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# Mark Scheme (Results)

Summer 2017

Pearson Edexcel GCE  
In Religious Studies 8RS0  
Paper 4E – 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 4: Study of Religion, Option 4E: Judaism**  
**Mark scheme**

Question number	Answer
1	<p>8 marks AO1</p> <p><b>AO1 will be used by candidates to demonstrate knowledge and understanding using specialist language and terminology when responding to the question.</b></p> <p><b>Candidates may refer to the following.</b></p> <ul style="list-style-type: none"><li>• Rashi created volumes of commentaries on most of the Jewish scriptures and these have been a basis for Rabbinic Judaism.</li><li>• The best known commentary on the Babylonian Talmud is that of Rashi and this is a seminal work within Rabbinic Judaism.</li><li>• Rashi and his school placed distinctive emphasis on the literal translation of Jewish scripture and this has been a legacy for Rabbinic Judaism.</li><li>• Rashi emphasised the importance of 'Targum' (translation) and Aramaic gradually replaced Hebrew and he aimed to make these translations intelligible to worshippers.</li><li>• A key contribution is that Rashi is associated with 'halakhah' and attempted to build a code of contact encompassing all aspects of Jewish life.</li></ul>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1–2	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1).</li> <li>• Provides a superficial understanding of key religious ideas and beliefs (AO1).</li> </ul>
<b>Level 2</b>	3–5	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1).</li> <li>• Develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>
<b>Level 3</b>	6–8	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1).</li> <li>• Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>

Question number	Indicative content
2	<p data-bbox="323 271 735 300">3 marks AO1, 6 marks AO2</p> <p data-bbox="323 338 1449 512"><b>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</b></p> <p data-bbox="323 553 1251 582"><b>Candidates may refer to the following in relation to AO1</b></p> <ul data-bbox="371 591 1358 763" style="list-style-type: none"> <li data-bbox="371 591 1278 656">• Preserving Jewish identity is based on belief that they are the chosen people.</li> <li data-bbox="371 663 1238 728">• This is linked to the view that the Jews are an example regarding living in accordance with God's will.</li> <li data-bbox="371 734 1358 763">• It is seen through the strict adherence to the Mosaic traditions.</li> </ul> <p data-bbox="323 837 1342 974"><b>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</b></p> <p data-bbox="323 1014 1262 1043"><b>Candidates may refer to the following in relation to AO2.</b></p> <ul data-bbox="371 1052 1426 1404" style="list-style-type: none"> <li data-bbox="371 1052 1342 1117">• The preservation of identity is a significant feature of Judaism because of divine revelations.</li> <li data-bbox="371 1124 1410 1189">• The efforts to maintain identity may become more pressing in a context of anti-Semitism because of a threat to the Jewish people.</li> <li data-bbox="371 1196 1426 1294">• The significance of some aspects of preservation of identity may be seen in living according to the 613 mitzvot because of obedience to God.</li> <li data-bbox="371 1301 1422 1404">• The notion of the 'Promised Land' is significant because of the links between the preservation of Jewish identity and the covenant people of God.</li> </ul> <p data-bbox="323 1444 1385 1509">Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1–3	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues are identified (AO2).</li> <li>• Judgements are supported by generalised arguments (AO2).</li> </ul>
<b>Level 2</b>	4–6	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues which lead to a simplistic chain of reasoning (AO2).</li> <li>• Judgements of a limited range of elements in the question are made (AO2).</li> </ul>
<b>Level 3</b>	7–9	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).</li> </ul>

Question number	Indicative content
3	<p data-bbox="304 309 715 338">3 marks AO1, 6 marks AO2</p> <p data-bbox="304 376 1482 548"><b>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</b></p> <p data-bbox="304 589 1246 618"><b>Candidates may refer to the following in relation to AO1.</b></p> <ul data-bbox="352 624 1299 835" style="list-style-type: none"> <li data-bbox="352 624 1262 692">• A feature of Reform Judaism is of changing over time and this has implications for evolving religious practices.</li> <li data-bbox="352 696 1299 763">• There are distinctive features such as shortened liturgy, use of vernacular and importance of music.</li> <li data-bbox="352 768 1299 835">• There are tensions between Reform Judaism and Orthodoxy with a focus on religious observations.</li> </ul> <p data-bbox="304 875 1458 976"><b>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</b></p> <p data-bbox="304 1016 1246 1046"><b>Candidates may refer to the following in relation to AO2.</b></p> <ul data-bbox="352 1052 1449 1429" style="list-style-type: none"> <li data-bbox="352 1052 1449 1162">• Religious observances can apply to liturgy but also to various ceremonies and rites of passage and therefore the emphases may be wide ranging.</li> <li data-bbox="352 1167 1449 1234">• There are variations of different Reform practices and therefore there are different emphases across different countries.</li> <li data-bbox="352 1238 1449 1348">• Religious observances within Reform have had different emphases including the Columbus Platform because this presented the view that Reform had moved too far from tradition.</li> <li data-bbox="352 1352 1449 1429">• The different emphases are wide-ranging in that these may influence gender issues.</li> </ul> <p data-bbox="304 1458 1449 1520">Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>



Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1–3	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues are identified (AO2).</li> <li>• Judgements are supported by generalised arguments (AO2).</li> </ul>
<b>Level 2</b>	4–6	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues, which lead to a simplistic chain of reasoning (AO2).</li> <li>• Judgements of a limited range of elements in the question are made which are supported by an attempt to appraise evidence (AO2).</li> </ul>
<b>Level 3</b>	7–9	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question, which are fully supported by the comprehensive appraisal of evidence (AO2).</li> </ul>

Question number	Indicative content
4(a)	<p>8 marks AO1</p> <p><b>AO1 will be used by candidates to demonstrate knowledge, understanding and specialist language and terminology when responding to the question.</b></p> <p><b>Candidates may refer to the following.</b></p> <ul style="list-style-type: none"> <li>• God is believed to be the source of moral values.</li> <li>• Specific examples of teaching on charity may include Maimonides and 'eight levels of giving' such as giving anonymously to an unknown recipient.</li> <li>• Justice is rooted in the belief that God knows all deeds and thoughts and justice is a prime human moral value.</li> <li>• God rewards those who keep his commandments and punishes those who transgresses them.</li> <li>• There can be a tension between love and justice in certain situations for some Jews.</li> </ul>

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	0	No rewardable material.
<b>Level 1</b>	1–2	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1).</li> <li>• Provides a superficial understanding of key religious ideas and beliefs (AO1).</li> </ul>
<b>Level 2</b>	3–5	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1).</li> <li>• Develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>
<b>Level 3</b>	6–8	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1).</li> <li>• Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>

Question number	Indicative content
4(b)	<p>5 marks AO1, 15 marks AO2</p> <p><b>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</b></p> <p><b>Candidates may refer to the following in relation to AO1.</b></p> <ul style="list-style-type: none"> <li>• This belief system is in contrast to types of polytheism and immoral activities associated with some types of ritual at this period of Jewish history.</li> <li>• Ethical monotheism may be illustrated with reference to Maimonides and his 13 Principles of Faith, including God's unity and ethical implications.</li> <li>• Although there are substantial differences between Orthodoxy and Reform a belief in ethical monotheism underpins their Jewish heritage.</li> </ul> <p><b>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</b></p> <p><b>Candidates may refer to the following in relation to AO2.</b></p> <ul style="list-style-type: none"> <li>• Beliefs about ethical monotheism are fundamental to Judaism because they are divinely inspired and underpin an understanding of Judaism.</li> <li>• Infallibility stems from a belief in Revelation and therefore the Mosaic teaching on ethical monotheism is essential as seen especially within Orthodoxy.</li> <li>• Reform teaches that revelation is a continuous process and therefore notions of the significance of ethical monotheism are more varied.</li> <li>• Therefore, a Reform view is that Judaism has an obligation to adapt the teachings about ethical monotheism.</li> <li>• Some aspects of ethical monotheism are contentious because of debates about gender issues and these raise issues about an understanding of contemporary Judaism.</li> <li>• Debates about the links between ethical monotheism and the chosen people raise issues within inter-faith dialogue and these therefore can cause complexities for an understanding of Judaism.</li> </ul> <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1–5	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues may be selected (AO2).</li> <li>• Makes basic connections between a limited range of elements in the question.</li> <li>• Judgements are supported by generic arguments (AO2).</li> <li>• Judgements made with no attempt to appraise evidence (AO2).</li> </ul>
<b>Level 2</b>	6–10	<ul style="list-style-type: none"> <li>• A limited range of knowledge, specialist language and terminology are selected, some of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues (AO2).</li> <li>• Makes connections between a limited range of elements in the question (AO2).</li> <li>• Judgements of a limited range of elements in the question are made</li> <li>• Judgements made with little or no attempt to appraise evidence (AO2).</li> </ul>
<b>Level 3</b>	11–15	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues, which lead to a simple chain of reasoning (AO2).</li> <li>• Makes connections between many but not all of the elements in the question (AO2).</li> <li>• Judgements of a limited range of elements in the question are made.</li> <li>• Judgements are supported by an attempt to appraise evidence (AO2).</li> </ul>
<b>Level 4</b>	16–20	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Makes connections between the full range of elements in the question (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question.</li> <li>• Reasoned judgements are fully supported by the comprehensive appraisal of evidence (AO2).</li> </ul>

