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# **GCSE MARKING SCHEME**

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**SUMMER 2023**

**RELIGIOUS STUDIES (ROUTE A) COMPONENT 2  
STUDY OF CHRISTIANITY  
C120U20-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2023 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

## **EDUQAS GCSE RELIGIOUS STUDIES (ROUTE A)**

### **COMPONENT 2 – STUDY OF CHRISTIANITY**

#### **SUMMER 2023 MARK SCHEME**

##### **General Marking Instructions for Examiners**

The mark scheme defines what can be reasonably expected of a candidate in response to questions asked.

#### **1. Positive marking**

It should be remembered that candidates are writing under examination conditions and credit should be given for what the candidate writes that is accurate and relevant, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme. Errors should be ignored, not penalised.

#### **2. Banded mark schemes**

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains a range of marks.

#### **3. Two-mark questions**

Banded mark schemes are not suitable for low tariff questions. Instructions for the awarding of marks are given with the indicative content.

#### **Using the banded mark scheme**

##### **Stage 1 – Deciding on the band**

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the candidate's answer and check whether it matches the descriptor for that band. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's response should be used to decide on the mark within the band. For instance, if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

## Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

Indicative content is also provided for banded mark schemes. It is extremely important to note that **indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a candidate need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.** Where a response is not creditworthy, i.e. that is contains nothing of any significance to the mark scheme, or is entirely irrelevant to the question, or where no response has been provided, no marks should be awarded.

## Assessment Objectives

The questions test the candidate's ability to:

- AO1 Demonstrate knowledge and understanding of religion and belief\*, including:
  - belief, practices and sources of authority
  - influence on individuals, communities and societies
  - similarities and differences within and/or between religions and belief
- AO2 Analyse and evaluate aspects of religion and belief\*, including their significance and influence

\* The term 'belief' includes religious and non-religious belief as appropriate to the subject content requirements.

**Question (a)**

See instructions provided with indicative content.

**Question (b)**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark total</b>
<b>3</b>	<p>An excellent, coherent answer showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>4–5</b>
<b>2</b>	<p>A good, generally accurate answer showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language and terms and/or sources of wisdom and authority generally accurately.</p>	<b>2–3</b>
<b>1</b>	<p>A limited statement of information about the religious idea, belief, practice, teaching or concept. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language and terms and/or sources of wisdom and authority in a limited way.</p>	<b>1</b>
<b>0</b>	No relevant information provided.	<b>0</b>

**Question (c)**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark total</b>
<b>4</b>	<p>An excellent, highly detailed explanation showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>7–8</b>
<b>3</b>	<p>A very good, detailed explanation showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. A very good understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority accurately and appropriately.</p>	<b>5–6</b>
<b>2</b>	<p>A good, generally accurate explanation showing some knowledge and understanding of the religious idea, belief, practice, teaching or concept. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language, terms and/or sources of wisdom and authority generally accurately.</p>	<b>3–4</b>
<b>1</b>	<p>A limited and/or poorly organised explanation showing limited knowledge and understanding of the religious idea, belief, practice, teaching or concept. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language, terms and/or sources of wisdom and authority in a limited way.</p>	<b>1–2</b>
<b>0</b>	No relevant information provided.	<b>0</b>

**Question (d)**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark total</b>
<b>5</b>	<p>An excellent, highly detailed analysis and evaluation of the issue based on detailed knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>13–15</b>
<b>4</b>	<p>A very good, detailed analysis and evaluation of the issue based on accurate knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. A very good understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority appropriately and in detail.</p>	<b>10–12</b>
<b>3</b>	<p>A good, generally detailed analysis and evaluation of the issue based on a generally accurate knowledge of religion, religious teaching and moral reasoning to formulate reasonable judgements and recognise alternative or different viewpoints. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets some religious/specialist language, terms and/or sources of wisdom and authority.</p>	<b>7–9</b>
<b>2</b>	<p>Limited statement(s) of more than one viewpoint based on limited knowledge of religion, religious teaching and moral reasoning to formulate judgements. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses limited religious/specialist language, terms and/or few sources of wisdom and authority.</p>	<b>4–6</b>
<b>1</b>	<p>A poor, basic statement of a point of view and a very limited attempt or no attempt to formulate judgements or offer alternative or different viewpoints. Tenuous attempt or no attempt made to demonstrate how belief influences individuals, communities and societies.</p> <p>Poor use or no use, of religious/specialist language, terms and/or sources of wisdom and authority.</p>	<b>1–3</b>
<b>0</b>	No relevant point of view stated.	<b>0</b>

**Assessment of spelling, punctuation and the accurate use of grammar and specialist terminology.**

<b>Band</b>	<b>Performance descriptions</b>
<i>High performance</i>  5–6 marks	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> </ul>
<i>Intermediate performance</i>  3–4 marks	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> </ul>
<i>Threshold performance</i>  1–2 marks	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> </ul>
0	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance Band, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>



## 1. Beliefs and Teachings

### (a) What do Christians mean by the 'Trinity'?

Candidates do not need to give examples (e.g. Father, Son, Holy Spirit) in order to be awarded the 2 marks. **AO1 [2]**

The three persons of God; God the Father, Son and Holy Spirit.

### (b) Describe Christian beliefs about hell.

**AO1 [5]**

Answers may include the following points, but other relevant and accurate points must also be credited.

- Christian belief in hell is a part of their beliefs about the afterlife
- Christians believe hell is a place for those who have rejected God
- Christians believe that to be in hell is to be separated from the presence of God
- Christians believe hell is a place of agony and punishment
- Christians believe hell is a place of suffering
- Some Christians believe hell is a physical place
- Some Christians believe hell exists in a spiritual dimension
- Some Christians believe hell is place of eternal punishment and suffering
- Hell is the domain of the devil
- Some Christians adopt a contemporary approach to hell which rejects its existence

**Sources of Wisdom and Authority may include the references below, but other relevant sources must also be credited:**

*Matthew 25vs 41 'Then he will say to those on his left, "Depart from me, you who are cursed, into the eternal fire prepared for the devil and his angels." Matthew 25vs 46 'Then they will go away to eternal punishment, but the righteous to eternal life.'*

*Luke 16vs 24-26 'So he called to him, 'Father Abraham, have pity on me and send Lazarus to dip the tip of his finger in water and cool my tongue, because I am in agony in this fire.' But Abraham replied, 'Son, remember that in your lifetime you received your good things, while Lazarus received bad things, but now he is comforted here and you are in agony. And besides all this, between us and you a great chasm has been set in place, so that those who want to go from here to you cannot, nor can anyone cross over from there to us.'*

**(c) Explain Christian beliefs about the nature and role of humans. AO1 [8]**

Answers may include the following points, but other relevant and accurate points must also be credited.

- Human beings are the high point of God's creation
- Christians believe humans were given dominion over the Earth by God but must also exercise stewardship
- God instructed humans to populate the earth
- Human beings are made in the image of God
- Human beings have a conscience from which to decide right from wrong
- Because human beings have a spiritual part to their nature, they are able to possess some understanding of God
- Because of the Fall of Adam and Eve, human beings are sinful in nature and need to seek the forgiveness of God
- Christians believe human beings have souls
- Christians believe this life is a preparation for the afterlife and ultimately heaven
- Christians believe in love of God and love of neighbour, to follow Jesus' great commandments and live a Christian lifestyle
- Christians believe God made the first humans, beginning with Adam and Eve in the Genesis creation story

**Sources of Wisdom and Authority may include the reference below, but other relevant sources must also be credited:**

*Genesis 1 vs 26 'Then God said, 'Let us make mankind in our image, in our Likeness.'*

**(d) 'For Christians, the Incarnation of Jesus is more important than the Ascension.'**

**Discuss this statement, showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.)**  
**AO2 [15]**

**Marks for spelling, punctuation and the accurate use of grammar are allocated to this question. [6]**

Answers may include the following points, but other relevant and accurate points must also be credited.

- The Incarnation is more important because it is God becoming human in the person of Jesus Christ, made 'flesh'
- The incarnation is more important because without the Incarnation, Christianity would not exist
- The Incarnation is a miracle and a demonstration of God's power
- The Incarnation makes reference to the three persons of the Trinity, God the Father, the Son Jesus Christ and the Holy Spirit
- The Ascension is more important because Jesus returns to heaven to be with God the Father
- The Ascension marks the end of Jesus' mission on earth
- The Ascension follows the resurrection of Jesus

- The Ascension makes reference to heaven and the Christian belief in the afterlife
- The Ascension has a connection to the work of the disciples and the beginning of the Christian Church
- The celebration of the Incarnation at Christmas is more widely celebrated than the celebration of Ascension
- It is not possible to say which belief is the most important as both beliefs are stated in the Apostles' Creed; 'He was conceived by the Holy Spirit and born of the Virgin Mary' and 'He ascended into heaven and is seated at the right hand of the Father'

**Sources of Wisdom and Authority may include the references below, but other relevant sources must also be credited:**

*John 1: 14 'The Word became flesh and made his dwelling among us. We have seen his glory, the glory of the one and only Son, who came from the Father, full of grace and truth.'*

*Luke 24: 51 'While he was blessing them, he left them and was taken up into heaven.'*

## 2 Practices

### (a) What do Christians mean by 'sacraments'?

Candidates do not need to give examples in order to be awarded the 2 marks.  
**AO1 [2]**

An outward sign of an invisible and inward blessing by God. For example; Baptism, Eucharist.

### (b) Describe how the World Council of Churches works for reconciliation.

**AO1 [5]**

Answers may include the following points, but other relevant and accurate points must also be credited.

- ***N.B. In this question, the World Council of Churches is the source of authority and other sources are not necessary in order to gain full credit.***
- The practical goal of the World Council of Churches in working for reconciliation is unity and shared fellowship
- The World Council of Churches holds an annual special week of prayer for all Christians
- The week of prayer is specifically for Christian reconciliation and unity
- Christians from all denominations are encouraged to join together in ecumenical services, during the special week of prayer and at other times
- Christians from different denominations are encouraged to join together in their different church buildings for worship
- The World Council of Churches works towards one faith and shared eucharistic fellowship through initiatives, such as youth events and shared mission and evangelism
- The 'Churches Together in England' is a practical expression of reconciliation

### (c) Explain the role and meaning of the Eucharist for Christians.

**AO1 [8]**

Answers may include the following points, but other relevant and accurate points must also be credited.

- The Eucharist is part of liturgical worship
- Eucharist means 'thanksgiving' and it allows Christians to remember the life and death of Jesus
- It also allows Christians to give thanks for the life of the Church
- Many Christians take part in the Eucharist on a Sunday which has special significance for Christians and allows Christians to worship in fellowship with other Christians
- Many Christians regard the Eucharist (also known as the Mass or Holy Communion) as a sacrament, with a specific rite, which enables blessing by God
- Catholics believe during the Mass the bread and wine become the body and blood of Jesus and this belief is known as transubstantiation.

- Some Protestants, such as Lutherans, believe in the concept of consubstantiation, which means the body and blood of Jesus are present in some way in the forms of bread and wine
- Baptists do not believe Jesus is present in the bread and wine; it is an act of remembrance and known as memorialism
- Christians are following Jesus' instruction at the Last Supper to eat bread and wine, which represented his body and blood
- Jesus told the disciples to share bread and wine in remembrance of his death.

**Sources of Wisdom and Authority may include the references below, but other relevant sources must also be credited:**

*Luke 22:19-20 'Then he took some bread and when he had given thanks, broke it and gave it to them saying, 'This is my body, given for you, do this in memory of me.' Then he took the cup saying, 'This cup is the new covenant in my blood which will be poured out for you.'*

**(d) 'Census results prove Britain is no longer a Christian country.'**

**Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.)**

**AO2 [15]**

Answers may include the following points, but other relevant and accurate points must also be credited.

- ***NB: Results from the 2021 census are due to be released in March 2022 so some reference may be made to these results in Summer scripts and can be credited (The specification makes explicit reference to the 2001 and 2011 census results)***
- The census results are not an accurate record of religious belief; the question about religious belief was the only voluntary question in the census
- A significant number of people did not answer the voluntary question and this makes it difficult to assess the census results
- Between 2001 and 2011 the census results recorded indicated there was a decline in people who identified themselves as Christian
- The number of people in Britain who identified themselves as having no religion rose to a quarter of the population and this is a significant development indicating a decline in Christian beliefs
- Census results in 2011 indicated an increase in religious diversity
- Census results in 2011 indicated an increase in non-religious beliefs and practices and consequently a decline in Christian beliefs
- Christianity remained the largest religion in the 2011 census results
- Census results alone may not be the best indication of whether Britain is a Christian country
- There are many other ways of considering whether Britain is a Christian country, such as measuring church attendance on Sundays and looking at the significance of Christian festivals and how they are celebrated in Britain
- It is very difficult to measure the Christian heritage of Britain and how far this may have changed