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AS

# RELIGIOUS STUDIES

7061/2E: Study of religion and dialogues: Judaism  
Report on the Examination

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7061  
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## **Introduction**

There were some excellent answers. Students appeared to have no difficulty in completing the questions within the time allowed, as answers were legible and some were very well-informed and focused on the set question.

### **Question 1**

#### **Part 01**

The more effective answers were focused and relevant, showing a good understanding of how one belief can impact on the way believers live, the attitudes they have to life, and other beliefs they may hold. Less effective answers tended to focus too much on what the belief is rather than its influence, or concentrated on only one way in which it may influence Jews. Some featured irrelevant information; for example, some described how Jews are reminded of God's controlling power, or argued in support of the view that the belief does not influence Jews.

#### **Part 02**

There were some very clear and well-informed answers to this question which applied relevant information to the question. Some focused on the role of the Rabbi in general rather than specifically focusing on the authority of a Rabbi, and some answers were largely one-sided. Some more effective answers contrasted the authority of Rabbis in Orthodox and Reform Judaism, or argued that since Rabbis were only human, their authority was not necessarily greater than that of any other informed, practising Jew.

### **Question 2**

#### **Part 01**

There were different approaches to this question. Some took 'resurrection' to mean life after death in general, while others treated reincarnation as an aspect of resurrection. Others focused on the specification content - 'the resurrection of the flesh in the Thirteen Principles of the Faith and modern attitudes to this belief' – and this was the most successful approach to the question. Since the question asked for beliefs about resurrection, it was perfectly acceptable to consider why that belief is rejected, or considered irrelevant, by some Jews.

#### **Part 02**

Answers were generally well-informed about different views within Judaism, regarding what it means to be a Jew. However, some students got side-tracked in their answers and started debating which of the various views was correct, without fully addressing the question.

### **Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.