



GCSE MARKING SCHEME

SUMMER 2025

**RELIGIOUS STUDIES (ROUTE B) COMPONENT 2
APPLIED CATHOLIC THEOLOGY
C120U90-1**

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 B)

COMPONENT 2: APPLIED CATHOLIC THEOLOGY

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

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 and 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 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.	5–6
2	A good, generally accurate explanation 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, terms and/or sources of wisdom and authority generally accurately.	3–4
1	A limited and/or poorly organized explanation 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

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 or example and 2 marks for a developed definition with or without an example.

1. Life and Death

(a) What do Catholics mean by 'hell'? AO1 [2]

- Those who through the exercise of their own free will ultimately reject God's grace and forgiveness, will have chosen to live eternally outside God's presence. This total lack of God for eternity is what we call 'hell'.

Refer to the marking bands for question (b)

(b) Describe Catholic beliefs about purgatory. AO1 [5]

Candidates could include some or all of the following, but other relevant points should be credited:

- Term comes from the same root as 'to purge, cleansing of, getting rid of sin'.
- Catholic teaching accepts people are not perfect and will make mistakes and recognise the need to mend their relationship with God.
- Eternal life with God is about a state of perfection and purging the mistakes enable a person to be fully in the presence of God. Purgatory refers to the cleansing of people's sins before they can go to heaven to spend eternal life with God.
- Term can be used for the state of hope, so Catholics pray for the purification of the deceased in the hope of eternal life with God.

Sources of Wisdom and Authority may include the references below, but other relevant sources must also be credited:

1 Corinthians 3:11-15

"For no one can lay any foundation other than the one already laid, which is Jesus Christ. If anyone builds on this foundation using gold, silver, costly stones, wood, hay or straw, their work will be shown for what it is, because the Day will bring it to light. It will be revealed with fire, and the fire will test the quality of each person's work. If what has been built survives, the builder will receive a reward. If it is burned up, the builder will suffer loss but yet will be saved—even though only as one escaping through the flames."

Refer to the marking bands for question (c)

(c) Explain the significance of prayer for Catholics.

AO1 [8]

Candidates could include some or all of the following, but other relevant points should be credited:

- 'Raising of the heart and mind to God' both in formulaic and extempore prayers.
- The importance of setting aside time to be in the presence of God; regular prayer can deepen a relationship with God.
- Best known formulaic prayer is called the Lord's Prayer because the Gospels tell us that these words were how Jesus instructed us on how to pray.
- Importance of adoration: God is wonderful and worthy of praise. Catholic tradition in the adoration of the Blessed Sacrament.
- Importance of thanksgiving: thank God for creation and other great work. 'Eucharist' is a Greek word that translates as 'thanksgiving'. Part of Mass gives thanks for Jesus' sacrifice, death and resurrection.
- Importance of repentance: to express sorrow and regrets about having sinned.
- Importance of intercessions: the importance of asking for help for others. Bidding prayers during Mass are intercessory prayers.
- Importance of petitions: the importance of asking God for help in the hope God will respond to their own needs.
- Meaning and significance of praying and offering Masses for the dead.

Sources of Wisdom and Authority may include the references below, but other relevant sources must also be credited:

The Lord's Prayer

Our Father who art in heaven,
hallowed be thy name.
Thy kingdom come,
Thy will be done
on earth, as it is in heaven.
Give us this day our daily bread,
and forgive us our trespasses,
as we forgive those who trespass against us,
and lead us not into temptation,
but deliver us from evil.
Amen

Refer to the marking bands for question (d)

(d) (i) 'Religious funerals are a waste of time and money.' AO2 [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.

Candidates could include some or all of the following, but other relevant points should be credited:

- The order of the Catholic funeral rite focuses on beliefs about resurrection, heaven, and prayer for the deceased person's eternal life.
- Symbols used are a reminder of Jesus' death and resurrection, e.g. the Paschal candle, all signs of faith and hope, and a focus for prayers for the dead.
- Prayers are an important part of a funeral Mass; Catholics believe their prayers can intercede on behalf of the deceased for God to welcome them into heaven.
- Many Catholics see a funeral as a way of remembering Jesus' sacrifice, death, and resurrection, and as God creates us with a purpose, it is an expression of faith and trust for the dead in the afterlife.
- A range of symbols and actions are used during a Catholic funeral to remind friends and family of their belief and faith in eternal life with God, many mourners find comfort in the expression of hope of a future life with God.
- The symbols, prayers, and texts of the Catholic funeral rite in Britain express Catholic beliefs about eternal life.
- The readings remind those present of a promise of resurrection and eternal life, bringing comfort to the grieving.
- Prayers of intercession are included for the grieving friends, family and wider community, a eulogy may be included, where a friend or relation speaks about the life of the deceased and their positive contribution to their lives, bring comfort to those who remain.
- Some may argue that a funeral makes no difference to the deceased, their hope of eternal life has already been determined by their actions during life.
- The focus should be on the living and not on the dead.
- A non-religious person may see a funeral as being an unnecessary expense.
- The cost of a funeral could be used for the good of others, rather than wasted on symbols and rituals.
- Waiting for, and preparing a funeral can be an added burden to family and friends.
- Non-religious views should be credited if relevant.

Sources of Wisdom and Authority may include the references below, but other relevant sources must also be credited:

1 Cor. 3:11-15 11 “For no one can lay any foundation other than the one already laid, which is Jesus Christ. If anyone builds on this foundation using gold, silver, costly stones, wood, hay or straw, their work will be shown for what it is, because the Day will bring it to light. It will be revealed with fire, and the fire will test the quality of each person’s work.”

Faure’s Requiem

1 Cor. 15:12-17 “The Resurrection of the Dead. But 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? If there is no resurrection of the dead, then not even Christ has been raised. And if Christ has not been raised, our preaching is useless and so is your faith. More than that, we are then found to be false witnesses about God, for we have testified about God that he raised Christ from the dead. But he did not raise him if in fact the dead are not raised. For if the dead are not raised, then Christ has not been raised either. And if Christ has not been raised, your faith is futile; you are still in your sins.”

Luke 16:19-31 The Rich Man and Lazarus

The Paschal Candle

- (ii) **‘Everyone should be allowed to decide when they want to die’.**
AO2 [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).

- Both euthanasia and assisted suicide are currently illegal in the UK but allowed in some countries.
- Catholic teaching comes from the belief that all human life is sacred or holy and a gift from God and is therefore precious and should be protected from conception to natural death.
- God made us and has a plan for us, and we should not interfere with this.
- Euthanasia goes against the sanctity of life and the teachings of the Catholic Church, e.g. Pope St John Paul II.
- Suffering has a purpose in life enabling people to learn about themselves and others. The Church promotes the alternative of palliative care and supports the work of hospices to reduce pain and maintain dignity.
- Some Christians may argue that euthanasia is the most loving thing to do and people have a right to make choices regarding their own bodies.
- British Humanist Association (BHA) feels the decision should rest with the individual and they should have the choice to be free from suffering.
- Some non-religious believers argue that the quality of a person's life is important and so if quality deteriorates then a person should be allowed to choose when to die.

Sources of Wisdom and Authority may include the references below, but other relevant sources must also be credited:

St Augustine *Confessions* XII, 7 “... you, O Lord... made something in the Beginning, which is of yourself, in your wisdom, which is born of your own substance”

St Catherine of Siena, *The Dialogue of St Catherine of Siena, of Discretion* 4.13

“The soul's dignity is that of her creation, seeing that she is the image of God, and this has been given her by grace, and not as her due.... Let us make man in our own image,’ and this You did, oh eternal Trinity, that man might participate in everything belonging to You”

Exodus 20:13 “You shall not murder”

Pope St John Paul II “... I confirm that euthanasia is a grave violation of the law of God, since it is the deliberate and morally unacceptable killing of a human person”

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 or example and 2 marks for a developed definition with or without an example.

2. Sin and Forgiveness

(a) (i) What do Catholics mean by 'absolutism'? AO1 [2]

- The belief that there are certain actions that are always right or always wrong. The belief that moral laws exist eternally and are not just human inventions.

(ii) What do Catholics mean by 'salvation'? AO1 [2]

- The belief that through Jesus' death and resurrection humanity has achieved the possibility of life forever with God.

Refer to the marking bands for question (b)

(b) (i) Describe Catholic teachings on punishment. AO1 [5]

- Rehabilitation is a type of punishment which should help the offender to see what they have done wrong and enable them to change their behaviour so as not to repeat the offence, in line with Christian ideas on forgiveness.
- Providing criminals with education, counselling, skills or training so they can become productive members of society and avoid breaking the law.
- The Old Testament idea of retribution as in an eye for eye, and a tooth for a tooth does not reflect Jesus' teaching to turn the other cheek and not seek revenge, and so Catholics are against capital punishment.
- Deterrence should be just, the idea being to discourage someone from committing a crime; many argue that it does not work. It is often used as one of the main arguments for the death penalty, however execution for murder doesn't deter some from committing murder.

Sources of Wisdom and Authority may include the references below, but other relevant sources must also be credited:

St Augustine *Letter to Macedonius*, 3

"...we pity the person but hate the offence or transgression. In fact, the more we dislike the vice in question, the less do we want the offender to die without correcting his vices... There is no space to reform character except in this life"

Matthew 18: 21-22 *The Parable of the Unmerciful Servant*.

(ii) **Describe Catholic teachings on evangelisation.**

AO1 [5]

- At the end Matthew's Gospel Jesus gives his apostles their mission, to go into the world and spread the Christian faith to the ends of the earth, baptising people and spreading the teachings of Christ. This is called the Great Commission.
- Pope Francis wrote a letter to the world, called *Evangelii Gaudium* in Latin which means 'The Joy of the Gospel'. Its theme was the Church's mission of evangelisation in the modern world: sharing the Gospel, help the poor and work for social justice.
- Pope Paul VI described the Church's purpose as "evangelising the world" in *Evangelii Nuntiandi*, emphasising that the Church exists to spread the Good News.
- Pope John Paul II explained the need for re-evangelisation in his *Redemptoris Missio*.
- The focus is locally, e.g. in the local parish, nationally and globally, e.g. the work of CAFOD.

Sources of Wisdom and Authority may include the references below, but other relevant sources must also be credited:

Pope Francis' *Evangelii Gaudium*

"15. John Paul II asked us to recognize that "there must be no lessening of the impetus to preach the Gospel" to those who are far from Christ, "because this is the first task of the Church". Indeed, "today missionary activity still represents the greatest challenge for the Church" and "the missionary task must remain foremost". ... This task continues to be a source of immense joy for the Church: "Just so, I tell you, there will be more joy in heaven over one sinner who repents than ninety-nine righteous persons who need no repentance" (*Lk 15:7*)."

Matthew 28:19-20 The Great Commission

Refer to the marking bands for question (c)

(c) (i) Explain the significance of the Eucharist to Catholics. AO1 [8]

- Sacraments are an 'outward sign of inward grace, ordained by God, by which grace is given to the soul'.
- The Eucharist is seen as the spiritual nourishment for Catholics as the 'source and summit' of faith.
- The Eucharist enables Catholics to be unified with God.
- It is at the heart of their spiritual life because they receive the body and blood in communion.
- It makes the individual a part of the Church as part of the body of Christ.
- Catholics believe that Christ is present in the Mass, in the consecrated bread and wine and enables salvation.
- Mass re-enacts the sacrifice of Jesus on the cross, and the words said at the Last Supper: 'this is my body... this is my blood...'

Sources of Wisdom and Authority may include the references below, but other relevant sources must also be credited:

Prayers of consecration "This is my body...this is my blood"

(ii) **Explain the importance of the altar and the font for Catholics.**

AO1 [8]

- The altar – the liturgy of the Eucharist, a focal part of Mass takes place at the altar. The consecration takes place and the congregation receives the Eucharist. The altar reminds Catholics of Jesus' death and resurrection, offering salvation and redemption of sin. The Eucharist (meaning thanksgiving) is 'source and summit' of Christian life as they are unified with God, though receiving the real presence of Jesus.
- Jesus' sacrifice on the cross is the focus, and so the prayer of consecration could be seen as the highest form of prayer. They give thanks to God and the priest (Catholics believe that Christ works through the priest) repeats Jesus' words at the Last Supper. The Eucharist is at the heart of Catholic worship and is central to the understanding of salvation.
- The altar is a symbol of a sacrifice.
- The table as a symbol of a shared meal.
- Baptismal font – traditionally near the main door as a reminder that people enter Christian life through baptism. Cleansing of original sin promises a life with God, leading to salvation.
- Through Baptism the Catholic faith is entered with the hope of salvation through following the teachings of Jesus.
- Jesus himself was baptised by John the Baptist, and Jesus' command was for Christians to follow his example in entering the Christian faith. It is a sign of the cleansing of original sin which is inherited through the first sin of Adam and Eve.
- The CCC states that "Outside the Church there is no salvation", through Baptism we become part of the Church as 'Body of Christ'.

Sources of Wisdom and Authority may include the references below, but other relevant sources must also be credited:

The Catechism of the Catholic Church 846 – 848
"Outside the Church there is no salvation"

"846 How are we to understand this affirmation, often repeated by the Church Fathers? Re-formulated positively, it means that all salvation comes from Christ the Head through the Church which is his Body: Basing itself on Scripture and Tradition, the Council teaches that the Church, a pilgrim now on earth, is necessary for salvation: the one Christ is the mediator and the way of salvation; he is present to us in his body which is the Church. He himself explicitly asserted the necessity of faith and Baptism, and thereby affirmed at the same time the necessity of the Church which men enter through Baptism as through a door..."

Refer to the marking bands for question (d).

(d) 'Everyone deserves forgiveness'.

AO2 [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).

Indicative content:

- Forgiveness is at the heart of the Gospel message; Christians should follow Jesus' example and treat others with love, compassion and mercy.
- Many of Jesus' teachings were based around forgiveness, *the Parable of the Unmerciful Servant* stresses that there is no limit to forgiveness.
- The importance of forgiveness is emphasised in the Lord's Prayer, a daily focus for many Christians. In order to be open to God's mercy we should show mercy to others.
- Many Catholics see the sacrament of Reconciliation as the path to forgiveness from God, but some feel they don't need to seek this from a priest.
- Jesus taught about the importance of forgiveness, in the last moments of his life Jesus showed forgiveness to those who put him to death.
- Other religious and non-religious people might argue that sometimes a crime is too serious for forgiveness to be possible.
- It could be questioned who is able to grant forgiveness as who is without sin?
- Some people will not want forgiveness in that they feel they have done nothing wrong and reject the idea that someone else should or needs to forgive them.

Sources of Wisdom and Authority may include the references below, but other relevant sources must also be credited:

The Lord's Prayer

Matthew 18:21-22 The Parable of the Unmerciful Servant

"Then Peter came to Jesus and asked, "Lord, how many times shall I forgive my brother or sister who sins against me? Up to seven times?" Jesus answered, "I tell you, not seven times, but seventy-seven times."

Exodus 21:24 "eye for eye, tooth for tooth"