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AS

# RELIGIOUS STUDIES

7061/2B – Study of religion: Christianity  
Report on the Examination

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7061  
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## **General comments**

There were some very impressive scripts and some answers achieved full marks, but there were also some that did not focus on the question, or did not apply the material to the question asked. Few appeared to have any difficulty completing the paper in the time available, and every question was tackled by every student. On some scripts the answers to the questions varied greatly in quality, but there were no questions which were consistently answered poorly. There was good use of technical terms in many answers, but also some where attempts to use the correct terms resulted in confusion, and in some cases in answers saying the exact opposite to what appeared to be intended. It was, however, generally possible to make sense out of what the student was trying to say. There were only a few scripts that were really difficult to read or bordering on illegible.

## **Question 1**

### **Part 01.1**

Most had a reasonable understanding of the concept of the 'sanctity of life', but some limited their explanation to the strong view that taking any human life is wrong and had little to say other than that this ruled out both abortion and embryo research. Such answers ignored debates in Christianity about when life begins and about situations when the mother's right to life conflicts with the rights of the unborn child. Many good answers explicitly discussed the 'weak' view of the sanctity of life and the relevance of the quality of life of the mother, unborn child and other children in the family to the way that the belief may influence attitudes. In contrast there were answers which summarised Christian attitudes to abortion, and to issues such as pre-implantation genetic diagnosis, without making any link to the sanctity of life; such answers missed the point of the question.

### **Part 01.2**

Many answers referred directly to the purposes of life specified for study and considered how these were interpreted to argue either that they had no clear meaning, the purpose of 'bringing about God's kingdom' for example, or that they were not consistent with other beliefs: that the idea of preparing for judgement was inconsistent with beliefs about predestination, for example. Counter arguments considered attempts to reconcile these different interpretations or beliefs and how far these are successful. Some moved away from the issue that needed to be discussed and considered instead which purpose was the most important or 'right', and others only argued that the fact that they found the ideas confusing meant that the teaching was confused. Some answers only considered one point of view which limited the marks that could be awarded, and a few answers only rehearsed different Christian understandings of the purpose of life and did not state or attempt to justify a point of view; such answers did not display any AO2 skills and the marks which could be awarded were very limited.

## **Question 2**

### **Part 02.1**

While there were many excellent answers to this question that really focused on explaining the practice of Holy Communion, there were also a number which simply described how it is practised; such answers could not be highly rewarded. A few answers confused Holy Communion and Baptism, and some simply described First Communion and its significance. Most linked the

practice with the last supper, and there was some effective use of evidence from scripture to support the points made. Stronger answers often focused on the meaning of sacrament and/or ordinance and showed a good understanding of the significance of Holy Communion for some Christians.

### **Part 02.2**

Many answers were well-informed about different Christian perspectives on the authority of the Bible, but there was a tendency, in some answers, to present these as completely separate arguments 'in support of' and 'against' the claim being discussed, without any discussion or critical analysis. Such an approach limited the marks that could be awarded to Level 3. Some of the strongest answers discussed the relationship between the authority of tradition and the Bible in the Catholic Church and explicitly considered if the authority of the Bible could rightly be described as 'great'.

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

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