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# **GCSE MARKING SCHEME**

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**SUMMER 2018**

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

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2018 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)**

<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 and 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. 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>	<b>1 – 3</b>
<b>0</b>	No relevant point of view stated.	<b>0</b>

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

**SUMMER 2018 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. (a) What do Christians mean by the 'Trinity'? [2]**

- The Trinity is the belief God consists of three persons
- The first part of the Trinity is God the Father
- Jesus Christ the Son of God is the second part of the Trinity
- The Holy Spirit or Paraclete is the third part of the Trinity

**Refer to the marking bands for question (b).**

**(b) Describe the crucifixion of Jesus. [5]**

- Nailed to a cross on Calvary
- Crown of thorns
- Hung between two thieves and promised one that he would join him in Paradise
- Given vinegar on a sponge
- Sign placed above him saying 'Jesus of Nazareth King of the Jews'
- Soldiers gambled for his clothes
- Asked God to forgive those who sentenced him
- Roman soldier pierced his side - blood and water flow out
- His mother and other disciples gathered at the foot of the cross
- Jesus died saying 'It is finished'
- Darkness over the land
- Earthquake
- Temple curtain was torn in two
- Jesus' body was taken down and buried in a tomb



**Refer to the marking bands for question (c).**

**(c) Explain why Christians believe the Bible is important. [8]**

- The inspired word of God
- The Bible explains the origin of human life
- The Bible narrates the story of Jesus
- The Bible narrates the story of God and his covenants with humanity
- The Bible is the most important sacred text for the Christian religion
- It is a source of authority and wisdom
- It is a guide for contemporary living
- The stories and teachings of the Bible give meaning to human life
- The Bible contains the Ten Commandments
- The Bible is read in church services as part of worship because it is considered to be so important
- The Bible is used as the basis of many sermons in church
- The Bible may be read and studied for personal faith

**Refer to the marking bands for question (d).**

**(d) 'Belief in hell is out of date.' [15+6]**

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.*

- Belief in hell is out of date because some Christians believe God will forgive everyone
- If God is a god of love then ultimately no one is in hell
- Belief in hell is not out of date because it is a teaching in the Bible that hell is a place of punishment for sinners
- A belief in hell is stated in the Christian creeds
- Jesus makes reference to hell
- There are references to hell in both the Old and New Testaments
- Some Christians regard hell as a real physical place
- Science proves hell is not under the ground
- Some Christians regard hell as separation from God
- Belief in heaven necessitates a belief in hell as a place of punishment

**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. (a) What do Christians mean by 'sacraments'? [2]**

- An outward sign of God's grace
- A ritual, such as baptism, that signifies receiving God's grace

**Refer to the marking bands for question (b).**

**(b) Describe Evangelical worship. [5]**

- Evangelical worship is a form of worship led by the Holy Spirit
- Evangelical worship allows Christians to speak in tongues and interpret
- Evangelical worship is often informal and provides the congregation with an opportunity to use music, singing and dancing
- Evangelical worship allows Christians to be spontaneous and testify to their faith
- There is a focus on Bible teachings and sermons

**Refer to the marking bands for question (c).**

**(c) Explain the social role of the Church in the local community. [8]**

- Many churches host a variety of social activities; creches and toddler clubs for young mothers, youth clubs for teenagers, OAP meals, 'sleep overs' for the homeless, etc. because everyone is made in God's image and should be treated with dignity
- Jesus' teachings such as 'do to others' and 'love one another' means that the Church must engage in social action
- Many churches work with charities to provide social care because teachings from the Bible such as The Last Judgement, make it clear that helping others is key to salvation
- Some churches employ youth workers to do outreach social work because they may want to evangelise
- Churches organise social events and outings because they are a community of believers

**Refer to the marking bands for question (d).**

**(d) 'Pilgrimage is the most important Christian practice.' [15]**

Discuss this statement showing that you have considered more than one point of view.

(You must refer to religion and belief in your answer.)

- Pilgrimage is an important expression of faith
- Pilgrimage to places in the Holy Land provides an opportunity for Christians to 'walk in the footsteps' of Jesus
- Pilgrimage may provide an opportunity for spiritual or physical healing
- Pilgrimage is an opportunity for Christians to grow in their faith
- Pilgrimage to a sacred place allows Christians to join together with other Christians
- Pilgrimage is the life journey to God and not just a physical journey made to a sacred place
- Belief in God and Jesus are more important than pilgrimage
- Social action and charity work are more important than pilgrimage
- Pilgrimage is not an essential part of being a Christian
- Christian festivals, such as Christmas and Easter are more important parts of Christianity
- It is more important for a Christian to worship God and 'love your neighbour'