

Examiners' Report

June 2025

GCSE Religious Studies A 1RA0 2F

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Introduction

Option 2F – Judaism

This paper contributes to 25% of the overall award. The paper includes two questions: each covers a section of the specification and candidates are expected to answer both questions. There is no element of choice on the paper.

The details of the assessment content are provided in the specification. Centres are expected to use the Edexcel specification, rather than other published resources, when planning and teaching the course content. The examination is set from the specification.

This paper allows an in-depth study of Judaism as a lived religion within the United Kingdom, and its beliefs and teachings and practices. This unit engages the interest of young people because it addresses many Jewish beliefs and teachings. It is really encouraging to see candidates approach Jewish beliefs such as Pikuach Nefesh and the mitzvot with depth and understanding.

Please note:

Question 1(d) includes marks for Spelling, Punctuation and Grammar (SPaG)

The SPaG mark will be given using a levels-based mark scheme

sowa: source of wisdom and authority

Question 1(a)

Candidates were assessed on Section One: Jewish Beliefs

Bullet point 1.7

The question asked was:

'Outline **three** reasons why the mitzvot are important for Jews.'

Most of the candidates understood the term 'mitzvot' and answered it in a variety of ways. Some wrote in a generalised way: the mitzvot are rules to live by, they are given by God, they strengthen the relationship between the Almighty and humanity.

Others picked out three mitzvot and were specific: the mitzvot tell Jews what to eat, they tell them how to pray, they have the rules about Shabbat.

Where candidates lost marks, it was mostly because of repetition. A few candidates confused mitzvot with Bar Mitzvah.

Encourage candidates to write their answers in three sentences on three separate lines.

If they write a list, or three reasons in one sentence, they will receive a maximum of 1 mark, if all three are correct.

1 (a) Outline **three** reasons why the mitzvot are important for Jews.

(3)

One reason why the mitzvot is important is because they are said in the Torah. Another reason is because they were given by God. Final reason is because Jews follow them in everyday life.



This candidate receives all three marks.

- They are said in the Torah (1)
- They were given by God (1)
- Jews follow them in everyday life (1)



Use three separate sentences: one for each point you make.

1 (a) Outline **three** reasons why the mitzvot are important for Jews.

(3)

one reason why the mitzvot is
important to Jews is it brings
them closer to God

Another reason is shows their faith

A Third reason is it shows devotion



This candidate receives a mark for saying that:

- the mitzvot is important to Jews because it brings them closer to God (1)

The rest of the answer is too vague to be given marks.

If the candidate had written that keeping the food laws showed their faith, or that praying the Shema showed devotion, they would have received the marks.



Be specific in answering questions.

Question 1(b)

Candidates were assessed on Section One: Jewish Beliefs

Bullet point 1.8

The question asked was:

'Describe **two** ways Judaism and the main religious tradition of Great Britain differ in their beliefs about life after death.'

Most candidates understood what was required for this question, and because there is a wide variety of beliefs about life after death in Judaism and in Christianity, it was generally answered well. Most candidates knew the terms Gan Eden, Gehinnom, Sheol, Purgatory, Heaven and Hell.

To answer the question, there needed to be two Jewish and two Christian beliefs. This was answered in a variety of ways with many candidates obtaining all the marks available.

Where candidates lost marks, it was often because they gave two beliefs rather than four (so one way they are different), or they gave a specific answer incorrectly (for example, Protestants believe in Purgatory).

(b) Describe **two** ways Judaism and the main religious tradition of Great Britain differ in their beliefs about life after death.

(4)

One way Judaism differs ⁱⁿ ~~from~~ the belief of life after death is that hell is a place of punishment but also purity. Catholics believe in purgatory with hell being separate. Another way Judaism differs ~~from~~ in the belief of life after death is that Jews ~~belief~~ believe ~~that resurrection~~ when people die they should live in mourning for a week however Catholics praise and celebrate life by passing on what the deceased lived their life like.



This candidate receives marks for the first two sentences.

- For Jews, Hell is a place of punishment and purity (1)
- Catholics believe in purgatory and hell being separate (1)

The rest of this answer is about what happens when a person dies, rather than life after death, and this is not given marks.



Separate your two points into two paragraphs: this makes them very clear.

Candidates do not receive marks for writing a negative.

For example, some candidates wrote 'Catholics believe in Purgatory but Jews do not.' This receives the mark for the Catholic belief, but not for the second fact.

(b) Describe **two** ways Judaism and the main religious tradition of Great Britain differ in their beliefs about life after death.

(4)

One way Jewish beliefs about life after death differ with Catholic beliefs is that Catholics believe in Heaven, Hell and Purgatory. However, Jews only believe in Gan Eden and Gehinnom - rejecting ideas about purgatory.

Another way Jewish beliefs about life after death differ with Catholic beliefs is that Jews believe we will be judged by God and God only. However, Catholics support the idea of the Trinity, meaning that we will be judged by the Father, Son and Holy Spirit.



This response receives all 4 marks.

- Catholics believe in Heaven, Hell and Purgatory (1) developed by
- Jews believe in Gan Eden and Gehinnom (1)
- Jews believe we will be judged by God (1) developed by
- Catholics believe we will be judged by the Father, Son and Holy Spirit (1)

Question 1(c)

Candidates were assessed on Section One: Jewish Beliefs

Bullet point 1.1

The question asked was:

'Explain **two** ways that the Almighty is seen as One in the Torah'

Candidates are asked to 'Explain two ' on (c) items. Therefore, two ways were required, and both needed to be developed, for 4 marks. Development consists of a piece of extra information, a reference to a source of wisdom, a quotation, or examples. The development must relate to the reason given and to the question asked.

The reasons then should be supported with a 'reference to a source of wisdom', this must support the reason given and cannot be awarded twice. Therefore, if it is used as development it does not gain a second mark for the source.

Most candidates understood this question and responded well. Candidates used the Shema prayer, the Covenant with Abraham and the giving of the Decalogue to Moses, as the most common ways the Oneness of the Almighty is seen in the Torah.

Where candidates lost marks, it was often due to repetition, or because they confused Oneness with the Almighty being alone (not the Trinity).

GENERIC advice for centres to what constitutes a source of wisdom

The candidates do not have to reference a quote or quote it word for word.

If examiners are unsure they will use a search engine, enter the gist of the paraphrase and 'Tenakh' or 'Jewish teaching'.

If the candidate states that it is in Genesis 1:18 and then states another verse from Genesis – then this can be awarded. We are not holding candidate to 'verses' but it must be the correct book.

If the candidate gives the paraphrase and then puts (Genesis 1:18) in brackets the paraphrase can have the mark and the bracketed reference is ignored.

If a candidate quotes Moses and it was Abraham or vice versa it is not awarded.

Candidates need to understand the 'trigger' words in the questions.

This question asked for ways it is seen in the Torah, so it was looking for specific stories from the Torah.

Some candidates wrote very eloquently about what monotheism is but did not link this to the Torah, and they were not given marks.

(c) Explain **two** ways that the Almighty is seen as One in the Torah.

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

(5)

One way that the Almighty is seen as One in the Torah is when Abraham made the covenant with God. Part of the covenant of Abraham, he was told by God in Genesis to only worship one God. This is important because it allows Jews today to understand why Judaism is a monotheistic religion.

Another way is by the 10 commandments and the covenant made with Moses. God said to ~~the~~ Moses to teach the Israelites to not worship false idols and only him. This is important because this made the connection between God and the Israelites closer.



This candidate receives all 5 marks.

Way One

- When Abraham made the Covenant with God (1) developed by
- he was told by God to only worship one God (1) (sowa) further developed by
- it allows Jews today to understand why Judaism is a monotheistic religion (1)

Way Two

- Another way is by the 10 Commandments (1) developed by
- when God said to Moses to teach the Israelites to not worship false idols (1)



Identify key words in the question: here, Explain.

Learn the sources of wisdom and be able to use them accurately and in context.

There are many sources of wisdom and authority that can be used in lots of contexts, for example the Shema or The Ten Commandments.

(c) Explain **two** ways that the Almighty is seen as One in the Torah.

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

(5)

One way that the Almighty is seen as one in the Torah is in the ten commandments when it says 'do not worship false idols'. This is important because it shows that there is only one god and no other God to Jews.

Another way that the Almighty is seen as one in the Torah is shown in Jews daily lives when they pray. This is shown in the Shema 'Hear o Israel the Lord our God the Lord is one'. This is important because it shows directly that the Lord is one.



This candidate receives all 5 marks.

Way One

- In the 10 Commandments (1) developed by
- when it says do not worship false idols (1) (sowa) further developed by
- This shows there is only one God (1)

Way Two

- In the Shema (1) developed by
- 'Hear o Israel, the Lord our God, the Lord is One' (1)

Question 1(d)

The focus of the marking changes from AO1 to AO2 on the (d) items.

The candidates were assessed on AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.

AO2 constitutes 50% of the overall mark.

The question is 'Evaluate' this statement considering the arguments for and against and reach a justified conclusion. There must be some consideration of the validity of the arguments used/appraisal, to gain the higher marks.

Many candidates produced excellent answers, giving reasons for and against, using specific language such as Pikuach Nefesh. For some candidates, formulas and writing frames restricted the flow of the arguments, sometimes making them difficult to read.

- (d) items are marked using a levels-based mark scheme.

Candidates were assessed on Section One: Jewish Beliefs

Bullet point 1.3

The question asked was:

'Saving a life is more important than the mitzvot.' Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Jewish teachings
- reach a justified conclusion.

Please note: neither in the bullet point, nor in the question, are candidates required to give a non-religious response.

In this question, 3 of the marks awarded will be for your spelling, punctuation and grammar and your use of specialist terminology.

*(d) "Saving a life is more important than obeying a commandment."

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Jewish teachings
- reach a justified conclusion.

(15)

One reason why some Jews may agree is because of Pikuach Nefesh and other Jewish teachings. Jews are taught to "live by the mitzvot not die by them." This is important as it means that we should focus on saving each other through the mitzvot instead of allowing harm to be caused due to the mitzvot. This is a strong argument as Pikuach Nefesh is the obligation to save a life so if Jews do not fulfill this obligation and allow someone to die by the mitzvot, as they will not call or drive for help if there is a medical emergency during Shabbat, then they are not following their mission and purpose given to them by God ~~and~~ drawing them away from him. An alternative argument may be that God gave these commandments to "do no regular work" on Shabbat for a reason so disobeying them would be going

against God's law for us. This is why some Jews may agree.

Some Jews may disagree however and say we are judged by how well we follow the Mitzvot. This means that God will decide in the afterlife Olam-Ha-Bai who will go to Gan Eden so we should prioritise following the mitzvot rather than Pikuach Nefesh to gain eternal life. This is a weak argument as other mitzvot like "do not commit murder" indicate that we should actually preserve life over mitzvot. An alternative argument may be that God gave us free will so we can decide whether we should save a life or not.

In conclusion, the strongest side of the argument is the agree side as God wants us to preserve his creation so we should put sacred life made by him before the mitzvot despite the mitzvot being made for "refining people".



The candidate's response reaches Level 3: 9 marks plus 2 marks for SPaG.

- The answer shows coherent and logical chains of reasoning and accurate understanding of religion and belief.
- There are judgments made throughout the answer and appraisal is attempted. For example, the candidate does not only write the quote that Jews are taught to 'live by the mitzvot not die by it' but they explain what this means in the context of the question asked.
- They make judgements throughout, although by using the phrase 'this is a weak argument', the response lacks the flow and coherence of a Level 4 answer.

The candidate receives 2 marks for SPaG because there are some spelling errors.

Total: 11 marks



Take opportunities to assess and analyse the validity of the evidence supporting the statement.

A writing frame or template may be useful for candidates who find AO2 answers more difficult to write, but they can limit the flow of the answer.

In this question, 3 of the marks awarded will be for your spelling, punctuation and grammar and your use of specialist terminology.

*(d) "Saving a life is more important than obeying a commandment."

Evaluate this statement considering arguments for and against.

In your response you must:

- refer to Jewish teachings
- reach a justified conclusion.

Organ transplant

(15)

One reason some Reform Jews would agree with this statement is due to belief in the principle of *Pikuach Nefesh*. This means that any life can override the *Mitzvot*. This belief is based on the passage in the Torah - "you shall not stand by as your fellow's blood is shed". This seems a very strict moral & command where the sanctity and value of a life overrides the importance of God's rules. This means that Jews can have an abortion if the mother's life is at risk, and Shabbat laws can be broken. This is a robust argument as it shows following God is at the centre of Jewish law and can mean that humans are provided for with intrinsic dignity respecting all of God's creation as "Imago dei" therefore, saving a life is more important than obeying a commandment as this policy means that "you shall do no work on the sabbath" in the Torah isn't held as an excuse for not helping or "fellow" however, strict orthodox Jews would argue against that is the statement saying that obeying a commandment of, "not boiling a kid goat in it's mother's milk" as well as someone will die by it as they devoted their life to the religion. This could happen in circumstances such as medication using gelatin in capsules.

Another reason why Orthodox Jews would disagree is because they would argue that as long as you haven't taken a life, it is fine to obey commandments over someone's ^{life} ~~existence~~ such as CPR or Sabbath being work, so prohibited. This is rooted in the Decalogue or Exodus where it says, 'Thou shalt not kill', so they only follow this. This means that saving a life would not be more important, as abstaining from taking it and having no involvement in causing death doesn't reflect on the individual who stood by it. Therefore, they would disagree with the statement. This is however a weak argument because standing idly by the death of another even if you could intervene, fundamentally removes from the value of life forming selfish individuals. Reform Jews on the other hand even allow organ transplants as it means a life would be saved because they viewing life so highly.

In conclusion, after a fair and ~~not~~ justified evaluation of both arguments, the strongest seems to agree with the statement because prioritising someone else's life above your desires to grow closer to God is selfish and will therefore strengthen and improve your relationship with him rather than harm it. So, it is the most morally just and favorable thing to do as God's name. Furthermore, the 'mitzvot are for the refinement of the people'—Talmud, a human life can outweigh the deeds as it is so sacred that exceptions can be made.



This response is placed in Level 4: 10 marks plus 3 marks for SPaG.

- This answer is sustained, coherent and is underpinned by a thorough understanding of religion. It reads with more fluency than the Level 3 answer, because there is not a template into which they are trying to fit their answer.
- They write a comprehensive conclusion, which sums up their arguments.

Total: 13 marks

Question 2(a)

Candidates were assessed on Section Two: Jewish practices

Bullet point 2.8

The question asked was:

'Outline **three** ways a synagogue may be used by the Jewish community.'

The candidates needed to provide any event or reason why members of the Jewish community may go to a synagogue.

There were numerous correct answers here, from Shabbat services to Bar Mitzvah preparation to mother and toddler groups. The majority of candidates were able to obtain all three marks available.

Encourage candidates to be specific when answering questions.

Some candidates wrote 'to get close to God, to increase faith, to feel the presence of God' and were awarded 1 mark.

To receive all three, they would have needed to give specific ways that a synagogue might do this, such as feeling the presence of God whilst praying in a minyan.

2 (a) Outline **three ways a synagogue might be used by the Jewish community.**

(3)

One way a Synagogue might be used by the Jewish Community is when celebrating Rosh Hashanah.
Another way is to join as a community for more spiritual merit whilst praying.
A final way is when celebrating a welcoming ceremony for a new born boy into the faith.



This candidate receives all 3 marks.

- When celebrating Rosh Hashanah (1)
- As a community when praying (1)

- Welcoming a new baby into the faith (1)

2 (a) Outline **three** ways a synagogue might be used by the Jewish community.

(3)

one way a Synagogue might be used in a Jewish community is praying and connect with the almighty.

A second way is by listening to teaches and holy scriptures

A third way is practicing the ceremony for a ~~mitzvah~~ bar Mitzvah.



This candidate receives all 3 marks.

- It might be used for praying (1)
- For listening to holy scriptures (1)
- For practising the ceremony for Bar Mitzvah (1)



Write simple sentences for (a) questions

Question 2(b)

Candidates were assessed on Section Two: Jewish practices

Bullet point 2.3

The question asked was:

'Explain **two** different forms of prayer for Jews'

Candidates are asked to 'Explain two' on (b) items. Therefore, two forms are required, and both need to be developed to be awarded 4 marks. Development consists of a piece of extra information, a reference to a source of wisdom, a quotation or examples. The development must be of the feature given and to the question asked.

This question was answered well. The word 'form' was interpreted widely and included names of prayers such as the Shema and the Amidah, as well as prayer types, such as formal and informal.

(b) Explain two different forms of prayer for Jews. - SHEMA (God is one)
AMIDAH (standing) (4)

One form of prayer for Jews is the Shema prayer. The Shema prayer is the prayer about how God is one and it is short.

Another form of prayer is the Amidah prayer also known as the standing prayer, where they stand which is a long prayer where they stand praising Israel.



This candidate receives 4 marks.

Way One

- One form of prayer is the Shema (1) developed by
- the prayer about how God is One (1)

Way Two

- Another form of prayer is the Amidah (1) developed by
- also known as the Standing Prayer (1)



Set out your answer so that the two paragraphs are clear.

(b) Explain **two** different forms of prayer for Jews.

(4)

Firstly, one type of prayer is formally prayer. This means you are reading a prayer from the Holy book which is used by other Jews across the globe.

Secondly, another type of prayer is informal prayer. This is also another method of praying whereas instead it is made up, normally performed at home about a family member or praying for something to happen.



This candidate receives 4 marks.

Way One

- One type of prayer is formal prayer (1) developed by
- You are reading a prayer from a holy book (1)

Way Two

- Another type is informal prayer (1) developed by
- It is made up and normally prayed at home (1)



A source of wisdom can be accepted as the development of a reason.

Question 2(c)

Candidates were assessed on Section Two: Jewish practices

Bullet point 2.7

The question asked was:

'Explain **two** ways that Sukkot is celebrated in Judaism'.

Candidates needed to answer giving ways that the festival is celebrated.

Where candidates lost marks was mostly because they confused Sukkot with Pesach or Shabbat.

Many candidates received all of the marks, writing about building huts and waving lulav and etrog in the synagogue.

(c) Explain **two** ways that Sukkot is celebrated in Judaism.

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

(5)

One way Sukkot is celebrated in Judaism is they all meet up at a shed or in a tent worshipping God the source of wisdom and authority for this is in Exodus and it is meant to remind us of everyone who walked in the desert for 40 years.

Another way Sukkot is celebrated in Judaism is a Citrus and Palm leaves are brought to mean how they found the promised land and how they had the serenity of it and happiness.



This candidate receives 4 marks.

Way One

- They all meet up in a shed or tent (1) developed by
- to remind them of everyone who walked in the desert for 40 years (1) (sowa)

Way Two

- Citrus and palm leaves are bought (1) developed by
- to show happiness (1)



A source of wisdom can be used as a development but it cannot receive both marks.

(c) Explain **two** ways that Sukkot is celebrated in Judaism.

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

(5)

One way Sukkot is celebrated in Judaism is through Jews building huts with palm leaves on them, and eating, sleeping and living there for one week. This is important because it remembers when their ancestors wandered in the desert for 40 years. A source of wisdom to support this is in the Torah where it says, "You shall dwell in it for seven days."

Another way Sukkot is celebrated is through waving a lulav and esrog in the synagogue. This is important because the lulav symbolises those who read the Torah but do not carry out good deeds, and the esrog symbolises those who read the Torah and carry out good deeds, reminding people to always study and pray the Torah.



This candidate receives all 5 marks.

Way One

- Jews building huts (1) developed by
- to remember their ancestors in the desert for 40 years (1) (sowa) further developed by 'You shall dwell in it for seven days' (1) (sowa)

Way Two

- They wave lulav and etrog in the synagogue (1) developed by
- symbolising those who read the Torah (1)



Set out your answer so that the two paragraphs are clear.

Question 2(d)

The focus of the marking is AO2 on the (d) items. As explained in the specification this means: Analyse and evaluate aspects of religion and belief, including their significance and influence.

AO2 constitutes 50% of the overall mark.

The question asks candidates to 'Evaluate' this statement considering the arguments for and against and reach a justified conclusion. There must be some consideration of the validity of the arguments used/appraisal to gain the higher grades. Many candidates produced excellent answers giving reasons for and against. For some, formulas and writing frames restricted the flow of the arguments limiting candidates' progression to the higher levels.

(d) items are marked using a levels-based mark scheme.

Candidates were assessed on Section Two: Jewish practices

Bullet point 2.5

The question asked was:

'All Jewish girls should have a Bat Mitzvah.'

Evaluate this statement considering arguments for and against. In your response you must:

- refer to Jewish teachings
- reach a justified conclusion.

Please note that candidates were not required to give a non-religious response. The statement was designed to evaluate different understandings about Bat Mitzvah and whether it is important for all Jews.

The best answers compared Orthodox and Reform versions of Bat Mitzvah ceremonies, however, it should be remembered that within Orthodox and Reform, there is a wide variety of beliefs and practices.

Where candidates received the most marks, the answers had religious reasons as well as social reasons why Jewish girls might want a Bat Mitzvah. Some compared it to the Bar Mitzvah and made a case for equality.

A few candidates wrote about B'nai Mitzvah, genderless coming of age and that this was, in their opinion, the direction Judaism should go in the 21st Century.

There are many areas of Judaism where matters do not fall neatly into Orthodox views and Reform views. Bat Mitzvah is one of these areas.

It is better to write 'some Jews', rather than be incorrect.

(d) "All Jewish girls should have a Bat Mitzvah."

Evaluate this statement considering arguments for and against.

In your response you must:

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

(12)

One reason to agree with the statement is ~~the~~ as society moves on from traditional and older generational views, religion should too. For example in Reform Judaism, ~~the~~ girls may have a Bat Mitzvah when turning the right age of becoming an adult. This means that they are more included in the religion and are treated the same as boys, who have a Bar Mitzvah. This allows girls to be responsible for their own actions and become more independent in their journey through their religion towards God. Furthermore, ^{this is a strong argument because} the idea that "we are all made in the image of God" implies that if we are all part of God's creation, both male and female should have the ability/opportunity to celebrate coming of age, and be able to read from the Torah scrolls.

However, one reason to disagree with the statement is that in the Torah, the texts suggest that only a male may experience a Bar Mitzvah.

This is a strong new point held by many Orthodox Judaism religions, meaning they believe that only men might have a coming-of-age ceremony. This is important because in the Torah, God gave Abraham the ~~covenant~~^{promise} that he would have "as many descendants as stars in the sky," meaning he might celebrate this momentous occasion with his male family members, who were circumcised also as part of the covenant. This is a weak argument because the society becomes more modernised meaning we should support one another in whatever religion or gender. Women have been needed throughout Judaism to continue the line of descendants/keep the religion alive, so disrespecting young girls may be seen as not loving.

In conclusion, girls should have a Bat Mitzvah, as well as boys, as they both have important roles to play in the Judaism religion. ~~They~~ Girls should be respected in modern society just as boys are, no matter what denomination of Judaism.



This candidate's response reaches Level 3: 9 marks.

This answer shows good analysis of the question, which is underpinned by sound understanding of religion and belief.

They start with a judgement that as society moves on, then so should religion, and used Reform Judaism as an example of how that works in relation to Bat Mitzvah.

They go on to explain that some Orthodox Jews do not have their coming of age ceremony like this, and why this is the case.

This is not Level 4, because the understanding of the Covenant with Abraham is not totally accurate in its interpretation, and the conclusion makes a judgement based on this.

(d) "All Jewish girls should have a Bat Mitzvah."

Evaluate this statement considering arguments for and against.

In your response you must:

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

(12)

Most Jews will agree with this statement because it is the welcoming of a Jewish woman and ~~the~~ the point at which a Jewish girl becomes a woman, an adult. Jews believe this is important in order to teach a woman on how to live their life as a wife, how to make ~~bread~~ Jewish bread (challah) and how to keep a house. Therefore, most Jews believe it is vital for all Jewish girls to have a Bat Mitzvah as it is crucial for them to grow and learn in the Jewish faith. This is a weak argument as it does not specifically mention in the Torah that Jewish girls should have a Bat Mitzvah and the tradition is only around 100 years old.

However, some Orthodox and Ultra Orthodox Jews believe that Jewish girls should not have a Bat Mitzvah as it does not explicitly mention in the Torah that they should. As the covenant was between God and Abraham, ~~the~~ Orthodox and Ultra Orthodox Jews may believe Jewish girls must not have a ceremony and only Jewish boys must uphold this Covenant. This is seen in the Torah where it says, "Abraham circumcised the foreskin of his penis..."

as he was instructed to do by God. This shows that only Jewish males should have a Bar Mitzvah and uphold the ~~torah~~^{Covenant} and Jewish girls should not have a Bat Mitzvah. This is a strong argument as it is supported by a quote from the Torah.

Another reason why all Jewish girls should have a Bat Mitzvah is because the Torah teaches of equality and that, "you are all one in the eyes of Hashem" and as boys get a Bar Mitzvah, girls are also entitled to be seen as valuable responsible Jewish members of society.

Overall, I believe that it is important for all Jewish girls to have a Bat Mitzvah as it is important in administering responsibility and teaching them how to live their life.



This candidate's response reaches Level 2: 6 marks.

This candidate has a very narrow view of Bat Mitzvah and seems to suggest it is solely to do with learning to be a wife and run a house; a preparation for marriage.

They have written about Bar Mitzvah and why some Jews do not accept Bat Mitzvah. This is a basic analysis of the statement; Bat Mitzvah is much wider than this answer suggests.

The response is placed at the top of the level because of the paragraph about equality, along with the conclusion.



Encourage candidates to appraise their points. This will improve their answers.

Paper Summary

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

- Only write on the lines given for the question. There are always enough. If you write anywhere else, your answer will not be seen
- 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. Higher marks are achieved if the evidence/reasons given is/are 'considered' or appraised for their value as an argument as part of deciding the evaluation
- On (d) items, the bullet points indicate the viewpoints that will be credited in the answer. Candidates 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:
<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

