



Mark Scheme (Results)

June 2019

Pearson Edexcel GCSE
In Religious Studies A (1RA0/2F)
Paper 2: Area of Study 2- Study of Second Religion
Option 2F Judaism

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Paper 2: Second Religion 2F - Judaism Mark Scheme 2019

Question number	Answer	Reject	Mark
1(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> • Some Jews do not accept abortion (1) • Most Jews would not accept euthanasia (1) • Most Jews will not accept capital punishment (1) • One of the Ten Commandments is not to kill (1) • Jews believe life comes above the mitzvot (Pikuach Nefesh) (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum of one mark). 	3

Question number	Answer	Reject	Mark
1(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • It marked the beginning of Judaism (1) as it united the people under one Almighty (1) • The Almighty made Abraham the father of a great nation (1), and promised to look after them (1) • It marked the start of the Jewish homeland (1) as Abraham was given the land of Canaan (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated way/ development • Development that does not relate both to the way given and to the question. 	4

Question number	Answer	Reject	Mark
1(c)	<p>AO1 5 marks</p> <p>Award one mark for each reason. Award further marks for each development of the reason up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> • The Decalogue forms the basis of the Covenant between the Almighty and Moses (1) when the Almighty gave the law to Moses on Mount Sinai (1) and said: 'I am the Lord your God' (Exodus 20) (1) • The Almighty promises loving kindness to those who keep the Ten Commandments (1) such as remaining faithful only to him (1): 'You shall not have the gods of others in my presence' (Exodus 20:3) (1) • The Decalogue established a society for the Jews (1) with a strict set of rules to live by (1), for example he said to keep the Sabbath day holy (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/development • Development that does not relate both to the reason given and to the question • Reference to a source of wisdom that does not relate to the reason given. 	5

Question number	Indicative content	Mark
1(d)	<p>AO2 12 marks, SPaG 3 marks</p> <p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>AO2</p> <p>Arguments for the statement:</p> <ul style="list-style-type: none"> • The Torah begins with the creation of the earth, which shows the importance of this characteristic, above all others as it is established right at the beginning • Many Orthodox Jews believe that the Torah is the literal word of the Almighty and therefore they believe that he created everything in the universe in six days, without which, there would be no opportunity to be Law-Giver or Judge • He is best described as Creator because in creation he demonstrated the characteristics of omnipotence, omniscience and benevolence. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • The Creation happened once, but life is ongoing so it is more important to believe that the Almighty is a divine presence in the world • The Jewish faith would not be a religion without the laws given to Moses which show the Jews how to live according to the Almighty's will. Therefore, his characteristic as Law-Giver is more important • The Jewish people were given laws and these would not be important unless they are being judged on how well they obey them. Thus, the Almighty's role as the ultimate Judge is most important for Jews today. <p>Accept any other valid response.</p> <p>Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	15

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	<ul style="list-style-type: none"> Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief. Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4–6	<ul style="list-style-type: none"> Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief. Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7–9	<ul style="list-style-type: none"> Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief. Connections are made among many, but not all, of the elements in the question. Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10–12	<ul style="list-style-type: none"> Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief. Connections are made among the full range of elements in the question. Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

SPaG

Marks		Descriptors
0 marks	No marks awarded	<ul style="list-style-type: none">• The candidate writes nothing.• The candidate's response does not relate to the question.• The candidate's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.
1 marks	Threshold performance	<ul style="list-style-type: none">• Candidates spell and punctuate with reasonable accuracy.• Candidates use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.• Candidates use a limited range of specialist terms as appropriate.
2 marks	Intermediate performance	<ul style="list-style-type: none">• Candidates spell and punctuate with considerable accuracy.• Candidates use rules of grammar with general control of meaning overall.• Candidates use a good range of specialist terms as appropriate.
3 marks	High performance	<ul style="list-style-type: none">• Candidates spell and punctuate with consistent accuracy.• Candidates use rules of grammar with effective control of meaning overall.• Candidates use a wide range of specialist terms as appropriate.

Question number	Answer	Reject	Mark
2(a)	<p>AO1 3 mark</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> • It builds the relationship with the Almighty (1) • It is a way of communicating with the Almighty (1) • It allows them time to focus on what is important (1) • It strengthens their faith (1) • It strengthens the community (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum of one mark) 	3

Question number	Answer	Reject	Mark
2(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a reason. Award a second mark for development of the reason. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • It reminds them of the Covenant with Abraham (1) where the Almighty made the Jews his Chosen People (1) • It is a rite of passage (1) passing the Jewish faith on to a new generation (1) • A Brit Milah ceremony joins a community in togetherness (1) and binds the child to his faith (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/development • Reject development that does not relate both to the reason given and to the question. 	4

Question number	Answer	Reject	Mark
2(c)	<p>AO1 5 marks</p> <p>Award one mark for each reason. Award further marks for each development of the reason up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> • It recalls the night the Almighty passed over the houses of the Jewish slaves (1) because they had painted blood on their doorposts (1) saving them from the killing of the firstborn children (Exodus 12:1-30) (1) • It is a joyful festival as it celebrates the birth of the Jewish nation (1) who were able to enter the Promised Land (1) as seen in Exodus 6:6 'I will free you from your labours...and deliver you from their bondage' (1) • The retelling of the story ensures the faith and traditions are passed on (1) as Jews are encouraged through this to feel gratitude for their religious freedom (1) as shown in the blessings, from the Haggadah, said over the wine (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/development • Development that does not relate both to the reason given and to the question • Reference to a source of wisdom that does not relate to the reason given. 	5

Question number	Indicative content	Mark
2(d)	<p>AO2 12 marks</p> <p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>Arguments for the statement:</p> <ul style="list-style-type: none"> • The food laws are written in the Torah, and therefore they are laws, not guidance, which means that they remain a vital part of obeying the Almighty • Many Jews believe they are there to test their obedience and to mark them out as different. These aims of the food laws have not changed • The food laws help Jews to develop self-control and doing this reminds them constantly of their faith. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Some Jews believe the laws are not needed in the modern world, as food safety and freshness is no longer a problem, and therefore they are no longer important • It is easier to follow the food laws in Israel, where society is set up for them, but many Jews live in other countries and therefore cannot follow a kosher diet as easily. This has led to some Jews being less strict about what they eat • Many Jewish people do not have the money, or the room for different fridges, sinks and sets of dishes to be able to stick to all the laws, as they are not practical. <p>Accept any other valid response.</p> <p>Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	12

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	<ul style="list-style-type: none"> Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief. Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4–6	<ul style="list-style-type: none"> Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief. Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7–9	<ul style="list-style-type: none"> Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief. Connections are made among many, but not all, of the elements in the question. Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10–12	<ul style="list-style-type: none"> Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief. Connections are made among the full range of elements in the question. Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.