



GCSE

Religious Studies A

8062/2B Paper 2B Thematic Studies (including textual studies)

Report on the Examination

8062
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General Comments

Most students attempted to answer all the questions. However, there continues to be a significant number of students who do not follow the rubric for 8062/2B. Students are required to answer Themes G and H (questions 7 and 8) and any other two themes. Those who do not, reduce their opportunities for marks. This also applies to those who try to answer all eight themes which reduces the quality of the responses and results in many responses being unable to be credited at all. This number is getting smaller each year, which is good.

The overarching message for students is that the better they know the text of Mark's Gospel the easier they will find this part of the paper. The more that students read the text of Mark, in particular the passages set in the specification, the better prepared they will be. If students base their answers on the text, they will be able to identify the Christian beliefs and practices associated with Mark's Gospel.

What is particularly encouraging this year is that there was evidence of genuine theological reflection in some of the answers. The students knew the text and, where appropriate, were well able to draw out a reflective comment on its significance.

Theme G

7.1

This multiple-choice question on the place of Jesus' arrest was answered correctly by the majority of students.

7.2

This question begins with 'Give...' There is no need for a paragraph, a brief phrase or a short sentence will suffice. Those who knew the narrative of the Transfiguration were able to gain two marks with little difficulty.

7.3

The fundamental basis of the study of St Mark's Gospel is that it is a faith based document. Therefore, when the question asks for Christian beliefs, accurate recall of the incident, in this question the baptism of Jesus, will gain the marks. Some of the best answers gave part of the narrative and then the second mark came from a comment explaining why the belief is important to Christians. Other students explained a belief first and then supported their statement from reference to the text. Both approaches were acceptable.

7.4

This is a similar style of question to 7.3. The key to the 5th mark in this question is that there is a quotation from Mark's Gospel. In many cases this year it was the Centurions' comment, 'Truly this man was the Son of God.' By identifying the Centurion as the speaker and the quotation this gained the mark. It is important that the student identifies the source of the quotation. There is some evidence of students inventing Bible quotations. This question was about the crucifixion, not the events leading up to it or the aftermath. The reflections on the importance of the crucifixion as an act of atonement were very encouraging to read.

7.5

This evaluation question on the titles of Jesus was an opportunity for students to draw from the whole of Mark's Gospel. Many were able to identify Son of Man as a title, although there was rarely much real understanding of the significance of this title. Other titles were discussed. In a question set like this the student needs to identify which title they are writing about and then comment on its importance, or not. It would have been enough for a student to decide in their evaluation which titles mattered more, and which did not. However, most chose to use another theme in Mark's Gospel eg the resurrection or the miracles to illustrate why the titles alone do not tell everything about Jesus. This latter was equally acceptable.

Theme H

8.1

Fewer students gained the mark on this multiple-choice question which asked which person the disciples had tried to heal. Many thought that the Greek (Syro-Phoenician) woman's daughter was the answer rather than the epileptic (demon possessed boy).

8.2

Some students struggled with this two-mark question about the rewards of discipleship. It is a question about Mark 10:28-31. In this passage Jesus outlines the rewards of discipleship. Many did not get beyond the idea of eternal life or heaven.

8.3

The meaning of the Parable of the Sower was well answered on the whole. This is a well-known parable and the explanation of it recorded by Mark is equally well known. The question needed the student to identify what happened to the seed and what it might mean. The vast majority understood this. Those who did not succeed often just did not know the parable or muddled it with other parables of growth.

8.4

The question concerning Christian beliefs about the anointing at Bethany produced some very good answers. Clear references were made to the events of that day with an understanding of the meaning of the actions of the woman and Jesus' and the disciples' response. However, there were some confusions. A small number of students related the incident to the importance of anointing in the modern Christian church and some thought that Bethany was a person and Jesus had anointed her.

8.5

This question on the Kingdom of God produced some very good answers. There were some good discussions about whether the church was the Kingdom of God. There were other students who related the Kingdom of God to social issues of the day and used them to argue that the Kingdom is or is not here. Good responses seen included those who saw the NHS as an example of it being here, or war and suffering as evidence that it was not. Many students recognise that Jesus had indicated that the Kingdom is here now but is also in heaven.

Mark Ranges and Award of Grades

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