



GCSE **Religious Studies**

8062/12

Report on the examination

Version: 1.0
June 2025

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

AQA retains the copyright on all its publications. However, registered centres 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 centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Catholic Christianity: Beliefs

The examination in 2025 was comparable with the 2024 paper. Overall, the questions were well answered with only a very small number of candidates not attempting questions and leaving blanks.

The AO1 questions were largely well answered with candidates being able to describe not only different aspects of the religion but also how religion influences and affects the life of a believer.

The AO2 questions again were well attempted with candidates being able to argue in favour and against the statement given to varying degrees.

An area for improvement on both AO1 and in particular AO2 questions is the use of references to sacred writing or other sources of Christian belief and teaching. These serve to develop and enhance answers assisting candidates in achieving the higher marks.

Question 01.1

On this first multiple-choice question, which asked which sacrament is usually received when a Catholic is dying, the vast majority of students chose the correct answer achieving 1 mark.

Question 01.2

This question was answered very well with more than nine tenths of the cohort being able to give two reasons to the question of why the Sacrament of Reconciliation is important for Catholics. Only a tiny minority did not achieving at least one mark. Students gave a variety of correct responses and were mostly knowledgeable about this sacrament.

Question 01.3

The most successful responses to this question demonstrated good knowledge of the Sacrament of Matrimony (Marriage) and the students achieving full marks on this question were able to explain how it influenced Catholics very well. Reference was made to aspects of the sacrament itself and often to scripture e.g. mentioning Genesis and the instruction to “go forth and multiply”.

Less successful responses, which accounted for only a small minority, focussed on what happens during the rite and not on the possible influences, so they achieved either 1 or 0 marks.

Question 01.4

This question, which asked students to explain two Christian beliefs about Hell, was well answered and seemed to capture the imagination of students with more than half the cohort achieving the full 5 marks, giving detailed explanations and including a relevant source of authority. The vast majority of students achieved at least one mark.

There was, at times however, some confusion between Hell and Purgatory e.g. with some students stating that souls are able to leave Hell in order to spend time in Purgatory before being admitted to Heaven which is clearly not a Catholic belief. There was a note on the mark scheme to state that reference to Purgatory was to be allowed but only when it related to avoiding Hell.

There were some excellent answers to this question where students used biblical texts e.g. the Parable of the Rich Man and Lazarus and/or the Parable of the Sheep and Goats to illustrate and develop their explanation of the points they made.

Question 01.5

There was ample opportunity for the more able students to do well on this question and for the less able to make a reasonable attempt. The question asked whether the most important belief about Jesus is his resurrection. More than three quarters of the students achieved 7 out of the 12 marks available with the vast majority achieving 4 marks or more.

The best students were able to give good reasons for the importance of the resurrection but then to counter argue, referred to many other important beliefs about Jesus e.g. his miracles, teachings, his treatment of the poor, outcasts etc. They were also able to illustrate their answers using religious language and relevant religious references. Even the less successful students were at least able to give a basic consideration of a different viewpoint or state why the resurrection is a central belief for Christians.

Catholic Christianity: Practices

Question 02.1

This question referred to the Stations of the Cross and was answered successfully with almost three quarters of the cohort achieving the mark.

Question 02.2

This question seemed to be one where students clearly knew the correct points to make and could give two clear answers or they confused SVP with e.g. CAFOD referring to e.g. short/long term aid for people overseas or with e.g. Pax Christi mentioning the training of priests and/or working for peace in war torn countries. They should have been referring to the UK local, parish-based organisation which SVP is.

Just over half of the cohort achieved the full 2 marks on this question but just under a fifth of the total cohort achieved no marks at all.

There obviously needs to be clear information given on the different organisations and the particular work that each one does to students to avoid such confusion in future.

Question 02.3

This question asked students to explain two contrasting views about the importance of formal prayer. Students either clearly knew what formal prayer is giving examples e.g. Hail Mary, Lord's prayer, with around two fifths achieving at least 3 marks or they gave confused answers and

mixed up formal and informal prayer. Some also mentioned forms of popular piety e.g. the Rosary but not always in the correct context. The vast majority of the cohort achieved at least 1 mark.

Question 02.4

There were some good clear answers to this question about what happens during a Catholic funeral rite, but many students did not know the rite very well and gave answers referring to e.g. mourners wearing black which was not credit worthy. Only just over a fifth of the cohort achieved the full 5 marks which illustrates this, but the majority were able to make some relevant points achieving at least 2 marks.

The students needed to know the main elements of the Catholic funeral rite and to be able to explain the importance of these in order to achieve good marks on this question. They also needed to know some relevant and accurate references to sacred writing or another source of Christian teaching to have the best opportunity to achieve full marks.

Question 02.5

This question asked students to consider whether for Catholics, the duty to 'love our neighbour' is the best way to show love for God. This was generally well answered but around 10% fewer students achieved level 4 on this question when compared to question 01.5.

The nature of the question gave scope for more able students to give arguments on both sides using many different biblical/religious examples from Jesus' life and teachings and from contemporary everyday life. The broadness of the concept of the 'duty to love our neighbour' also meant that less able students floundered at times on what to focus on and did not really get to the point, some writing quite a lot but not achieving many marks.

Mark Ranges and Award of Grades

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