



GCSE MARKING SCHEME

AUTUMN 2020

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

INTRODUCTION

This marking scheme was used by WJEC for the 2020 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.

COMPONENT 2

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 and 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. Little 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

**EDUQAS GCSE RELIGIOUS STUDIES (ROUTE A) COMPONENT 2
STUDY OF CHRISTIANITY**

AUTUMN 2020 MARK SCHEME

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

For all (a) questions, credit 1 mark for a very simple definition and 2 marks for a developed definition and/or an example.

1. Beliefs and Teachings

(a) What do Christians mean by 'resurrection'? [2]

- Resurrection is the belief that Jesus rose from the dead on Easter Sunday conquering death.

Refer to the marking bands for question (b).

(b) Describe Christian beliefs about heaven. [5]

- Christians have different views about the nature of heaven; there are few biblical descriptions about heaven.
- The Creeds state heaven is a place in the afterlife where Christians will be in the presence of God.
- Belief in an afterlife is a fundamental Christian belief and the idea that the soul goes to heaven after death.
- Christians believe angels live in the presence of God in heaven.
- Some Christians believe heaven is a physical reality.
- Some Christians believe heaven is more of a spiritual dimension.
- All Christians believe heaven is a place where those who are saved will be in the presence of God.
- Credit accurate content which describes Christian beliefs about how to reach Heaven.

Refer to the marking bands for question (c).

(c) Explain Christian teachings about Jesus' incarnation. [8]

- The incarnation is God becoming human in the form of Jesus.
- Jesus is the 'Son of God'.
- The incarnation is God 'made flesh' as Jesus but Jesus is not conceived through sexual intercourse.
- Jesus is born of a virgin/young woman.
- Jesus is conceived by the power of the Holy Spirit.
- Jesus is truly human or 'made Man'.
- Christians believe the birth of Jesus is a miracle, the miracle of the Virgin Birth.
- Jesus' birth was foretold by the angel Gabriel and Mary was told that she would conceive and give birth to Jesus.
- The Incarnation is part of the creedal statements of Christianity and a fundamental belief.
- The Gospels of Matthew and Luke record the events of the Incarnation.

Where appropriate, relevant references are likely to include:

- 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 1:28-33 'In the sixth month of Elizabeth's pregnancy, God sent the angel Gabriel to Nazareth, a town in Galilee, to a virgin pledged to be married to a man named Joseph, a descendant of David. The virgin's name was Mary....You will conceive and give birth to a son, and you are to call him Jesus. He will be great and will be called the Son of the Most High.'
- Apostles' Creed 'He was conceived by the power of the Holy Spirit and born of the Virgin Mary'.

Refer to the marking bands for question (d).

(d) 'Christian beliefs about Heaven and Hell are out of date.'

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

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question. [15]

- The Lord's Prayer has an explicit reference to heaven and it is a fundamental belief of the Christian religion that God is in heaven.
- The Creeds make explicit reference to belief in heaven and belief in an afterlife is a fundamental aspect of the Christian religion which can never be out of date.
- Some Christians regard traditional views of heaven and hell as being an actual physical place are out of date and regard descriptions in the Bible as metaphors to express beliefs about the afterlife.
- Some Christians believe in the literal descriptions of heaven and hell to express beliefs about the afterlife.
- The idea of heaven as a physical place in the sky and hell as a physical place underground are out of date; a more sophisticated way to understand this belief is to regard heaven as a place where God is present and where hell has no presence of God.
- The concept of a place of reward and place of punishment are an important part of the eschatology of Christianity and these beliefs will always be relevant and can never be out of date.
- Some Christians believe ideas about hell as a place of eternal punishment are out of date; if God is a God of love and forgiveness, they believe God will ultimately forgive everyone.
- Many Christians believe traditional descriptions of heaven and hell are out of date and should be replaced by a more contemporary view of heaven and hell.

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

For all (a) questions, credit 1 mark for a very simple definition and 2 marks for a developed definition and/or an example.

2. Practices

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

- God is attributed with the qualities of being all-loving and infinitely good.

Refer to the marking bands for question (b).

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

- Christians may attend special church services during Holy Week.
- Christians may attend the Saturday evening vigil before Easter Sunday.
- Christians may attend 'sunrise' services on Easter Sunday.
- Christians may exchange Easter greeting cards.
- Christians may go on pilgrimage to the Holy Land to 'walk in the footsteps of Jesus', especially at Easter.
- Christians may exchange Easter eggs.
- Christians may visit cemeteries to place flowers at graves during Easter weekend.

(c) Explain why prayer is important for Christians. [8]

Refer to the marking bands for question (c).

- Prayer is important for Christians because they are following the example of Jesus.
- Prayer is a way of developing a relationship with God.
- Prayer is regarded as a fundamental practice of the Christian religion.
- Communal prayer allows Christians to join together in prayer as a family or community.
- Jesus told the disciples to pray, e.g. the Lord's Prayer.
- Prayer is an essential aspect of the celebration of the sacraments.
- Prayer is an essential part of rites of passage.
- Prayer may take many forms: liturgical, informal and individual.
- Extemporaneous prayer is regarded as an important form of prayer, especially when influenced by the Holy Spirit.
- Prayer may take many forms and credit any exposition of these types of prayer; adoration, confession, contemplation, penitential, praise, thanksgiving, supplication.

Where appropriate, relevant references are likely to include:

- Matthew 6:6 'Go to your room, close the door and pray to your Father who is in heaven'.
- Matthew 18:20 'Where two or more are gathered in my name, I am there with them.'

(d) 'The Eucharist is more important for Christians than Baptism.'

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

[15]

Refer to the marking bands for question (d).

- The Eucharist is more important than Baptism because Christians are acting on the words of Jesus at the Last Supper.
- Baptism is regarded as the first sacrament by many Christians.
- For many the Eucharist is also a sacrament.
- It is not possible to say which is more important because both are sacraments.
- Baptism is the rite of passage to show Christians belong to the Christian church.
- The Eucharist allows Christians to gather as a community.
- Baptism allows Christians to follow Jesus' example of baptism by John the Baptist in the River Jordan.
- It is not possible to say which is most important because both are based on events of the life of Jesus recorded in the Gospels.
- Baptism is a single event whereas the Eucharist may be celebrated daily in the lifetime of a Christian.
- Believer's Baptism may be more significant for some Christians.

Where appropriate, relevant references are likely to include:

- John 3:3-6 'Jesus replied, "Very truly I tell you, no one can see the kingdom of God unless they are born again." ⁴"How can someone be born when they are old?" Nicodemus asked. "Surely they cannot enter a second time into their mother's womb to be born!" Jesus answered, "Very truly I tell you, no one can enter the kingdom of God unless they are born of water and the Spirit. Flesh gives birth to flesh, but the Spirit gives birth to spirit".'