this helief. However,

Lase Newton did carlain his heliefs as he neutrined have precisely developed a single human thurs is and have are all different therefore there must be a creater

Some Daws muy disagree with the statement as they helieve the creation the story is syntadic and should be niterlinked with suice. They would helieve reliquins explains My and Diene explains have So this would suggest the use of mintific hundelye should he used as evidence for example, the nest likely a are the Big Bary Trenny. Any mode Perhaps, they may believe that the design conjunent is symbolic of has God is all pareful however is us literally true lagree with this newport as thick interlinking the two provides a stranger argument is your eyen we evaluating hoth fuctors.

h conclusions, I disagree with the stationer hermore I helive the titelihood of the Big Bury Trung is just as tildy as suggested by scientists who have developed this hely.

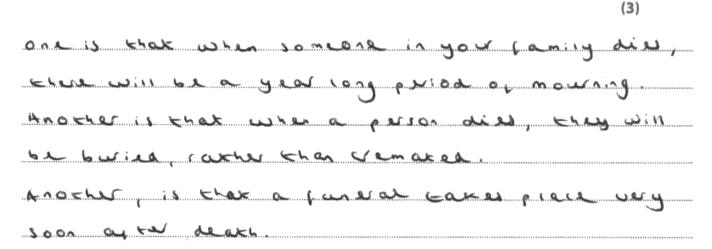


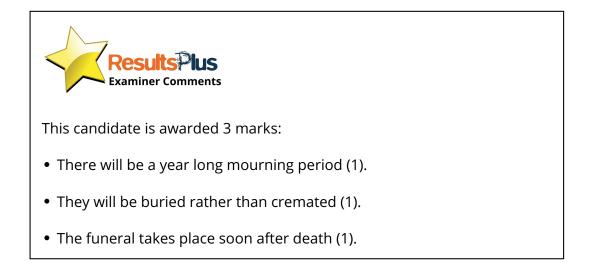
This candidate is awarded 7 marks.

This candidate makes a better attempt at appraisal and acknowledges that Jews can believe in the Almighty as creator without supporting the design argument. It does not reach any higher, however, as they have gone on to argue whether the Almighty created the world or whether scientific arguments are more likely, which is not the question asked.

Question 3 (a)

Q03(a) asks candidates to outline three traditions associated with death and mourning. There were so many different answers to this which could be accepted and the majority of candidates answered it well.





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This candidate is awarded 3 marks:

- Not to leave the body until it is buried (1).
- To bury the body in 24 hours (1).
- Remove all mirrors (1).

Question 3 (b)

Q03(b) asks candidates to explain two reasons why Shavuot is important. Many candidates did not know what Shavuot was. Where it was answered well, candidates wrote about the giving of the Torah and the traditions associated with that, and the harvest connection.

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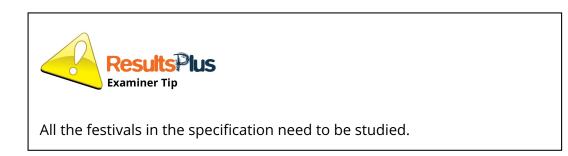
(b) Explain two reasons why Shavuot is important for Jews.



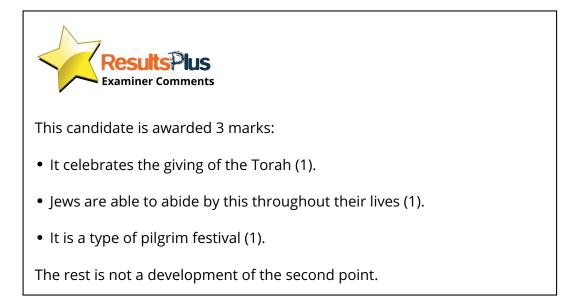
This candidate is awarded 3 marks.

Shavuot was originally a harvest festival (1).

It became a commemoration of the Torah (1), and reminds Jews of the laws (1).



Firstly, show shawnor carebraked the giving of the toigh at mount since. To develop, Teurs obide the by this throughout their lives and shawhat shows how grateful they are to bod for giving them the opportunity to follow his commandu. secondry, sharver is a type of pirgera pussives. To an erop Jus con indrived what was even to do to show the langion is sameting to be glatered and plaudon



Question 3 (c)

Q03(c) asks candidates to explain two features of Shabbat worship in the home. This was answered well by most candidates who wrote about lighting candles, families getting together and using the time for worship rather than work.

(c) Explain two features of Shabbat worship in the home. keep In your answer you must refer to a source of wisdom and authority. (5)Shabbat begins uner the mome andle m ight the Canadad signify the beginning of th On Enablat work is done on the 7th day. This in 50 the 10 commandements wint brokenthe Jakbath day hory'. Th ejo ews will do as G-d did & ask esing the 7th day for relaxation & regl



This candidate is awarded 5 marks.

The woman lights the candles (1), and this marks the beginning of Shabbat (1).

No work is done (1), as The Ten Commandments say to keep the Sabbath day holy (1). Jews do as God says and use the day for relaxation and reflection (1).

Shabbar is important to Tews as it allows them to thank God for his creations. In-Gener They celebrate mabbat because lood commanded them to 'Feep the Sabbath and make it holy " in the Decologue in Exodul. This means that Jews would at try to rest on the shabbat and not do uny work it possible. Jews would also light a candle 18 minutes before Friday's sunset in to welcome the Shabbat into their house. This me is done because Jews cannot on before Friday's survet as because Juns cannot wert on shabbot.



This candidate is awarded 5 marks.

It allows Jews to thank God for his creations (1), because God commanded them to keep the Sabbath and make it holy (1), this means they would try not to do any work (1). The feature is the last part of this. If they had not said this, they would not have got the first two marks as it would not answer the question.

Jews light a candle (1), to welcome Shabbat into their home (1).

Question 3 (d)

Q03(d) asks candidates to evaluate whether all Jews should pray three times a day. The best answers to this question looked at the purposes of prayer, and the intention, and decided whether it was enough to follow the laws or whether it is better to pray when one feels the need to.

Where candidates struggled, it was often because they did not know why Jews pray as they do, or they got Judaism, Christianity and sometimes Islam confused.

*(d) "All Jews should pray three times a day."

Evaluate this statement considering arguments for and against.

teaches 5 In your response you should: refer to Jewish teachings (NARCH) reach a justified conclusion. 07 There Nai CUISSIAN S 2 end feins Sha towhere 01 pre Ames fredox Fews Q ni transtate U thros ture NQA that 2 50 Mat N on 7 orin) OCV Starte al car 19 1SC the

account the modern day and issues which perhaps never not relevant when the Terren uses writer. As well as this they believe in inst tareing the Toah's had the funch interpretation refue that is a literel and absolute sense of It I believe that this is a hear argument because societal norms That occur navadars a are changed compared to when it was unter which may disnept somebody's daily actions and limit than for going art or doing everyday actitics such as work or school. believe that is is a mean strong

argument because it cartains relevence henero also taking into accant fie beliefs and bol 0180 Fidaism S tar PVQ a Not love 15810au to you Q Ya prore far Show 6 Shu , duce a 1 A1 d significace y illustrates Set la tho ALLONS VAL The est S day 70 r and failing to (A not tore who what you (M



This candidate is awarded level 3, 7 marks, plus 3 marks for spelling, punctuation and grammar.

This candidate starts out with a for and against type of answer, but on the second page they make some more analytical comments and there is an attempt to appraise the arguments they have given. However, their knowledge is not extensive so their comments are limited to what they think and this prevents their answer from getting any further marks.

Some Se Orthodox Jews would agree with this statement as they helieve it hepps a healthy sustainable relationship with God. They helieve Ders should pring in the running to give thurs for living another day This derenstrates their for thankfulliers to God which is important as he is the are who give them a gift of living The Sherra, the rost viputant prayer in Judais, is helieved to be raid twice a duy is an Orthodore household. This is causidized nipertant as it holds all the aspects a pranner should in coder to these devoting to Good. I would any disagree with this statement due to rodern society and the work Schedule of range people. Many people live bury lives 20 / dan't helieve a prayer should be said is an annecessary place there it wouldn't he

said with full meaning. However, praying three times a duy does that your devotion to God and how your schedule your life cround your juilty rather than the other way cround.

On the alter hand, Referend Jens muy dragree with this statement as they muy heliere the throught and effect is what's recensory, we the frequency of the prayers. This suggests praying pertups are a day with full concentrations would greater your relationship with God rune Elms pranging three times a day is a disarderly manner I agree with this belief is I think it is more suited to modern zoriety and has we aperate.

Overly I disagree with the statement as I helive pranjer should be done is an andely see manner where your full concertation is an your words and relationship with God. This may not occur if you we panying three times a duy in modern weity



This candidate is awarded level 3, 7 marks plus 3 marks for spelling, punctuation and grammar.

This is a good answer. There is some attempt to appraise and the reasons given for praying are well thought out. However, the conclusion repeats an earlier point as a personal opinion rather than evaluating the arguments.

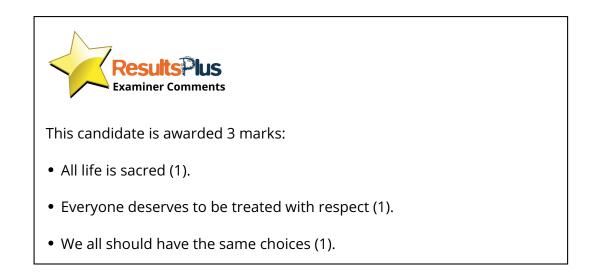
Question 4 (a)

Q04(a) asks candidates to outline three Jewish beliefs about human rights. Most candidates identified three human rights which Jews agree with and therefore got the marks.

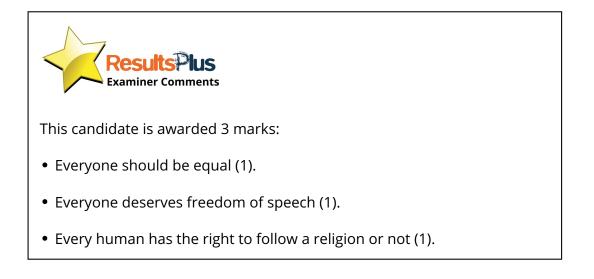
4 (a) Outline three Jewish beliefs about human rights.

AU Life is sacreal. Everybury deserves to be treated with respect. eur need to be ontitled to the WO Challer as we have fre ull. Same

(3)



one sewich beliec about human cignts
is that everyone should be equal.
Another Jewith Leliec is that.
everyone deserver the right to freedom
of speech.
Another Jewich belief is that every
human nas the cignt to choose
whether they collow their relogion or not.



Question 4 (b)

Q04(b) asks candidates to explain two attitudes to wealth. The best answers included that wealth is not a bad thing, that it can be a reward from the Almighty and that it should be used for the good of others.

(b) Explain two Jewish attitudes to wealth.

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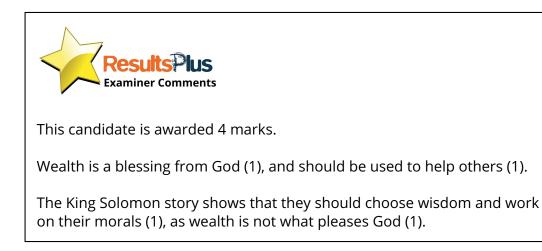
This candidate is awarded 4 marks.

It is ok as long as God is not forgotten (1).

A person should not be obsessed by wealth (1).

Wealth should be used to help the less fortunate (1), and Jewish households have a collection box for charity (1).

Jews believe wealth is a blessing from God should be used to theat others and donak Ino 1 to charities more then treating them should greed sdon where brood Shore sh Solomon The King should atso choose mobilis then their merals and hew the Work 0V ond keep these attitudes treat others abrine wanning wealth as this pleases God





Leave a line in between points to separate them.

Question 4 (c)

Q04(c) asks candidates to explain two Jewish teachings about religious freedom. Where this was answered well, candidates wrote about the Almighty having created everyone, about respect for others and the lack of evangelism in Judaism. Some candidates did not understand the question and wrote about the roles of men and women, or about sex before marriage within Judaism. This question also gave the highest number of New Testament quotes with 'there is neither Jew nor Gentile..' being the most common one.

(c) Explain two Jewish teachings about religious freedom.

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

(5) make people convert 8 NAA God Ø

Jews also death at you sh Marin you m

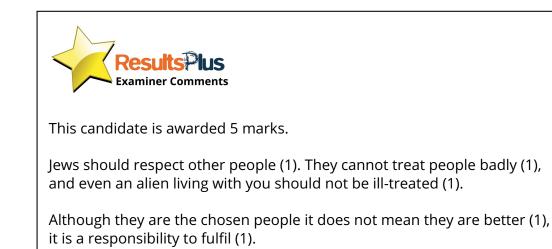


This candidate is awarded 5 marks.

Jews don't make people convert to Judaism (1), as God created mankind in his image (1), therefore, he created everyone differently (1).

Jews are taught to respect everyone (1), and you should love your neighbour (1).

ey shald repect athe 25 FL teaching it eue Ele differente 741 × men κ¢. becan Conver taght. 5 (sues LA. 5/16 the Cac peyle Charlen Ċ, a*else*. 6 Comec A. (L)



Question 4 (d)

Q04(d) asks candidates to evaluate whether all Jews should work to end prejudice and discrimination. There were some really good answers to this, where candidates looked at the mitzvot, and at history, and weighed this up against what other issues Jewish people might see as more important.

Some candidates found this difficult and did not manage to give a counter argument, thus limiting their marks.

(d) "All Jews should work towards ending prejudice and discrimination."

(a) An sews should work towards chang prejudice and discrimination.
Evaluate this statement considering arguments for and against.
In your response you should: • refer to Jewish teachings • reach a justified conclusion. A Graguest for this statement is a factories (12) A Graguest for this statement is the factories of the factories (12)
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This candidate is awarded level 3, 7 marks.

This is a good answer, full of knowledge and understanding with some attempts at appraisal. They have made some good points about how working in this way may lead to more discrimination but they have not developed this. The conclusion is more of an afterthought and this limits this to 7 marks. There is prejudice and disurphy notion present on the world. This means when someon is treated differently due to various reasonse.g race, religion gender.

To begin many Jews would agree wipopois proat they should work to end discription. This is because the Tenakh teaches pat before & discriminating against someone, Jons should remember that once truy were treated cossak this way in Egypt and treated as 'Aliens'. This means part jew under stupe und can relate to the Struggle to as their encestary ancestors experienced it. This means they should work to help others experiencing it and try stapit, especially considering the recent times in warden history were likere Juns have still persecuted e.g. the tolo caust. The refere, these Christians rould norte to restore restore equality in the world. I believe this view is justified as it accepts everyone assipite differences. Persenalry; I would agree as I believe it is a norman's duty to protect each other.

other Jews, may partially agree with me statement that genes shouldn't dis chiminate I but they may angue that it is not their job to protect others. They muy believe this cy in Preverbs It is tanight that you shall an't judge open. This means part Jens shouldn't discriminate, and however, it is not their dury to protect others. Therefore, these Jens wouldn't actively go out and protest, they just wouldn't judge opurs. This view is justified as it recognises that there are institutions in place eg pour universare prejudice is not happening In my opinion this view makes sense as prijudice can be sufjective in some situations is some may consider a Orthodex Juno not allowing as women to pead the Torah be purt of Minyer as ducrimination, whils to others may see it as religious beniefs.

To conclude, nere our many different views on hew to respond to discrimination. Personally, 1 think each situation should be add assossed individhavy for example sometimes it may not be safe te interpense



This candidate is awarded level 3, 8 marks.

This candidate has a lot of knowledge and understanding and has grappled with the issue, pointing out that it may be subjective, that one person's discrimination is another's belief. They have looked at Jewish teaching and shown how it can be read in different ways. It is a good answer. However, the conclusion does not weigh up the arguments and gives their opinion, so this cannot score any higher.

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 booklet pages using the blank spaces.
- When answering the (a) questions use three full sentences.
- The source of wisdom offered to support answers in (c) questions must be relevant to the question and support the reasons given.
- The (d) questions ask for an evaluation after considering the evidence. Higher marks are achieved if the evidence/reasons given, is/are 'considered' or appraised for their value as an argument.
- On (d) questions the bullet points indicate the viewpoints that will be credited in the answer, so candidates must respond to all aspects of the question.
- Candidates should read the questions carefully in order to ensure that their answer fully responds to the question being asked.

Grade Boundaries

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

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