



GCSE MARKING SCHEME

SUMMER 2025

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

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

EDUQAS GCSE RELIGIOUS STUDIES (ROUTE A)
COMPONENT 2 – STUDY OF CHRISTIANITY
SUMMER 2025 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	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. Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.	4–5
2	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. Uses religious/specialist language and terms and/or sources of wisdom and authority generally accurately.	2–3
1	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. Uses religious/specialist language and terms and/or sources of wisdom and authority in a limited way.	1
0	No relevant information provided.	0

Question (c)

Band	Band Descriptor	Mark total
4	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. Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.	7–8
3	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. Uses a range of religious/specialist language, terms and sources of wisdom and authority accurately and appropriately.	5–6
2	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. Uses religious/specialist language, terms and/or sources of wisdom and authority generally accurately.	3–4
1	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. Uses religious/specialist language, terms and/or sources of wisdom and authority in a limited way.	1–2
0	No relevant information provided.	0

Question (d)

Band	Band Descriptor	Mark total
5	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. Uses and interprets religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.	13–15
4	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. Uses and interprets religious/specialist language, terms and sources of wisdom and authority appropriately and in detail.	10–12
3	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. Uses and interprets some religious/specialist language, terms and/or sources of wisdom and authority.	7–9
2	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. Uses limited religious/specialist language, terms and/or few sources of wisdom and authority.	4–6
1	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 attempt or no attempt made to demonstrate how belief influences individuals, communities and societies. Poor use or no use, of religious/specialist language, terms and/or sources of wisdom and authority.	1–3
0	No relevant point of view stated.	0

Assessment of spelling, punctuation and the accurate use of grammar.

Band	Performance descriptions
<i>High performance</i> 5–6 marks	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall
<i>Intermediate performance</i> 3–4 marks	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall
<i>Threshold performance</i> 1–2 marks	• 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
0	• 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 Band, for example errors in spelling, punctuation and grammar severely hinder meaning

For all (a) questions, credit 1 mark for a very simple definition or example and 2 marks for a developed definition with or without an example.

1. (a) What do Christians mean by ‘incarnation’? AO1 [2 marks]

God becoming human in the form of Jesus.

Refer to the marking bands for question (b)

(b) Describe traditional Christian beliefs about heaven. AO1 [5 marks]

- There are different beliefs amongst Christians. Some Christians still hold traditional views whilst others hold more contemporary views.
- The Bible describes heaven as a place where morally good people enjoy eternity in the presence of God (“In my Father’s House are many rooms.” Parable of the Rich Man & Lazarus).
- The Bible teaches that people are judged worthy to go to heaven (Parable of the Sheep and Goats) by the lives they have led.
- Traditionally, heaven was seen as a physical reality.
- Traditionally, it was seen as a place above us (often depicted as in or beyond the sky) .
- Traditionally, it was seen as a place where St. Peter met each deceased person at the pearly gates (“To you, Peter, will I give the keys to the Kingdom of Heaven”).
- Traditionally, heaven was seen as a paradise (often a garden) with angels and saints.
- Some Christians believe that people have glimpsed heaven in out-of-body experiences.

Refer to the marking bands for question (c)

(c) Explain the different ways in which Christians interpret the account of Creation in Genesis 1-3. AO1 [8 Marks]

- There are different interpretations amongst Christians regarding Creation.
- Literalist Christians interpret the account in Genesis 1-3 literally because they believe it is God’s Word.
- Literalist Christians believe that God dictated the account and therefore the events it describes happened exactly as the Bible states, e.g. God created the world in exactly six literal days and rested on the seventh and created things in the exact order stated in the account.
- Other Christians believe that the Bible was inspired by God, but it was written down by humans. As a result, it could contain errors as humans make mistakes, or the authors might have wanted it to be read in a more symbolic way.
- Those who hold a non-literal view may question aspects of the account in Genesis 1-3, e.g. the length of the days specified, the order of creation etc.
- God’s omnipotence means he is beyond human understanding, and we will never know how he created the universe.
- Those who hold a metaphorical view believe that the account in Genesis is a story which is a metaphor or a symbolic description.
- Some Christians who hold a metaphorical view accept scientific theories such as The Big Bang Theory but believe that God is responsible.

Refer to the marking bands for question (d)

- (d) 'The most important Christian belief is that God is omnipotent (all-powerful).'
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. **AO2 [15 marks + 6 SPaG]**

The focus of the question is whether it is the most important belief.

- It is important because Christians believe that God's omnipotence is shown in creation, God created the world and everything in it.
- It is important because Christians believe that God's omnipotence is shown as he continues to act in the world today and sustains the world.
- God's omnipotence is demonstrated in Exodus 7:11 when he spoke to Moses and helped him to free the Jewish people from slavery.
- Another line of argument might be that other beliefs about God are equally or even more important. The belief that God is omnibenevolent is also important, shown by him sending Jesus to save the world from sin – specific references may be made to John 3:16.
- The belief in the Incarnation of God as Jesus is the most important because it is a uniquely Christian belief.
- There are many passages in the Bible that reference that God is omnibenevolent. Specific reference may be made to Psalm 86:15.
- St Paul speaks of God's omnibenevolence, referencing his love for humanity, a love which humans will always have that cannot be conquered (Romans 8:37-39).
- Some would argue that omnipotence cannot be an attribute of God, because if God is all powerful why does evil and suffering exist? Epicurus (and others) concluded that a god who is both omnibenevolent and omnipotent cannot exist alongside evil and suffering.
- The Trinity is a key belief in Christianity, the beliefs and teachings about the oneness of God: Father, Son and Holy Spirit. Specific references may be made to John 10:30 and John 14: 6-11.
- Another line of argument could be that God's omnipresence is more or most important. Christians believe that God is omnipresent and is acting in the world today through the Holy Spirit.
- Beliefs held by Christians about God's omniscience could be more or most important.
- The belief in the existence of God is the most important belief as without that all other beliefs are pointless.

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

For all (a) questions, credit 1 mark for a very simple definition or example and 2 marks for a developed definition with or without an example.

2. (a) What do Christians mean by the ‘Trinity’? AO1 [2 marks]

The three persons of one God; God the Father, Son and Holy Spirit.

Refer to the marking bands for question (b)

(b) Describe two ways Christians might work for reconciliation. AO1 [5 marks]

- The Ecumenical Movement creates greater unity and closeness between different Christian denominations.
- Denominations sharing the same church building.
- Ecumenical services bring Christians together to worship and engage in other community activities together.
- World Council of Churches (WCC) hold a prayer week each year which focuses on unity within Christianity.
- WCC runs campaigns to promote unity and end prejudice and discrimination between different denominations.
- WCC runs interfaith campaigns and workshops to promote unity within communities.

Refer to the marking bands for question (c)

(c) Explain different Christian beliefs about the Eucharist. AO1 [8 marks]

The focus is on different Christian beliefs.

- There are many different Christian beliefs about the significance of the bread and wine in the Eucharist.
- The belief (mostly Catholic) that during the Eucharist the bread and the wine become the actual body and blood of Jesus Christ (Transubstantiation).
- Many Christians believe that the bread and wine contain Jesus’ spiritual presence, but it is not the flesh and blood of Jesus (Consubstantiation).
- Some Christians believe that the bread and wine are symbols of Jesus’ body and blood. They use these symbols to bring the church community together. Often non-alcoholic wine is used and bread is passed person to person through the congregation.
- Some Christians see the Eucharist as an act of commemoration, a re-enactment of Jesus’ last supper. The bread and wine are symbols of the sacrifice Jesus’ made.
- Some Christians believe that Jesus is mystically present in the bread and wine.

Refer to the marking bands for question (d)

- (d) 'The main role of the church is to be used as a place of worship.'**
Discuss this statement, showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.)
AO2 [15 marks]

Focus on the uses of the church.

N.B. Candidates might refer to different names that are given to buildings for Christian worship e.g. meeting house.

- The church has other roles that may be equally as important e.g. social and community functions.
- Community activities that take place in a church can often serve the local community and act as a support e.g. soup kitchens, mother and baby groups, groups for the elderly etc.
- Many churches now provide a social function for the local community, acting as a meeting place for religious and non-religious functions and groups e.g. warm space.
- Working within a local community can give a church the opportunity to put their Christian faith into action.
- Worship does not necessarily have to take place in a church, it can take place in other places e.g. Bible study groups at home, Greenbelt Festival.
- A church is more than just a community space – its main purpose is to worship God.
- Worship takes place regularly in a church, there are often set services throughout the week.
- Matthew 18.20 ('where two or three are gathered in my name, there am I with them') reflects the importance of a church for communal worship.
- Many churches are open during the day for private worship and reflection.
- Features of a church help Christians to worship e.g. the font, stained glass windows, the altar.
- In a church there are leaders (e.g. vicars, priests, ministers etc) whose role it is to lead Christians in worship.
- It is within a church that Christians can join together as a community to worship God.
- Acts of worship that take place in a church often encourage the involvement of and engagement with the local community e.g. celebrations of sacraments and festivals.