



# **Examiners' Report** **June 2022**

**GCSE Religious Studies B 1RB0 2F**

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June 2022

Publications Code 1RB0\_2F\_2206\_ER

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## Introduction

### Option 2F – Judaism

This paper contributes to 50% of the overall award. The paper includes four questions, each of which covers a section of the specification. Candidates are expected to answer all four 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 on life, specifically about the issues of peace and conflict, and crime and punishment.

This unit engages the interest of young people, because it addresses many Jewish beliefs and teachings, in addition to some issues affecting young people today.

*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 'Torah' or 'Jewish teaching'.*
- *If the candidate states that it is in Genesis 1:18 and then writes 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.*

Note: in some questions marks are given for spelling, punctuation and grammar (SPaG)

## Question 1 (a)

This question was taken from specification point 1.7 and asked the candidates to outline three ways the mitzvot are used by Jews.

This was understood by most candidates, who gave a wide variety of answers – from the very specific, where they wrote about individual mitzvot, to more generic answers.

This candidate gains full marks for giving three correct ways the mitzvot are used by Jews.

This is quite a generic answer but it is correct.

Candidates should set out the points on separate lines.

**1 (a) Outline three ways the mitzvot are used by Jews.**

**(3)**

Firstly, they are used as laws

Secondly, Jews use them to help learn the religion

Thirdly, Jews use them as ways to live life and get to heaven



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Examiners Comments

Marks are awarded for:

- they are used as laws (1)
- Jews use them to learn their religion (1)
- Jews use them as ways to live life (1)

Total: 3 Marks

This is a more specific answer, using three areas of life.

1 (a) Outline **three** ways the mitzvot are used by Jews.

(3)

One way the mitzvot are used is to know how to treat others

Another way the mitzvot are used is to help with food laws

finally another way the mitzvot are used <sup>instructions on</sup> ~~are~~ how to worship



**ResultsPlus**  
Examiner Comments

Marks are awarded for:

- to know how to treat others (1)
- to help with the food laws (1)
- instructions on how to worship (1)

Total: 3 Marks



**ResultsPlus**  
Examiner Tip

Candidates must write complete sentences

## Question 1 (b)

This question comes from specification point 1.2 and asks candidates to explain two ways Shekhinah is seen as important for Orthodox Jews.

There were many good answers to this question, using specific examples from the authority of the mitzvot as Shekhinah was present, to the presence within a minyan in the synagogue.

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 reason given and to the question asked.

When asked a question such as this, encourage candidates to be specific, rather than generic.

Answers that wrote solely about the divine presence on earth were unlikely to achieve more than 2 marks, because candidates tended to repeat themselves, or say the same thing in different words.

(b) Explain **two** ways Shekhinah is seen as important for Orthodox Jews.

(4)

For Orthodox Jews Shekhinah  
~~the~~ is the divine presence of  
God and helps them to  
feel closer to God which  
is important as it establishes  
a better relationship with God.  
~~to~~ Another reason why it is  
important to orthodox Jew is  
Shekhinah was present at mount  
Sinai when God was talking to  
Moses and giving him the  
10 commandments, which is the  
basis of Judaism.



Marks are awarded for:

- it is the divine presence of God (1)
- helps them to feel closer to God (1)
- Shekhinah was present at Mount Sinai (1)
- when God was giving Moses the 10 Commandments (1)

Total: 4 Marks



Be specific in your answer

Candidates often confuse Shekhinah with the Holy Spirit in Christianity and it is worth pointing out the differences between the two concepts.

(b) Explain **two** ways Shekhinah is seen as important for Orthodox Jews.

(4)

One way the Shekhinah is seen as important is the shekinah guided Moses to the promised land, this is important as this shows that God is the <sup>holy spirit</sup> ~~light~~ which ~~brings the world~~ ~~and~~ which guides us to do what's right. Another way is the shekinah is seen <sup>is</sup> as the majestic presence of God, this is important as ~~the~~ God's presence is <sup>un-describable</sup> indescribable and is defined as majestic.



**ResultsPlus**  
Examiner Comments

Marks are awarded for:

- Shekhinah guided Moses to the Promised Land (1)

The candidate then refers to the Holy Spirit, which is not credited.

- it is the majestic presence of God (1)
- which explains as he is indescribable (1)

Total: 3 Marks

## Question 1 (c)

Bullet point 1.2

The question asked was:

Explain **two** ways human life is seen as holy for Jews.

Candidates are asked to 'Explain **two**' on (c) items. Therefore, two reasons 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 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.

(c) Explain **two** reasons why human life is holy for Jews.

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

(5)

One reason why Jews believe that human life is holy is because of the sanctity of life and this means that all life is sacred as it is made by God as shown in the torah.

Another reason they believe that human life is holy is because God created human life as shown in the creation of the universe and God is holy therefore humanity is holy as it comes from God.



Marks are awarded for:

- One reason why it is seen as holy is because of the sanctity of life (1)
- this means that all life is holy as is seen in the Torah (1)
- God created life (1)
- God is Holy therefore humanity is holy (1)

Total: 4 Marks

Sources of wisdom do not need to be separate.

The way this response is written is good, because the source of wisdom becomes part of the candidate's point.

The extra source at the bottom would not have been credited without further information as to who they were writing about.

(c) Explain **two** reasons why human life is holy for Jews.

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

(5)

One reason human life is holy for Jews is that in the Torah it states God created humans in his image and therefore they are special and holy, set aside from Gods ~~for Jews~~ other creation.

Another reason human life is holy is Jews are God's chosen people this means they have a special purpose in life. This is seen when in the Covenant with Abraham.

A source of wisdom is ~~and~~ and God breathed life into his nostrils.



Marks are awarded for:

- God created humans in his image (1, for the source of wisdom)
- therefore they are special and holy (1)
- set aside from God's other creations (1)
- Jews are God's Chosen People (1)
- this means they have a special purpose in life (1)

Total: 5 Marks

## Question 1 (d)

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

The candidates are being 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 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, but did not evaluate the credibility of the argument. 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 One: Jewish beliefs

Bullet point 1.3

Where candidates have used structures to answer (d) questions, they have often been limited in the mark awarded, because they tend to write very knowledge-based answers rather than appraising or evaluating.

\*(d) "The Messianic Age is what all Jews should be working towards."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Jewish teachings
  - reach a justified conclusion.
- Humans should do something*  
*- No me change*  
*- Don't wait you want to see*

For - ~~God's~~ Perfect Teacher  
- bring peace  
- Enforce God's teachings. (15)

~~Some Jews~~ It is hard to say that Jews should be working towards a messianic age, as the messiah will ~~to~~ make the world peaceful, however some may believe Jews should do something instead of waiting.

Firstly, the messiah would be God's perfect teacher, so therefore some may believe Jews should work towards a messianic age. The messiah would bring peace to all nations, and rebuild the temple in Jerusalem. Furthermore, the messiah will enforce God's teachings and encourage Jews to be more faithful to their Lord. This is important as the messiah will end all wars, and bring about the 'Messianic Age', which would be the age of peace.

However, others may say that Jews shouldn't ~~work towards~~ wait for the messianic age as well as a messiah. This is because Jews don't

know when the messiah will arrive, and instead of waiting, they should make an effort in creating that peace among men. Jews should ~~wait~~ ~~before~~. Furthermore, Jews should be the change they want to see, instead of waiting for the messiah to arrive. This is important as the messiah is not divine, and is fully human, meaning ~~there~~ there is nothing special about him. Therefore Jews shouldn't ~~to~~ wait for a messianic age but instead, make an effort in creating that peace themselves.

Overall, it is true to say that Jews should not wait for a messianic age, and instead ~~to~~ work towards creating peace themselves. This ~~is~~ is because God gave humans a role to create peace, ~~and~~ ~~just~~ ~~a~~ therefore Jews shouldn't rely and wait on a messiah.



The candidate makes a judgement in the first sentence by saying 'it is true to say..' and then also in the first paragraph has shown that there are other beliefs.

The candidate shows knowledge and understanding about the Messiah, and says why it is important.

This is a Level 3, rather than a Level 2 response, because of the comments from page 2.

Here, the candidate writes 'instead of waiting'. This is appraising the view they have given previously, and explaining why the previous view is not as strong (in their opinion) as the Reform view. They evaluate the views, and come to a conclusion.

Level 3

7 marks

3 marks for SpaG

Total: 10 Marks

Candidates often use the phrases 'this is a strong argument' and 'this is a weak argument' but then add a separate point.

For this question, they could say 'This is a strong argument because it is one of the 13 Principles of Faith and these are considered very important teachings for Jews'.

One reason to agree with the statement is due to peace being an integral part of Jewish living, this is important as Jews should avoid conflict and other factors which disrupt peace, upholding peace now is important in preparing for the Messianic age which is said to bring about peace and unity throughout the world.

One reason to disagree with the statement is because the Messianic Age is not guaranteed to happen in a Jew's lifetime, this means preparing for a time they will never experience seems pointless meaning focusing on more important things such as personal affairs or goals, this argument can be perceived as weak because preparing for the Messianic Age involves avoiding conflict rather than action and ~~actually~~ actually doing something, meaning Jews should be ~~doing~~ preparing anyway, also, although it is not ~~guaranteed~~ guaranteed Jews would be disappointed if the Messianic age came and they weren't prepared.

Another reason to agree with the statement is because the Messianic Age will no doubt be the biggest event in the religious history, this means Jews should definitely be prepared as the Messianic Age will bring drastic changes to the world which require preparation, this argument can again be perceived as weak because the Messianic Age is guaranteed to happen in your lifetime, meaning properly for something that won't happen is pointless, however most Jews would disagree as the Messianic Age is highly anticipated and Jews will strive to be ready for such an event regardless of whether it happens or not.

In conclusion, after weighing up both arguments I have decided that the agree argument is the strongest, this is because the Messianic Age is so important, that not preparing due to its 'uncertainty' would discredit its importance meaning all Jews should strive to be prepared for the Messianic Age.



The candidate begins with 'one reason to agree is...' and makes a point about peace being a central teaching and this is what the Messianic Age will bring.

Their point against, is that it may not happen in their lifetime, so it is pointless.

This is elevated to Level 3 from there on. They make the point that even if peace does not happen, avoiding conflict is what should be happening anyway, thus appraising their point.

They continue to appraise during the next paragraph.

The conclusion is strong, which means the response is in the middle of Level 3.

Level 3

8 marks

3 marks for SPaG

Total: 11 Marks

## Question 2 (a)

Candidates were assessed on Section Two: Crime and Punishment

Bullet point 2.2

The question asked was:

Outline **three** Jewish responses to the problem of crime.

The candidates needed to provide any Jewish response to the problem of crime, rather than the cause of crime.

Some candidates lost marks on this question by writing about what causes crime, and using poverty as a response.

2 (a) Outline **three** Jewish responses to the problem of crime.

(3)

one jewish response to the problem of  
crime is to deter

second jewish response to the  
problem of crime is to protect

third jewish response to the problem  
of crime is retribution



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There are three clear responses to the problem of crime here:

- deterrence (1)
- protection (1)
- retribution (1)

Total: 3 Marks

An outline must be more than one word or item of knowledge.

2 (a) Outline **three** Jewish responses to the problem of crime.

(3)

One Jewish response is that they promoted ~~moder~~ moderate use of alcohol and banning of drugs

Second Jewish response is that they help charities

Third Jewish response is that they reform criminals and deter them so no more crimes can happen



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Examiner Comments

This candidate has answered as though the question is about how to prevent crime.

They receive a mark for the final sentence, about reform.

Total: 1 Mark

## Question 2 (b)

Candidates were assessed on Section Two: Crime and Punishment

Bullet point 2.4

The question asked was:

Explain **two** Jewish teachings about punishment.

Candidates are asked to 'Explain **two**' on (b) items. Therefore, two reasons 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 reason given and to the question asked.

Most candidates answered this well, using 'An eye for an eye', and then writing about reforming people to give them a second chance.

It helps to write answers that divide into two paragraphs, each containing a reason and a development.

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

(4)

one Jewish teaching about punishment is that everyone deserves another chance so that's why they want to 'reform'. Another Jewish belief is that everyone deserves justice because God is a just God.



Marks are awarded for:

- everyone deserves another chance (1)
- so that is why they want to reform (1)
- everyone deserves justice (1)
- because God is a Just God (1)

Total: 4 Marks

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

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

(4)

One Jewish teaching is that those who commit crime should be punished fairly. Meaning, those who do wrong pay consequences for it. A second Jewish teaching about punishment is that of the death penalty. Many Jews are in support of the death penalty but only if just. "An eye for an eye, a tooth for a tooth". This means those who kill could face capital punishment.



Marks are awarded for:

- those who commit crime must be punished fairly (1)
- those who do wrong pay consequences (1)
- a second Jewish teaching about punishment is that of the death penalty (1)
- "An eye for an eye" (1)

Total: 4 Marks

## Question 2 (c)

Candidates were assessed on Section Two: Crime and Punishment

Bullet point 2.1

The question asked was:

Explain **two** Jewish attitudes to justice.

Candidates are asked to 'Explain **two**' on (c) items. Therefore, two reasons are required, and both need to be developed to be awarded 4 marks. Candidates must also use a source of wisdom correctly, in their answer, which must be identifiable, relevant and linked to the way given in the answer.

Some candidates on this question wrote solely about punishment and these were not credited.

Candidates must be prepared for the whole breadth and depth of the specification in order to achieve higher grades. It is best to check that materials used in school cover the specification.

(c) Explain **two** Jewish attitudes to justice.

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

(5)

One Jewish attitude is that justice should be given to the victims. This means that God wants every human who do good gets rewarded and those who don't get punished. This is supported by "His ways are just"

Second Jewish attitude is that retribution is a form of justice. This means that the perpetrator will pay for what crime they have committed.



Marks are awarded for:

- Justice must be given to the victim (1)
- as God rewards and punishes (1)
- 'His ways are Just' (1)
- retribution is a form of justice (1)
- as the perpetrator pays for his crime (1)

Total: 5 Marks

Responses in (c) questions may lead to 5 marks:

- 2 for attitudes
- 2 for the development of each attitude
- 1 for an accurate source that relates to the attitude given

(c) Explain **two** Jewish attitudes to justice. → god <sup>advanced</sup> <sup>civilians,</sup>  
In your answer you must refer to a source of wisdom and authority.

(5)

One <sup>Jewish</sup> ~~Christian~~ attitude towards justice is that it helps the weak from the strong, which means that without justice the world would remain ~~corrupt~~ corrupt, this is shown in the quote "righteousness and justice kiss each other!"

Another Jewish attitude is that justice provides advanced civilisation, which means that civilians can feel protected.



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Marks are awarded for:

- it helps the weak from the strong (1)
- without justice the world would remain corrupt (2)
- 'Righteousness and justice kiss each other' (1)
- Justice provides advanced civilisation (1)
- which means that civilians can feel protected (1)

Total: 5 Marks

## 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, but did not evaluate the credibility of the argument. Formulas and writing frames restricted the flow of the arguments, limiting candidates' progression to the higher levels.

Candidates were assessed on Section Two: Crime and Punishment

Bullet point 2.7

The question asked was:

'Criminals should always be treated fairly.'

Evaluate this statement considering arguments for and against.

In your response you should:

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

Candidates needed to have a greater understanding of the concept.

Please note that candidates were required to give relevant ethical arguments.

The statement was designed to evaluate different understandings about fairness and what this means to different people.

There were some very well-written arguments, where candidates wrote about the sanctity of life, the teaching about a rodef and the implications of this, and utilitarianism.

There was a number of candidates who did not understand the word 'fair', and wrote as though the question concerned whether criminals should escape punishment. These responses typically remained in Level 1.

(d) "Criminals should always be treated fairly." - Sympathy.

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Jewish teachings
- refer to relevant ethical arguments - UN - Human rights.
- reach a justified conclusion.

(12)

Some Jews would agree with the statement criminals should be treated fairly as God is a God of justice and he believes that <sup>you should</sup> ~~then you~~ <sup>all</sup> treat people with equality as you are all made in the image of God and ~~the~~ therefore are special as said in the Torah. Furthermore <sup>other people such as</sup> ~~Jews~~ humanists would argue human rights say you must treat criminals fairly such as not torturing them. Similarly to Jews they also campaign for prison reform and believe that although they have committed a crime they still deserve basic human respect.

However other people may disagree with this argument as they would say they must be punished proportionally to their crime and if their crime seems worse than they still must be punished as they will be from God. ~~then~~ Some Jews believe this is instructed in the Torah when God says an eye for an eye. Furthermore Jews believe that ~~if~~





The candidate shows an understanding of fairness, and uses Jewish beliefs to reinforce their points.

They appraise their points but do not include all the elements of the question because there is no ethical argument here.

Instead, they include a humanist viewpoint.

Level 3

Total: 7 Marks

(d) "Criminals should always be treated fairly."

Evaluate this statement considering arguments for and against.

In your response you should:

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

(12)

Many Jews would agree with this statement as they believe in ~~the~~ that God is fair and just. This is important as it shows that Jews should act like him as "In the image of God, he created male and female" - suggesting that if criminals aren't treated fairly, you are disrespecting God's creation and thus him - that's wrong. This emphasises that everybody should have the right of fair treatment especially humans as ~~they~~ there's a part of God in them, which must be valued. Furthermore, some would also agree as they believe that criminals should be ~~pen~~ reformed in a way they'll be turning their back towards crime. This is important an unfair treatment would only instigate them more to commit crimes as God says "return of the wicked to the way of righteousness" - conveying that they should be given a fair treatment so that they realize why crime is wrong. This is a strong argument as they support the United Nation Declaration of Human Rights which says that torture shouldn't be used as the criminals have human rights. ~~and~~ ~~finish~~ This is a weak argument as Torah says they should be retributed if they're posing threat to society as a way to deter the law abiding citizens from committing crime.

Other Jews would disagree as they believe that God is a God of Justice, ~~and~~ This is important as this means that whomever they've wronged, they would only receive the Justice once the perpetrator ~~receives~~ <sup>feels the same</sup> Justice pain. This is as follows "Eye for eye, tooth for tooth" - this conveys as a victim is innocent, their criminal must be come face to face with the suffering too. Nevertheless, they would also disagree due to the teachings of Pirouch Ne'esh. This is important as <sup>overall</sup> all the other mitzvot can be ignored to save human life, meaning if a terrorist is planning to cause harm, it's permitted to use torture in order to save many numerous other lives <sup>as it will bring more laying out</sup> or even give death penalty to the offender that is a threat to society - "Defend the cause of the weak" - suggests Jews need to defend society from criminals. This is a strong argument as if you are just and seeking it you're respecting God as "God loves the Just" and you're doing as the Torah says which is a direct word of God. This is a weak argument as the Mishneh says "Execution even once in seven years, is murderous", meaning death penalty is a sin and ~~torture~~ <sup>torture</sup> is never <sup>justified</sup>.

In evaluation, ~~most~~ Jews agreeing have a strong argument as it demonstrates that by being fair you aren't harming God's creation, while Jews disagreeing have a weak argument as <sup>torture can never be justified</sup>.



This is an answer full of analysis, and appraisal of the points and arguments the candidate is making.

There are logical chains of reasoning here, and it reaches the top of Level 3.

To reach Level 4, it would need to be fully-comprehensive in its appraisal of the arguments, with more connections made amongst the range of elements.

The conclusion is repeating, rather than adding, evaluation to the essay.

Level 3

Total: 9 Marks



Candidates should be familiar with the requirements in the levels mark schemes

### Question 3 (a)

Candidates were assessed on Section Three: Living the Jewish Life

Bullet point 3.3

The question asked was:

Outline **three** purposes of prayer in the home.

Candidates needed to provide purposes, not ways or reasons, and these could be varied, but not named, examples.

Each purpose needs to be in its own standalone sentence to be an outline.

**3 (a)** Outline **three** purposes of prayer in the home.

(3)

*One purpose of prayer in the home is to get closer to God.*

*Another purpose of prayer in the home is to pray for personal issues and problems.*

*Another purpose of prayer in the home is to love and serve God with all your heart and soul.*



Marks are awarded for to:

- get closer to God (1)
- pray for personal issues (1)
- love God (1)

Total: 3 Marks

Candidates should provide three full sentences to answer an (a) item.

3 (a) Outline **three** purposes of prayer in the home.

(3)

one purpose of prayer at home is that jews can pray at any time. Another purpose is that jews can ask for forgiveness and thank god privately. ~~one~~ ~~at~~ Another purpose is that they can confess their sins to god.



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Marks are awarded for:

- Jews can pray at any time (1)
- Jews can ask for forgiveness (1)
- they can confess their sins (1)

Total: 3 Marks

### Question 3 (b)

Candidates were assessed on Section Three: Living the Jewish Life

Bullet point 3.1

The question asked was:

Explain **two** reasons why synagogue services are important for the Jewish community.

Candidates are asked to 'Explain **two**' on (b) items. Therefore, two reasons 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 reason given and to the question asked.

Some candidates wrote detailed answers about Shabbat, the necessity for a minyan and for continuing the faith. Some candidates wrote about other things the synagogue may be used for, and these were not credited.

Examples linked to the reason given are a good form of development.

(b) Explain **two** reasons why synagogue services are important for the Jewish community.

(4)

One reason synagogue services are important for the Jewish community is they bring it them together in the Jewish faith and provide them with a stronger sense of their Jewish identity.

Another reason synagogue services are important for the Jewish community is they are where ceremonies such as ~~Bar Mitzvahs~~ Bar Mitzvahs take place. This helps children grow up in the Jewish faith and so helps it continue.



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Marks are awarded for:

- they bring them together (1)
- providing a stronger sense of their Jewish identity (1)
- where ceremonies take place (1)
- such as Bar Mitzvahs (1)

Total: 4 Marks

Writing reasons in separate paragraphs, like this candidate has done, is a good idea.

(b) Explain **two** reasons why synagogue services are important for the Jewish community.

(4)

One reason is because it allows them to unite as a community and join in prayer. And have the ability to mix with the people of the same faith.

Another reason is because it allows them to feel the presence of God and show adoration

for his love, for example with a minyan where

10 or more Jewish men are together God is present.



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Marks are awarded for:

- it allows them to unite as a community (1)
- and mix with people of the same faith (1)
- it allows them to feel the presence of God (1)
- and show adoration (1)

Total: 4 Marks

### Question 3 (c)

Candidates were assessed on Section Three: Living the Jewish Life

Bullet point 3.8

The question asked was:

Explain **two** ways objects of devotion are used in the synagogue.

Candidates are asked to 'Explain two' on (c) items. Therefore, two ways are required, and both need 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 be of the reason given and to the question asked.

The ways 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.

An object of devotion is anything that is used in the synagogue to aid worship. There was a variety of answers given.

(c) items provide marks for five points:

- 2 for ways
- 2 for the development of each way
- 1 for an accurate source that relates to the way given

(c) Explain **two** ways objects of devotion are used in a synagogue.

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

(5)

One way objects of devotion are used in a synagogue is the Yad which is used to read the Torah scrolls. This is important because the scrolls are old and fragile, therefore cannot be touched directly.

Another way objects of devotion are used in a synagogue is the Star of David which is seen outside the synagogue. This is important because it is the universal symbol of Judaism which was present on King David's shield.



Marks are awarded for:

- the yad (1)
- used to read the Torah scrolls (1)
- The Star of David (1)
- a universal symbol of Judaism (1)

There is no source of wisdom here, so the fifth mark can not be awarded.

Total: 4 Marks

Sources can be paraphrased, however, they must be recognisable.

(c) Explain two ways objects of devotion are used in a synagogue.

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

Net Tamid  
Holy Ark  
Torah

(5)

~~One way is the Holy Ark~~

One object is the Torah, which is a scroll of the Jewish Bible, this is kept in a special cupboard and used in a synagogue when praying.

Another object is Ner Tamid which is the never-ending lamp which is also used in the synagogue, the Star of David is also kept in the synagogue.



**ResultsPlus**  
Examiner Comments

Marks are awarded for:

- One is the scroll of the Jewish Bible (1)
- used when praying (1)
- Another is the Ner Tamid (1)
- the never ending lamp (1)

Total: 4 Marks

### Question 3 (d)

Candidates are assessed on AO2 : Analyse and evaluate aspects of religion and belief, including their significance and influence.

AO2 constitutes 50% of the overall marks on this paper.

The question is ' **Evaluate**' this statement **considering the arguments for and against** and reach a **justified conclusion**. There must 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, but did not evaluate the credibility of the argument. 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 Three: Living the Jewish Life

Bullet point 3.5

The question asked:

'Sitting Shiva is important for Jews today.'

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Jewish teachings
- reach a justified conclusion.

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

Where candidates knew what 'Sitting Shiva' was, the answers given were thoughtful and detailed. A number of candidates did not know what it was, however, and it was difficult to guess.

Orthodox ~~Jews~~ Jews would agree with this statement as God ~~commanded~~ commanded them to sit shiva when someone died, and therefore it is extremely important. It is a sign of respect ~~to~~ to the deceased as well as to God to obey the ~~set~~ rules and not work or do any activities.

Other Jews could argue that sitting shiva is a unneeded task for 7 days as there are important things which could be done during this period. ~~but~~ Also ~~Jews~~ Reform Jews believe that they don't have to be as strict and they can do things such as clean or put the kettle on.

Another reason why sitting shiva is important is it allows the relatives and loved ones to remember and appreciate the life of the person who just died. It also gives time to ~~grieve~~ grieve and mourn, as the person who died would be a close relative. So it is important to have no distractions.

Some Jews may think sitting shiva may not be needed if it was the person's wish for people to get on with their lives and to not dwell on the dead. It could also be a time when they could comfort people around them which they can't do if they are sitting shiva.

In conclusion, I would agree that sitting shiva is important as it gives the person time to reflect and ~~reflect~~ mourn the person who died out of respect and God wanted it this way. I think it is also important that you stay in the same clothes as it is important. ~~as it is important~~

(Total for Question 3 = 27 marks)



This is a 'for and against'. There is some knowledge and understanding shown but there is little depth.

The candidate gives very little religious reasoning on either side and there is no appraisal or evaluation.

Level 3:

5 marks

3 marks for SPaG

Total: 8 Marks



Know all of the specific terms in the specification

Candidates who refer back to the question at the end of each paragraph tend to stay focussed with their writing.

Some Jews may agree with this statement as they would argue that going through the intense 7 days of mourning will allow them to get over the loss of a loved one ~~more~~ better. This is because during this time of mourning they will not leave ~~the side of the dead~~ their house or do ~~any~~ any everyday activities for the seven days. After they have had that they will have a further 30 days of mourning where they ~~will allow~~ ~~to~~ aren't able to listen to music.

They may also argue that it will help them strengthen their faith in God as during this time it will give them time to reflect on the life that the loved one had lived and ~~on their faith that~~ they can really focus on their belief in God and how God will look after

their body now they have gone to a better place. Also by sitting in Shiva it will allow Jews to become more self aware and allow them to make very personal prayers to God.

However, so other Jews may ~~not~~ disagree with the statement because they may argue that it doesn't fit with modern day society. For example if they have a job as a doctor then they won't be able to stay off work for seven days as it doesn't isn't realistic and ~~be~~ they can't risk others lives as that would go against the 10 commandments and the 13 Principles of faith.

They may also argue that ~~be~~ they may have found other ways of ~~of~~ mourning which allow them to feel at peace with the death more and that strengthens their faith in God further.

In conclusion, the stronger argument is to disagree as it doesn't fit with modern day society.



This candidate has written a good answer, typical of the upper end of Level 2.

They say that 'some Jews believe this side because...and other Jews believe the other side because...' but they do not explain why one side is stronger than the other, other than the very final line.

Their knowledge and understanding is there, but they neither appraise nor evaluate the arguments they give.

Level 2

6 marks

3 marks for SPaG

Total: 9 Marks

## Question 4 (a)

Candidates were assessed on Section Four: Peace and Conflict

Bullet point 4.7

The question asked was:

Outline **three** reasons why Jews would oppose weapons of mass destruction.

Candidates generally answered well on this question and used the sanctity of life, the Ten Commandments and teachings about peace.

Candidates lost marks because they misread the question, or did not understand the word 'oppose.'

Some candidates answered using a list, which is not an outline. They could only receive 1 mark according to the mark scheme.

**4 (a) Outline three reasons why Jews would oppose the use of weapons of mass destruction.**

**(3)**

one reason Jews oppose to weapons of mass

destruction is they go against the sanctity of life

Another reasons Jews oppose <sup>weapons</sup> ~~weeps~~ of mass

destruction is they destroy the earth's resources.

finally Jews would oppose ~~to~~ the use of mass

weapons if they kill innocent people



**ResultsPlus**  
Examiner Comments

Marks are awarded for they:

- go against the sanctity of life (1)
- destroy the earth's resources (1)
- kill innocent people (1)

Total: 3 Marks

4 (a) Outline **three** reasons why Jews would oppose the use of weapons of mass destruction.

(3)

The ~~is~~ ~~propose~~ One reason is because it is unethical and immoral.

Another reason is because Jews are instructed not to endanger human life.

A third reason is because they should look for a peaceful outcome.



**ResultsPlus**  
Examiner Comments

Marks are awarded for:

- it is unethical (1)
- Jews are instructed not to endanger human life (1)
- they should look for a peaceful outcome (1)

Total: 3 Marks

## Question 4 (b)

Candidates were assessed on Section Four: Peace and Conflict

Bullet point 4.2

The question asked was:

Explain **two** Jewish teachings about forgiveness and reconciliation.

Candidates are asked to 'Explain **two**' on (b) items. Therefore, two teachings 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 reason given and to the question asked.

Candidates who answered only with forgiveness or reconciliation were awarded all the marks available. There was no necessity to give one teaching for each.

Candidates should ensure they read the secondary command word in each question. In this case it is 'teachings'.

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

(4)

One Jewish teaching about forgiveness is only the victim can give forgiveness as they are completely innocent in the crime.

Another Jewish teaching about forgiveness is that you must seek out forgiveness for anyone you have wronged so you can also be forgiven by God on Yom Kippur.



Marks are awarded for:

- only the victim can give forgiveness (1)
- as they are innocent of the crime (1)
- you must seek forgiveness (1)
- so you can be forgiven by God on Yom Kippur (1)

Total: 4 Marks



Read **all** of the question carefully

Candidates should try to vary their answers as much as possible, to avoid overlapping material.

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

(4)

One Jewish teaching about forgiveness is that you should forgive everyone. This is because as Jewish people ask for forgiveness from God, humans should do the same for other humans.

Another Jewish teaching about forgiveness is that you should pray for forgiveness. This means that when praying God forgive you and ~~clear~~ cleanse your sin so you can be accepted into heaven.



**ResultsPlus**  
Examiner Comments

Marks are awarded for:

- you should forgive (1)
- because as Jewish people ask for forgiveness from God, humans should do the same for other humans (1)
- you should pray for forgiveness (1)
- so you can be accepted into heaven (1)

Total: 4 Marks

## Question 4 (c)

Candidates were assessed on Section Four: Peace and Conflict

Bullet point 4.8

Explain two ways Jews have worked to overcome the problems involved in conflict.

Candidates are asked to 'Explain two' on (c) items. Therefore, two ways are required, and both need 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 be of the way given and to the question asked.

The 'ways' 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.

This question was about the way Jewish people behave, rather than about Jewish teachings or beliefs. Therefore, candidates who answered referencing Just War Theory or Holy War were not credited with marks.

Candidates must understand the difference between Jews and the State of Israel.

(c) Explain **two** ways Jews have worked to overcome the problems involved in conflict.

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

(5)

One way Jews have worked to overcome the problems involved in conflict is by having the Jewish Fellowship programme which campaigns for non violent means of resolving conflict.

Another way the Jews have worked to overcome the problems involved in conflict is <sup>through not</sup> using weapons of mass destruction ~~participating in wars if they are just~~. This reduces the amount of people, property and economy that is damaged.

In the Tenach it <sup>suggests</sup> ~~states~~ you must not damage the trees of the nation you are invading.



**ResultsPlus**  
Examiner Comments

The first paragraph here is awarded both marks because it explains how Jews work to overcome the problems of conflict.

The second paragraph is not credited.

Total: 2 Marks

Sources of wisdom and authority do not have to be referenced.

(c) Explain ~~two~~ ways Jews have worked to overcome the problems involved in conflict.

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

parents circle

LTN

JPF

(5)

- One way Jews are working to overcome conflict is the "Jewish peace fellowship". This is an organisation that believes in pacifism and not fighting in wars. The sanctity of life is important to them as "Thou shalt not kill" from the Decalogue.
- Another key aspect of Jews overcoming conflict is the organisation called "The parents circle". This group of <sup>people</sup> parents are parents who get Jewish children and Palestinian children to play and communicate with each other in order to grow up with no prejudice for one and other. "Love Thy Neighbour" from ~~the~~ Leviticus 19 emphasises their message of love and peace.



**ResultsPlus**  
Examiner Comments

Marks are awarded for:

- The Jewish People's Fellowship (1)
- believes in pacifism (1)
- 'Thou shalt not kill' (1)
- The Parent's Circle (1)
- bringing Jewish and Palestinian children together (1)

Total: 5 Marks

## Question 4 (d)

Candidates are assessed on AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.

AO2 constitutes 50% of the overall marks on this paper.

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 grades. Many candidates produced excellent answers, giving reasons for and against, but did not evaluate the credibility of the argument. 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 Four: Matters of Life and Death

Bullet point 4.1

The question asked:

'Peace is the most important teaching in Judaism'

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Jewish teachings
- reach a justified conclusion.

There were some superb answers that drew on other areas of the specification, such as belief in the Messiah.

The higher levels were awarded where candidates compared teaching about peace with the teachings about Holy War and whether or not these were compatible.

Encourage candidates to compare teachings that are either linked or similar.

This will make it easier to argue for one side or the other.

Some Jews would agree with this statement. This is because some Jews believe that with peace on the world everything will be good. This is important because Jewish people believe in the messianic age, this means that Jews are waiting for the messiah as he will bring peace to the world. Also another reason why Jews believe peace is the most important thing as Jews say 'Shalom alaykum' which means, this is important as it means to grant peace to you. In addition to this Jews believe in peace as it will bring about love kindness and freedom to humanity.

Some Jews may disagree with the statement. This is because some Jews may say peace is important but not the most important as they may believe that ~~the~~ the covenant of Abrahams is the most important teaching as it brings Jews into the Jewish faith.

In conclusion most Jewish people will agree with the statement "peace is the most important teaching in Judaism" as Jews say "Shalom alayhem" this mean peace to you, this is important because peace will bring freedom and love amongst one another which will therefore fulfil the commandments so all Jews will connect with God and live a better life.



This candidate has started well, and has a clear understanding of peace and the Messianic Age.

However, they compare it with a belief in the Covenant with Abraham, and then have difficulty in explaining why this might be considered more important.

Total: 5 Marks

Candidates should be familiarised with the requirements in the levels mark schemes

Most Reform and Orthodox Jews would agree as they believe Judaism to be a religion of peace so they must work towards it. The Tenakh says to "seek peace and pursue it" (Psalms) meaning they should do this as it was commanded by the Almighty. They believe it is important as the Messianic Age will 'bring peace among all nations' so they should work towards ~~the~~ this time as it is considered to be ~~the~~ a very significant time by some Jews. This means Jews should work to end war and conflict as this can also result in death which goes against Jewish teachings as humans were created 'in the image of God' (Genesis 1) and it goes against Pikuach Nefesh which is to preserve life. This means peace is ~~the~~ the most important teaching as it links into other teachings. Jews do this by opposing the use of weapons of mass destruction as this removes peace, as well as ~~app~~ donating to charities as this helps to bring peace to families who are financially struggling.

Other ~~Orthodox~~ Jews may disagree as they are other teachings and mitzvot which may ~~be considered to be~~ ~~no~~ not involve peace. For example, some Orthodox Jews follow the Milchmet Mitzvah which means they

are obliged to fight in war to defend their faith. There are also many other stories in the Jewish scriptures which show wars. This means that peace cannot always be obtained as other teaching such as the Milchemet Mitzvah require there to be some conflict, meaning peace cannot be the most important. As well as this, some Jews may think that other teachings are more important, such as love and recognising God's oneness (as shown in the Shema). They may think this to be more important than peace as God's oneness is the staple of Jewish belief and if they ~~don't~~ do not believe in this, then they are not following the teachings properly.

The stronger argument is that peace is the most important teaching as it helps to create an ideal world which God intended. Without peace, it is difficult for Jews to follow all the teachings as they link together. Some Jews may oppose other teachings which reduce peace ~~as it cause~~ such as fighting in a war as it causes suffering and goes against the Decalogue which are the main principles of the Jewish belief.



This is a good answer. It has many religious references and is argued well.

The candidate appraises: in the argument against, they say those who disagree may do so, because there are many teachings and mitzvot that do not relate to peace.

The candidate writes about Holy War, which requires conflict, meaning peace cannot be the most important teaching.

The paragraph about the Oneness of God is unnecessary because they have already given two sides, and this does not add anything.

The conclusion is not written particularly well but the point it makes is good.

Total: 8 Marks

## 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 scannable pages, using the blank spaces provided
- 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>

