
AS LEVEL **RELIGIOUS STUDIES**

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

7061/2B
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General comments

All questions were marked with direct reference to the published Level Descriptors for AO1 and AO2.

There were some very accomplished scripts for this paper, and some outstanding individual answers. Students demonstrated AO1 knowledge and understanding of topics generally comparable to previous years, and most were able to discuss alternative views for AO2 answers. There was limited critical analysis at AO2. Some students have been taught to write ‘this is a strong argument because...’ or ‘this is a weak argument because..’, but this strategy does not guarantee that what follows is creditable critical analysis.

1.1 Explain why Christians have different understandings of Jesus’ authority. [15 marks]

Most students were able to discuss different understandings of Jesus’ authority, but some failed to focus on *reasons for* different understandings. The assessment objectives in the specification requires students to be able to demonstrate knowledge and understanding of religion and belief, including causes and significance of similarities and differences in belief. Marks for answers that did not address the causes were constrained by the levels of response criteria. Although generally accurate and relevant (L3), there was limited application to the question (L2). The best answers showed clear knowledge and understanding of different views about Jesus’ person, the influence of different understandings of scripture, and historical views, including various historical heresies.

1.2 ‘Language about God is always anthropomorphic.’

Assess this view.

[15 marks]

There were some excellent responses to this question, but there were some who did not understand the term ‘anthropomorphic’ clearly or at all. Some answers focused on gender-specific language rather than anthropomorphic language. The best answers considered human-like descriptions of God with reference to the Bible, and countered with discussion of the role of the Holy Spirit and the use of terms such as transcendent and omnipotent, with some critical analysis.

2.1 Explain the significance of infant baptism for Christians. [15 marks]

Most students were able to show some knowledge and understanding of infant baptism. The best answers discussed the significance of infant baptism as a means of removing original sin, inducting the child into the faith, and its value as a sacrament. Some students limited their answers to its importance in some denominations (most frequently Roman Catholicism) and its lack of significance for other denominations (vaguely referred to as ‘protestants’, in some cases). These were rarely able to go beyond L3, ‘generally accurate and relevant and generally applied to the question’. A few students merely described different baptism practices.

2.2 ‘Christians can get to heaven only by doing good works.’

Assess this view.

[15 marks]

The best answers to this question focused on different understanding of justification, with some critical analysis. They used biblical texts to support views on justification by works (most often the parable of the sheep and the goats) and justification by faith, sometimes with reference to St Paul. Some students failed to find the focus of the question; there were some answers that discussed different understandings of heaven, hell and purgatory, and the meaning and purpose of life. Some students tried to set up a discussion between doing good actions and thinking good thoughts, but this rarely worked as a response to the question, though any relevant material was credited appropriately.

Mark Ranges and Award of Grades

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