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GCSE

# RELIGIOUS STUDIES A

8062/13 Paper 1 Christianity  
Report on the Examination

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## **General Introduction to the Summer Series**

Overall, the questions were well attempted by the majority of students. There were rare occasions where students did not make an attempt to answer multiple questions, and the responses across questions indicated that the paper was accessible to a wide ability range. There was evidence of successful time management by students.

## **Comments on Individual Questions**

### **Question 01.1**

98% of students chose the correct answer, identifying which option was not a member of the Trinity, and the vast majority followed the rubric (by ticking only one box).

### **Question 01.2**

This question required students to understand the term 'Incarnation', and most students achieved two marks by writing two valid beliefs about Jesus' Incarnation. These included the concept of Jesus being both divine and man, or outlining the literal meaning of the term as 'became flesh'. Other students made reference to the process of the Incarnation through the Virgin Birth or to *Logos* theology from the opening of John's Gospel.

A number of students did not seem to understand the term 'Incarnation' and instead answered Jesus' resurrection, ascension, or confused this with the non-Christian concept of re-incarnation. Students for future series are advised to familiarise themselves with the GCSE Christianity Subject Specific Vocabulary to increase confidence in answering such questions.

### **Question 01.3**

This question was generally well answered with clear indications of how examples of evil or suffering influence a Christian's belief or perspective, or cause various actions.

Weaker responses did not address the 'influences' command in the question and instead gave examples of evil or suffering, or described how Jesus responded to this.

### **Question 01.4**

This question was well answered, and most students were able to outline beliefs of heaven and hell. Some students explored the Roman Catholic concept of purgatory, and some answers also explained the role of judgement in life after death for Christians. Other students explained concepts of bodily and non-bodily resurrection.

There were fewer references to sources of authority than is usual for this type of question. A few students included standalone quotations without making it clear what the source of the quotation was, and were therefore unable to secure the relevant mark for this. Typical sources of authority

included the Bible's accounts of Jesus' resurrection, the Parable of the Sheep and the Goats, or the Nicene Creed or Apostles' Creed.

Some students wrote at significant length for this question, having secured full marks without the need for further detail.

### **Question 01.5**

The best answers in response to the statement 'Belief in Jesus is all that Christians need to be saved from sin', explained different perspectives around the role of Jesus for salvation and whether other beliefs or practices could remove sin, and evaluated the strength or weakness of these perspectives. Some exceptional responses used a conclusion to strengthen the overall response rather than repeat already stated points.

Many students analysed and evaluated whether being saved from sin occurs through faith in Jesus and God, or through doing good deeds. Other students considered whether faith in Jesus as opposed to faith in the three persons of the Trinity was necessary for salvation.

Most students who did not reach Level 4 did this due to a lack of judgements of points made that is required for a response to be a well-argued response.

The majority of responses were awarded 3 marks for Spelling, Punctuation, and Grammar (SPaG).

### **Question 02.1**

93% of students chose the correct answer to this question on the definition of 'reconciliation' and the vast majority followed the rubric (by ticking only one box).

### **Question 02.2**

This question was generally well answered with various examples of how Easter might be celebrated. A number of students referred incorrectly to Lenten events that occur before the celebration of Easter for Christians. As recommended for Question 01.2, the Subject Specific Vocabulary makes the definition of Easter clear for students.

### **Question 02.3**

This was a very well answered question, with the vast majority of students understanding a variety of baptismal options in Christianity in detail. Most students referred to adult baptism (believer's baptism) and child baptism (infant baptism), and explained the difference in age or agency. Some students referred to different methods of baptism, for example by full immersion or via a font.

### **Question 02.4**

The best students referred to the overseas work of the given charities, and outlined in detail what one or two of these charities do abroad in order to tackle poverty both as short-term and long-term

aid. Most students referred to the Golden Rule or the Parable of the Sheep and the Goats, correctly identifying the source of such teachings.

Many students answered incorrectly around street pastors or about the opening of food banks in local communities within the United Kingdom. Some students also referred wrongly to these charities as working to evangelise others and convert them to Christianity.

More students than would be usually expected did not attempt this question.

### **Question 02.5**

This was answered generally more strongly than Question 01.5, and the strongest answers evaluated different examples of liturgical and non-liturgical worship, correctly identifying Christian denominations that might feature each example. Individual prayer at home was used effectively as a form of private worship which could allow a personal relationship with God.

Weaker answers did not develop beyond vague statements around structure being beneficial for building confidence as a Christian or other forms of worship allowing for more freedom. Students should be prepared to make judgements about different examples of types of worship in order to access the top level marks for such evaluative questions.

### **Concluding Remarks**

- Handwriting was generally good, but there were more incidents of illegible handwriting than in previous series, which prevented a minority of students accessing marks for what they had written.
- Thorough understanding of the Subject Specific Vocabulary will assist students answer questions confidently.
- In Questions 01.5 and 02.5, students need to demonstrate reasoned consideration of different points of view with logical chains of reasoning present to access Level 3. Students need to also show how these chains lead to evaluative judgements in order to access Level 4.
- Students might benefit from a more disciplined approach to answering questions beyond what is required in case this removes time for answering 01.5 and 02.5 which require greater lengths as answers. This was more the case for 01.4 than would have been expected.

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

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