



GCSE

RELIGIOUS STUDIES

8062/12: Paper 1 Catholic Christianity
Report on the Examination

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General

Overall, the questions were attempted well by the majority of students and there were very few occasions where students made no attempt to answer questions. Indications were that the paper was accessible to the range of students entered.

Question 1.1

This was accurately answered with almost 90% of students providing the correct answer, demonstrating that they had learned key vocabulary.

Question 1.2

This question asked for two beliefs about the Incarnation of Jesus. More than 60% of students achieved full marks. However, over 10% appeared to have no knowledge or understanding at all of Incarnation or confused it with reincarnation or resurrection.

Question 1.3

This question asked for two ways that the Sacrament of Confirmation influences Catholics today.

More than half of the students achieved at least 3 marks. However, almost 20% achieved 1 or no marks.

Many answers were basic rather than developed and demonstrated the inability of those students to describe the influence of the sacrament on Catholics.

Some students seemed to have no knowledge of the sacrament at all whilst others confused Confirmation with one of the other sacraments.

Centres need to ensure that students understand the importance not just of knowing the main parts of each sacrament but also of being aware of the influence that the sacrament has on a Catholic in society today.

Question 1.4

This question asked students to explain two Christian beliefs about heaven.

Only slightly over 10% of students achieved the full 5 marks available which clearly demonstrated the difficulty that many students had in referring to sacred writing or to sources of Christian belief and teaching on this question.

Some students were able to give simple beliefs but had difficulty in developing their answers to achieve the extra marks. However more than 60% of students achieved 3 or 4 marks so centres should address this issue on the 5 mark questions by ensuring that students clearly understand the importance of sacred writings, beliefs and teachings being added to their answer to achieve the full 5 marks available.

A very small number of students, fewer than 5%, achieved 0 or 1 marks on this question. Where this was the case they either demonstrated no clear knowledge at all or they misread or misunderstood the question and mentioned life after death but not specifically heaven.

Question 1.5

This question required students to evaluate whether 'Taking Holy Orders (becoming a priest) is the best way to serve God.'

This was a well answered question with more than 45% of students achieving the highest level and three quarters of students achieving at least 6 marks.

Overall, marks could be higher with the inclusion of more reference to sacred writings and/or sources of Christian belief and teaching relevant to the question, a greater use of relevant key vocabulary and demonstrating a clear understanding of the key terms in connection with the question.

Question 2.1

This question was accurately answered overall with almost 98% of students answering correctly again demonstrating accurate learning of key vocabulary.

Question 2.2

This question required students to name two Stations of the Cross.

Many students knew the answers clearly and could give two accurate answers with almost 65% achieving full marks.

Students achieving no marks demonstrated no knowledge of the Stations of the Cross and either made a wild inaccurate guess or gave no answer at all.

Question 2.3

This question required students to explain two contrasting Christian beliefs about the Rosary.

More than half of the students achieved 3 or 4 marks by demonstrating accurate knowledge and understanding.

The 40% of students achieving only 1 or 2 marks were able to give only simple points and were unable to develop their answers.

Centres would be advised to focus on the skill of developing answers across both 4 mark questions as the ability to develop simple points would certainly improve scores on these 4 mark questions.

Question 2.4

This question required students to explain the importance of the Society of St Vincent de Paul (SVP) in a Catholic parish.

Over 18% achieved full marks on this question, 6% more than on question 1.4.

There was a clear picture in this case that students were either fully aware of the role and importance of the SVP and were able to include relevant sacred writings and/or other relevant

sources, or they had no knowledge whatsoever with almost 18% of students achieving no marks on this question.

A number of students also confused SVP with CAFOD or PAX CHRISTI and referred to overseas development or peace initiatives relevant to these organisations rather than to SVP.

It would be prudent for centres to ensure that students are clear on the roles of the different organisations included in the specification and of their importance within Catholic Christianity.

Question 2.5

This question required students to evaluate which is more important: love of God or love of neighbour.

This was less well answered at the top level than question 1.5 with just under 35% achieving level 4 though almost three quarters of students did achieve 6 or more marks, slightly higher than on question 1.5.

In a number of cases timing issues appeared to affect the marks achieved by students as this was the final question on the paper. Some students did not appear to have sufficient time left to answer the question as fully as they might have done.

Centres are advised to reiterate to students the importance of allocating the same amount of time to each of the two full questions on the paper in order to achieve a higher score/level overall.

Overall, students were able to demonstrate the ability to evaluate but again there needs to be a greater focus on the inclusion of sacred writings and/or Christian belief and teaching in order to access the higher levels. Greater use of relevant key terminology in their answers would also be beneficial.

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.