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AS

# RELIGIOUS STUDIES

7061/2D – Study of religion: Islam  
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 difficult to read.

## Question 1

### Part 01.1

The strongest answers clearly focused on the influence of belief in the sanctity of life by showing how it could, for example, affect requests for early abortions, requests for abortions after ensoulment and requests for abortions when the mother's life was in danger. There was also some clear discussion about whether the belief had any influence at all on attitudes to the embryo. Not all answers demonstrated a clear understanding of the concept of the sanctity of life. Some answers only rehearsed arguments against, and sometimes for, abortion and embryo research without showing any link to the underlying belief: this limited the marks which could be awarded.

### Part 01.2

The strongest answers were able to consider different beliefs about the purpose of life, and the relationship between those beliefs and others. For example, some considered the relationship between the belief that life is a test, and that there will be reward or punishment, on the one hand, and belief in the omniscience of God and predestination on the other. Some simply summarised arguments 'for' and 'against' the view with little or no discussion, limiting what could be awarded to Level 3. Some weaker answers simply offered arguments in support of one point of view, usually, that the teaching was not confused. A very few offered no point of view and simply summarised one or more beliefs about the purpose of life, this meant that the answer demonstrated no AO2 skills and the marks which could be awarded were very limited.

## Question 2

### Part 02.1

This was often well done. Many showed a good understanding of differing aspects of the role of the mosque, including as a community centre, and source of Islamic education, information and advice. Some were able to give specific examples relating to the London Central Mosque to support their claims. Weaker answers tended to focus only on the role of the mosque as a place for prayer and were included a lot of repetition.

### Part 02.2

There were some excellent answers to this question, but few used examples to support their arguments. Most were aware of the dangers of translations misinterpreting the Qur'an, and of

possible benefits of people being able to access the text in their own language. However, some simply summarised arguments ‘for’ and ‘against’ the view without discussion or analysis of any kind, limiting the level which could be awarded to Level 3. A very few simply stated a point of view and gave one or more reasons in support.

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

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