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**Examiners' Report**  
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**Summer 2019**

Pearson Edexcel GCSE  
In Religious Studies Short Course (3RB0)  
Paper 1: Area of Study 1 – Religion and Ethics  
Option 1F - Judaism

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## **Introduction**

Religious Studies B Short Course Religion and Ethics: Judaism

This paper was the second paper sat in this specification. The standard of answers was better than last year and candidates used knowledge from all areas of the specification to get marks; Pikuach Nefesh was referenced in questions about the mitzvot, Shekhinah and Maimonides were frequently written about. There is also increased knowledge of the work of philosophers and ethical theories being used. In general, the standard of knowledge on this paper is good.

Where candidates did less well overall was in the extended writing. There was a clear attempt from some candidates this year to really appraise the arguments and this was encouraging. Other candidates had excellent levels of knowledge but did not answer the question, rather they gave a more formal for and against of Jewish teachings with a conclusion.

On this paper, there was also a noted increase in candidates writing lists for a) questions and this limits the mark to 1. They need to write three sentences to access all the marks available.

In 1d, marks are given for correct spelling and grammar, indicated by SPaG

### **3RB0\_1F\_Q1a**

1a) asks candidates to outline three characteristics of the Almighty. They did not need to explain what the characteristics meant, or where they are in the Torah. The majority of candidates were awarded the marks for this question. Many used words such as omnipotence and omniscience.

Examiner tip:

Write in separate sentences.

### **3RB0\_1F\_Q1b**

1b) asks candidates to explain two ways that belief in life after death may be important for Jews today.

Most candidates knew about life after death in Judaism and there were very few who did not get any marks. Some candidates, however, wrote everything they know about life after death in Judaism without answering the question. There were a variety of different ways this was answered by other candidates and these were awarded marks as appropriate.

Examiner tip:

- Separate the two points into paragraphs. This makes it easier for the examiner.
- Exam technique is important - candidates must understand development.

### **3RB0\_1F\_Q1c**

1c) asks candidates to explain two ways the Covenant with Abraham is important for Jews today. Where candidates did well here, they wrote about tradition and Brit Milah, about the Promised Land and about monotheism. A few candidates got the covenants mixed up.

Few candidates managed to get all 5 marks here.

Examiner tip:

- Candidates do not have to write quotes word for word. If a quote or a reference to scripture can be recognised then it will be credited.

### **3RB0\_1F\_Q1d**

1d) asked candidates to consider two Jewish views on whether belief in the sanctity of life was more difficult in the modern world. There were some great answers where candidates considered advances in medical care and keeping people alive longer, transplant surgery and what that means for the sanctity of life, abortion and whose life in that case is considered sacred. Many wrote about Pikuach Nefesh.

The majority of candidates made a good attempt at this question.

The majority of candidates achieved the full marks for SPaG.

Examiner tip:

- The best (d) questions are not pages long. Candidates should answer the question and use their knowledge to back it up, rather than giving their knowledge but not really answering the question.
- Evaluation and appraisal

### **3RB0\_1F\_Q2a**

2a) is a question about Jewish beliefs about divorce.

There are many different Jewish beliefs about divorce and all were accepted. Candidates were awarded marks for divorce being acceptable to Jews not liking divorce.

Examiner tip:

- If candidates write a list with three beliefs, where one of them is incorrect, they will get 0 marks. It is important to write them in separate sentences.

### **3RB0\_1F\_Q2b**

2b) asked candidates to explain two Jewish teachings about sexual relationships.

Most candidates wrote that sex was not allowed outside marriage. The best answers wrote either about sex before marriage and adultery, or they wrote about homosexuality. Some candidates wrote lots about contraception rather than sexual relationships and these were not credited. Candidates were given marks for saying that sex is for having children, but not given marks if they said that Jewish people only have sex to have children as this is not accurate.

Examiner tip:

- Encourage candidates to write succinctly on (b) and (c) questions. However, if they do need more space, tell them it is ok to write on the blank space underneath. It will be marked accordingly.

### **3RB0\_1F\_Q2c**

2c) asked the candidates about the purpose of the family in Judaism. Most wrote about passing on the religious traditions and some wrote about keeping the festivals as a family. Some wrote about the roles of the husband and wife rather than the family and this was more difficult to give marks to.

Examiner tip:

- Candidates need to link their source of wisdom to what they are writing. A quote on its own will not get a mark, it has to support the point being made.

### **3RB0\_1F\_Q2d**

2d) was a question asking whether men and women should have the same rights since the Almighty created them.

This was attempted by the majority of candidates who compared the creation accounts of Adam and Eve, the Almighty creating both genders, with Eve having been created as a mate for Adam, and what that implied. This question did not lend itself to the higher marks, however, as most candidates wrote an answer based on some Jews believe this, while other Jews believe that. There was little attempt at appraisal in this question.

Examiner tip:

- Evaluation questions need more than a for and against response.
- A good conclusion can take an answer up a mark. Candidates need to show evaluation.

### **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, answer the question asked fully.