



GCSE

RELIGIOUS STUDIES

8061/4 Paper 4 Judaism
Report on the Examination

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General Comments

There was an increase in numbers taking the paper this year with a total 1323 students. In general, the quality was improved compared the last series. There was a range of abilities, with some students demonstrating a clear knowledge and understanding, while others completely misunderstood some of the questions that were being asked.

Question 01.1

The majority of responses (approximately 85%) were correct in choosing 'The Ten Commandments' as the correct answer.'

Question 01.2

This question generated a mixture of responses, with approximately 40% of students being able to clearly demonstrate why Jewish people believe that God is One. However, some students, just under 20%, were only able to achieve one mark and the remainder of students answered incorrectly or did not attempt the question. Many of the answers that scored only one mark could identify a reason to demonstrate why God is seen as One, such as mentioning the Shema, God sustaining the universe etc, but failed to add a second point of relevance or offer a detailed explanation to support. Several of the answers were attempted by just repeating the question that God is seen as One, failing to give any reasons.

Question 01.3

This was mixed in terms of responses. Some answers were detailed and demonstrated very clear ways in which the beliefs about the divine presence (Shekhinah) influenced Jews today. 34% of students achieved full marks and were able to give two detailed explanations with accurate influences. Several students were able to support their answers with specific examples of Shekhinah and how God's presence can be felt, which influences Jewish life. However, nearly a quarter of students were only able to show one influence or gave two simple explanations. There were some responses (just over 5%) that scored low or 0 marks due to a total misunderstanding or complete lack of demonstrating how beliefs in the afterlife influence Jews today.

Question 01.4

There was a range of answers for this question, which focused on teachings about the mitzvot between man and God, with about 5% of students achieving full marks and almost 30% achieving 4 marks. Several students failed to achieve the relevant and accurate source of Jewish belief and teaching. Those that did often, successfully, used explanations of why the Mitzvot are commandments, laws to be kept by the Jews and gave examples of rituals, prayers etc to demonstrate that the relationship between man and God requires belief and obedience. Some answers scored only 2 marks as they did not give a relevant second example through a misunderstanding of the question or repetition of the first point.

Question 01.5

Students generally found this question accessible. It required evaluation of the statement, 'For Jews, the most important covenant is the one made with Abraham'. . Approximately 10% of students achieved a Level 4, which was pleasing. Those that did achieve the top level were able to demonstrate well-argued responses with a range of different points of view and a good understanding of the covenant made with Abraham. They often included references to Abraham as the father of faith, the significance of circumcision, the idea of the Promised Land. The better responses were able to then compare the significance of other views, this included the Mosaic Covenant and the covenant with Noah. Over 20% of the students that were able to achieve a Level 3 showing a reasoned consideration of the importance of the covenant with Abraham. These students often showed different points of view, but failed to make a judgement which would have enabled them achieve a top level.

It is important to remember that whilst mention of divergent views within the faith are welcomed, views of other faiths or none are not required when evaluating a statement in a paper on Judaism.

The SPaG was reasonably good in general, with the majority of responses achieving 2 or 3 marks.

Mark Ranges and Award of Grades

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