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AS

# RELIGIOUS STUDIES

7061/2B Christianity

Report on the Examination

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7061

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## **General comments**

There were some excellent scripts and some were awarded full marks. Less effective scripts often exposed gaps in students' knowledge and understanding of topic material for AO1 answers, or failed to address the quotation directly for AO2 answers. A number of students struggled to present sufficient relevant material in AO1 answers, but produced well focused responses to the quotation in AO2 answers with some criticality. A number of scripts showed quite a wide range of marks between questions. A few students tried to produce arguments for AO1 questions, or only offered description and explanation for AO2 answers. The levels of response make it very hard to give much credit where a student has failed to note the assessment objective for a particular question.

Some students confused the sources of some ideas. Technical terms were, in general, used appropriately with reasonable accuracy, but there were many mis-spellings. Although most students communicated clearly and coherently, the use of English in some answers was weak enough to make the content confused. Imprecise use of unnecessarily complicated language made it very difficult to extract sense from a small number of answers. Biblical references, when used, were sometimes misquoted, misattributed or misunderstood, though some students used Bible quotations accurately to great effect, especially in AO2 answers.

### **Question 1.1**

The most effective answers considered a range of ways that such a belief about God influences Christians in terms of belief and practice. Some very strong answers explained with good examples ways that God's will and purpose in human lives gives inspiration and comfort, and the implications of this for moral decision making and behaviour. Many less effective answers focused only on theological determinism and were somewhat repetitive. The less effective answers failed to address the whole question, either explaining the belief without showing its influence, or explaining very generally how belief in God influences Christians. Such answers showed limited knowledge and understanding, and limited application to the question.

### **Question 1.2**

There were some answers which considered only the importance of Jesus rather than his importance as a role model, and therefore were unsuccessful as a focused response. However, there were many engaging and thoughtful responses, some considering contrasting Christologies, and some focusing on Jesus' teachings and actions as described in the Gospels. Both approaches were equally creditable and many students used the material specified for study well as evidence to support their reasoning. A number of students seemed to misunderstand the term 'role model', and instead argued whether or not Jesus was an important teacher. Whilst there was some credit available for this, it generally led to limited responses to the issue.

### **Question 2.1**

The majority of students referred in more or less detail to the concepts of physical and spiritual resurrection, some with clear and evidenced explanation. The best answers unpacked both ideas and tied them in with Gospel accounts of the resurrection of Jesus and the teachings of Augustine and St Paul. Some answers only explained what Christians believe about the resurrection of Jesus, and these were at best rather general, and were often limited. A small number of students described only interpretations of judgement, heaven and hell, and this was credited where it was linked explicitly to resurrection

### **Question 2.2**

There were many vigorous arguments well supported by evidence and some critical analysis, but also some of the least effective answers were where students clearly did not understand the term 'mission'. Some attempted to tie it in with the meaning and purpose of life, and thus managed some oblique relevance which was creditable, but a small number of students were simply unable to offer even a basic response. Mid-range answers often missed the 'no longer' focus of the quotation, and simply argued whether or not mission is important.

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

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