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# **GCSE EXAMINERS' REPORTS**

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**GCSE  
RELIGIOUS STUDIES – UNIT 2:  
CHRISTIANITY AND JUDAISM**

**SUMMER 2019**

Grade boundary information for this subject is available on the WJEC public website at:  
<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?!=en>

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### **Annual Statistical Report**

The annual Statistical Report (issued in the second half of the Autumn Term) gives overall outcomes of all examinations administered by WJEC.

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# RELIGIOUS STUDIES

## GCSE

Summer 2019

### UNIT 2: CHRISTIANITY AND JUDAISM

#### General Comments

Question 1 was accessible to candidates. There were examples of some good scripts, where candidates were prepared for the demands of the questions. However, it is important that candidates read questions carefully and draw upon the topics covered within the area of the specification, when answering questions. There was evidence that candidates had been thoroughly prepared for the SPaG element of the assessment in question 1d.

There were some disappointing responses to Question 2. Whilst some candidates understand teachings found in the specification, it is important that they respond to the questions accurately.

Question 3 was accessible to most candidates. There were examples of some very good scripts, where candidates were prepared for the demands of the questions. However, it is important that candidates read questions carefully.

Question 4 was accessible to some candidates. Candidates need to learn teachings from the specification and read the questions carefully. It is also important that candidates are fully aware of timing, so they can respond to all questions fully.

#### Comments on individual questions/sections

##### PART A – Core Beliefs, Teachings and Practices – Christianity

- Q.1 (a)** Candidates responded well to this question. Most candidates scored the full two marks, referring to water, sin and being welcomed into the church.
- (b)** Candidates responded well to this question. Most were able to describe beliefs about heaven and hell. Candidates who achieved the higher banding made reference to purgatory, judgement and the resurrection of the dead.
- (c)** Candidates demonstrated good knowledge in this question. Many candidates gave a detailed explanation of the importance of a Christian place of worship. However, some candidates responded to this question as an evaluation. They wrote about why a church is and is not important. Candidates who achieved higher banding wrote about how a church is used as a community, focussing on food banks, night shelters etc.
- (d)** There were a range of responses to this question. Some candidates were able to provide alternatives to the statement – they referred to conscience, family and religious leaders. Many candidates referred to the Bible being out-dated although it is the word of God that must be obeyed.

##### PART A – Core Beliefs, Teachings and Practices – Judaism

- Q.2 (a)** Candidates responded very well to this question. Most candidates scored the full two marks.

- (b) A disappointing response. Many candidates did not read the question carefully and unfortunately wrote about why Bar Mitzvah is important. Some candidates wrote about how a Jewish boy would prepare for his Bar Mitzvah. Where candidates wrote about the actual ceremony, they included a general response about reading the Torah and having a party. It is therefore important that candidates read the question carefully and ensure that they understand what happens at a Bar Mitzvah.
- (c) There were some disappointing responses to this question. There was some confusion amongst candidates about what the Abrahamic Covenant is. Some candidates wrote about Abraham freeing the Israelites from slavery in Egypt. Other candidates retold accounts from Abraham's life. Where candidates were able to respond fully to the question, they wrote about name changing, three promises and circumcision.
- (d) There were some disappointing responses to this question. Some candidates failed to answer this question. However, where candidates answered the question there was evidence of a lack of understanding about what the Talmud is. Where candidates were able to respond to the question, they wrote about how the Talmud explains reasoning behind some of the laws found in the Torah. They were also able to explain why the Torah is important.

## **PART B – Religious Responses to Ethical Themes**

- Q.3**
- (a) Most candidates responded well to this question. Many candidates achieved the full two marks for their response.
  - (b) Candidates responded well to this question. Most candidates referred to sources of authority in their answer. Some candidates wrote about same sex marriage therefore they were not able to access the higher banding.
  - (c) There were a variety of responses for this question. Some candidates wrote about Christian and Jewish attitudes, without separating them. Where candidates responded well to the question, they were able to include sources of authority, such as 'do not kill', to develop their response. There was some evidence of candidates writing about abortion instead of contraception.
  - (d) There was a range of responses to this question. Some candidates did not fully engage themselves with the rubric question, so they did not achieve higher bands. Some candidates wrote very sociological responses about gender equality. Where candidates responded to the question, they wrote about female bishops and seating arrangements for men and women in a synagogue.
- Q.4**
- (a) There was a range of responses to this question. Some candidates wrote about poverty in a general sense. Where candidates achieved the full two marks, they wrote about poverty in relation to society.
  - (b) There were some good responses to this question. Most candidates wrote about giving to charity and how the use of wealth could impact upon the afterlife. When candidates wrote from a Jewish perspective, they included the use of pushkes.
  - (c) There were a variety of responses for this question. Some candidates wrote about Christian and Jewish teachings, without separating them. Where candidates responded well to the question, they were able to include sources of authority, such as The Good Samaritan, to develop their response. However, some candidates wrote about examples of discrimination, such as Martin Luther King.

- (d) There was a range of responses to this question. Many candidates made reference to free will and how this could be used in different ways. There were some references to the Holocaust and how Jews were not able to express their religious beliefs.

### Summary of key points

#### Q.1

- Use ideas/topics within the whole of the Christianity section to build on 1d.
- Remember that 1c is not an evaluation.
- Read the demands of the question carefully.
- Be aware of the banding.
- Be aware of the use of SPaG in 1d – the use of homophones and clear use of punctuation.

#### Q.2

- Further develop religious teachings to access questions fully.
- Read the demands of the question carefully.
- Be aware of the banding.
- Learn key concepts to respond to evaluation questions in detail.

#### Q.3

- Read the demands of the question carefully.
- Write Christian and Jewish teachings separately.
- Include sources of authority to back up responses.
- Include religious teachings in the 'd' questions.

#### Q.4

- Learn clear definitions of the key concepts.
- Read the demands of the question carefully.
- Write Christian and Jewish teachings separately.
- Include clear religious teachings.



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