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# **GCSE MARKING SCHEME**

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**AUTUMN 2021**

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

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2021 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**

#### **AUTUMN 2021 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>

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

<b>Band</b>	<b>Performance descriptions</b>
<p><i>High performance</i></p> <p>5–6 marks</p>	<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>
<p><i>Intermediate performance</i></p> <p>3–4 marks</p>	<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>
<p><i>Threshold performance</i></p> <p>1–2 marks</p>	<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>
<p>0</p>	<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>



**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.**

**Q.1 Beliefs and Teachings**

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

**Indicative content here:**

- The all-powerful, almighty and unlimited nature of God.

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

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

**Indicative content here:**

- The ascension of Jesus takes place forty days after the resurrection.
- Jesus appeared to the disciples and groups of people before his ascension.
- The account in Luke states Jesus was near Bethany.
- Jesus raised his hands and blessed the disciples.
- Jesus left the disciples and was taken up to heaven to sit at the right hand of God.
- According to the first chapter in Acts, Jesus was taken up in the presence of the disciples and then hidden from them by a cloud, which is a common biblical image signifying the presence of God.
- The account of Jesus’ Ascension is recorded in the gospels.

*Luke 24: 50-53.*

*When he had led them out to the vicinity of Bethany, he lifted up his hands and blessed them. While he was blessing them, he left them and was taken up into heaven. Then they worshipped him and returned to Jerusalem with great joy. And they stayed continually at the temple, praising God.*

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

**(c) Explain Christian beliefs about the role of the Holy Spirit in worship. [8]**

**Indicative content here:**

- Christians believe the Holy Spirit is present during worship.
- Christians may seek to listen to the voice of the Holy Spirit during Bible readings.
- In the informal worship of Evangelical Churches many worshippers feel they are moved by the presence of the Holy Spirit during the act of worship.
- The Charismatic movement is most known for its acceptance of speaking in tongues (also known as *glossolalia*), divine healing, and prophecies as evidence of the Holy Spirit.
- In charismatic worship services may include praying and spirited singing, dancing, spontaneous shouting “in the spirit,” and raising hands and arms in prayer as evidence of being moved by the Holy Spirit.
- Pentecostalism is one tradition of Christianity which has a special emphasis on the power of the Holy Spirit during worship as a personal and direct experience of the presence of God during worship.
- The prayer and blessing, ‘In the name of the Father, and of the Son, and of the Holy Spirit’, is an important aspect of many church services, and is used, for example, at the beginning and end of Sunday services in a number of Christian traditions.
- Many hymns make reference to the Holy Spirit in worship.

Refer to the marking bands for question (d).

- (d) 'Evil makes it difficult for Christians to believe in an all-powerful God'. [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.)

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

**Indicative content here:**

- If God is all-powerful some Christians will question why does God allow evil to happen.
- Many Christians believe evil is something real but that God is more powerful than evil.
- Reference to evil in the Lord's Prayer and the prayer God will deliver Christians from evil.
- For Christians, life is a test and how Christians confront evil is part of God's plan.
- Christians believe evil will always be defeated by goodness.
- Christian teaching is God will defeat the Devil.
- If God is all powerful some Christians will ask why does God allow so much evil to happen in the world?
- God is all powerful but Christians believe human beings have been given free will.
- How free will is used has an impact on human lives.
- Evil is caused by sin and Christians turning away from God; God is all-powerful and will forgive Christians their sins if they repent.
- Evil is meant to be a challenge to religious belief.
- The death of Jesus and the act of Atonement shows that God is all-powerful.

*Job 1:8-12 'Then the LORD said to Satan, "Have you considered my servant Job? There is no one on earth like him; he is blameless and upright, a man who fears God and shuns evil." "Does Job fear God for nothing?" Satan replied. "Have you not put a hedge around him and his household and everything he has? You have blessed the work of his hands, so that his flocks and herds are spread throughout the land. But now stretch out your hand and strike everything he has, and he will surely curse you to your face." The LORD said to Satan, "Very well, then, everything he has is in your power, but on the man himself do not lay a finger".'*

*Epicurus quotation 'Is God willing to prevent evil, but not able? Then he is not omnipotent. Is he able, but not willing? Then he is malevolent. Is he both able and willing? Then whence cometh evil? Is he neither able nor willing? Then why call him God?'*

**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.**

**Q.2 Practices**

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

**Indicative content here:**

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

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

**(b) Describe the work of Tear Fund. [5]**

**Indicative content here:**

- As a Christian charity the work of Tear Fund is to give practical expression to Jesus’ teaching of ‘Love your neighbour’.
- Tear Fund works through local church groups fundraising to support the poor in developing countries.
- Tear Fund may provide emergency relief in areas where natural disasters have taken place.
- Tear Fund works on long-term aid projects supporting local communities in developing countries, such as setting up sports clubs.
- Tear Fund works in over fifty countries.
- Tear Fund attempts to raise awareness of social issues.

Refer to the marking bands for question (c).

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

**Indicative content here:**

- Pilgrimage to Walsingham is important because many Christians believe Lady Richeldis de Faverches, a Saxon noblewoman, lived in Walsingham and received a vision of the Virgin Mary in 1061 CE.
- A copy of the Virgin Mary's house in Nazareth was built as a result of the vision and it has become a place of pilgrimage for Christians.
- The Holy House is part of the Anglican Shrine or the Parish Church of Saint Mary where a statue of the Lady of Walsingham is placed above the altar.
- Pilgrimage gives a sense of community to pilgrims who worship and travel together to Walsingham.
- It is a physical act of religious devotion.
- It provides Christians with a space from normal life to reflect on their faith.
- It is a journey towards God, representing the journey undertaken by all Christians on their earthly journey towards heaven in the afterlife.
- For Catholics the pilgrimage may be an act of penance; some Catholics walk barefoot from the Slipper Chapel to the Holy House and there are daily services where Catholic pilgrims pray together in saying the rosary and celebrating mass.
- Each year during the Spring bank holiday a national pilgrimage takes place in Walsingham where pilgrims walk in procession from the ruined priory at Walsingham to the shrine.
- Pilgrims may take part in a daily service called the 'Sprinkling of the Well' as there is a belief in the special qualities of the water from the church well.
- It is a local site of pilgrimage for Christians in the UK.
- Christians of all denominations may go on pilgrimage together and worship in an ecumenical way.

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

**(d) 'The Church still has an important role in society.'** [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.)**

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

**Indicative content here:**

- The Church still has an important role in society because of the commission given to the disciples, to 'observe all I have commanded you' which includes 'Love your neighbour'.
- A very small number of Christians attend church each week so the Church has little value in society today for most people.
- The Church has a role for practising Christians who attend church services.
- Census results show Christianity is on the decline in the UK and British society is increasingly secular and pluralistic.
- The Church has an important social role in helping and supporting local communities when in need, such as organising food banks.
- Many churches have a church hall which is used for a wide range of social activities, including birthday celebrations, creches for young children, social events for the elderly, concert and drama presentations, base for youth organisations, etc.
- The Church of England is the state religion and many adults still choose to have baptisms for their children, marriages and funerals in church
- Many people profess to belong to the Christian religion although they do not attend church.
- The Sovereign still holds the title 'Defender of the Faith and Supreme Governor of the Church of England' and bishops still attend the House of Lords.
- The Church has an evangelical role to spread the 'Good News'.