



GCSE

RELIGIOUS STUDIES

8062/12 Catholic Christianity
Report on the Examination

8062/12
June 2023

Version: 1.0

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General

Overall, the questions were well attempted by the vast majority of students. There were very few occasions where students did not make an attempt at answering any of the questions. The responses indicated that the paper as a whole was accessible to students across the whole ability range. It was good to see that the majority of students made a good attempt at every question through to the end of the paper indicating that they had used the time available wisely.

Question 1.1

This multiple choice question about the Trinity was very well answered with the vast majority of students choosing the correct answer, demonstrating that they clearly recognised the incorrect 'part' listed.

Question 1.2

This question asking for reasons why a Catholic might receive the sacrament of the Anointing of the Sick was again well answered with strong and clear responses from the majority of students showing a clear understanding of what the sacrament entails, the reasons why it might be requested and Catholic belief about the effects of the sacrament.

Question 1.3

This question asked students to explain two ways in which believing in life after death influences Catholics and was very well answered with a high percentage, more than 70%, achieving the full allocation of 4 marks and the vast majority achieving at least 2 marks. Students focused on the idea of heaven and hell and Catholic beliefs on how to ultimately achieve one or the other. Often students also demonstrated their knowledge of relevant parables eg the parables of the Sheep and the Goats and the Rich Man and Lazarus to link to judgement and enhance their answers.

Question 1.4

There were more varied levels of response to this question about Christian beliefs about redemption by Jesus. Students often struggled to support their answers with a relevant quote or reference, hence only around a third of students achieved the full 5 marks available. More than 50% achieved at least 4 marks but it was clear that many students were unsure on this question. Many tried to draw on material that they had used in answer to question 1.3 that wasn't relevant here and there was also some confusion between redemption and resurrection. Having said this two thirds of students achieved at least 3 marks and less than 5% made no attempt to answer.

Question 1.5

The statement to be focused upon and evaluated was 'Baptism is the most important sacrament of the Catholic Church.' This was a well answered question with around two thirds of students achieving at least 8 marks out of the 12 available. The most successful students were able to refer correctly to the other sacraments when constructing their arguments on both sides and included good, relevant quotes and references from scripture but also from eg the Catechism of the Catholic Church. The most successful students created a chain of argument throughout and remained focused on the statement and kept referring back to it. There were also good conclusions, summing up the overall arguments on both sides before giving an opinion on whether they supported the statement or not, with clear reasons given.

SPAG

Almost 80% of students achieved the full 3 marks available on SPAG though there were some consistent misspellings eg sacrament was a regular one which did not, on its own, result in marks being lost but was a common trend worth mentioning.

Question 2.1

Around 70% of students were correct on this multiple choice answer, demonstrating that a large number were less secure on Catholic agencies and documents of the Catholic Church referred to in the choices given.

Question 2.2

This question asked for two examples of the work done by either Pax Christi or the Corrymeela community and was by far the least well answered question on the paper. No student achieved full marks on this question and almost half of the cohort achieved no marks including a small minority who did not attempt the question at all. Students were too general and responses focused more on the work of other charities eg CAFOD rather than the charities asked for in the question. Marks were not awarded to many students as answers did not relate to the work of the specific charities asked for in the question.

Question 2.3

This question asked for two contrasting Christian views about the duty to 'love our neighbour'. It was well answered with more than half of the students achieving full marks and around three quarters achieving at least 3 marks. Good examples looked at practical ways of showing love to neighbour. These were often supported with examples eg from the parables and teachings of Jesus and/or from Church teaching to explain the points made.

Question 2.4

This question asked for two reasons why the funeral rite is important for Catholics. More than half of the students achieved at least 4 marks on this question with around 20% achieving the full 5 marks. Students were able to select relevant parts of the funeral rite and then explain how these reflected Catholic beliefs about eg life after death. The students achieving the full 5 marks, around 20%, were able to make links eg to the Creed and Bible references to support the points they made.

Question 2.5

The final question on the paper was 'For Catholics, saying the Lord's Prayer (Our Father) is the best way to become close to God.' This was well answered overall with around 70% of students achieving at least 7 marks out of the 12 available and over 50% achieving 8 or more marks. Only a very small percentage, around 3%, achieved no marks with just over 2% of these making no attempt. This demonstrates that most students were able to make a good attempt on this final question on the paper and therefore managed their time well. There were many examples of arguments on both sides where students demonstrated good knowledge from across the different areas of the specification put to use in their answers.

Mark Ranges and Award of Grades

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