
AS

RELIGIOUS STUDIES

7061/2A: Study of religion and dialogues: Buddhism
Report on the Examination

7061
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Introduction

There were some excellent answers to each part of each question and question two proved to be slightly higher scoring. Scripts were legible and there were very few signs that any student had difficulty in completing the paper in the time available. Some answers only responded to part of the question set or included irrelevant material; additionally, some AO2 answers were lacking critical analysis and therefore limited the marks that could be awarded.

Question 1

Part 01.1

There were some very well-informed answers, many of which linked the attitudes towards possessions and personal relationships with responses to suffering and hardship. Better use could have been made of examples, such as from the life-style of monks. A very small number of students misunderstood the term 'Anicca' and wrote about ahimsa, anatta or dukkha instead. Any relevant material in such answers was credited. More often, students spent too long explaining the concept of Anicca rather than answering the question directly. Although some credit is given to understanding the concept, the focus of the answer should have been on the influence of that belief.

Part 01.2

There were some very well-informed and skilful answers which largely focused on the different views in Mahayana and Theravada Buddhism about the importance of Gautama Buddha as a role model, and different views about the value of scripture as evidence of the example he set. However, there were also answers that considered the general importance of Gautama, but not his importance as a role model. Some wrote about 'Buddha' in general rather than Gautama in particular. Certain responses summarised arguments 'for' and arguments 'against' with little discussion or consideration of the value of the evidence and argument presented. Such answers lacked critical analysis.

Question 2

Part 02.1

There were some extremely well-informed answers to this question, which was the highest scoring on the paper. Less effective answers tended to list and summarise rather than explain. For example, some included a list of the places of rebirth but gave little information about them or how they might be understood. Some of the more successful responses showed that they could be interpreted literally or psychologically and showed a clear understanding of how they are believed to link to karma.

Part 02.2

There were some very effective and interesting answers to this question. Many focused on the differing perspectives of Theravada and Mahayana Buddhism about the significance of worship, while also considering the meaning of 'worship' and the degree to which meditation can be deemed as a form of worship. Some focused on how Buddha images are used in Theravada Buddhism to argue that the respect shown to them, and the merit-making actions performed around them, could be seen as worship. Some less effective responses confused Mahayana and Theravada

Buddhism, but did gain credit for relevant ideas. Again, some answers merely summarised evidence or arguments for and against the view, without analysis or discussion.

Mark Ranges and Award of Grades

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