GCSE
RELIGIOUS STUDIES
8061/4

JUDAISM

Mark scheme

Sample assessment materials

First exam in June 2026

V1.0

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

Mark Schemes for GCSE Religious Studies

This paper requires expert markers who have wide knowledge and understanding of the particular subject content of the Specification. With the exception of the multiple-choice question, many of the questions asked have many different creditable answers and students are able to bring to their answers their own knowledge, understanding and background. They will offer details, arguments and evidence which the examiner, with the help of the mark scheme, will need to judge as creditable or not. It is therefore important that the examiner has a good understanding of the principles and spirit of the mark scheme in order to be fair and consistent when marking students' answers. The Content included is designed to be as helpful as possible but in many cases is not exhaustive. So Content sections are introduced by the sentence:

Students may include some of the following points, but all other relevant points must be credited:

This is to remind examiners that there may well be additional correct answers which, with their expertise, they will be able to allow. With all questions if an examiner has any doubt about answers being creditworthy they should consult their team leader.

Structure

The mark scheme for each question shows:

- the question; Each question is printed in full before its target and mark scheme. It is always important that examiners remind themselves of the exact question being asked. In particular, they will need to do this in instances where the answer appears to be 'straying' from the question set or perhaps offers a valid alternative not included in the mark scheme
- target; The target provides the specific assessment objective which the question is testing. It reminds examiners of the skills the question is designed to test, e.g. knowledge and understanding, evaluation
- the total marks available for the question and if Spelling, Punctuation and Grammar is assessed
- the typical answer(s) or content which are expected
- generic instructions related to the question target of how to award marks (i.e. levels of response grid).

Themes papers guidance (Specification A and Short Course)

In questions where students may choose religions from which to illustrate their answer, there may be some general Content, i.e. credible comments which students will make which could be applied to any religion or perhaps to a secular viewpoint as well. Where these are appropriate they are usually given first. The mark scheme will also include, under separate headings, Content sections for each of the six religions allowed within the Specifications.

General Guidance

.../.. means that these are acceptable alternative answers in the mark scheme, e.g. Guru Har Krishan/Guru Tegh Bahadur/Guru Gobind Singh.

Answers may include specialist terms, in Hebrew or Arabic for example. If this is the case, the mark scheme will usually indicate this by providing in brackets the English as well, e.g. 'Yom Kippur (the Day of Atonement)'. In such questions, answers will be credited whether provided in the original language or in English.

Some mark schemes use bullet points to separate content. Each bullet point refers to a different possible 'belief' or 'teaching' or 'way', depending on the question. Obliques (.../..) used within the bullet point indicate different ways in which the point may be expressed and points which may be made to give the further detail or development needed for the second mark.

Where a student has crossed out a complete answer, it should be marked if it remains legible, unless an alternative is provided in which case only the alternative should be marked. When part of an answer is crossed out, then only what remains should be considered.

In questions where credit can be given to the development of a point, those developments can take the form of:

- example or evidence
- reference to different views
- detailed information.

1-mark multiple-choice questions

Such questions have four alternatives and the one correct answer will be given together with the correct letter, e.g. 'Answer: D Trinity'.

1-mark short-answer questions

The principle here is provided in the mark scheme: 'Any one from:' If students give **more than** the one answer required by the question-

- **award for the first answer only, wherever they appear**
- if a student gives more than one answer on the first line and another answer/other answers on the second line, the 'first answer' will be the **first one** on the first line and **only this one** should be considered for marks. Other answers must be ignored.

4 and 6-mark answer questions

Examiners should take care to note the target of the question. Clear information is provided for these types of question on how to award marking points. Examiners should carefully read the additional instructions provided for each type of question (e.g. for influence questions the final sentence in the general guidance box reminds the examiner that the second mark (detailed explanation) awarded in each case must show clear 'influence').

12-mark answer questions

The 12-mark questions test Evaluation skills (AO2). The mark scheme for these answers is based on Levels of Response marking in which the examiner is required to make a judgement on the completed answer taken as a whole.

Level of response marking instructions

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of students' responses. To facilitate this, level of response marking has been devised for many questions.

Level of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

If a student demonstrates knowledge, understanding and/or evaluation at a certain level, he/she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a student's response.

Level of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. If examiners have any doubt about what level to award a response, they should consult their team leader.

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before examiners apply the mark scheme to a student's answer they should read through the answer and annotate it (as instructed) to show the qualities that are being looked for. They should then apply the mark scheme. It may be necessary to read the answer more than once to be sure of assigning the correct level.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, i.e. if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Spelling, punctuation and grammar (SPaG)

Spelling, punctuation and grammar will be assessed in 12-mark questions.

Spelling, punctuation and grammar (SPaG) will be assessed against the following criteria:

Level	Performance descriptor	Marks awarded
High performance	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate	3
Intermediate performance	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate	2
Threshold performance	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate	1
No marks awarded	• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning	0

Qu	Part	Marking guidance	Total marks
01	1	Which **one** of the following people was present when the Covenant was given at Mount Sinai? **A** Moses. **B** Elijah. **C** Abraham. **D** Noah. **Target: AO1:1** Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority. Answer: A Moses.	1
01	2	Give **one** act which it is believed the Messiah will perform. **Target: AO1:1** Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority. Any one from: • Will rule the Jewish people during the Messianic Age • Will bring peace and harmony between nations • Responsible for gathering the Jews back to Israel • Restore full observance of the Torah law.	1

01	3	Explain **two** ways in which the principle of saving a life (pikuach nefesh) influences Jews. **Target: AO1:2** Knowledge and understanding of religion and belief: influence on individuals, communities and societies. **First way** Simple explanation of a relevant and accurate influence – 1 mark Detailed explanation of a relevant and accurate influence – 2 marks **Second way** Simple explanation of a relevant and accurate influence – 1 mark Detailed explanation of a relevant and accurate influence – 2 marks Students may include some of the following points, but all other relevant points must be credited: • preservation of human life overrides almost any other religious consideration 'Neither shall you stand by the blood of your neighbour' (Lev: 19:16) • Jews may therefore break laws they would not normally break in particularly circumstances/e.g. travelling on Shabbat to save a life, eating terefah food • this also means that Jewish communities have a responsibility to ensure life is preserved which affects decisions about abortion and euthanasia.	4

01	4	Explain **two** Jewish beliefs about free will. Refer to sacred writings or another source of Jewish belief and teaching in your answer. **Target: AO1:1** Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority. **First teaching** Simple explanation of a relevant and accurate teaching – 1 mark Detailed explanation of a relevant and accurate teaching – 2 marks **Second teaching** Simple explanation of a relevant and accurate teaching – 1 mark Detailed explanation of a relevant and accurate teaching – 2 marks **Source of authority** Award 2 marks for a response which names and applies a relevant source of authority to the question. Or Award 1 mark for a response naming a source of authority. Or Award 1 mark for application of a source of authority to the question without naming it. Students may include some of the following points, but all other relevant points must be credited: • humans are given freedom to choose by God – otherwise they would be robots and not made in God's image. God chooses to hold back his power, in this way humans may develop spiritually, grow in understanding of God's will • exercising free choice e.g. by helping those in need, enables Jews to fulfil God's plan for the world, humans are expected to use their free will to obey the mitzvot, so they do not decide what is right and wrong but they can choose whether to do right or wrong • much teaching stresses God's control of creation and his foreknowledge of what will happen, this makes it difficult to understand how there can be free will etc **Sources of authority** Pirkei Avot 3:19, the Talmud: "Everything is foreseen, yet freedom is given to choose." Deuteronomy 30:19, 'I have set before you life and death, blessings and curses. Now choose life, so that you and your children may live.' Reference to any relevant text must be credited.	6

01	5	‘For a Jew, the best description of God is ‘God is one’.’ Evaluate this statement. In your answer you should: • refer to Jewish teaching • give reasoned arguments to support this statement • give reasoned arguments to support a different point of view • reach a justified conclusion. **Target: AO2** Analyse and evaluate aspects of religion and belief, including significance and influence.	12

Levels	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. **References to religion applied to the issue.**	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. **Clear reference to religion.**	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons/evidence. **Maximum of Level 2 if there is no reference to religion.**	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

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Threshold performance	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate	1
No marks awarded	• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

- the unity of God (Deuteronomy 6:4–9) ensures his overall power, no one or nothing greater that God/therefore he can be worshipped as sole Creator
- any other description of God can make God sound human which he is not/e.g. God as judge, God as king will naturally bring human characteristics into a description, making it less than perfect
- God is One is also non-specific in relation to gender etc.

		Arguments in support of other views • the Tenakh gives other Names of God and Rabbis identify sevennames as most Holy – so other names are equally important • God as merciful, forgiving, loving are important descriptions if people are to pray to God and understand his power/having many different words to describe God adds to an understanding of his omnipotence and omniscience/encourages people to communicate with God in prayer and worship • God is a spiritual concept so all words to describe him will be inadequate etc.	