
AS

RELIGIOUS STUDIES

Component 2: Study of Religion

2C Hinduism

Report on the Examination

7061
June 2017

Version: 1.0

Further copies of this Report are available from aqa.org.uk

Copyright © 2017 AQA and its licensors. All rights reserved.

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the school or college.

General comments

There were many well-informed, relevant, answers that showed both an excellent grasp of the material studied and good examination technique. There were some full-mark answers to all of the questions set and some excellent scripts. There was very little evidence that answers were rushed and most answers were of a good length, although a little shorter than expected: many answers of around 300 words achieved the highest levels of the mark scheme. This was very impressive for the first examination of a new specification when teachers, as well as students, were unfamiliar with the demands.

Where there were weaknesses, they were often those commonly seen in work produced under examination conditions: a failure to focus on the question; a lack of support for, or development of, points made, and a failure to engage in debate in AO2 answers. Some AO2 answers were limited to a maximum of Level 2 because they only presented and explained one point of view and did not in any way recognise that others would disagree with the reasoning and the view expressed.

There was some impressive use of technical terms and specialist vocabulary; however, there was also some confusion when terms were used without any apparent understanding of their meaning.

Of the Component 2 faith options (2A – 2E), very few students sat option 2C Hinduism hence this Report on the Exam is shorter than those available for the other faith options.

Question 01

01.1 Explain why there are different Hindu beliefs about the authority of scripture and why the differences between them are significant. Refer to both the Vedas and the Manusmṛti in your answer.

There was more information about what the Vedas and Manusmṛti were rather than explanations of why there are different Hindu views about the authority of scripture. The difference between shruti and smṛti texts was understood. The point that Vedas needed the interpretation of a guru to be understood was stated, but its implications for the authority of the text was not unpacked.

01.2 'From a Hindu point of view, Brahman cannot be clearly described.' Assess this view.

There was a clear awareness of the distinction between Nirguna and Saguna Brahman, but more could have been made of whether this made it impossible or possible to describe Brahman. There was relevant evidence and argument but some information was presented without being applied to the question, for example a summary of the different views of the relationship between atman and Brahman and of a way to achieve union with Brahman.

Question 02

02.1 Explain why good moral conduct is important in Hinduism.

There was excellent use of technical terms and a clear focus on the question, including some detailed information about what good moral conduct requires. Some points did need further development, for example the link between conduct and karma.

02.2 ‘Ashrams (spiritual retreat centres) are not important in Hinduism today.’ Assess this view.

A good case was made about why Ashrams may not be considered important today, but it included claims such as ‘(they) thrive on societies money and are corrupt.’ To have any value, such claims need evidence and argument in support. One counter argument related to the Skanda Vale ashram, but largely described its work rather than focusing on its importance.

Use of statistics

Statistics used in this report may be taken from incomplete processing data. However, this data still gives a true account on how students have performed for each question.

Mark Ranges and Award of Grades

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