



GCSE MARKING SCHEME

SUMMER 2019

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

INTRODUCTION

This marking scheme was used by WJEC for the 2019 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 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 in to 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 due to 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. 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**

SUMMER 2019 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 'incarnation'? [2]

- Incarnation means 'made flesh' and is the Christian belief in God becoming human in the form of Jesus.
- God became man in the form of Jesus, fully human and fully divine.

Refer to the marking bands for question (b).

(b) Describe Christian teaching about the role of humans. [5]

- Christian teaching about the role of humans is derived from the Old and New Testaments.
- One of the most important of roles is to be a follower of Christ, and worship God and evangelise.
- People must love God and love their neighbour.
- People must exercise stewardship over the earth.
- People have been given dominion over the earth.
- People must procreate.

Reference Genesis 1-3: ²⁶ *Then God said, "Let us make mankind in our image, in our likeness, so that they may rule over the fish in the sea and the birds in the sky, over the livestock and all the wild animals, and over all the creatures that move along the ground."*

²⁷ *So God created mankind in his own image, in the image of God he created them; male and female he created them.*

²⁸ *God blessed them and said to them, "Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground."*

Refer to the marking bands for question (c).

(c) Explain why Christians believe the Resurrection of Jesus is important.

[8]

- The Resurrection of Jesus is important because it is a miracle.
- The Resurrection of Jesus is the greatest miracle.
- Miracles are a sign of God's power.
- This event demonstrates Jesus is God.
- It fulfils a prophecy made by Jesus before his death.
- Christians believe Jesus' Resurrection defeats death.
- The belief in the Resurrection of Jesus is a fundamental belief of the Christian religion stated in the Christian creeds.
- It precedes the Ascension of Jesus to Heaven.
- 1 Corinthians 15:3-8 12-14: ³For what I received I passed on to you as of first importance: that Christ died for our sins according to the Scriptures, ⁴that he was buried, that he was raised on the third day according to the Scriptures, ⁵and that he appeared to Cephas, and then to the Twelve. ⁶After that, he appeared to more than five hundred of the brothers and sisters at the same time, most of whom are still living, though some have fallen asleep. ⁷Then he appeared to James, then to all the apostles, ⁸and last of all he appeared to me also, as to one abnormally born. ¹²But if it is preached that Christ has been raised from the dead, how can some of you say that there is no resurrection of the dead? ¹³If there is no resurrection of the dead, then not even Christ has been raised. ¹⁴And if Christ has not been raised, our preaching is useless and so is your faith.
- Credit other relevant biblical references.

Refer to the marking bands for question (d).

(d) 'For Christians, the Bible is the most important source of authority.' [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.

- The Bible is the revealed word of God and is the most important source of authority for many Christians.
- There are other important sources of authority for Christians, such as personal conscience.
- The Bible cannot be the most important source of authority because it is out of date.
- Many Christians look to other sources of authority, such as local religious leaders.
- Many Christians look to world leaders of Churches, such as the Archbishop of Canterbury and the Pope.
- Because some Christians believe the Bible is not literally true it has to be interpreted in a modern context.
- The Bible cannot be a source of authority on some modern issues.

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 'atonement'? [2]

- Atonement means 'being at one' with God.
- The belief that Jesus' death on the cross healed the rift between humans and God.

Refer to the marking bands for question (b).

(b) Describe a celebration of baptism. [5]

- Baptism traditionally takes place in a church or chapel.
- An order of service is used.
- A font or baptismal pool is used for baptism.
- Baptism is usually performed by a priest or minister.
- In infant baptism a baby traditionally is dressed in white.
- Parents or godparents make promises to bring up a child within the Christian religion.
- Some denominations, such as the Church of England, present parents or godparents with a candle.
- In Infant Baptism water is traditionally sprinkled on the head of a baby.
- In Infant Baptism the Sign of the Cross is made on the forehead.
- In Believer's Baptism full immersion in a baptismal pool may take place.
- Baptism is usually witnessed by family, friends and the church community.

Refer to the marking bands for question (c).

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

- Taize is an ecumenical monastic community.
- Taize attracts thousands of visitors each year, especially young people, on retreat.
- Taize is an ecumenical centre for Protestants and Catholics.
- Taize welcomes visitors of faith or none.
- It is a centre for reconciliation.
- When people visit Taize as pilgrims they join in with monastic worship at the 'Church of Reconciliation' and experience Taize worship at first hand.
- Taize chants and music have become popular in many churches in Britain
- Brothers from Taize take part in out-reach activities throughout the world.

Refer to the marking bands for question (d).

(d) 'Christianity in Britain is on the decline.'

[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.

- Christianity in Britain is on the decline because most people do not worship in church on a Sunday.
- Many people claim to be Christian even though they do not attend church.
- Many people in Britain claim to be atheist or agnostic.
- Many customs today remain rooted in the Christian religion.
- There are many other religions in Britain so Christianity has declined as Britain has become more pluralist in religious belief and practice.
- There are many diverse religious and non-religious beliefs and practices found in the UK.
- Many Christian festivals are celebrated in a secular way.
- Many Christians attend church each week and celebrate festivals, such as Christmas and Easter in a religious way.
- Reference results of the 2011 census; the census results show a decline in Christian belief and practice.