

GCSE

# Religious Studies (Short Course)

8061/4 Paper 4 Judaism

Report on the Examination

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## General Comments

There was a slight increase in the number of students taking this paper. The overall quality was similar to the last series. There was a range of abilities, with some students demonstrating a clear knowledge and understanding, while others confusing concepts and key religious figures.

### 1.1

The majority of responses were correct in choosing ‘Creator’ as the correct answer.’

### 1.2

This question asked for two ways in which Jews follow the moral principles of justice. Students in general coped well with the question, with over half of the students achieving 2 marks and the majority achieving 1 mark. Often the students that only achieved 1 mark had repeated the same point or made a point which had no substance or link to the question.

### 1.3

This was mixed in terms of responses. Some answers were detailed and demonstrated very clear ways in which the beliefs about how God’s covenants with Abraham influenced Jews today, however there were less students who achieved full marks compared to last year.

Several answers were supported with specific examples of Abraham’s covenant and how this influenced Jewish life. However, many of the responses were only able to show one influence or gave two simple explanations, hence a lower number of students scoring 2 marks. There were many more responses that achieved zero marks due to misunderstanding or confusing the covenant with Moses. Therefore, the standard generally was lower than last year on this question.

### 1.4

There was a range of answers for this question, with a small number of students achieving full marks and nearly 30% achieving 4 marks. This statistic was largely the same as last year on this question. Several students failed to achieve the relevant and accurate source of Jewish belief and teaching. Those that did often, successfully, used explanations of the divine presence (Shekhinah) with supported examples of how this has been demonstrated. Some answers only scored 2 marks as they were not able to give a relevant second example by a misunderstanding of the question or repetition of the first point. Some answers confused the divine presence on Moses and Abraham.

### 1.5

Students generally found this question accessible, and the majority of responses showed that students had attempted the question. There were less students that achieved a Level 4, compared to last year. 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 613 mitzvot, illustrating reasons why it can be

seen to be difficult to follow some of them. The better responses were able to then compare the significance of other views, with a range of differing arguments to support from the Torah or sophisticated examples of how they can follow their free will. The students that were able to achieve a Level 3 to show a reasoned consideration of the importance of obeying the 613 mitzvot. These students often showed different points of view but failed to make a judgement to achieve a top level. This was much higher than last year's amount of student achieving this level.

It is important to remember that whilst mention of divergent views within the faith are welcomed, views of other faiths or non-religious views 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.

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

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