



Mark Scheme (Results)

Summer 2023

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 8RS0 4E: Judaism - June 2023
Mark scheme

Question number	Answer	Mark
1	<p>8 marks AO1</p> <p>AO1 will be used by candidates to demonstrate knowledge, understanding and specialist language and terminology when responding to the question.</p> <p>Candidates may refer to the following.</p> <ul style="list-style-type: none"> • There are many words for the soul in Hebrew, two of the most common are <i>nefesh</i> and <i>neshamah</i>; both of which mean 'breath'. • In Jewish thought <i>neshamah</i>, is the self, the 'I' that inhabits and acts through the body. • <i>Nefesh</i> is the soul that is the engine of physical life. • In the Torah, the soul is described as God's own breath animating human beings. • The human soul's divine essence is what sets the human being above and apart from all other creations, even the angels. 	(8)

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

Question number	Answer	Mark
2	<p>3 marks AO1, 6 marks AO2</p> <p>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 the AO2 descriptors described below.</p> <p>Candidates may refer to the following in relation to AO1.</p> <ul style="list-style-type: none"> • The doctrine that human beings are created in the image of God is the central teaching of the Torah. • There is a direct relationship between the concept 'image of God' and the commandment to 'imitate God'. • The command to live in accordance with God's will is an important ethical doctrine of the Torah that has moral implications for Jews. <p>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.</p> <p>Candidates may refer to the following in relation to AO2.</p> <ul style="list-style-type: none"> • Teachings on the Torah focus on identifying principles linked to righteous living coupled with study of the Torah; as a result, these have strongly established that '<i>Imitatio Dei</i>' is the greatest maxim of the Torah. • The command to live in accordance with God's will has a great impact on ethics and interpersonal relationships because it includes a direct commandment to treat each other with respect. • In Orthodox Judaism the Halakhah is a religious system that reveals the will of God and therefore this concludes that this commandment is the greatest maxim of the Torah and is above all others. • Reform views about ethical living state that the Halakhah is not normative and binding and therefore the possibility arises that there are other commandments that are equal to this commandment in terms of status. <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>	(9)

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

Level 3	7–9	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Constructs coherent and reasoned judgements of the full range of elements in the question (AO2)
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Question number	Indicative content	Mark
3	<p>3 marks AO1, 6 marks AO2</p> <p>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.</p> <p>Candidates may refer to the following in relation to AO1.</p> <ul style="list-style-type: none"> • Relevant biographical material may be given such as Moses was the leader of the Israelites during the Exodus. • The Ten Commandments were revealed to Moses by God on Mt Sinai. • The Mosaic covenant was made with Moses as a representative of the Israelites. <p>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.</p> <p>Candidates may refer to the following in relation to AO2.</p> <ul style="list-style-type: none"> • Moses is significant because some of the revelations he received from God reflect the attributes of God. • Moses is significant because of his leadership role in the Exodus. • A key factor of the status of Moses is his reception of the Decalogue, because this became part of the Mosaic covenant that is still central to Jewish belief. • There are many interrelated themes with the status of Moses, because of their pre-eminence in this context, such as Torah and Jewish identity which may be more important. <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>	(9)

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

Question number	Indicative content	Mark
4(a)	<p>8 marks AO1</p> <p>AO1 will be used by candidates to demonstrate knowledge, understanding and specialist language and terminology when responding to the question.</p> <p>Candidates may refer to the following.</p> <ul style="list-style-type: none"> • The influences of Haskalah on the beginnings of Reform with the move towards accepting secular education. • Although worldwide, Reform movements tend to be quite small except in America and represent a minority movement with limited influence. • Reform has shown to evolve beliefs and practices over time, as seen in changes to synagogue services, such as a move away from the more formal style of worship toward a more jubilant and enthusiastic style. • Reform Judaism allowed women to assume a more central role in the synagogue and in Jewish life generally. • Reform Judaism sees <i>tikkun olam</i> as an essential element of Reform identity. 	(8)

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

Question number	Indicative content	Mark
4(b)	<p>5 marks AO1, 15 marks AO2</p> <p>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.</p> <p>Candidates may refer to the following in relation to AO1.</p> <ul style="list-style-type: none"> • There are variations of emphases of Reform beliefs and practices across different countries. • There are distinctive features such as shortened liturgy, use of the vernacular and importance of music. • There are tensions between Reform Judaism and Orthodoxy with a focus on religious practices. <p>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.</p> <p>Candidates may refer to the following in relation to AO2.</p> <ul style="list-style-type: none"> • A significant feature of Reform Judaism is that of changing over time and therefore this has implications for evolving religious practices. • Reform, as a liberal religious movement, has strengths and weaknesses that are significant because of Reform Judaism's willingness to develop and change its self-identity. • Religious practices can apply to liturgy but also to various ceremonies and rites of passage and therefore this is significant because the emphases may be wide ranging. • Religious observances within Reform have had different reputations including the Columbus Platform which is significant because this presented the view that Reform Judaism had moved too far from tradition. • Reform's decision to accept patrilineal descent is significant because it has enabled literally hundreds of thousands of individuals to call themselves 'Jewish'; however, Orthodox Jews believe it was a terrible disaster for the Jewish people because, as a result, it split the Jewish people in two. • Adapting to new conditions while maintaining ancient traditions is part and parcel of the Jewish historical experience and this is significant because this is precisely what Reform Judaism has been trying to do at every stage for the past 200 years. <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>	(20)

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