



GCSE MARKING SCHEME

SUMMER 2022

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

INTRODUCTION

This marking scheme was used by WJEC for the 2022 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 2022 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)

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
<p><i>High performance</i></p> <p>5–6 marks</p>	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall
<p><i>Intermediate performance</i></p> <p>3–4 marks</p>	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall
<p><i>Threshold performance</i></p> <p>1–2 marks</p>	<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
<p>0</p>	<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 may be credited.

- An accurate definition of the word, as it is used in the specification – 2 marks
- If the definition is accurate, an example is not necessary for 2 marks.
- If there is no definition, or an inaccurate definition, but an appropriate example is given, 1 mark.
- The definition does not have to be the official definition given in the Eduqas/WJEC 'Key Concepts' resource.

1. (a) What do Christians mean by the 'atonement'? AO1 [2]

- The belief that Jesus' death on the cross healed the rift between humans and God.

(b) Describe the role of Word and Spirit in creation. AO1 [5]

Refer to the marking bands for question (b).

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

- Most Christians believe the reference to the 'Word' in John's gospel is a reference to Jesus.
- Some Christians believe the reference to the 'Word' is a reference to the creative plans and purpose of God in his creation of the universe.
- All Christians believe God is the creator of the world and universe as stated in the creeds; 'creator of heaven and earth'.
- As part of the Trinity, Jesus is involved in creation and pre-exists creation of the world and universe.
- Jesus (the Word) is present at the beginning of creation and before the incarnation.

Credit reference to Word and Spirit in Genesis 1 – 3.

John 1vs 1-5 'In the beginning was the Word, and the Word was with God, and the Word was God. ² He was in the beginning with God. ³ All things were made through him, and without him was not any thing made that was made. ⁴ In him was life, and the life was the light of men. ⁵ The light shines in the darkness, and the darkness has not overcome it.'

(c) Explain different ways in which Christians interpret the Bible. AO1 [8]

Refer to the marking bands for question (c).

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

- Fundamentalist Christians adopt a literal approach to interpretation of the Bible and believe the Bible is literally true.
- Liberal Christians interpret the Bible in a non-literal way; this approach may regard some details in the Bible as being symbolic or metaphorical rather than being literally true.
- Credit examples used to demonstrate diversity in approach, e.g., use of the term 'day' in the creation story.
- Christians have diverse beliefs about how the Bible should be interpreted because Christians interpret the Bible in different ways; one reason for this is because there are a variety of translations of the Bible.
- Christians have diverse beliefs about how the Bible should be interpreted because the Bible is an ancient text, written over 2,000 years ago and understanding of the Bible needs interpretation.
- Most Christians would agree that the Bible is the Word of God though they may differ in their interpretation of that.

(d) 'For Christians, the resurrection of Jesus is the most important belief.'

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 + 6]

Refer to the marking bands for question (d).

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

- For Christians the most important belief is belief in God, stated as the first belief in the Apostles' Creed, 'I believe in God the Father almighty, creator of heaven and earth.'
- The resurrection of Jesus is the most important Christian belief because Christians believe the resurrection of Jesus is evidence Jesus is the Son of God.
- The resurrection of Jesus is evidence death has been defeated and is the basis of the Christian belief in resurrection and eschatological beliefs.
- It is not possible to say which belief is the most important belief, as a number of Christian beliefs are recorded in the Christian creeds.
- Of all the miracles recorded in the gospels the miracle of Jesus' resurrection is the greatest.
- The incarnation is the most important belief because Christians believe God becomes Man, 'God made flesh' in the person of Jesus Christ.
- The most important belief is belief in the Christian belief of the Trinity; Jesus' resurrection is only one aspect of this belief.
- It could be argued that the most important belief is to love one's neighbour
- It could be argued that the most important belief is in humans as stewards of God's creation

- An accurate definition of the word, as it is used in the specification – 2 marks
- If the definition is accurate, an example is not necessary for 2 marks.
- If there is no definition, or an inaccurate definition, but an appropriate example is given, 1 mark.
- The definition does not have to be the official definition given in the Eduqas/WJEC 'Key Concepts' resource.

2. (a) What do Christians mean by 'evangelism'? AO1 [2]

- Preaching of the gospel to others with the intention of converting others to the Christian faith.

(b) Describe how Christians might celebrate Christmas. AO1 [5]

Refer to the marking bands for question (b).

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

- During advent Christians may attend carol concerts and attend nativity plays as part of the celebration of Christmas.
- Christians sing Christmas carols in church services.
- Christians may decorate their homes, and may include a crib or nativity scene.
- Christians may exchange Christmas gifts.
- Christians may exchange Christmas cards, especially with cards which have religious images and messages.
- Christians attend additional church services on Christmas Eve, such as 'Midnight Mass', and on Christmas Day and St Stephen's Day (Boxing Day).
- Christians may make a donation to charity.
- Churches may provide practical support for those in need, such as individuals and families living in poverty and the homeless.

(c) Explain why Christians have different beliefs about Baptism. AO1 [8]

Refer to the marking bands for question (c).

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

- Christians have different beliefs about Baptism because different Christian traditions have a different view of how many sacraments there should be.
- Eastern Orthodox and Catholic traditions believe Baptism is one of seven sacraments. Each sacrament is regarded as a central aspect of the Christian journey through life.
- Many Protestant churches, such as the Church of England, and the Catholic Church use infant baptism, which is followed with confirmation. Baptism is regarded as entry into the Christian community.

- Christian denominations, such as the Salvation Army and the Quakers (Society of Friends) do not regard Baptism as a sacrament. Members of the Salvation Army, for example, practice inward baptism.
- Most Protestant denominations accept Baptism as a sacrament because it is associated with the life of Jesus as recorded in the New Testament.
- Many evangelical churches use the ritual of total immersion but do not believe baptism is a sacrament.
- In the Baptist tradition, 'believers' baptism' takes place when a Christian is able to declare their personal faith. As Jesus was baptised as an adult, Baptists believe they are following the example of Jesus.
- Some Christians believe that infant baptism is important because it washes away Original Sin.

(d) 'Christians are no longer persecuted for their faith.'

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]

Refer to the marking bands for question (d).

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

- The persecution of Christians has taken place since the beginning of Christianity and Christians are still martyred for their faith.
- If Christians were not persecuted today there would be no need for Christian evangelical organisations, such as Open Doors and Christian Freedom International. These organisations are a source of practical assistance for Christians; working to support the human rights of persecuted Christians and supplying Bibles.
- Christians may not be persecuted in the UK but are persecuted in other countries, especially where Christianity is a minority religion.
- Examples of persecution today include martyrdom, attack or closure of church buildings, unjust imprisonment, and torture.
- Christians are not persecuted in the UK; laws to protect religious freedom, such as the Equality Act, state it is against the law to discriminate against anyone because of their religious beliefs.
- Some Christians believe although they are not persecuted they suffer intolerance and discrimination in the media.
- 'Christianophobia' is a new term used by some Christians for 'intolerance of, hostility towards or discrimination against Christians' which takes place today.