

**GCSE
RELIGIOUS STUDIES (SHORT COURSE)
8061/2**

Section 2: Christianity

Mark scheme

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject examiners. This mark scheme includes any amendments made at the standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Mark Schemes for GCSE Religious Studies

This paper requires expert markers who have wide knowledge and understanding of the particular subject content of the Specification. With the exception of the multiple-choice question, many of the questions asked have many different credible answers and students are able to bring to their answers their own knowledge, understanding and background. They will offer details, arguments and evidence which the examiner, with the help of the mark scheme, will need to judge as credible or not. It is therefore important that the examiner has a good understanding of the principles and spirit of the mark scheme in order to be fair and consistent when marking students' answers. The Content included is designed to be as helpful as possible but in many cases is not exhaustive. So Content sections are introduced by the sentence:

Students may include some of the following points, but all other relevant points must be credited:

this is to remind examiners that there may well be additional correct answers which, with their expertise, they will be able to allow. With all questions if an examiner has any doubt about answers being credit worthy they should consult their team leader.

Structure

The mark scheme for each question shows:

- The question; Each question is printed in full before its target and mark scheme. It is always important that examiners remind themselves of the exact question being asked. In particular, they will need to do this in instances where the answer appears to be 'straying' from the question set or perhaps offers a valid alternative not included in the mark scheme
- Target; The target provides the specific assessment objective which the question is testing. It reminds examiners of the skills the question is designed to test, eg knowledge and understanding, evaluation
- The total marks available for the question and if Spelling, Punctuation and Grammar is assessed
- The typical answer(s) or content which are expected
- Generic instructions related to the question target of how to award marks (i.e. levels of response grid).

Themes papers guidance (Specification A & Short Course)

In questions where students may choose religions from which to illustrate their answer, there may be some general Content, ie credible comments which students will make which could be applied to any religion or perhaps to a secular viewpoint as well. Where these are appropriate they are usually given first. The Mark Scheme will also include, under separate headings, Content sections for each of the six religions allowed within the Specifications.

General Guidance

.../.. means that these are acceptable alternative answers in the mark scheme, eg Guru Har Krishan / Guru Tegh Bahadur / Guru Gobind Singh.

Answers may include specialist terms, in Hebrew or Arabic for example. If this is the case, the mark scheme will usually indicate this by providing in brackets the English as well, eg 'Yom Kippur (the Day of Atonement)'. In such questions, answers will be credited whether provided in the original language or in English.

Some mark schemes use bullet points to separate content. Each bullet point refers to a different possible 'belief' or 'teaching' or 'way', depending on the question. Obliques (.../..) used within the bullet point indicate different ways in which the point may be expressed and points which may be made to give the further detail or development needed for the second mark.

Where a student has crossed out a complete answer, it should be marked if it remains legible, unless an alternative is provided in which case only the alternative should be marked. When part of an answer is crossed out, then only what remains should be considered.

In questions where credit can be given to the development of a point, those developments can take the form of:

- Example or evidence
- Reference to different views
- Detailed information.

1 mark multiple choice questions

Such questions have four alternatives and the one correct answer will be given together with the correct letter, eg 'Answer: D Trinity'.

2 mark short answer questions

The principle here is provided in the mark scheme: 'One mark for each of two correct points.' Students may give **more than** the two answers required by the question. In such instances,

- **Award for the first two answers only, wherever they appear.**
- If a student gives more than one answer on the first line and another answer / other answers on the second line, the 'first two answers' will be the **first two** on the first line and **only these two** should be considered for marks. Other answers must be ignored.
- If on the first line the first two answers given are correct, award two marks, regardless of what is written elsewhere in the answer.
- If the first two answers can only be awarded one mark yet there is a third answer that is correct, this correct third answer must be ignored and no mark given for it.
- However, if the student gives some **elaboration after the first answer**, which is clearly developing their first answer, (which they are not required to do), do not consider this elaboration to be their second answer (unless the elaboration happens to contain a second correct answer to the question asked), regardless of whether there are other answers provided. In this case, the second answer also, if correct, may be credited for the second mark

4 and 5 mark answer questions

Examiners should take care to note the target of the question. Clear information is provided for these types of question on how to award marking points. Examiners should carefully read the additional instructions provided for each type of question (eg for influence questions the final sentence in the general guidance box reminds the examiner that the second mark (detailed explanation) awarded in each case must show clear 'influence').

12 mark answer questions

The 12 mark questions test Evaluation skills (AO2). The mark scheme for these answers is based on Levels of Response marking in which the examiner is required to make a judgement on the completed answer taken as a whole.

Level of response marking instructions

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of students' responses. To facilitate this, level of response marking has been devised for many questions.

Level of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

If a student demonstrates knowledge, understanding and/or evaluation at a certain level, he/she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a student's response.

Level of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. If examiners have any doubt about what level to award a response, they should consult their team leader.

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before examiners apply the mark scheme to a student's answer they should read through the answer and annotate it (as instructed) to show the qualities that are being looked for. They should then apply the mark scheme. It may be necessary to read the answer more than once to be sure of assigning the correct Level.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Spelling, Punctuation and Grammar (SPaG)

Spelling, punctuation and grammar will be assessed in 12-mark questions.

Spelling, punctuation and grammar (SPaG) will be assessed against the following criteria:

Level	Performance descriptor	Marks awarded
High performance	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate 	3
Intermediate performance	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate 	2
Threshold performance	<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 • Learners use a limited range of specialist terms as appropriate 	1
No marks awarded	<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 level, for example errors in spelling, punctuation and grammar severely hinder meaning 	0

0 1 . 1

Which one of the following describes the event when Jesus rose from the dead?

[1 mark]

- A Ascension
- B Atonement
- C Incarnation
- D Resurrection

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: D Resurrection

0 1 . 2

Give two reasons why the crucifixion of Jesus is important for Christians.

[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

One mark for each of two correct points.

If students provide more than two responses only the first two responses should be considered for marking.

Students may include two of the following points, but all other relevant points must be credited:

Jesus was crucified as a sacrifice / for forgiveness of sin / as a ransom for human sin / form of atonement / it gives Christians confidence sin can no longer destroy their lives / because God gives forgiveness to those who ask in faith (the dying criminal) / Jesus showed the importance of forgiveness when forgiving those who crucified him ('Father forgive them...') / Jesus was prepared to die for the beliefs he held / he was faithful to God even though he knew it might lead to his death / it shows suffering is a part of life / God appreciates what the sufferer is going through / the crucifixion reunites humanity and God / God was responsible for giving humanity this second chance / Jesus' death saved people from their sins / his death provides the opportunity for salvation open to all people / the crucifixion allowed the resurrection to happen / proved that Jesus was the Son of God, etc.

0 1 . 3 Explain two ways in which belief in the afterlife influences Christians today. **[4 marks]**

Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influence on individuals, communities and societies

First way

Simple explanation of a relevant and accurate influence – 1 mark
Detailed explanation of a relevant and accurate influence – 2 marks

Second way

Simple explanation of a relevant and accurate influence – 1 mark
Detailed explanation of a relevant and accurate influence – 2 marks

To be a ‘detailed explanation’ the ‘influence’ of the way must be included.

Students may include some of the following points, but all other relevant points must be credited:

- Christians believe that after death, God will decide whether they enter heaven to be with him / or hell to be completely outside of God’s influence / with the Devil.
- Afterlife is determined by how well Christians have followed God throughout their lives / whether they have asked for and been granted forgiveness / shown repentance.
- Afterlife is an eternal gift granted by God / helps provide comfort to friends and family when somebody dies.
- They may be more accepting of death / loss of loved ones may not be forever / may be reunited in the afterlife / in a better place.
- Begins at death / or at the Day of Judgement when Jesus will return / shows the idea that justice is gained, even at death and that injustice will not survive.
- Influences Christians to follow Jesus’ teaching / live in a way that God requires people to do / serve other people / follow the example of Jesus.
- Christians should regularly confess sins and receive forgiveness to be granted a place in heaven / should receive the sacraments and worship God during their life.
- Threat of hell / should influence people to live as God requires / in order to escape the possibility of the torment of eternal suffering, etc.

0 1 . 4 Explain two Christian beliefs about sin.

Refer to sacred writings or another source of Christian belief and teaching in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First belief

Simple explanation of a relevant and accurate belief – 1 mark
Detailed explanation of a relevant and accurate belief – 2 marks

Second belief

Simple explanation of a relevant and accurate belief – 1 mark
Detailed explanation of a relevant and accurate belief – 2 marks

Relevant and accurate reference to sacred writing or another source of Christian belief and teaching – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

- Sin is an action or thought that separates a person from God / it is against God’s wishes and teachings / against God’s laws / against Christian morality.
- Sinful thoughts can lead to sinful actions / so both are wrong.
- Not all sinful actions are illegal / but they are still against God.
- Not sinning is impossible for humans to achieve / humans are born with an inbuilt tendency to sin.
- Sin originated when Eve was tempted to eat the forbidden fruit and tempted Adam to do so as well / this made them aware of the existence of sin for which they were punished by God / link to baptism for forgiveness of original sin.
- Some believe the devil is the force of evil that tempts people to sin / so temptation and sin should be resisted / otherwise afterlife may be in hell with the devil / or a ‘place’ without God.
- People can be saved from sin though faith in Jesus
- The Holy Spirit helps people to turn away from sin
- The gift of freewill gives humans the chance to choose between sinning and not sinning / Christian teachings help Christians to choose not to sin.
- God will forgive people their sins provided they ask in faith and humility / Jesus’ crucifixion and resurrection enables forgiveness for Christians / opens up the chance of heaven in the afterlife / salvation.
- The Seven Deadly Sins – lust, gluttony, greed, sloth, wrath, envy, pride have Christian origins / are present in Christianity.
- Sin (or the consequences of sin) can help people learn from mistakes / and become better people / reform, etc.

Sacred writing or another source of Christian belief and teaching may include:

Any attributed reference to the story of Adam and Eve / the 10 Commandments (Exodus 20:1-19) / the Beatitudes (Matthew 2:1-12).

‘The wages of sin is death, but the gift of God is eternal life’ (Romans 6:23).

‘Blessed rather are those who hear the word of God and obey it’ (Luke 11:28).

Any attributed reference to Christian teachings that advise about sin eg parable of the sheep and the goats (Matthew 25:43-36) / parable of the Good Samaritan (Luke 10:25-37), etc.

0 1 . 5 ‘The belief in the Trinity helps Christians to understand the nature of God.’

Evaluate this statement.

In your answer you should:

- refer to **Christian teaching**
- give **reasoned arguments to support this statement**
- give **reasoned arguments to support a different point of view**
- reach a **justified conclusion.**

[12 marks]
[SPaG 3 marks]

Target: AO2 Analyse and evaluate aspects of religion and belief, including significance and influence

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. Maximum of Level 2 if there is no reference to religion.	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Only accept answers related to a Christian understanding of the nature of God.

Arguments in support

- It helps Christians to understand about God because it gives the different persons of the Trinity separate roles that show God’s nature but which are also present in all three persons.
- These roles (aspects of the nature of God) are listed in the specification as omnipotent, loving and just. Any other aspects of the nature of God eg comforter, holy, creator, omniscient, omnipresent, eternal, etc, can be used in this answer.
- God the Father has the role of creator / without which nothing would exist.

- God the Father is seen as the ‘Supreme Being’ / omnipotent, omniscient, omnipresent / the Bible portrays God the Father as supremely important, especially in the Old Testament / establishing covenants with Noah, Abraham and Moses and giving people his law which they must obey.
- Jesus (God the Son) prayed to God the Father and experienced him when he was baptised and at the transfiguration.
- ‘God so loved the world that he gave his one and only Son’ (John 3:16).
- God the Son (Jesus) displayed qualities of God during his life on earth / he is seen as God from his conception and birth / he was loving, compassionate, just in his interactions with others / role model to help Christians become closer to God in terms of their nature to him and others.
- The resurrection shows his power to defeat death and return to Heaven for eternity.
- God the Holy Spirit is seen as the continuing earthly presence of God / especially the comforter, and sustainer / offers guidance / which are parts of the nature of God / the work of God the Father that Christians can experience directly, etc.

Arguments in support of other views

- The Trinity makes it more difficult to understand the nature of God / it causes confusion in people’s minds because they cannot fully understand it.
- The nature of God is better seen in people who are perceived to be good and selfless followers / God is remote from the earth and more difficult to understand.
- It was a man, Jesus, who made the ultimate sacrifice for humanity / gave teachings for people to follow which provided a new way of living / he was not part of the Trinity but was a teacher of ethics and morality.
- God the Holy Spirit has never been seen / and the work he is supposed to do cannot be proved / many struggle to find evidence of it.
- As God is omnipotent he has no need of any other assistance / he could do everything the Father, Son and Holy Spirit are said to have done.
- The Trinity is ‘one in three and three in one’ but God should be treated as a complete entity and not subdivided / seeing God as the Trinity is not at all helpful in understanding his nature because the true nature of God is total and universal.
- No other theistic faith sees God as a Trinity / they describe God’s nature in a similar way to Christianity / this does not cause the problems in understanding the nature of God, etc.