



Mark Scheme (Results)

Summer 2024

Pearson Edexcel GCSE

In Religious Studies B

Paper 3: Religion, Philosophy & Social Justice

3F 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 3: Religion, Philosophy and Social Justice

Spec B 1RB0_3F - Judaism

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 marks.</p> <ul style="list-style-type: none">• One of the Ten Commandments is to have no other gods than the Almighty (1)• To remember the Sabbath day and keep it holy (1)• To honour your mother and your father (1)• You shall not covet your neighbour's house (1)• You shall not murder (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 teaching. Award a second mark for development of the teaching up to a maximum of four marks.</p> <ul style="list-style-type: none">• One Jewish teaching about life after death is that they believe in Gan Eden (1) a place of paradise (1)• Some Jews believe in the Messianic Age (1) when all will be resurrected (1)• Some Jews believe the soul is eternal (1) and resides with the Almighty after death (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none">• Repeated teachings / development• Development that does not relate both to the teaching 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 divine presence is important for Jews as it proves the mitzvot comes from the Almighty (1) as it was there on Mount Sinai (1). 'And the LORD said to Moses, "I will come to you in a thick cloud, in order that the people may hear when I speak with you and so trust you ever after."' (Exodus 19:9) • Shekhinah is important as it was there at the burning bush (1) when the Almighty spoke to Moses (1) and told him to rescue the Jews from Egypt (Exodus 3) (1) • The divine presence is felt when Jews pray (1). The Talmud says that whenever ten men pray together, the Almighty is present (Berakhot 6) (1) which is why Jews pray in a minyan (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 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 data-bbox="370 264 768 296">AO2 12 marks, SPaG 3 marks</p> <p data-bbox="370 327 1333 485">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 data-bbox="370 516 431 548">AO2</p> <p data-bbox="370 558 813 590">Arguments for the statement:</p> <ul data-bbox="370 590 1333 873" style="list-style-type: none"> <li data-bbox="370 590 1333 684">• 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 <li data-bbox="370 684 1333 810">• 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 <li data-bbox="370 810 1333 873">• He is best described as Creator because in creation he demonstrated the characteristics of omnipotence, omniscience and benevolence. <p data-bbox="370 905 878 936">Arguments against the statement:</p> <ul data-bbox="370 936 1333 1262" style="list-style-type: none"> <li data-bbox="370 936 1333 1031">• 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 <li data-bbox="370 1031 1333 1125">• 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 <li data-bbox="370 1125 1333 1262">• 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 data-bbox="370 1293 805 1325">Accept any other valid response.</p>	15

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	A superficial analysis of the statement that uses undeveloped arguments, underpinned by isolated elements of understanding of religion and belief. Judgements are asserted without clear links to the analysis.
Level 2	4–6	A basic analysis of the statement that uses some developed arguments to discuss different points of view, underpinned by limited understanding of religion and belief. This leads to simple judgements which have some links to the analysis, leading to a conclusion with limited justification.
Level 3	7–9	A good analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by a sound understanding of religion and belief. This leads to reasoned judgements which are clearly linked to the analysis, leading to a partially justified conclusion.
Level 4	10–12	A sustained and coherent analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by thorough understanding of religion and belief. This leads to reasoned judgements supported by the appraisal of arguments, leading to a justified conclusion that is consistent with the analysis.

'Point(s) of view' **always** means arguments for and against the statement. **Where specified in the bullet points under the question**, it may also include one of the following:

- different views within the religion
- non-religious views
- philosophical arguments
- ethical arguments.

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 mark	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 marks</p> <p>Award one mark for each point identified up to a maximum of three marks.</p> <ul style="list-style-type: none"> • One problem raised by the issue of suffering is if the Almighty is omnipotent, why does he not stop suffering? (1) • If the Almighty loves his people, why does suffering exist? (1) • If the Almighty created a perfect world, why is there suffering? (1) • Why do good people suffer? (1) • Why does the Almighty not intervene as he did in the Torah? (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 way up to a maximum of four marks.</p> <ul style="list-style-type: none"> • A miracle may show the Almighty's loving power (1) such as when he blew quails into the wilderness for the hungry Israelites (1) • Miracles show the omnipotence of the Almighty (1) such as the Creation of the world (1) • Miracles strengthen belief in the Almighty (1) 'When they saw this, all the people flung themselves on their faces and cried out: "The LORD alone is God, The LORD alone is God!"' (1 Kings 18:39) (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. 	4

Question number	Answer	Reject	Mark
2(c)	<p>AO1 5 marks</p> <p>Award one mark for each way. Award further marks for each development of the way 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 design argument argues that the world is beautiful, complex and follows laws (1) which could only have been done by an omnipotent being (1). 'When God began to create heaven and earth' (Genesis 1:1) (1) • The world is clearly designed (1) and therefore there must have been a designer (1). 'Lift high your eyes and see: Who created these? He who sends out their host by count, Who calls them each by name: Because of His great might and vast power, Not one fails to appear' (Isaiah 40:26) (1) • The teachings of Rabbi Meir tried to prove the Almighty designed the world (1) by telling the story of a cat who created a poem by spilling a pot of ink (1). 'How could the universe come into being by itself? There must have been an Author. There must be a Creator.' (Kaplan, A., <i>The Aryeh Kaplan Anthology: Illuminating Expositions on Jewish Thought and Practice by a Revered Teacher</i>) (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 and to the question. • Reference to a source of wisdom that does not relate to the way given. 	5

Question number	Indicative content	Mark
2(d)	<p data-bbox="370 264 560 289">AO2 12 marks</p> <p data-bbox="370 327 1190 485">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 data-bbox="370 522 431 548">AO2</p> <p data-bbox="370 554 812 579">Arguments for the statement:</p> <ul data-bbox="370 585 1182 936" style="list-style-type: none"> <li data-bbox="370 585 1182 709">• Revelation is the basis of Judaism; the revelation of the Almighty to Abraham gave the Jews the monotheistic religion that is still practised today, which proves his existence <li data-bbox="370 716 1182 840">• The revelation of the mitzvot is the direct word of the Almighty. The existence of the Almighty in the revelation to Moses gave the Jews the mitzvot, without which Judaism would not be the religion it is <li data-bbox="370 846 1182 936">• Revelation is how Jews know the Almighty. He revealed himself and his revelation is ongoing through every generation who carries on his instructions. <p data-bbox="370 974 878 999">Arguments against the statement:</p> <ul data-bbox="370 1005 1182 1356" style="list-style-type: none"> <li data-bbox="370 1005 1182 1096">• The Tenakh is full of revelation but what proves the existence of the Almighty is a personal relationship with him, not the accounts in a book <li data-bbox="370 1102 1182 1226">• The creation of the world proves the existence of the Almighty, its beauty and splendour, and this can be seen by all Jews, not just those who believe the Torah to be the literal word of the Almighty <li data-bbox="370 1232 1182 1356">• There is no need to prove the existence of the Almighty, it is a matter of faith. Therefore, revelation, miracles, visions and religious experiences are all just reinforcements of faith which is already there. <p data-bbox="370 1425 803 1451">Accept any other valid response.</p>	12

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	A superficial analysis of the statement that uses undeveloped arguments, underpinned by isolated elements of understanding of religion and belief. Judgements are asserted without clear links to the analysis.
Level 2	4–6	A basic analysis of the statement that uses some developed arguments to discuss different points of view, underpinned by limited understanding of religion and belief. This leads to simple judgements which have some links to the analysis, leading to a conclusion with limited justification.
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'Point(s) of view' **always** means arguments for and against the statement. **Where specified in the bullet points under the question**, it may also include one of the following:

- different views within the religion
- non-religious views
- philosophical arguments
- ethical arguments.

Question number	Answer	Reject	Mark
3(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three marks.</p> <ul style="list-style-type: none"> • One feature of a Bar Mitzvah ceremony is the reading of the Torah (1) • The boy's father may give a speech (1) • The boy may wear tefillin (1) • The boy may wear a tallit (1) • There may be a reception or party (1). <p>Accept any other valid response.</p>	Lists (maximum of one mark)	3

Question number	Answer	Reject	Mark
3(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"> • The Amidah is at the core of every Jewish worship service (1) and is known as HaTefillah (The prayer) (1) • The Amidah is made up of praise, petition, and thanksgiving (1) it includes the main purposes of prayer (1) • The Amidah is said by most Jews across the world every day (1) uniting them in their faith (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. 	4

Question number	Answer	Reject	Mark
3(c)	<p>AO1 5 marks</p> <p>Award one mark for each way. Award further marks for each development of the way 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"> • Rosh Hashanah is important for Jews because it remembers the Creation (1) when the Almighty created the world out of nothing (1). 'When God began to create heaven and earth' (Genesis 1:1) • Rosh Hashanah is about atonement; (1) it is a time for Jews to right the wrongs of the previous year (1). 'Let the wicked give up his ways, The sinful man his plans; Let him turn back to the LORD' (Isaiah 55:7) (1) • Rosh Hashanah is important as it is the start of the New Year (1) and is a joyous family celebration (1). 'Transform my suffering into gladness' (Cantor's prayer) (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 and to the question. • Reference to a source of wisdom that does not relate to the way given. 	5

Question number	Indicative content	Mark
3(d)	<p data-bbox="370 264 768 296">AO2 12 marks, SPaG 3 marks</p> <p data-bbox="370 327 1333 485">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 data-bbox="370 516 431 548">AO2</p> <p data-bbox="370 552 812 583">Arguments for the statement:</p> <ul data-bbox="370 588 1341 905" style="list-style-type: none"> <li data-bbox="370 588 1341 678">• Synagogues are important for the Jewish community as they are places to meet for prayer; without a synagogue, it would be difficult to fulfil this requirement of faith as some prayers require a minyan <li data-bbox="370 682 1341 772">• To continue the faith, a synagogue is needed by the community to perform rituals such as Bar and Bat Mitzvahs – without a synagogue, these rituals would be lost <li data-bbox="370 777 1341 905">• Synagogues have many functions, such as education, marriage guidance, distribution of tzedakah and celebrations of weddings and festivals. These contribute to the continuation of Jewish traditions in the community. <p data-bbox="370 936 878 968">Arguments against the statement:</p> <ul data-bbox="370 972 1341 1289" style="list-style-type: none"> <li data-bbox="370 972 1341 1062">• A synagogue is not necessary to continue the faith; Judaism is a family orientated religion and many of the day-to-day activities are done in the home <li data-bbox="370 1066 1341 1157">• Many Jews do not live near a synagogue and therefore it is not a choice. There are other ways of keeping the faith alive, such as praying at home <li data-bbox="370 1161 1341 1289">• There are a growing number of mixed faith families, and children are brought up with some Jewish traditions and some other traditions. There are synagogues which have welcomed these families, but they are still rare. <p data-bbox="370 1325 805 1356">Accept any other valid response.</p>	15

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	A superficial analysis of the statement that uses undeveloped arguments, underpinned by isolated elements of understanding of religion and belief. Judgements are asserted without clear links to the analysis.
Level 2	4–6	A basic analysis of the statement that uses some developed arguments to discuss different points of view, underpinned by limited understanding of religion and belief. This leads to simple judgements which have some links to the analysis, leading to a conclusion with limited justification.
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- different views within the religion
- non-religious views
- philosophical arguments
- ethical arguments.

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 mark	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
4(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three marks.</p> <ul style="list-style-type: none"> • One Jewish teaching about wealth is that all wealth comes from the Almighty (1) • The Almighty promises wealth if Jews keep the commandments (1) • The Torah tells wealthy Jews to support the poor (1) • Jews pay tzedakah, which means justice (1) • Wealth on earth is for everyone to enjoy (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
4(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a teaching. Award a second mark for development of the teaching up to a maximum of four marks.</p> <ul style="list-style-type: none"> • One teaching about racial harmony is that all humans have been made in the image of the Almighty (1) and therefore should be treated equally (1) • The Tenakh tells Jews to treat strangers well (1) as they were strangers in the land of Egypt (Exodus 22:20) (1) • Jewish teachings recognise the need for racial harmony (1) therefore the Council for Racial Equality was set up (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated teaching / development • Development that does not relate both to the teaching given and to the question. 	4

Question number	Answer	Reject	Mark
4(c)	<p>AO1 5 marks</p> <p>Award one mark for each response. Award further marks for each development of the response 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"> • Judaism teaches that all humans are equal (1). 'And God created man in His image, in the image of God He created him; male and female He created them' (Genesis 1:27) (1) and therefore should be treated equally (1) • Reform Judaism accept men and women as equals (1) and they pray together in the synagogue (1) as it says in Genesis 'male and female He created them' (Genesis 1:27) (1) • Jews set up the Jewish Council for Racial Equality (1) to counteract racial discrimination (1). 'Love your fellow as yourself: I am the LORD' (Leviticus 19:18) (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated response / development • Development that does not relate both to the response and to the question. • Reference to a source of wisdom that does not relate to the response given. 	5

Question number	Indicative content	Mark
4(d)	<p>A02 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 A02 descriptors.</p> <p>A02</p> <p>Arguments for the statement:</p> <ul style="list-style-type: none"> • Jews believe all human rights should be supported because of the sanctity of life, all life was created by the Almighty and therefore all life should be equal • Jews played an active part in the development of the Universal Declaration of Human Rights, after the Holocaust resulted in the murder of over six million Jews • Non-religious people might agree with Article 2, that all people are entitled to not be discriminated by race, religion, colour, sex, language, political or any other status. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Some Orthodox Jews would argue that same sex relationships are wrong, as the Torah says they are an abomination, and therefore they would not support this as a human right • Some Jews believe that murderers have forfeited their right to life, and they should be given the death penalty, as the Torah says a life for a life • Some non-religious people might argue that supporting human rights and getting them are different things. All people deserve them, but it is impossible to actually put this into action. <p>Accept any other valid response.</p> <p>Candidates who do not consider non-religious points of view (as instructed in the question) cannot achieve marks beyond Level 2.</p>	12

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	A superficial analysis of the statement that uses undeveloped arguments, underpinned by isolated elements of understanding of religion and belief. Judgements are asserted without clear links to the analysis.
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