



GCSE MARKING SCHEME

SUMMER 2024

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

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

EDUQAS GCSE RELIGIOUS STUDIES (ROUTE A)
COMPONENT 2 – STUDY OF CHRISTIANITY
SUMMER 2024 MARK SCHEME

General Marking Instructions for Examiners

The mark scheme defines what can be reasonably expected of a candidate in response to questions asked. Please note: the mark scheme is not a checklist. Other valid points must also be credited.

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)

Band	Band Descriptor	Mark total
3	<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>	4–5
2	<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>	2–3
1	<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>	1
0	No relevant information provided.	0

Question (c)

Band	Band Descriptor	Mark total
4	<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>	7–8
3	<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>	5–6
2	<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>	3–4
1	<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>	1–2
0	No relevant information provided.	0

Question (d)

Band	Band Descriptor	Mark total
5	<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>	13–15
4	<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>	10–12
3	<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>	7–9
2	<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>	4–6
1	<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>	1–3
0	No relevant point of view stated.	0

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

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

Please note: the mark scheme is not a checklist. Other valid points must also be credited.

1. Beliefs and Teachings.

For all (a) questions, credit 2 marks for an accurate definition. An example is not necessary. If the definition is weaker, but a relevant example is given and shows secure understanding of the concept, also award 2 marks .

(a) What do Christians mean by ‘omnibenevolent’? [2]

The state of being all-loving and infinitely good- a characteristic often attributed to God.

Refer to the marking bands for question (b)

(b) Describe what happened at the Resurrection of Jesus. [5]

- Jesus came back to life three days after he died on the cross.
- On the Sunday after Jesus’ death his female followers visited his tomb.
- They found the stone that was covering the entrance of the tomb rolled away.
- The tomb was empty except for a cloth.
- Two men appeared in gleaming clothes.
- They said to the women that Jesus was not here, he had risen.
- The female followers told the Apostles the news that Jesus was risen.

Luke 24: 1-9

Refer to the marking bands for question (c)

(c) Explain Christian beliefs about the oneness of God. [8]

- Christians believe there is only one God, this is known as monotheism.
- God is one but he exists in three persons, which is known as the Trinity.
- God is ‘three in one’ known and experienced in different ways: God the Father. God the Son and God the Holy Spirit. Christians are often blessed in church services with a reference to the belief in the Trinity. Catholics will often bless themselves making the sign of the cross and praying ‘In the name of the Father, the Son and the Holy Spirit’.
- Jesus said that he and God were one (John 10:30).
- Jesus spoke about his special and unique relationship with God, saying he was the way, the truth and the light and no one would come through the Father except through him (John 14:6-11).
- Reference to the Commandment relating to the worship of one God.

Refer to the marking bands for question (d)

(d) “Beliefs about heaven are the most important Christian beliefs.”

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

[15 + 6 SPaG]

The focus of the question is whether they are the most important beliefs.

- Heaven may be considered the most important Christian belief because the belief in heaven gives Christians hope that death is not the end.
- It may also be considered the most important belief because it shows God’s omnibenevolence.
- Heaven is an important belief because it provides comfort when Christians have lost loved ones.
- The belief in heaven is important because the Bible describes it as paradise where Christians will spend eternity with God, this gives Christians hope.
- Christian beliefs about Jesus may be more important, as Christians believe without Jesus’ sacrifice heaven would not be a possibility.
- Beliefs in heaven may be the most important belief as this belief will impact how Christians live their lives, Christians will follow the Bible and Jesus’ teachings to ensure they are worthy of heaven after death.
- Christian beliefs about creation may be important as this demonstrates God’s omnipotence.
- Beliefs about the Trinity may be more important as they explain the nature and oneness of God.
- Beliefs about salvation and atonement may be considered equally as important as these beliefs link with beliefs about heaven.

2. Practices

For all (a) questions, credit 2 marks for an accurate definition. An example is not necessary. If the definition is weaker, but a relevant example is given and shows secure understanding of the concept, also award 2 marks.

(a) What do Christians mean by ‘sacraments’? [2]

An outward sign of an inward blessing by God, for example baptism and Eucharist.

Refer to the marking bands for question (b)

(b) Describe two features of a Christian Baptism. [5]

- Infant baptism takes place at a font in a church.
- During an infant baptism babies/infants are baptised by having holy water poured over their head, the vicar/priest will baptise them in the name of the Father, Son and Holy Spirit.
- During an infant baptism, vows are made by the parents and God parents on the child’s behalf.
- At an infant baptism the vicar/priest give the parents/Godparents a candle which symbolises that Jesus is the light of the world.
- Infants are often anointed with the oil of Chrism during baptism.
- Within some denominations e.g. Orthodox Christianity, infant baptism involves full immersion.
- Believer’s/Adult baptism takes place in a pool in a church or sometimes in a nearby river/lake.
- During a Believer’s/Adult baptism Christians are fully submerged in water after promising they acknowledge Jesus as their saviour.
- At a Believer’s/Adult baptism Christians will often give a testimony explaining how they became a Christian and why they are choosing to be baptised

Refer to the marking bands for question (c)

(c) Explain why pilgrimage is important to some Christians. [8]

- Pilgrimage can deepen a Christians connection with God.
- Pilgrimage allows Christians to meet with other Christians from across the world, helping them to feel part of a wider Christian community.
- Pilgrimage is important as it can allow Christians to learn more about the origins and history of their religion.
- It is important because it allows Christians to see sites where miracles have happened.
- Some Pilgrimage sites are believed to provide opportunities for healing.
- Pilgrimage is important because it can strengthen a Christians faith, giving them time out of their everyday life and allowing them to focus on their faith and relationship with God.
- Pilgrimage may be important because some pilgrimage sites allow Christians to walk in Jesus’ footsteps which may help them to feel closer to God.

Refer to the marking bands for question (d)

(d) 'Using set prayers is the best way for Christians to pray.'

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

The focus of the question is whether it is the best way to pray.

- Set prayers may be considered the best way for Christians to pray as they give structure.
- Some Christians may believe set prayers are the best way to pray because Jesus taught his followers to pray using the Lord's prayer which is a set prayer.
- Set prayers may be the best way to pray as they can be memorised and used both publicly and privately.
- Some Christians believe set prayers are the best way to pray as they provide a sense of community and unity.
- Some Christians may feel informal prayers are a better way for Christians to pray as they are more personal and individual.
- Some Christians may feel informal prayers have more meaning because they are often spontaneous and happen as a result of individual circumstances.
- Informal prayer may be considered better as some may argue Christians think about and choose the words they are saying rather than memorising and repeating set prayers.
- Informal prayers may be considered a better way to pray as they can be reactive to events and circumstances.