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**GCSE  
RELIGIOUS STUDIES A  
8062/13**

**Paper 1: Christianity**

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**Mark scheme**

**June 2020**

**Version: 1.0 Final**



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates 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 associate understands and applies it in the same correct way. As preparation for standardisation each associate 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, associates 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 creditable 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 creditable 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"> <li>Learners spell and punctuate with consistent accuracy</li> <li>Learners use rules of grammar with effective control of meaning overall</li> <li>Learners use a wide range of specialist terms as appropriate</li> </ul>	3
Intermediate performance	<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> <li>Learners use a good range of specialist terms as appropriate</li> </ul>	2
Threshold performance	<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> <li>Learners use a limited range of specialist terms as appropriate</li> </ul>	1
No marks awarded	<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 level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>	0

**0 | 1 Christianity: Beliefs**

**0 | 1 . 1 Which one of the following is not part of God's nature?**

**[1 mark]**

- A Just**
- B Limited**
- C Loving**
- D Oneness**

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

**Answer: B: Limited**

**0 | 1 . 2 Give two Christian beliefs about God's creation of the world.**

**[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.**

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

- God made the world perfect/good.
- God's creation of the world teaches Christians that they have a responsibility for the world.
- God created the world from nothing / although some believe that he created from chaos.
- In the beginning, the earth was dark/void / there was darkness on the face of the deep.
- The Spirit of God was moving over the face of the waters.
- Credit any correct and relevant material eg from the creation stories, eg that what God created was good / light was created first / day separated from night / morning and evening / separation of the waters / creation of dry land / seas / plants / sun & moon / birds & sea creatures / land animals / the Sabbath / details from the story of the creation and fall of humanity, so long as they are relevant to God's creation of the world / creation beliefs appear in other books, eg Psalm 75:3, that God maintains the created world in existence.
- Jesus (in John's Gospel) as the Word existed at the point of creation / he was in the beginning with God.
- All things were made by God/Jesus / in him was light / the light was the life of men, etc.

**0 1 . 3 Explain two ways in which belief in hell 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:**

- Many Christians are influenced by the belief that they will be judged when they die (eg as in the Parable of the Sheep and the Goats, Matthew 25:31-46) / and that being sent to hell/eternal torment is a real possibility, so they may decide to follow Jesus' teachings.
- In both Christian literature and artwork, hell has been pictured as a place of punishment / a place of unquenchable fire and torment / so a big influence on Christians here is to make them scared of going there.
- Belief in hell as a place of suffering influences Christians to follow Christian beliefs and teachings so that they will not be sent there.
- Some Christians understand hell as a metaphor for separation from God / which again influences them to follow Jesus' teachings.
- Some see hell as a free choice to deliberately turn away from God / so most do not reject God.
- Some see the idea of hell as so horrible that they reject the idea of it / they are influenced to believe in universalism / that everybody will be saved / because God is a God of love, etc.

**0 1 . 4 Explain two Christian beliefs about the role of Jesus Christ in salvation.**

**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:**

- Salvation means to be saved from sin and the consequences of sin.
- Some Christians believe that sin entered the world through the 'original sin' of Adam and Eve / when they ignored God's command not to eat from the tree of knowledge of good and evil / the result of disobedience was separation from God, and death (Genesis 2 & 3).
- Christians believe that salvation from sin comes from the life and teachings of Jesus / St Paul explains this in Romans 6:23: 'The wages of sin is death, but God's free gift is eternal life through Christ Jesus our Lord'.
- Jesus was aware that his death was necessary in order to restore the right relationship between humans and God / to make forgiveness and eternal life possible for all people.
- Jesus allowed himself to be crucified by the Romans / even though he was innocent of the charges brought against him by the Romans and the Jews / so his crucifixion was the execution of an innocent man / Jesus was the Son of God, so he had miraculous powers / and could have escaped crucifixion / and some of those near him at the crucifixion urged him to do that (Matthew 27:42 – 'He saved others, but he cannot save himself! Let him come down from the cross, and we will believe in him.').
- After his death in this way, the Gospels record that Jesus rose from the dead / and that God accepted Jesus's sacrifice as an 'atonement' for human sin / the idea of the Atonement therefore means that salvation became available for all humans / because Jesus' suffering and death restored the right relationship between humans and God / so the author of 1 John says: 'If anybody does sin, we have an advocate with the Father – Jesus Christ. He is the atoning sacrifice for sins' / humans can return to paradise/live for ever in paradise / by believing in Jesus and following his teachings.
- Peter says (Acts 4:12) that salvation exists through Jesus and no one else: 'there is no other name under heaven by which we must be saved.'
- St Paul summarises Jesus' role in salvation by saying: 'If you say with your mouth, "Jesus is Lord", and believe in your heart that God raised him from the dead, you will be saved.' (Romans 10:9-10), etc.

**0 | 1 | . | 5 | 'The resurrection of the dead is the most important Christian belief.'**

**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 their 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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>Maximum of Level 2 if there is no reference to religion.</b>	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:**

#### **Arguments in support**

**NB** Some candidates might take 'resurrection of the dead' to refer only to the resurrection of Jesus, or else to the resurrection of Christians, or they might take it to refer to both. Accept all reasoned arguments based on these understandings. Also, accept any reasonable argument concerning what might be the most important Christian belief other than in resurrection.

- For most Christians, suffering, and death are the worst things they have to deal with / so if they believe that the dead are resurrected, then they no longer have to fear suffering or death.
- Christians fear separation from their families at death / so belief in resurrection to heaven means that they will be reunited with those they love.

- Christians believe that after their resurrection they will live forever in God's kingdom / in a state of perfect happiness.
- Ideas such as these are the central claim of Christianity: that Jesus was God incarnate / crucified, resurrected and ascended / and is the means of salvation from sin, since Jesus' death and resurrection atone for human sin.
- St Paul states clearly that God raised Jesus from the dead / and if he had not done so, then the (human) dead are not raised either / in which case faith is futile, for Christians are still in their sins / and those who have already died will remain dead (1 Corinthians 15:15-19) / so Paul shows that the resurrection of Jesus and of Christians are the most important Christian beliefs: one follows from the other.
- There is so much evidence for the resurrection of Jesus that it must be true / the four Gospels all have an account of the resurrection of Jesus / so the resurrection of Christians must also be true / and must be the most important Christian belief.
- St Paul reached this conclusion at his trial described in Acts 24, where he says that he is on trial for his life because of his belief that the dead will be raised to life, etc.

#### Arguments in support of other views

- Some might argue that belief in God as Creator is the most important Christian belief / since for resurrection to be important to believers, people have to be created first.
- In the same way, some might argue that the most important belief is that God is good / this is not obvious from all the evil in the world / but if God is not good then there will be probably be no resurrection.
- Equally, some might argue that the most important Christian belief is not just in the resurrection of the dead but in resurrection to judgement / this can be seen in the Parable of the Sheep and Goats (Matthew 25) / which teaches that the dead will be resurrected to God's kingdom or else to eternal fire / so the most important belief must be to follow the teachings of God/Jesus to avoid being sent to hell.
- Some might argue that belief in resurrection of the body is more important than belief in resurrection of the soul / eg because Jesus' resurrection was bodily / or else that resurrection is a metaphor for being with God in some unknown way.
- Some might argue that all Christian beliefs are equally important / and that the incarnation / crucifixion / resurrection / ascension / Pentecost are all equally necessary for Christian belief / belief in human resurrection is just one part of a connected group of beliefs, etc.

[Plus SPaG 3 marks]

**0 2**

**Christianity: Practices**

**0 2 . 1**

**Which one of the following is a name for a ceremony in which adults become members of the Christian Church?**

**[1 mark]**

- A Believer's baptism**
- B Infant baptism**
- C Reconciliation**
- D The Eucharist**

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

**Answer: A: Believer's baptism**

**0 2 . 2**

**Give two types of Christian prayer.**

**[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.**

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

- Liturgical / non-liturgical.
- Public / private.
- Prayers of thanksgiving / confession / intercession / formal prayer / informal prayer / prayer which follows ritual formulae / spontaneous prayer / bidding prayers / prayers for specific occasions or people / communal prayer / silent prayer / spoken prayer / sung prayers, etc.

**Allow reference to specific prayers, such as the Lord's Prayer / The Jesus Prayer, etc.**

**0 [2]. 3 Explain two contrasting ways in which pilgrimage is experienced at Lourdes.**  
**[4 marks]**

**Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs.**

**First contrasting way**

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

**Second contrasting way**

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

If similar examples are given, only one of them may be credited up to 2 marks.

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

- Some go to drink or bathe in the water of the spring in the hope of a miraculous cure / others go to be cleansed from sin / to confess their sins.
- Some bathe/submerge in the water to symbolise baptism / some will take holy water back for their families and loved ones who cannot make the journey.
- Some go to pray at a holy site / others go simply to feel the religious atmosphere.
- Some go to pray the rosary (Bernadette said that she had prayed the rosary) / others hope for a vision of 'the Immaculate Conception'.
- Some go to Lourdes because of its dedication to Mary the mother of Jesus / others might go because the site is famous among Christians generally.
- Some go because they are Christians / others go from general curiosity about the place.
- Some go just to praise God / others hope for a vision or religious experience.
- Some go in order to experience the different things that Lourdes has to offer as a pilgrimage site / others experience pilgrimage through going to serve others, etc.

Note that the experience of pilgrimage varies greatly, so the contrasts given in the mark scheme are only for illustration, and may be paired with any other suitable contrast such as: those who go to walk the Stations of the Cross / those who light candles for those at home / those who go to get closer to God / to learn about God / to find forgiveness and reconciliation with God / to meditate on Jesus' life and death / to visit the basilica of the Immaculate Conception in the chapel over the grotto / those who wish to satisfy general interest / to learn more about the history of the site generally / those who go for the sake of the attractions of Lourdes as a tourist site near the Pyrenees, to have an unusual holiday (Lourdes has more hotels per square km than anywhere in France save Paris), etc.

**0 2 . 4 Explain two reasons why evangelism is important for the Christian Church.**

**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 reason**

Simple explanation of a relevant and accurate reason – 1 mark

Detailed explanation of a relevant and accurate reason – 2 marks

**Second reason**

Simple explanation of a relevant and accurate reason – 1 mark

Detailed explanation of a relevant and accurate reason – 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:**

- The mission of the Church is to evangelise / this is clear from Matthew 28:19-20 where, having appeared to the 11 disciples after his death, Jesus commissions them: 'Go and make disciples of all nations, baptizing them in the name of the Father, the Son and the Holy Spirit, teaching them to observe all I have commanded you ...'
- So as a command from Jesus / the mission of the Church is to evangelise – to spread the gospel of Christ by public preaching, teaching and healing, and/or by personal witness testimony.
- Similarly in Matthew 4:19, Jesus told Simon Peter and Andrew to follow him / and then he would make them 'fish for people'.
- Many Christians therefore feel that it is important to use their skills to spread the good news about Jesus / and this might be done by preaching / teaching / healing / or any other particular skill that they feel called to use.
- For some, this leads them to undertake missionary work / at home or abroad / in order to 'save' those who do not know Christ.
- Paul took his evangelical mission to the Gentiles (non-Jews) / so that 'they may be saved' (Romans 10:1).
- It is important, therefore, for the mission of the Church, for all people to accept Christ and to be saved, etc.

**0 | 2 | 5** ‘Christmas is the most important Christian celebration.’

**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]**

**Target: AO2 Analyse and evaluate aspects of religion and belief, including their 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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>Maximum of Level 2 if there is no reference to religion.</b>	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:**

#### **Arguments in support**

- Christmas celebrates the birth of Jesus, the Saviour and Founder of the Faith / without Jesus' birth there would be no Christian faith, so Christmas is the most important Christian celebration.
- ‘Christmas’ is ‘Christ Mass’, Mass being the Eucharist/Holy Communion where Christians remember that Christ died for the sins of humanity and was resurrected by God / so Christmas includes the main theme of Easter – resurrection – so it is the most important celebration.
- Christmas celebrates the birth of the Messiah, believed by Christians to be the ‘Prince of Peace’ prophesied by Isaiah, so it celebrates the fulfilment of prophecy / it also celebrates the birth of Jesus in Bethlehem, believed by Christians to be prophesied in Micah 5:2.
- Christmas also celebrates the incarnation of God / this has deep meaning for Christians because Jesus was born as a human, by which God understands what it is like to have human needs and human frailties / what it is like to suffer and die.

- Without Christmas there would be no Easter / Jesus had to be born as a human otherwise he could not have been resurrected from death.
- Christmas brings with it many good things / such as the uniting of families and the giving of gifts / help for the poor and homeless / the Christian spirit of charity and kindness, etc.
- The Midnight Mass and the Christmas Day services are especially joyful celebrations / and are attended by many who would not otherwise go to church, etc.

#### **Arguments in support of other views**

- Easter is a more important celebration than any other Christian festival because it focuses on the whole point of the Christian message / the love of God and resurrection after death.
- Holy Week celebrates the anticipation of Easter / it begins with Palm Sunday, which celebrates Jesus' triumphal entry into Jerusalem / it continues with Maundy Thursday, where the mood changes to reflect the Last Supper and Jesus' arrest / Good Friday marks the crucifixion and death of Jesus and the seeming hopelessness of his death / Easter Sunday then celebrates the major triumph of the Christian message with the resurrection and all this entails / ie sacrifice to bring about reconciliation between God and humanity / there is a great emphasis on the real human suffering undergone by Jesus and his obedience to God's will / all these celebrations depend on each other / together they show Christians the importance of Easter.
- Easter marks what Christians believe is anticipated in the Book of Jeremiah – the new covenant between God and humanity / so it is the result of something anticipated for many centuries.
- Easter is celebrated by the gift of chocolate eggs, for example / symbolising the gift of new life through Jesus.
- Like Christmas, Easter is also celebrated as a secular festival, since the giving of eggs and other gifts is common among non-Christians.
- Some will argue that neither celebration is more important than the other / Christmas anticipates and is perfected by Easter / Easter is the fulfilment of the promise of Christmas, etc.



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**Paper 1: Christianity**

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**Mark scheme**

**June 2021**

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**Version: 1.0 Final**



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.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

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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 creditable 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 creditable 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"> <li>Learners spell and punctuate with consistent accuracy</li> <li>Learners use rules of grammar with effective control of meaning overall</li> <li>Learners use a wide range of specialist terms as appropriate</li> </ul>	3
Intermediate performance	<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> <li>Learners use a good range of specialist terms as appropriate</li> </ul>	2
Threshold performance	<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> <li>Learners use a limited range of specialist terms as appropriate</li> </ul>	1
No marks awarded	<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 level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>	0

**Christianity: Beliefs**

**0 1. 1** Which one of the following is the Christian belief that Jesus returned to heaven at the end of his life on earth?

[1 mark]

- A Ascension**
- B Baptism**
- C Judgement**
- D Resurrection**

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

**Answer: A: Ascension**

**0 1. 2** Give two Christian beliefs about Jesus' crucifixion.

[2 marks]

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

1 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:**

- Accept historical beliefs, eg Jesus was sentenced to death by Pilate / took place on 'Good Friday' / was engineered by the chief priests and elders / scarlet robe and crown of thorns / mockery / location at Golgotha, etc.
- Details of the two men crucified on either side of him / eg the promise to one that he would be with God in paradise.
- Being fully human / Jesus experienced all the pain of crucifixion / 'My God, my God, why have you forsaken me?' / the bystander who offered Jesus vinegar / tearing of the Temple curtain / Jesus' last words, 'Father, into your hands I commit my spirit.' / the centurion's verdict that 'Surely this man was the Son of God.'
- Christian understanding that Jesus was crucified to atone for the sins of humanity / the crucifixion was vindicated by Jesus' resurrection, etc.
- Credit the influence of the crucifixion for Christians today, eg because of the crucifixion sin loses its power to destroy lives / God forgives those who ask for forgiveness / God understands the pain of those who suffer / some use the crucifix as a symbol of their faith, etc.

**0 1 . 3 Explain two ways in which belief about creation 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:**

- According to Genesis 1:1-3 and the accounts of creation which follow, God created everything out of nothing, by word ('And God said' ...) / Christians are influenced to believe that to do this, God must be all-powerful / and so God must be worthy of worship.
- Some Christians understand the Genesis account to mean that God planned every detail of creation / so they are influenced to believe that everything is included in God's plan / some therefore believe that their lives are predestined / others believe that God's plan included free will for humanity.
- Some Christians believe that the creation stories are unscientific myths / so they accept scientific accounts of the origins of the universe such as the Big Bang theory / some are eventually influenced to abandon their faith / others combine science and religion, believing that God used scientific laws to create the universe.
- In John 1:1-3, John identifies the 'Word' as God's Son, who entered history as Jesus / and the Word was with God at the beginning / also, Genesis 1:2 refers to 'the Spirit of God ... hovering over the face of the waters' / some therefore are led to believe that all three persons of the Trinity were present at creation / so the three persons of the Trinity remain an important influence on how Christians think and act.
- Some might refer to the details in Genesis of the six periods of creation ('days') / the creation of humanity and the judgement that creation was (very) good / creation of humanity in God's image / these influence the debate about whether humans have power over all other creatures or whether they should be responsible stewards / what these ideas mean for the way humans see their place in creation / the awe and wonder which results from God's creation influences Christians to be involved in schemes to look after the natural world, by managing, preserving and sustaining the environment and wildlife, as they will be accountable to God for their actions.
- Some think that creation is a mystery that we cannot solve, etc.

**0 1 . 4 Explain two Christian teachings 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 teaching**

Simple explanation of a relevant and accurate teaching – 1 mark

Detailed explanation of a relevant and accurate teaching – 2 marks

**Second teaching**

Simple explanation of a relevant and accurate teaching – 1 mark

Detailed explanation of a relevant and accurate teaching – 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:**

- Christians generally understand sin as any action or thought that goes against God / eg murder sins against God's commandment not to murder (Exodus 20:13) / murder is wrong not because it is against the law but because God forbids it as being a sin.
- Some Christians teach that humans are born with a tendency to commit sin / they derive this idea from the story of Adam and Eve in Genesis 3 / who sinned by breaking God's instruction not to eat from the fruit of the tree of the knowledge of good and evil.
- The sin of Adam and Eve is seen by some as the 'original sin' / a doctrine from St Augustine / and some Christians believe that original sin is present in every human / until it is removed by baptism.
- Some teach that sin was brought about by Satan, who (in the form of the serpent) tempted Eve to eat the fruit (Genesis 3:1-7) / others see sin as the result of God's gift to humans of free will.
- Having free will makes people responsible for their actions / so some Christians think that humans are judged by God when they die.
- Christians believe that they are saved from sin by God's grace / so long as they repent.
- Christians believe that they can be saved from sin because Jesus died in order to bring that about / Christians have different beliefs about how salvation from sin works / eg by obeying God's laws / by having one's sins forgiven through God's grace, etc.

**Sources of authority might include:**

'But the serpent said to the woman, "You will not die. For God knows that when you eat of it your eyes will be opened, and you will be like God, knowing good and evil." (Genesis 3:4-5).

'... she will bear a son, and you shall call his name Jesus, for he will save his people from their sins.' (Matthew 1:21).

'... that you may know that the Son of man has authority on earth to forgive sins – he said to the paralytic – "I say to you, rise, take up your pallet and go home." (Mark 2:10-11).

'... Jesus answered them, "Those who are well have no need of a physician, but those who are sick; I have not come to call the righteous, but sinners to repentance.'" (Luke 5:31-32).

'... for this is my blood of the covenant, which is poured out for many for the forgiveness of sins.' (Matthew 26:28).

'And he said to her, "Your sins are forgiven." Then those who were at table with him began to say among themselves, "Who is this who even forgives sins?" And he said to the woman, "Your faith has saved you; go in peace.'" (Luke 7:48-50)

References to the sin of breaking one of the Ten Commandments, eg 'You shall not kill.' (Exodus 20:13); 'You shall not commit adultery.' (Exodus 20:14); 'You shall not steal.' (Exodus 20:15), etc.

**0 1 . 5** 'For Christians, it is impossible 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 their 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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>Maximum of Level 2 if there is no reference to religion.</b>	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:**

#### Arguments in support

- This is true because Christians do not agree about God's nature / so by definition it cannot be understood.
- God is beyond human understanding in every respect / this includes understanding God's nature.
- God is believed to exist as a Trinity – as Father, Son and Holy Spirit / Christians describe this as a 'mystery', but it is hard to understand how one being can exist in three distinct forms.
- The Nicene Creed describes God as 'the Father Almighty / the one Lord Jesus Christ, the only-begotten Son of God / the Holy Ghost, the Lord and Giver of life', but many Christians struggle to understand these ideas and how they combine into one God.

- As God the Son, Jesus is believed to have been God in human form / but Jesus' body was crucified by the Romans / some Christians therefore have difficulty in understanding the resurrection narratives.
- God is seen as loving / but the amount of evil and suffering in the world makes it difficult for Christians to understand this.
- God is seen as omnipotent / all-powerful, eg Matthew 19:26, 'With God, all things are possible.' / but if God is all-powerful and all-loving, some Christians cannot understand the nature of a God who allows evil to exist.
- God is also seen as a just judge, eg John 5:30, where Jesus says, 'My judgement is just because I seek not my own will but the will of him who sent me.' / but some Christians then do not understand why God sends people to hell (Matthew 25:41: 'Depart from me, you cursed, into the eternal fire prepared for the devil and his angels'), etc.

#### **Arguments in support of other views**

- Others might argue that the universe exists / so the nature of whoever or whatever made it can be understood by looking at its complexity, design and beauty.
- Some might use the cosmological argument to suggest that the universe shows a creator's design and power in creating the universe out of nothing.
- Some will argue that the oneness of God and the Trinity of Father, Son and Holy Spirit can be understood, but in a limited way / because God has to be incomprehensible in order to be God.
- The nature of the Trinity is a spiritual truth, and not one of logic or science / it is not the meaningless joining up of three gods but the idea of three persons within the one nature of God / Christians can relate to the persons of Father, Son and Spirit.
- The question of why an all-powerful and all-loving God allows evil to exist can be answered simply / without evil, there is no challenge – nothing to overcome – no reason to try to improve / Jesus spent his life showing his followers how to improve.
- God's nature as a just judge can be understood in a similar way / when Jesus warns his followers about hell (eg Matthew 25:31-46) he may be speaking figuratively – hell is people's missed opportunities to do what is right.
- Some might argue that it does not matter if a created being cannot understand the creator / an ant could hardly be expected to understand physics / equally a human cannot be expected to understand God, etc.

**Christianity: Practices**

**0 2 . 1** Which one of the following is the saint most associated with Lourdes? [1 mark]

- A** St Andrew
- B** St Bernadette
- C** St Joan
- D** St Peter

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

**Answer:** B: St Bernadette

**0 2 . 2** Give two reasons why prayer is important for Christians. [2 marks]

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

1 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:**

Prayer is important to Christians because they follow Jesus' example / many examples of Jesus praying / told his disciples to use the Lord's Prayer / examples of Jesus praying, eg Jesus' last prayer in Gethsemane as a prayer for Christians to meditate upon / relief from illness / troubled mind / friends and family / forgiveness / to thank God before a meal / formal, set prayers in worship / informal prayer on the spur of the moment / brings strength to cope with trouble / gives a sense of peace / a sense of connection with God / brings the worshipping community together / is appropriate for weddings, baptisms, funerals, etc.

**0 2 . 3 Explain two contrasting ways that Christians can support food banks in the local community.**

**[4 marks]**

**Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs.**

**First contrasting way**

Simple explanation of a relevant and accurate contrast – 1 mark

Detailed explanation of a relevant and accurate contrast – 2 marks

**Second contrasting way**

Simple explanation of a relevant and accurate contrast – 1 mark

Detailed explanation of a relevant and accurate contrast – 2 marks

**If similar ways are given, only one of them may be credited up to 2 marks max.**

**Contrasting may mean opposing or may mean different ways.**

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

- Some Christians donate money to local charities who organise food banks / so that food stocks can be maintained for those who need them.
- Some will work as volunteers / to sort, parcel up, and distribute food that arrives in food banks / others will check the food labels to see that they are not out of date / or will sort the food into non-perishable categories and those which need to be consumed within a relatively short time frame.
- Some might work with the local police and other authorities / to distribute resources and relieve need.
- Many supermarkets run a food bank scheme / Christians who shop there can support the scheme by donating food they have purchased.
- Some of the food banks provide courses designed to help people eat well and spend less / and some Christians help to deliver such courses.
- The Trussell Trust runs food banks in different areas of the UK / Christians in their local areas can collect, sort and distribute food donated through churches, schools, businesses and individual donors / Christians who work as doctors and health visitors, for example, can identify and help those in need by supplying vouchers for nutritionally balanced food.
- Many churches run food banks / offer premises for them / without vouchers or referral, etc.

**0 2 . 4** Explain two reasons why Christian churches help people who are being persecuted.

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 reason**

Simple explanation of a relevant and accurate reason – 1 mark

Detailed explanation of a relevant and accurate reason – 2 marks

**Second reason**

Simple explanation of a relevant and accurate reason – 1 mark

Detailed explanation of a relevant and accurate reason – 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:**

- Christian churches help those who are being persecuted because in effect it is a duty commanded by Jesus' teaching / one main text that underpins this duty is Matthew 5:10-12: 'Blessed are those who are persecuted because of their righteousness, for theirs is the kingdom of heaven. Blessed are you when people insult you, persecute you, and falsely say all kinds of evil against you on my account. Rejoice and be glad, for your reward is great in heaven.' / so enduring persecution brings the reward of heaven.
- For some Christians, the scale of persecution of Christians is so great that it demands action to combat its different forms / for example, The Barnabas Fund raises awareness of religious persecution in areas where Christians are an ethnic minority, are migrant workers, and are often victims of violence / to ignore such persecution would not be the act of a Christian church.
- Jesus helped everybody who was in need, or outcast, such as people with leprosy (eg Mark 1:40-42) and those possessed by demons (eg Mark 1:23-27) / so Christian churches should help those being persecuted in any way.
- If help is not given to persecuted Christians, then it is likely that persecution of all kinds will increase / also, if Christian churches refuse to help persecuted Christians elsewhere in the world, then they might not receive help if they themselves are persecuted.
- Christians believe that they are united by faith / so this must include giving help to persecuted members of the faith.
- In the Parable of the Great Judgement (Matthew 25:31-46), Jesus talks about how Christians should treat others / eg visiting those in prison / Christian churches should therefore help others who are persecuted, since that is what they would wish for themselves.
- Christian virtues include: love, compassion, sympathy and empathy / virtuous behaviour must therefore include helping those being persecuted in the worldwide community.
- Freedom is a basic human right / so (for example) Christian solidarity Worldwide (CSW) works internationally to uphold the right to freedom of religion and freedom from persecution.
- Jesus taught: 'Love your enemies and pray for those who persecute you' / so Christian churches must pray for those being persecuted throughout the world, etc.

**Sources of authority might include:**

'And a leper came to him beseeching him, and kneeling said to him, "If you will, you can make me clean." Moved with pity, he stretched out his hand and touched him, and said to him, "I will; be clean." (Mark 1:40-41).

'Blessed are you when men hate you, and when they exclude you ... on account of the Son of man! Rejoice in that day and leap for joy, for behold, your reward is great in heaven ...' (Luke 6:22-23).

'And he fell to the ground and heard a voice saying to him, "Saul, Saul, why do you persecute me?" And he said, "Who are you, Lord?" And he said, "I am Jesus, whom you are persecuting; but rise and enter the city, and you will be told what you are to do." (Acts 9:4-6).

'... I say to you, Love your enemies and pray for those who persecute you, so that you may be sons of your Father who is in heaven ...' (Matthew 5:44-45).

'Indeed all who desire to live a godly life in Christ Jesus will be persecuted.' (2 Timothy 3:12).

'For the sake of Christ, then, I am content with weaknesses, insults, hardships, persecutions, and calamities; for when I am weak, then I am strong.' (2 Corinthians 13: 10).

'... you will be hated by all for my name's sake. But he who endures to the end will be saved. When they persecute you in one town, flee to the next; for truly, I say to you, you will not have gone through all the towns of Israel, before the Son of man comes.' (Matthew 10:22-23), etc.

**0 | 2 | . 5** ‘The celebration of Holy Communion (Eucharist) is the most important part of Christian life.’

**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]**

**Target: AO2 Analyse and evaluate aspects of religion and belief, including their 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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>Maximum of Level 2 if there is no reference to religion.</b>	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:**

#### **Arguments in support**

- Holy Communion/Eucharist is a sacrament, a holy ritual, and is (alongside baptism) one of two sacraments authorised by Jesus.
- Jesus was explicit about the celebration of Holy Communion/Eucharist / ‘The Lord Jesus on the night he was betrayed took bread, and when he had given thanks he broke it, and said, “This is my body which is for you. Do this in remembrance of me.” In the same way also the cup, after supper, saying, “This cup is the new covenant in my blood. Do this, as often as you drink it, in remembrance of me.” For as often as you eat this bread and drink this cup, you proclaim the Lord’s death until he comes.’ (1 Corinthians 11:23-26) / Christians are therefore obliged to carry out this command until Jesus comes again, which underlines its importance.

- The authority of the command comes from the situation, which was Jesus' last supper with his disciples before his arrest and crucifixion.
- For worshippers, re-enacting the Last Supper makes it real and authoritative for believers.
- Holy Communion/Eucharist is an act of fellowship between Christians everywhere / so Christians throughout the world worship in solidarity, whatever situation they are in / churches make everyone welcome to that fellowship, regardless of age, gender or race, etc.

#### Arguments in support of other views

- Others will argue that celebrating Holy Communion/Eucharist is only one part of Christian life, and is not the most important in comparison with faith, good works, prayer, etc.
- Some prefer a less rigid understanding of Holy Communion/Eucharist / and this leads to different ways of celebrating it / for example Roman Catholics believe that the bread and wine become the actual body and blood of Christ through transubstantiation / whereas Protestants do not, often regarding it simply as a fellowship meal / the differences suggest that Holy Communion/Eucharist is not the main focus of Christian belief and action for all.
- At the start of Jesus' ministry he told the people to 'Repent, for the kingdom of heaven is at hand' (Matthew 4:17) / Matthew 4:23 goes on to say that – 'he went about all Galilee, teaching in their synagogues and preaching the gospel of the kingdom and healing every disease and every infirmity among the people' / some therefore argue that the essence of Christian living is not to follow rituals such as Holy Communion/Eucharist but to follow the example of Jesus by preaching, teaching and healing.
- Methodists, for example, see Jesus' commands about Holy Communion/Eucharist as a memorial: the bread and wine are symbols of Jesus' death, and Jesus' death brought salvation / many churches focus on what they should do to bring salvation to all, focusing eg on baptism to remove people's sins.
- Some Christians do not celebrate Holy Communion/Eucharist / eg Salvation Army; also Quakers, who question why some practices should be seen as sacred and not others / some may argue that during Lockdown, Holy Communion/Eucharist was impossible, and yet Christians survived without it.
- Others focus on faith rather than ritual as the guide for all Christian life / following Jesus' example of healing through the faith of the person concerned / eg in the healing of Jairus' daughter / 'Daughter, your faith has made you well.' (Mark 5:34).
- Others focus on doing good works, guided by the conduct and the teachings of Jesus / particularly in the Sermon on the Mount (Matthew 5:1-7:27) / since 'faith by itself, if it has no works, is dead' (James 2:17), etc.



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**GCSE  
RELIGIOUS STUDIES A  
8062/13**

**Paper 1: Christianity**

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**Mark scheme**

**June 2022**

**Version: 1.0 Final**



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.

Further copies of this mark scheme are available from [aqa.org.uk](https://www.aqa.org.uk)

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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 creditable 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 creditable 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"> <li>Learners spell and punctuate with consistent accuracy</li> <li>Learners use rules of grammar with effective control of meaning overall</li> <li>Learners use a wide range of specialist terms as appropriate</li> </ul>	3
Intermediate performance	<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> <li>Learners use a good range of specialist terms as appropriate</li> </ul>	2
Threshold performance	<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> <li>Learners use a limited range of specialist terms as appropriate</li> </ul>	1
No marks awarded	<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 level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>	0

**Christianity: Beliefs**

**0 1 . 1** Which one of the following is not a means of salvation?

[1 mark]

- A Grace**
- B Law**
- C Spirit**
- D Wealth**

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

**Answer:** D: Wealth

**0 1 . 2** Give two Christian beliefs about the Trinity.

[2 marks]

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

1 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:**

There is only one God / there are three Persons / all three Persons are God / this is a mystery / the three Persons are: God as Father / Son / Holy Spirit / one in three / three in one / each is fully God / God as Father is the creator / all-powerful / all-knowing / present everywhere / God as Son became incarnate / the Word made flesh / through the Person of Jesus / Jesus was fully God / and fully human / God sent the Spirit to earth / to guide and sustain it / the Spirit is God's presence at work in the world / the Spirit is present at all times / "gifts" of the Spirit, etc.

**0 1 . 3 Explain two ways in which belief in judgement by God 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:**

- Jesus died on the cross / for forgiveness of sins
- Christians believe that at some point they will die, or the world will end, and they will be judged by God / and will be rewarded or punished / this influences some to follow Christian rules to be rewarded.
- Christians believe that the reward is heaven, to be in God's presence / so they will aim not to sin, to lead a good life so that they are judged fit for heaven.
- Some believe in judgement to a literal hell / so they are influenced by fear to avoid breaking Christian rules.
- The Apostles' Creed teaches that God is the judge of both the living and the dead / so they may be influenced to hope that their friends and family who have already died will be sent to heaven.
- Some will be influenced to study the Bible to find out how to avoid judgement to hell / so they might look (for example) at Jesus' Parable of the Sheep and the Goats (Matthew 25:31-46) to find out what kind of behaviour leads to heaven or to hell.
- God judges peoples' actions during their lives / so they would try to please him / lead a moral life / worship God.
- Jesus is the Way / so they will evangelise (spread his teachings), etc.

**0 | 1 | . 4 Explain two Christian beliefs about the crucifixion of Jesus.**

**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:**

- Jesus was crucified as part of God's plan / to redeem humanity from sin.
- Jesus himself taught his disciples that he would be delivered into human hands / he would be killed and rise after three days. (Mark 9:30-32; also Paul in 1 Corinthians 15:3-4).
- Christians believe that Jesus' crucifixion was a fulfilment of scripture / eg John 19:31-37 records that Jesus' legs were not broken, to fulfil the scripture that 'Not a bone of him shall be broken'.
- Jesus' death teaches forgiveness / Jesus forgave those who crucified him because they did not understand the significance of what they were doing / forgiveness of others can accompany the worst pains.
- The crucifixion shows that Jesus' crucifixion was a very painful death / so Christians are taught that God understands human pain.
- One of the criminals crucified with Jesus mocked him angrily, saying, 'Are you not the Christ? Save yourself and us!' / Christians are taught that Jesus did not use his power to save himself / he endured suffering / he was able to ignore mockery.
- The crucifixion shows that suffering is a part of life / so Christians can deal with whatever suffering they encounter.
- Jesus told one of the two men crucified with him that he would be with God in paradise / so Christians are taught that the pain of crucifixion can lead to the blessings of an afterlife.
- The centurion in charge of Jesus' crucifixion said, 'Surely this man was a/the son of God' (Mark 15:39) / which teaches that even the most righteous Christians can suffer unjustly.
- Christians are taught that by accepting Jesus' sacrifice on the cross / sin cannot destroy their lives / suffering is part of life.
- Christians believe that Jesus died on the cross through execution (by means of crucifixion) / in order for the forgiveness of sins to be possible, etc

**Sources of authority might include:**

'The Son of Man will be delivered into the hands of men, and they will kill him ... and after three days he will rise.' (Mark 9:31)

'For I delivered to you first of all that which I also received, how that Christ died for our sins according to the scriptures.' (1 Corinthians 15:3)

'And Jesus said, "Father, forgive them; for they know not what they do." ' (Luke 23:34)

'He saved others; let him save himself, if he is the Christ of God, the chosen of God.' (Luke 23:35)

'One of the criminals railed at him, saying, "Are you not the Christ? Save yourself and us!" ' (Luke 23:39)

'And Jesus said to him, "Truly, I tell you, today you will be with me in paradise." ' (Luke 23:43)

'Surely this man was a/the son of God.' (Mark 15:39)

'For our sake he was crucified under Pontius Pilate.' (Nicaean Creed)

**0 | 1 | . 5** 'For Christians, what the Bible says about creation is true.'

**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 their significance and influence.**

<b>Level</b>	<b>Criteria</b>	<b>Marks</b>
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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>Maximum of Level 2 if there is no reference to religion.</b>	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:**

#### **Arguments in support**

- The Bible is the main source of Christian belief and teaching, so Christians should accept what it says about creation as true / if they do not, then there would be no reason to accept anything the Bible says about any other belief or teaching.
- The story of creation in Genesis 1:1-3 states that in the beginning God created the world formless, empty and dark, and that God then created light / God then made the world fit for life, including humans, who were created in God's image / for many Christians this is a clear and reasonable account of the order and content of creation, so it is true.
- Many Christians believe that God is all-powerful and all-knowing, so only God would be able to create the world. The creation story is therefore true.

- Many Christians believe that the New Testament supports the Genesis creation story / John 1:1-3 refers to 'the Word', stating that (1) the Word existed in the beginning (2) the Word was with God (3) the Word was God / many Christians believe that the Word refers to Jesus / meaning that the Holy Trinity of Father, Son and Spirit was present at creation / Christians should therefore believe that the Trinity was present and active throughout creation.
- Christians believe that the Bible is the inspired word of God / and that God is all-knowing and all-powerful, so cannot be wrong / Christians should therefore accept that what it says about creation is true.
- Proof of the truth of what the Bible says about creation comes from 2 Timothy 3:16, which says that, 'All scripture is inspired by God and profitable for teaching, reproof, correction, and for training in righteousness' / meaning that the Bible can solve all arguments and disputes / it can establish the truth about everything it contains, including the creation of the world, etc.

### Arguments in support of other views

- Other Christians understand 'truth' in different ways / and some can be inspired by the Bible's account of creation without believing it to be literally true / for example they might see the creation story as a poetic account of God's creation of the world.
- Some might argue that the creation story is not meant to be a scientific account of how the universe came into being / but is instead a statement of belief in a creator who designed it / it is meant to present spiritual truth rather than scientific facts.
- Where 2 Timothy 3:16 says that all scripture is inspired by God / some would argue that 'inspired' does not mean 'true', but 'inspirational' / for example Christians might be inspired to look after God's creation because Genesis 1:26-29 says that God made humans to be stewards of creation.
- The biblical stories of creation might date to somewhere around 500 BCE – a time when knowledge about the universe and its origins was very limited / so some Christians today might argue that God created the universe through science, ie through the physics of the Big Bang / and that the Genesis creation accounts are stories meant to express God's role as creator.
- Some might argue that the Genesis creation accounts are inaccurate but are using well-known ideas and language to express belief in God as creator / the accounts are like Jesus' parables in the New Testament / which are stories intended to illustrate important moral and religious ideas / so the creation stories contain religious ideas for Christians to think about and act upon / for example by looking after God's world.
- John 1:1-3 is one of the best-known parts of the Bible / some might say that it is 'true' religiously in what it says about God / it is using a different kind of language.
- Some Christians believe that Genesis 1:1-3 cannot be literally true because it is a copy of parts of the Babylonian creation story / which is much older than Genesis / and includes similar accounts of creation, etc.

**Christianity: Practices**

**0 | 2 . 1** Which one of the following describes ill-treatment because of a person's religious beliefs?

[1 mark]

- A** Celebration
- B** Evangelism
- C** Mission
- D** Persecution

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

**Answer:** D: Persecution

**0 | 2 . 2** Give two reasons why Church growth is important for Christians today.

[2 marks]

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

1 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:

Church growth means that more people are saved / obeys Jesus' command to preach to all nations / response to the Great Commission / develops Christian mission / teaches others about Christianity and Christ / Jesus' message gets to more people / baptise more believers / give people access to public worship / to increase financial resources / the more Christians there are, the more they are able to resist persecution / to change corrupt societies / to respond to people's needs / to increase church attendance / bigger churches allow for organisations such as 'Christ for all Nations' / to influence change, eg in morality, attitude to the environment, reconciliation, political influence, evangelism, etc.

**0 2 . 3 Explain two contrasting ways in which Christians work for reconciliation.**  
**[4 marks]**

**Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs.**

**First contrasting way**

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

**Second contrasting way**

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

Contrast may mean opposing or mean different ways.

If similar ways are given, only **one** of them may be credited up to 2 marks max.

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

- Reconciliation can take place in many different contexts / for example in restoring food supplies and other essentials after a war / eg Oscar Romero's emphasis on establishing liberation, justice and equality / and trying to remove the distinctions between rich and poor.
- Some might refer to the work of worldwide charities such as Tearfund / which helps those who are being persecuted.
- Reconciliation refers to restoring right relationships where co-operation, peace and harmony are at risk or have broken down / one example of this is the Ecumenical Movement, founded 1910 / whose work includes bringing different Christian denominations closer together.
- Another approach is taken by Interfaith Wales / which works to reconcile members of different faiths / in the wake of the 9/11 attacks in 2001.
- In the wake of the bombing of Coventry Cathedral during World War II / the rebuilt cathedral itself became a world centre for reconciliation between enemies / the cross of nails (made from nails in the rubble of the roof) is used as a major symbol of peace and reconciliation across the world / copies of the cross were given to Kiel, Dresden and Berlin (cities reduced to rubble by Allied bombing) / as symbols of peace and reconciliation.
- The Council of Christians and Jews (founded 1942) works to remove misunderstanding between Christians and Jews / and to promote reconciliation between the faiths / on the grounds that they are 'children of one God'.
- Archbishop Desmond Tutu for decades attempted to reconcile the black and white communities in South Africa / following decades of racial tension and discrimination through apartheid / when Nelson Mandela became South Africa's first black president, Mandela appointed Tutu as chairperson of the Truth and Reconciliation Commission.
- The Irish Churches Peace Project aimed to bring about reconciliation between Catholics and Protestants / emphasising that forgiveness is at the heart of the Lord's Prayer / The Corrymeela Community aims to bring about reconciliation / by healing religious and political divisions in the community.
- Personal acts of reconciliation eg some Christians may use confession, etc.

**0 2. 4 Explain two religious reasons why Christians celebrate Easter.**

**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 reason**

Simple explanation of a relevant and accurate reason – 1 mark

Detailed explanation of a relevant and accurate reason – 2 marks

**Second reason**

Simple explanation of a relevant and accurate reason – 1 mark

Detailed explanation of a relevant and accurate reason – 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:**

- Christians celebrate festivals because they help Christians to remember / the important events underlying their faith / and to keep them fresh in their minds / collective declaration of faith.
- Easter is the most important Christian festival because it celebrates the resurrection of Jesus from the dead / Jesus had conquered death.
- Paul mocked the power of death, saying that it no longer has the power to terrify Christians / because whereas that which is buried in the grave is perishable / what is resurrected will be immortal.
- Christian teaching is that death entered the world through the sin of Adam / Jesus' sacrifice on the cross atones for that sin / so humanity can overcome death through that atonement.
- Some will refer to the narrative of Jesus' crucifixion, and its emphasis that Jesus had really died and had therefore really risen from the dead.
- Some will refer further to the narrative of Jesus' entombment / the guard set on the tomb / and the resurrection on the third day / as evidence for the factual nature of the narrative and the reality of the resurrection / and the basis for celebration of that narrative.
- The resurrection of Jesus is seen by Christians as the fulfilment of scripture / and the whole focus of the New Testament narrative / Jesus as the Son was sent by God / to teach, preach and heal / and to show how believers should behave / in order to inherit eternal life / hence Easter celebrates the entirety of the Christian message.
- Some might refer to the resurrection narratives (eg Luke 24) and the Ascension as the 'proof' of Jesus having risen from the dead / and the fact that all of these sayings and ideas are at the heart of the celebration of Easter.
- Reference might be made to the 'why?' of the different celebrations of the Church within Easter, eg the eating of eggs to symbolise new life through Christ, etc.

**Sources of authority might include:**

'So it is with the resurrection of the dead. What is shown is perishable, what is raised is imperishable. It is sown in dishonour, it is raised in glory. It is sown in weakness, it is raised in power. It is sown a physical body, it is raised a spiritual body.' (1 Corinthians 15:42-44)

'O Death, where is your sting? O grave, where is your victory? But thanks be to God, who gives us the victory through our Lord Jesus Christ.' (1 Corinthians 15:55,57)

'Sin came into the world through one man and death through sin, and so death spread to all men because all men sinned.' (Romans 5:12)

'For as in Adam all die, even so in Christ shall all be made alive.' (1 Corinthians 15:22)

' "Father, into thy hands I commit my spirit." And having said this he breathed his last.' (Luke 23:46)

'Jesus said to her [Martha], "I am the resurrection and the life; he who believes in me, though he die, yet shall he live, and whoever lives and believes in me shall never die. Do you believe this?" She said to him, "Yes, Lord; I believe that you are the Christ, the Son of God, he who is coming into the world." ' (John 11:25)

'On the third day he rose again from the dead.' (Apostles' Creed)

**0 2 . 5** 'Only adults should be baptised into the Christian religion.'

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]

**Target: AO2 Analyse and evaluate aspects of religion and belief, including their 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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>Maximum of Level 2 if there is no reference to religion.</b>	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:**

#### Arguments in support

- Most adults are able to make reasoned choices, whereas most children are not / so cannot make reasoned choices about baptism.
- The question supports believers' baptism and rejects infant baptism / given the importance of baptism as a Christian ceremony, adults should choose for themselves rather than let their parents or somebody else choose for them.
- Some might argue that what saves a Christian is not being baptised but living as Jesus commanded / that can be achieved only by understanding what Jesus taught / which cannot be done as an infant.
- The baptism of believers is more powerful than that of infants / because the ceremony underlines the importance of what the adult individual is choosing / which is to be fully acknowledged as a child of God / and to receive God's saving grace.

- Believers' baptism usually involves total immersion in water to symbolise the washing away of sins / which is hardly a suitable ritual for an infant / so it is best to avoid infant baptism and let children wait until they can decide for themselves.
- A ceremony with the importance of baptism will be more meaningful to the individual Christian if it is understood / only the mature individual can decide when it is understood fully.
- Without sincerity of belief in baptism, the ceremony has little meaning / sincerity can be judged by the individual's testimony during the service of baptism.
- Jesus himself was baptised as an adult / which is a clear indication that baptism should be chosen by adults, etc.

#### Arguments in support of other views

- The fact that Jesus chose baptism as an adult does not mean that everybody should be baptised only when they are adults / Jesus did not specify when you should be baptised / infant baptism is not referred to specifically in the New Testament / but some biblical references imply that it happened (eg Acts 2:38-39).
- For many Christians, baptism is a sacrament: an outward sign of an inward grace / so there is no reason why God's grace should not be given to those who are too young or who are otherwise unable to choose baptism for themselves.
- Symbolic actions are important in Christianity / eg the bread and wine symbolising Jesus' body and blood / and baptism symbolises clearly that a child is part of the Christian Church, the body of Christ.
- God's grace can be given by baptism at any age / so some argue that this should be at as young an age as possible / at baptism, the infant receives God's grace as a member of the Church / and the infant is then believed to be freed from sin / and is introduced to the support of the Christian community.
- This means that an infant's inability to choose baptism is not important / since baptism can be chosen for the infant by its parents or guardians.
- Some believe that by being baptised as an infant, a child is cleansed of the 'original sin' of Adam and Eve / and can go to heaven after death / so again, this can be seen as a reasonable choice made by parents and guardians for an infant.
- Some Christians do not accept baptism / some denominations do not have baptism / so in their view no one should be baptised into the Christian religion, etc.



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**GCSE  
RELIGIOUS STUDIES A  
8062/13**

**Paper 1: Christianity**

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**Mark scheme**

**June 2023**

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**Version: 1.0 Final**



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.

Further copies of this mark scheme are available from [aqa.org.uk](https://www.aqa.org.uk)

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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 creditable 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 creditable 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"> <li>Learners spell and punctuate with consistent accuracy</li> <li>Learners use rules of grammar with effective control of meaning overall</li> <li>Learners use a wide range of specialist terms as appropriate</li> </ul>	3
Intermediate performance	<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> <li>Learners use a good range of specialist terms as appropriate</li> </ul>	2
Threshold performance	<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> <li>Learners use a limited range of specialist terms as appropriate</li> </ul>	1
No marks awarded	<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 level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>	0

0 1

**Christianity: Beliefs**

0 1 . 1

**Which one of the following is not part of the Christian Trinity?**

**[1 mark]**

- A God as Brother**
- B God as Father**
- C God as Holy Spirit**
- D God as Son**

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

**Answer: A God as Brother**

0 1 . 2

**Give two Christian beliefs about Jesus' Incarnation.**

**[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.**

'Incarnate' means 'in flesh / enfleshed / becoming flesh / made into flesh / taking human form / It is the belief that Jesus was God in flesh / God become man, etc / The Gospels of Matthew and Luke explain that Jesus was not born as the result of normal human reproduction / in Matthew 1:20–21, an angel explains this to Joseph that Jesus' conception was by the Holy Spirit / The angel then refers to a prophecy in the Old Testament Book of Isaiah: 'a virgin shall conceive and bear a son, and his name shall be Emmanuel' (Isaiah 7:14) / 'Emmanuel' means 'God with us', so this means that the son of Mary and Joseph will literally be 'God with us / God among us' / This also means that Jesus is fully God and fully human / Also Jesus is God the Son / a member of the Trinity / Jesus was a human being for around 30 years / This means that he experienced human pains / it is part of the process by which God brought about the Atonement / the belief that Jesus died for humanity's sins / that the purpose of the Incarnation is to help spread faith in God / to save people from sin / was so that Jesus would suffer as a human and experience death / to help teach humans how to live in line with God's laws, etc.

**0 1 . 3 Explain two ways in which the problem of evil and suffering 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.**

- All Christians experience evil and suffering / eg natural evils such as flood, disease, drought and famine, and moral evils such as murder, theft and arson / so Christians are influenced to avoid and/or to explain why these happen.
- One influence might be the problem of why an all-knowing, all-loving and all-powerful God allows evil and suffering to happen / and different Christians are influenced to give different answers / for example some believe that God has a plan for the universe / so they should simply trust God, even if they do not understand, and live a Christian life as far as possible.
- Some will give practical responses, eg suffering influences Christians to give practical help / eg by helping victims of crime / working as a doctor or nurse / joining an organisation such as Christian Aid / helping refugees / etc.
- Some argue that God is fair and is a just judge / so evil and suffering must be accepted by those who experience them in any way / God sends the wicked to hell and the good to heaven / so they will try to behave like the sheep in the Parable of the Sheep and the Goats (Matthew 25).
- Some explain evil in terms of an independent power, the Devil, so Christians must stand firm in the faith to resist evil.
- Some will argue that believers throughout the world are undergoing the same kind of sufferings / so they might want to unite against suffering.
- Some believe that evil and suffering are a punishment from God / for the sin of Adam and Eve in disobeying God in the Garden of Eden / by giving in to the Devil's temptations / and that the punishment is a test of their faith / so they do their best to pass that test.
- Some look at the world and conclude that good cannot exist without evil / so they might be influenced to accept that there is no other solution than to deal with whatever happens to them.
- Some conclude that suffering is a test of faith / so they deal with suffering by believing that God rewards those who pass the test.
- Some are influenced to believe that suffering is God's way of educating souls / because it makes them aware of other people's problems.
- Under some circumstances of personal suffering, some Christians find it hard to continue to believe in a loving God – it may result in them losing their faith.
- Some Christians might believe that the source of evil and suffering is due to the privation of God / lack of knowledge about God's commandments, laws, or how to live in line with God's ways, etc.

**0 1 . 4 Explain two Christian teachings about life after death.**

**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 teaching**

Simple explanation of a relevant and accurate teaching – 1 mark

Detailed explanation of a relevant and accurate teaching – 2 marks

**Second teaching**

Simple explanation of a relevant and accurate teaching – 1 mark

Detailed explanation of a relevant and accurate teaching – 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.**

- One Christian teaching about life after death is that the dead are resurrected / the Apostles' Creed contains the statement, 'I believe in the resurrection of the body and the life everlasting' / accordingly many Christians believe that the afterlife is bodily / and that it is forever / for eternity.
- There are different Christian teachings about what the resurrection body is like / some argue that the resurrection body cannot be the same as the body we have now (which rots, etc.) / many therefore accept St Paul's teaching that the body is sown perishable but raised imperishable / it is sown in dishonour but raised in glory / it is sown in weakness but raised in power / it is sown a natural body and raised a spiritual body.
- Some ask what happens if the present body is disfigured or lost through fire, for example? / how will people recognise each other in the resurrection? / many Christians teach that what continues after death is the soul / which is non-physical and eternal (being non-physical it cannot be killed).
- Another teaching is that after death people are judged by God / and go to heaven or hell (or an intermediate state of purgatory) / depending on how the person has behaved on earth / as described in the Parable of the Sheep & Goats / the Judgement of the Nations.
- Some Christians might look to the teaching of Jesus where he says that in the resurrection people neither marry nor are given in marriage / but are like the angels.
- Accept different ideas about what life after death is like / eg a reuniting with those who have died before / with accompanying feelings of absolute / definitive happiness, etc. / being in a relationship with God and Jesus (who will sit at God's right hand) and the angels / some might refer to the idea of a messianic banquet / some might suggest that life after death is beyond our understanding / some might refer to afterlife 'events' such as the second coming of Christ.
- Some Christians teach that each individual has a unique identity / which in some way will remain after death, etc.

**Sources of authority might include:**

'For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life.' (John 3:16)

'At the resurrection people will neither marry nor be given in marriage; they will be like the angels in heaven.' (Matthew 22:30)

'So will it be with the resurrection of the dead. The body that is sown is perishable, it is raised imperishable; it is sown in dishonour, it is raised in glory; it is sown in weakness, it is raised in power; it is sown a natural body, it is raised a spiritual body.' (1 Corinthians 15:42-44)

'I am the resurrection and the life. Those who believe in me, even though they die, will live.' (John 11:24-25)

'Do not let your hearts be troubled. You believe in God; believe also in me. My Father's house has many rooms; if that were not so, would I have told you that I am going there to prepare a place for you? And if I go and prepare a place for you, I will come back and take you to be with me that you also may be where I am.' (John 14:1-3)

'I believe in...the resurrection of the body, and the life everlasting.' (Apostles Creed)

**0 | 1 | . 5** 'Belief in Jesus is all that Christians need to be saved from sin.'

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 their 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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>OR</b> Recognition of different points of view, each supported by relevant reasons/evidence. <b>Maximum of Level 2 if there is no reference to religion.</b>	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.**

#### Arguments in support

- All that Christians need to do to be saved from sin is to believe in/have faith in Jesus / Paul talks about this in Romans 3–5 / everybody is saved who has faith in Jesus (3:20–26) / they are treated as righteous because they believe.
- Christians are not justified by works (what they do) / nobody can earn righteousness and be saved / being saved from sin is not a matter of bargain or sale.
- The sin of Adam and Eve separated humans from God / so that all humans inherit the original sin of Adam and Eve / Jesus atoned for the sins of humanity by his sacrifice on the cross / but this does not mean that people can earn a place in heaven by doing good works / because they will always fall short of the standard set by Jesus / however, God loves humanity, and salvation is offered as a gift.

- Salvation comes through God's grace and the Spirit / even though humans will always fall short of the standards set by Jesus / but Christians believe that grace is not earned but is given by the presence of the Holy Spirit in their hearts / and by this they will be saved.
- Paul concludes that 'All are justified freely by God's grace through the redemption that came by Jesus', etc.

#### Arguments in support of other views

- If belief and grace were everything needed for Christians to be saved from sin, then everybody would be saved / but the Bible makes it clear that this is not the case / the Parable of the Sheep and the Goats, for example, makes it clear that those who do not live by God's commands will go to hell (Matthew 25:31–46) / to be saved, something more is needed.
- Grace and Spirit are not themselves a certain way of being saved / good works are needed / meaning that Christians should obey God's commands as well as they are able.
- Since Christians can never be perfect, God's grace is what allows them to be saved even when they have sinned / so long as they repent and try to follow God's commands in the future.
- If belief in Jesus were the only requirement for Christians to be saved / then they could break some or all of God's commands and still go to heaven.
- Christians therefore need both faith and works to be saved from sin / this is what the Letter of James says (2:14–26) / if a fellow human being lacks food or clothing and someone says they love them but they do not feed or clothe them, that is useless / faith without works is dead / just as a body without spirit is dead, faith without works is also dead.
- Some Christians believe that baptism is needed to be saved from sin, etc.

0 2

### Christianity: Practices

0 2 . 1

Which one of the following describes the work of the Church in restoring broken relationships?

[1 mark]

- A Liturgy
- B Persecution
- C Reconciliation
- D Judgement

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

**Answer: C Reconciliation**

0 2 . 2

Give two ways in which Christians celebrate Easter.

[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.**

Answers might include any of the celebrations after the end of the Lenten period and from the start of Easter Sunday celebrations, the Service of Light / preparation and procession of the Paschal Candle / Liturgy of the Word, including Old Testament readings / Liturgy of the Initiation, where some are baptised and some renew their baptismal promises / Liturgy of the Eucharist / Christians also celebrate, for example, by giving each other Easter cards / gifts of chocolate eggs or hard-boiled eggs / eating easter eggs / participating in easter egg hunts / some let off fireworks / enjoy celebrating the Easter message with family and friends through Easter Sunday / attending church services to worship with others / to offer prayers of thanksgiving for the resurrection of Jesus, etc.

**0 2 . 3 Explain two contrasting types of baptism.**

**[4 marks]**

**Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs.**

**First contrasting type**

Simple explanation of a relevant and accurate contrast – 1 mark

Detailed explanation of a relevant and accurate contrast – 2 marks

**Second contrasting type**

Simple explanation of a relevant and accurate contrast – 1 mark

Detailed explanation of a relevant and accurate contrast – 2 marks

If similar examples are given, only one of them may be credited up to 2 marks.

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

- Infant baptism / is where babies are baptised into the Church as a baby / so the decision is taken for them / the child is welcomed into the Church as soon as possible / in the belief that the ceremony removes original sin / the child is welcomed into the Church by its parents and relations and by the congregation / the child will often be dressed in white / with a special christening robe / the sign of the cross will usually be made on the child's forehead with water / the water will be taken from the font / poured three times over the forehead / christening oil may be used in the ceremony to symbolise salvation / promises are generally made by godparents on behalf of the child to reject evil and turn to Christ, etc.
- Believers' baptism / is where the decision to be baptised is taken by the individual / as an adult independently of their parents / and so the decision is taken by the person due to their own faith concerned rather than the parents' alone / in the belief that a child is too young to understand the baptismal promises / and the child is too young to be aware of the idea of original sin / this kind of baptism takes the line that it is not the physical act of baptism that saves a child but a person's individual decision to dedicate their life to Jesus / this can only be done when the person is old enough to make such a choice / rather than making the sign of the cross on the forehead, the ceremony involves full immersion in water / a baptismal tank or pool / the minister will usually give an address explaining the importance of baptism / the person baptised may give a personal testimony of faith / there are usually 3 full submersions in the name of Father, Son & Holy Spirit, etc.
- Some may refer to different ways of baptising per se, eg total immersion or water on the head only / this will apply to both infant and adult baptism eg Orthodox infant baptism or URC adult baptism.
- Some might also make a valid contrast between baptism in a font, or in a Baptist pool or by a river, etc.

**0 | 2 | 4 Explain two ways in which CAFOD or Christian Aid or Tearfund helps the poor.**

**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 way**

Simple explanation of a relevant and accurate way – 1 mark

Detailed explanation of a relevant and accurate way – 2 marks

**Second way**

Simple explanation of a relevant and accurate way – 1 mark

Detailed explanation of a relevant and accurate way – 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.**

**CAFOD (Catholic Agency for Overseas Development)**

- CAFOD, as the name says, focuses on overseas development, particularly Africa, South America, Asia and the Middle East.
- Its focus is on action without reference to faith, gender, or ethnicity.
- It aims to help those who suffer in any way / God intended the world's resources to be for everybody / Pope Paul VI said that aid is not a case of giving a gift to poor people but giving back to poor people what was already theirs.
- It deals with emergency situations, poverty, war, climate change, famine, discrimination.
- It develops access to clean food and water / medicine / shelter / education / healthcare / programmes and services for the poor.
- CAFOD looks to provide supplies during crisis incidents / to help people rebuild their lives in the years that follow disasters overseas.
- It aims to equip communities to help themselves.
- It helps communities to rebuild after war / famine / disaster.
- It lobbies governments for funding.
- It lobbies employers to provide fair working conditions for their employees.
- CAFOD encourages Christians to pray for others living in poverty abroad / as they advocate that no one should be left without the support required to live life with dignity.
- Catholic parishes and schools support with prayer and money, etc.

**Christian Aid**

- Christian Aid provides both immediate and long-term aid where appropriate.
- Since the refugee crisis at the end of World War II, its aims have been to expose poverty and help to end it.
- Christian Aid asks world leaders to reverse climate change by changing from the use of fossil fuels to alternative cleaner energy sources / because climate change hits the poor most.

- It challenges systems that favour the rich and powerful at the expense of the poor and marginalised / for example tax-dodging.
- It tackles the sources of poverty / for example lack of education / poor farming techniques / poor health care / lack of clean water.
- It works to encourage Christian communities, churches, and individual Christians to hold poor communities abroad in their prayers / and provides example prayers to be used relating to worldwide social justice and development.
- It aims to bring immediate relief for those impoverished by disasters such as hurricanes and tsunamis.
- It helps communities to develop long-term self-sufficiency by improved food production.
- It helps the poor to sell their produce at a fair price / and to gain access to services and finance.
- It concerns itself with helping those with nutritional problems, malaria, and HIV, for example / and offers assistance with maternal and child health.
- It works with other organisations to fight poverty, e.g. Fairtrade Foundation & Stop Climate Chaos.
- It sends envelopes annually to all UK households to collect money for all its efforts to fight poverty, etc.

#### **Tearfund**

- Tearfund is an alliance of evangelical churches / it aims to help the very poorest people / such as those in the Biafra crisis of 1968 / it looks at global issues.
- It aims to care for people's spiritual and physical needs / focusing on where the need is greatest.
- It goes to places of need in order to change poverty / eg by self-help by building wells for clean water / financial help by lobbying UK churches who put on events.
- It puts a major emphasis on prayer.
- It also focuses on what Jesus did, and aims to bring help to those who need it the most.
- It is not a charity / the focus is to promote self-help wherever possible.
- It encourages young people to help by taking a gap year to take part in various projects / going on mission trips.
- It focuses on creating churches as the centre of local communities / and has created around 70,000 churches in the last 5 years, etc.

#### **Sources of authority might include:**

'If you give a banquet, don't invite friends or rich neighbours, invite the poor, the lame and the blind, then you will be repaid at the resurrection.' (Luke 14:12-14)

'You lack one thing, sell what you have and give it to the poor.' (Mark 10:21)

'Blessed are you poor, for yours is the Kingdom of God.' (Luke 6:20)

'The Spirit of the Lord is on me, because he has anointed me, to proclaim good news to the poor.' (Luke 4:18)

'And the king will answer them, "Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me".' (Matthew 25:40)

'So faith by itself, if it has no works, is dead.' (James 2:17)

'But when you give alms, do not let your left hand know what your right hand is doing, and your Father who sees in secret will reward you.' (Matthew 6:3-4)

'Whoever is kind to the poor lends to the Lord, and will be repaid in full.' (Proverbs 19:17)

**0 2 . 5** ‘Following a set structure of worship is the best way for Christians to get close to 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]**

**Target: AO2 Analyse and evaluate aspects of religion and belief, including their 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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>OR</b> Recognition of different points of view, each supported by relevant reasons/evidence. <b>Maximum of Level 2 if there is no reference to religion.</b>	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.**

#### **Arguments in support**

- Worship that follows a set pattern or routine becomes very familiar to worshippers / becomes a tradition over centuries / so they can hope to understand God by repeating the routine and meditating about its meaning.
- The liturgy will generally be led by a priest, and what the priest says and does will help worshippers to understand God / for example in the Catholic Mass, worshippers will become used to the Eucharistic Prayer which uses the words of Jesus at the Last Supper / which helps them to understand that Jesus died in order to save humanity from sin.
- Liturgy enables people in any country to feel part of worship even when language is unfamiliar.
- The Lord’s Prayer is generally used in structured worship, and it contains many pointers to how Christians might understand God, for example: that God’s name is sacred, and that God requires

Christians to forgive others who have sinned against them / also the prayer closes with the statement that the kingdom, power and glory all belong to God.

- Some may refer to the different understandings of the bread and wine in the Eucharist, for example those in which the bread and wine are literally Jesus' body and blood and those in which they express spiritual truths about God / in either case worshippers may experience Jesus as a living presence / gain insight into the nature of God, etc.

#### Arguments in support of other views

- Liturgical worship may be contrasted with non-liturgical, informal worship / where understanding God is more personal.
- For example house churches are Christian groups who meet to worship in private homes / since they believe that this form of worship is more in tune with the practices of early Christians / where believers hope to understand God through informal (or less formal) prayer and worship.
- Members of house churches and other groups may share their own understanding and inspiration / and many believe that the Spirit is present at such meetings to inspire people to understand God's wishes.
- In such meetings, people might pray aloud / to share what they think/understand about God / conversely Quaker worship is mainly silent / since different groups have different beliefs about how to understand God.
- Some groups will share their own preferred readings and interpretations of the Bible / since many believe that God can be understood in different ways / and that this understanding depends on how a passage strikes the reader.
- Some aim to understand God through private / informal prayer / since again, this is seen as a more personal attempt to understand God / in which the worshipper can ask God for gifts such as healing or inspiration.
- Some churches aim to reproduce the disciples' experience of the Spirit at Pentecost / so may sing, dance and speak in tongues in order to understand God in a direct sense / where the emotional impact can produce a variety of different behaviour such as music, dance, calling out / this kind of worship is known as 'charismatic' ('led by the Spirit') / and in the Pentecostal Churches worshippers will worship like this in large arenas where there will be a 'laying on of hands' to effect cures through God's power.
- Some will use both liturgical and non-liturgical worship / there does not have to be a divide between the two / and much may depend on the situation of the worshipper / understanding God is not just where the worshipper approaches God, but also where God enters the life of the worshipper.
- Some might argue that no one can fully understand God / but they may experience God better with one form of worship or another.
- Some might refer to actions Christians might take to draw closer to God outside of set structures of worship / such as engaging with charitable volunteering or other community work in line with Jesus' teachings, etc.



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**GCSE**  
**RELIGIOUS STUDIES A**  
**8062/15**

Paper 1: Islam

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Mark scheme

June 2020

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Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates 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 associate understands and applies it in the same correct way. As preparation for standardisation each associate 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, associates 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.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

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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 creditable 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 creditable 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"> <li>Learners spell and punctuate with consistent accuracy</li> <li>Learners use rules of grammar with effective control of meaning overall</li> <li>Learners use a wide range of specialist terms as appropriate</li> </ul>	3
Intermediate performance	<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> <li>Learners use a good range of specialist terms as appropriate</li> </ul>	2
Threshold performance	<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> <li>Learners use a limited range of specialist terms as appropriate</li> </ul>	1
No marks awarded	<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 level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>	0

**0 | 1** Islam: Beliefs

**0 | 1 | . | 1** Which one of the following is one of the five roots of Usul ad-Din?

[1 mark]

- A** Being resurrected
- B** Giving Charity
- C** Praying Salah
- D** Visiting the Ka'aba

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

**Answer:** A Being resurrected

**0 | 1 | . | 2** Give two reasons why the prophet Ibrahim is important in Islam.

[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.**

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

Re-established Tawhid and key beliefs / passed on the scripture to his followers / ensured justice and fairness within society / enjoined good and forbade evil / warned them about the Akhirah / showed great faith in Allah by completing the tests, eg sacrificing his son / friend of God, etc / built the Ka'aba / Hajj is linked back to Ibrahim / showed people a way of life, etc.

**0 1 . 3 Explain two ways in which the authority of the Qur'an influences Muslims 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:**

- It teaches them how to live a good life and so Muslims will abide by this. This includes doing good actions and carrying out their duty to God by praying and completing the Five Pillars, etc.
- They will not commit shirk as this is a grave sin. Examples of this are also creditworthy, eg idolising, drawing pictures, bowing to idols, etc.
- It will stop them from committing evil deeds, eg killing, lying, stealing as the Qur'an warns of the punishment for such action / 'A life for a life.' (5:45), etc.
- They will read it daily as it brings reward and blessing / 'The reward of reciting one letter of the Qur'an is equal to 10 rewards.' (Hadith).
- They fulfil the rights of others and try to become good Muslims, as this is what the Qur'an teaches.
- They help the oppressed and those in need / as the Prophet Muhammad did.
- They will donate to charitable causes as the Qur'an emphasises the importance of looking after the weak and vulnerable, etc.

**0 1. 4 Explain two Muslim beliefs about the nature of God.**

**Refer to sacred writings or another source of Muslim 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 Muslim belief and teaching – 1 mark

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

- Muslims believe Allah is one, unique and eternal – Surah 112.
- Muslims believe Allah is transcendent and he is a being outside of time which means he can never be fully understood, 'The transcendent, the superior.' (59:23).
- He has 99 names / qualities, some of which are mentioned in the Qur'an "The most beautiful names belong to Allah: so call on Him by them." (Quran, 7:180).
- These included Al-Ghaffar (the most forgiving), Muslims will thus turn to Allah to ask forgiveness after the daily prayers or when they have committed a sin.
- As-Salaam (the ultimate source of peace). Muslims believe that it is only by connecting with Allah that they will find true peace. 'Only with the remembrance of Allah do the hearts find peace.' (13:28).
- Ar-Rahman (merciful) and Ar-Rahim (compassionate). Allah will forgive those who sincerely repent / Muslims will recite these words before starting anything.
- Allah is just and fair (Adalat). He will judge humans for their actions and reward and punish them accordingly. (99:7), etc.

**0 1 . 5** 'For Muslims, this life is more important than life after death.'

**Evaluate this statement.**

**In your answer you should:**

- refer to Muslim 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: AO2:1a and 1b 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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>OR</b> Recognition of different points of view, each supported by relevant reasons / evidence. <b>Maximum of Level 2 if there is no reference to religion.</b>	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:**

**Arguments in support.**

- This life will determine what happens in the next as Muslims will be judged on their actions.
- This life is all that they have control over.
- After people die, their book of deeds is closed / and so their future is decided, making this life more important.
- This is the only real life that people have and it is more important because people can unite to make the world a better place, eg helping others, removing injustice, etc.
- Both this life and the afterlife are equally important as the Qur'an teaches Muslims to pray for good in both. 'Our Lord! Grant us good in this world and good in the hereafter, and save us from the chastisement of the fire.' (2:201), etc.

### Arguments in support of other views

- The afterlife is more important as it is eternal. 'And the Hereafter is better for you than the first life.' (93:4).
- The prophet Muhammad emphasised the importance of the afterlife over this life in numerous hadith / 'This world is a prison for the believer.'
- This life is a test and so the reward is the afterlife, making it more important.
- The afterlife and reaching paradise is the ultimate goal for many Muslims making it more important.
- All injustices will be resolved in the afterlife / as Allah will judge everyone for their deeds.
- People will be reunited with family and loved ones in the afterlife, making it more important.
- The afterlife gives this life more focus / and ensures Muslims live a good life on earth, etc.

[Plus SPaG 3 marks]

**0 2**

**Islam: Practices**

**0 2 . 1**

**Which one of the following is not performed during the Hajj?**

**[1 mark]**

- A Circling the Ka'aba**
- B Celebrating Ashura**
- C Standing at Arafat**
- D Stoning the devil**

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

**Answer: B Celebrating Ashura**

**0 2 . 2**

**Give two of the Ten Obligatory Acts in Shi'a Islam.**

**[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.**

**Students may include two of the following points:**

- Salah (prayer).
- Sawm (fasting).
- Zakah (charity).
- Khums (20% charity given in addition to zakah).
- Hajj (pilgrimage).
- Jihad (struggle).
- Amr-Bil-Maroof (directing towards good).
- Nahi Anil-Munkar (forbidding evil).
- Tawalla (love towards good).
- Tabarra (hatred towards those who oppose Allah).

**0 | 2 | 3 Explain two contrasting ways in which Muslims may perform Salah.**

**[4 marks]**

**Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs**

**First contrasting way**

Simple explanation of a relevant and accurate contrast – 1 mark

Detailed explanation of a relevant and accurate contrast – 2 marks

**Second contrasting way**

Simple explanation of a relevant and accurate contrast – 1 mark

Detailed explanation of a relevant and accurate contrast – 2 marks

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

- Some Muslims will perform wudu and cleanse themselves both physically and spiritually, those that cannot find water may perform tayyammum (using the earth in place of water).
- Some Muslims may pray at home whereas others may pray at the mosque or in congregation. In a hadith the prophet Muhammad said 'Salah in congregation is 25 times more superior than salah performed alone.'
- Some women may decide to pray at home as this is in keeping with some prophetic traditions whereas others would attend the mosque – especially for the Jummah prayer (Hadith).
- Sunni Muslims will pray on any clean place regardless of the material. 'The prophet Muhammad said 'the earth was created pure so pray on it'. (Hadith).
- Shi'a Muslims will pray on any natural material eg clay and stone. Some may put a stone down to prostrate upon. They will avoid any artificial material especially when prostrating.
- Shi'a Muslims will combine the evening prayers and pray at three different times. Sunni Muslims will pray at 5 distinct times.
- Some Muslims will fold their arms during salah and others will not. This difference is apparent both within Sunni and Shi'a schools of thought / other difference may include the slight variations of actions / the saying of Amen audibly or silently, etc.

**0 2 . 4 Explain two reasons why the Night of Power is important for Muslims.**

**Refer to sacred writings or another source of Muslim 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 reason**

Simple explanation of a relevant and accurate reason – 1 mark

Detailed explanation of a relevant and accurate reason – 2 marks

**Second reason**

Simple explanation of a relevant and accurate reason – 1 mark

Detailed explanation of a relevant and accurate reason – 2 marks

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

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

- Muslims believe this is the night in which the Qur'an was revealed. 'Indeed, We sent the Qur'an down during the Night of Decree' (97:1).
- The reward for praying during this night is equivalent to worship of 1000 months. (The Night of Decree is better than a thousand months (97:3).
- Muslims believe that Allah will forgive their sins on this night and so will use this night to reflect on their life and ask for forgiveness.
- The destiny of the coming year is decided on this night / and so Muslims pray for themselves and their loved ones.
- The prophet would sit in Itikaaf (solitude in the mosque) during the last 10 nights in order to find this night. This shows the importance of this event.
- The angels descend onto the earth during this night and spread peace. 'The angels and the Spirit descend therein by permission of their Lord for every matter.' 97:4), etc.

**0 2 . 5** 'For Muslims, the best way to serve Allah is by giving charity.'

Evaluate this statement.

In your answer you should:

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

[12 marks]

**Target: AO2: 1a and 1b 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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>OR</b> Recognition of different points of view, each supported by relevant reasons / evidence. <b>Maximum of Level 2 if there is no reference to religion.</b>	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:**

#### Arguments in support

- Charity is considered as one of the Five Pillars / 10 Obligatory Acts and fundamental to being a Muslim / in the Qur'an (17:26). Muslims learn that they will be judged by how they helped those in need.
- The Qur'an emphasises the giving of charity. 'And establish prayer and give zakah, and whatever good you put forward for yourselves – you will find it with Allah. Indeed, Allah is seeing of what you do'. (2:110).
- Charity is the only pillar that helps others / and in numerous Hadith the Prophet emphasised the importance of serving others so that Muslims may serve Allah.
- 'None of you can be a true believer (in Allah) until you love for your brother what you love for yourself.' (Hadith) / This shows that true service to Allah is only through serving your fellow humans, etc.

### **Arguments in support of other views**

- Charity is not a direct service to Allah, rather to his people / there are more direct ways to serve Allah e.g. Shahadah, hajj.
- Although giving charity is important, some Muslims may live in poverty themselves and may not be able to help others.
- Praying to him 5 times a day shows service directly to Allah / as this worship is solely for him.
- Fasting during the month of Ramadan shows true service as one goes through physical and mental barriers in order to please and serve Allah.
- Giving charity is easy for the wealthy and may mean that they neglect other duties like fasting and salah.
- Partaking in religious festivals / bringing children up to be good Muslims / serving parents / reading and following the Qur'an.
- There are no 'best' ways to serve Allah / as all actions lead to God. What may be best for some may not be best for others as each individual has his/her own way, etc.



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**GCSE  
RELIGIOUS STUDIES A  
8062/15**

**Paper 1: Islam**

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**Mark scheme**

**June 2021**

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**Version: 1.0 Final**



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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.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

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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 creditable 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 creditable 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"> <li>Learners spell and punctuate with consistent accuracy</li> <li>Learners use rules of grammar with effective control of meaning overall</li> <li>Learners use a wide range of specialist terms as appropriate</li> </ul>	3
Intermediate performance	<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> <li>Learners use a good range of specialist terms as appropriate</li> </ul>	2
Threshold performance	<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> <li>Learners use a limited range of specialist terms as appropriate</li> </ul>	1
No marks awarded	<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 level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>	0

**0 1** Islam: Beliefs

**0 1. 1** Which one of the following is the name of a prophet in Islam?

[1 mark]

- A** Arafat
- B** Ibrahim
- C** Mina
- D** Sadaqah

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

**Answer:** B Ibrahim

**0 1. 2** Give two Muslim beliefs about the nature of God.

[2 marks]

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

1 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:

God is One (Tawhid) / immanent / transcendent / omnipotent (Al-Qadir) / beneficent / merciful (Ar-Raheem) / fair (Al-Adl) / just, etc.

Any of the 99 names is creditworthy.

**0 1 . 3 Explain two ways in which belief in angels influences Muslims today.**

**[4 marks]**

**Target: AO1:3 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:**

- It influences Muslims to live according to God's law / this means that they will follow the laws set out in the Qur'an / eg Following the Five Pillars as they believe that angels are recording their deeds / 'Not a word does he (or she) utter, but there is a watcher by him ready (to record it)' (50:18).
- They will avoid sins and those things that Qur'an prohibits / eg lying, stealing and committing shirk as the angel on the left shoulder will write down all the bad deeds that humans commit / 'This Our Record speaks about you with truth. Verily, we were recording what you used to do.' (45:29).
- The angel Izrail will take the soul of a human / this belief may keep a Muslim disciplined in their daily activities.
- It influences Muslims to accept God's decree / as the angels have been ordained by God to carry out his will on earth, eg angel Mika'il is in charge of the weather.
- It influences them to follow God's message / some angels take human form to reveal messages eg Jibril and the revelation of the Qur'an/ Hadith.
- It influences them to prepare for death / as the angels (Kiraman and Katibeen) will present their good and bad deeds to God on the Day of Judgement, etc.

**0 1 . 4 Explain two Muslim beliefs about holy books.**

**Refer to sacred writings or another source of Muslim 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 Muslim belief and teaching – 1 mark

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

**General**

Holy books are important because they may inspire faith / preserve the traditional teachings of the prophets / give guidance for life / holy books specifically the Qur'an will be treated with respect / ritual washing will take place before touching it / it will be kept in a high place and covered with a special cloth / whilst it is being recited Muslims will not eat or drink / they will listen to it attentively, etc.

**Qur'an**

It is the final book revealed by God to the Prophet Muhammad on Mount Hira over a 23-year period / it contains guidance for humankind / it teaches Muslims how to live their daily lives and please God / it is free from error and protected by God / it is written in Arabic for ease of understanding, etc.

**Other Holy books**

Torah was revealed to Moses on Mount Sinai and was the original word of God / Ibrahim was given the scrolls (scrolls of Abraham) / over time these books were distorted and so new holy books were needed / Psalms was revealed to Dawud / Injil (gospels) was revealed to Isa (Jesus) / they all contained guidance and called humans to monotheistic belief/ also allow reference to Hadith as a holy book,etc.

**Sources of authority might include:**

**Qur'an**

'This is the Book about which there is no doubt, a guidance for those conscious of Allah.' (2:2)

'Absolutely, we have revealed the reminder, and, absolutely, we will preserve it.' (15:9)  
'Indeed, We have sent it down as an Arabic Qur'an that you might understand.' (12:2), etc.

Other Holy Books:

'Indeed, We sent down the Torah, in which was guidance and light.' (5:44)

'So woe to those who write the "scripture" with their own hands, then say, "This is from Allah," in order to exchange it for a small price. Woe to them for what their hands have written and woe to them for what they earn.' (2:79)

'We sent inspiration to Abraham, Isma'il, Isaac, Jacob and the Tribes, to Jesus, Job, Jonah, Aaron, and Solomon, and to David We gave the Psalms.' (Qur'an 4:163), etc.

**0 | 1 | . 5** ‘To believe in the six articles of faith is the best way to please God.’

Evaluate this statement.

In your answer you should:

- refer to Muslim 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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>OR</b> Recognition of different points of view, each supported by relevant reasons / evidence. <b>Maximum of Level 2 if there is no reference to religion.</b>	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:**

#### Arguments in support

- The six articles of faith are the core beliefs that allow a Sunni Muslim to enter the faith, and following these would naturally please God.
- These articles are repeated several times in the Qur'an and so it may seem to be the easiest way to please God.
- Faith may lead to a life of obedience and submission to the Will of Allah / these beliefs allow a Muslim to enter paradise and thus please God.
- The articles of faith allow Sunni Muslims to be rewarded for their good deeds without which all actions like prayer and charity are redundant.
- The Prophet Muhammad emphasised the importance of these articles and spent several years preaching about them.

- The Qur'an teaches that Allah is pleased with those who have monotheistic beliefs and avoid shirk / 'Verily, Allah will not pardon those who associate a partner with Him. Apart from him, He will pardon all others.' (4:16), etc.

#### Arguments in support of other views

- Belief alone is not sufficient, actions are also required to please God eg following the Five Pillars.
- Shi'a Muslims believe that following the five roots of Usul ad-Din, which include the belief in the Imamate, is the best way to please God, as this is what was taught by the Prophet.
- Shi'a Muslims believe that the Ten Obligatory Acts are a key part of pleasing God / these include giving Khums, Jihad, Amr-bil-Maruf, Tawallah and Tabarra.
- God talks about belief and action together in the Qur'an, thus implying that they are equal in pleasing God / 'And (remember) when We took a covenant from the Children of Israel, (saying): Worship none but Allah (Alone) and be dutiful and good to parents, and to kindred, and to orphans and Al-Masakin (the poor)', (9:60).
- 'All actions are judged by motives, and each person will be rewarded according to their intention.' (Hadith).
- God is most pleased with those who are kind (Qur'an) / there is little mention of God being pleased with the belief in the six articles alone; actions are also required.
- The Qur'an talks about the importance of the Five Pillars and this is emphasised throughout the Qur'an / in order to please God fully belief must be backed by action / there is a punishment for those who do not carry out the Five Pillars and respect others, thus showing that belief in the articles is not the best way to please God.
- In numerous Hadith the prophet Muhammad taught that kindness to neighbours and caring for animals and the environment please God, etc.

**0 2**

**Islam: Practices**

**0 2. 1**

**Which one of the following is not one of the Five Pillars of Islam?**

**[1 mark]**

- A Risalah**
- B Sawm**
- C Shahadah**
- D Zakah**

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

**Answer: A Risalah**

**0 2. 2**

**Give two religious practices that Muslims perform on Jummah (Friday).**

**[2 marks]**

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

**1 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:**

**Bathe (ghusl) / wear clean clothes / apply perfume / attend the mosque / listen to the sermon (khutbah) / give charity / pray Jummah salah / recite surah Kahf / send salutations on the Prophet Muhammad, etc.**

**0 2 . 3 Explain two contrasting ways Muslim celebrate the Night of Power.**

**[4 marks]**

**Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs**

**First contrasting way**

Simple explanation of a relevant and accurate contrast – 1 mark

Detailed explanation of a relevant and accurate contrast – 2 marks

**Second contrasting way**

Simple explanation of a relevant and accurate contrast – 1 mark

Detailed explanation of a relevant and accurate contrast – 2 marks

**Contrasting may mean opposing ways or may mean different ways.**

**If similar beliefs are given, only one of them may be credited up to 2 marks max.**

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

- Some will sit in solitary confinement (itikaaf) in the last days of Ramadan in search of this night / 'what will explain to you what the night of glory is? The night of glory is better than a thousand months.' (97:2-3).
- Some may stay awake on the odd nights in the last ten nights and focus on worship.
- They may read the Qur'an / and reflect on its meaning.
- Offer voluntary prayers / pray for forgiveness of sins.
- They may pray for the less fortunate / for good fortune in the coming year.
- Salutations may be sent to the Prophet Muhammad.
- People may gather in the mosque / to listen to talks from scholars.
- Food may be distributed / to friends, family and the poor, etc.

**0 2 . 4 Explain two Muslim understandings of Jihad.**

**Refer to sacred writings or another source of Muslim 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 understanding**

Simple explanation of a relevant and accurate understanding – 1 mark

Detailed explanation of a relevant and accurate understanding – 2 marks

**Second understanding**

Simple explanation of a relevant and accurate understanding – 1 mark

Detailed explanation of a relevant and accurate understanding – 2 marks

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

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

- Jihad means to struggle or overcome difficulty in life, this can be understood in different ways / 'Struggle in the way of Allah'.
- Greater Jihad is a personal inward struggle / to overcome evil and live life according to Islam / this includes following Shari'ah law, carrying out the pillars / and practising virtues such as generosity and honesty.
- Muslims must avoid temptations / such as alcohol, greed and jealousy.
- Lesser Jihad is the duty to fight / when commanded by a legitimate ruler / under the conditions, and in ways, permitted by Qur'an and Shari'ah / it is considered less important than Greater Jihad as it is not required at all times.
- Lesser Jihad was more relevant in the early days of Islam when Muslims were persecuted / there was a need to protect their faith.
- Lesser Jihad can only be undertaken when all the conditions are met / this means it cannot be used to justify terrorism that targets innocent civilians, etc.

**Sources of authority might include:**

Jihad is 'the effort against oneself', (hadith) / Muhammad is said to have called this the Greater Jihad.

'Fight in the way of Allah against those who fight against you, but do not transgress, for Allah does not love those who transgress. And slay them wherever you find them, and drive them out of the places from where they drove you out, for persecution is worse than slaughter.' (2:190-191)

The Prophet said that Jihad was the best of deeds (hadith).

'The best Jihad is Hajj.' (hadith), etc

**0 2 . 5** ‘Salah is more important than Hajj for Muslims today.’

**Evaluate this statement.**

**In your answer you should:**

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

**[12 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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>OR</b> Recognition of different points of view, each supported by relevant reasons / evidence. <b>Maximum of Level 2 if there is no reference to religion.</b>	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:**

#### **Arguments in support**

- Salah is practised daily / it is a direct contact between the individual and God.
- It is the first thing that will be questioned about on the Day of Judgment (hadith) making it more important.
- It is necessary for all Muslims to pray daily / Hajj is only mandatory if certain requirements are met.
- Salah is done more regularly and for a longer period showing it is important.
- Hajj is done once in a lifetime so its importance is only for a short period of time whereas Salah is done daily and for the entirety of a person’s life.
- It allows Muslims to connect with God on a daily basis / talk to him about their problems making it more important.
- Salah has more importance because it is also performed on Hajj, etc.

### Arguments in support of other views

- Hajj allows a person's sins to be forgiven and start afresh / 'Whoever performs Hajj for the sake of Allah and does not utter any obscene speech or do any evil deed, will go back (free of sin) as his mother bore him.' (hadith).
- 'An accepted pilgrimage brings no less a reward than Paradise.' (hadith) / Hajj is performed once in a lifetime making it more important.
- It allows Muslims to experience the concept of ummah (brotherhood) / especially for women who may not attend the mosque for Salah.
- Hajj allows Muslims to visit the birthplace of the Prophet Muhammad / and experience first-hand where the Prophet lived, which is not possible with Salah.
- Hajj is more important as it allows Muslims to visit the Ka'aba - the house of God / here Muslims believe that their prayers are answered.
- The reward of visiting the grand mosque outweighs the reward of Salah on a daily basis (hadith).
- Both are Pillars of Islam and are considered equally important, etc.





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**GCSE  
RELIGIOUS STUDIES A  
8062/15**

**Paper 1: Islam**

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**Mark scheme**

**June 2022**

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**Version: 1.0 Final**



2 2 6 G 8 0 6 2 / 1 5 / M S

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.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

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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 creditable 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 creditable 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"> <li>Learners spell and punctuate with consistent accuracy</li> <li>Learners use rules of grammar with effective control of meaning overall</li> <li>Learners use a wide range of specialist terms as appropriate</li> </ul>	3
Intermediate performance	<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> <li>Learners use a good range of specialist terms as appropriate</li> </ul>	2
Threshold performance	<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> <li>Learners use a limited range of specialist terms as appropriate</li> </ul>	1
No marks awarded	<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 level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>	0

0 1

**Islam: Beliefs**

0 1 . 1

**Which one of the following is not a holy book in Islam?**

**[1 mark]**

- A Jibril**
- B Qur'an**
- C Scrolls of Abraham**
- D Torah**

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

**Answer: A Jibril**

0 1 . 2

**Give two beliefs about the Imamate in Shi'a Islam.**

**[2 marks]**

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

**1 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:**

**It is part of the Five Roots of Usul ad-Din / God, Muhammad selected Ali Ibn Talib as the first imam / Imams followed the family line / they are part of the Ahl al-Bayt (Family of Muhammad) / they are worldwide leaders of Islam / they guide Muslims / they are infallible / they can interpret the Qur'an / there are 7/12 imams / one imam is hidden (imam Mahdi) / he will return before the Day of Judgement with Jesus (Isa) / he will bring about justice, etc.**

0 1 . 3

Explain two ways in which the belief in God's mercy influences Muslims 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:**

- Muslims will repent for the sins that they commit / they do this as Allah is considered as 'All merciful' / it is one of the 99 names of Allah.
- It gives Muslims hope / they will not despair when they commit sins or when things go wrong / 'the man who killed 99 and was forgiven for his repentance and good intentions' (Hadith).
- They will pray to him often / this is something the Prophet Muhammad would do / the Prophet would spend the night asking God for forgiveness and praying for his ummah.
- They will be kind and merciful to others / 'If you want Allah to have mercy upon you, then have mercy on his creation.' (Hadith).
- Submit to Allah's will / read the Qur'an / follow the teachings of the Qur'an / teachings of the Prophet Muhammad.
- Allah will forgive Muslims after death / Muslims will therefore trust in his mercy, etc.

0 1 . 4

**Explain two reasons why angels are important in Islam.**

**Refer to sacred writings or another source of Muslim 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 reason**

Simple explanation of a relevant and accurate reason – 1 mark

Detailed explanation of a relevant and accurate reason – 2 marks

**Second reason**

Simple explanation of a relevant and accurate reason – 1 mark

Detailed explanation of a relevant and accurate reason – 2 marks

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

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

Angels are important as they receive God's word directly / it is one of the articles of faith / they pass this onto prophets / Jibril brought holy books including the four main books, Torah, Psalms, Gospels and the Qur'an / they are sinless / they do not have the ability to commit sins / some are guardian angels that live on the shoulders of humans (Kiraman and Katibeen) / angels have different roles / Mika'il the weather angel / Israfil will blow the trumpet to announce the Day of Judgement / Izrail is the angel of death / Munkar and Nakeer are angels who appear in the grave / he will take people's souls to God, etc.

**Sources of authority might include:**

'For him are successive angels before and behind him, who protect him by the decree of Allah.' (13:11)

'The angel of death will take you who has been entrusted with you. Then to your Lord you will be returned.' (32:11)

'They celebrate his praises night and day, nor do they ever flag or intermit.' (21:20)

'We send fertilizing winds, and bring down rain from the sky for you to drink. It is not you who hold its reserves.' (15:22)

As the two recording-angels—'one' sitting to the right, and 'the other to' the left—note 'everything', (50:17)

That night the angels and the 'holy' spirit<sup>1</sup> descend, by the permission of their Lord, for every 'decreed' matter. It is all peace until the break of dawn (96:4-5)

0	1	. 5
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**'In Islam, the Prophet Muhammad is the most important of all the prophets.'**

Evaluate this statement.

In your answer you should:

- refer to Muslim 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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>OR</b> Recognition of different points of view, each supported by relevant reasons / evidence. <b>Maximum of Level 2 if there is no reference to religion.</b>	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:**

**Arguments in support**

- He is considered as the last prophet and so is important as he completed the line of prophets / 'he is God's Messenger and the seal of prophets.' (33:40).
- He received the final revelation and was given the last and final book, the Qur'an / this contains guidance for mankind / 'This is the scripture in which there is no doubt, containing guidance for those who are mindful of God.' (2:2).
- He is important as he reinstated monotheistic belief / 'Say, He is Allah the one.' (1:112).
- He is the most recent prophet and so more important to Muslims today as other prophets lived a long time ago and so their role may be seen as less important.
- He showed Muslims how to interpret the Qur'an and taught this to his companions. He is a role model for Muslims / taught through his Sunnah, Hadith, etc.

**Arguments in support of other views**

- All prophets bought the same message of tawhid / are of equal importance / 'to all the Messengers that were sent before you We revealed that I am the only God to be worshipped.' (21:25).
- Adam was the first prophet and so his role was the most important / he was taught by Allah the name of all things / 'And He taught Adam the names - all of them.' (2:31) / his role thus was important to put things into motion.
- Other prophets are included in the Qur'an, showing their role is as important / Prophet Ibrahim and Prophet Yusuf have surahs named after them in the Qur'an / their role was important in re-establishing monotheistic belief.
- Many lessons are taught through the trials of other prophets / Ibrahim's sacrifice / 'O my son! I have seen in a dream that I am slaughtering you. So look what you think!' (37:101) / Moses' battle with Pharaoh / the trials of Yusuf.
- Prophet Ibrahim built the Ka'aba / ritual of Hajj are connected to him / Festival of id-ul-Adha is connected to him / He passed all of God's test, etc.

0 2

**Islam: Practices**

0 2 . 1

**Which one of the following words describes the struggle against evil in Islam?**

**[1 mark]**

- A Ashura**
- B Jihad**
- C Rak'ah**
- D Wudu**

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

**Answer: B Jihad**

0 2 . 2

**Give two reasons why Muslims give Zakah.**

**[2 marks]**

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

**1 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:**

**It is commanded by God / it is compulsory / It is one of the Five Pillars / it is one of the Ten Obligatory Acts / follows the example (sunnah) set by the Prophet Muhammad / it purifies wealth / it helps to remove the love of money and greed / as everything belongs to God / it helps the less fortunate / strengthens the ummah / helps Muslims to empathise with the poor / it shows gratitude / it brings about equality / it helps Muslims to practise the Golden Rule / it is a good deed / helps Muslims reach heaven, etc.**

0 2 . 3

**Explain two contrasting religious practices Muslims perform during Hajj.**

**[4 marks]**

**Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs**

**First contrasting practice**

Simple explanation of a relevant and accurate contrast – 1 mark

Detailed explanation of a relevant and accurate contrast – 2 marks

**Second contrasting practice**

Simple explanation of a relevant and accurate contrast – 1 mark

Detailed explanation of a relevant and accurate contrast – 2 marks

Contrast may mean opposing or may mean different views.

If similar practices are given, only **one** of them may be credited up to 2 marks max.

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

- Washing (ablution) / bathing, making intention, wearing of white clothing (Ihram).
- Visiting Makkah / praying to Allah.
- Circling the Ka'aba (Tawaf) / kissing the Black Stone / fast walking (Ramal).
- Running between the two mountains (Sa'ee) / drinking of Zam Zam water / commemorates the miracle given by God to Ibrahim and his family.
- Asking for forgiveness / Climbing/standing at Arafat / this reminds Muslims about the last sermon.
- Staying at Mina (camping) / staying at Muzdalifa / collecting pebbles to throw at the pillars or walls (Jamarat).
- Throwing of stones (Ramee) / the story of temptation / Ibrahim and Iblis.
- Sacrificing an animal / to commemorate the story of Ibrahim.
- Fasting / this is for those who may not be able to offer the sacrifice.
- Shaving of the hair (men) lock of hair (women) / signifies being reborn.
- Muslims will avoid certain actions e.g. not cutting hair or nails / those that do will give charity to compensate, etc.

0 2 . 4

**Explain two reasons why Salah is important for Muslims.**

**Refer to sacred writings or another source of Muslim 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 reason**

Simple explanation of a relevant and accurate reason – 1 mark

Detailed explanation of a relevant and accurate reason – 2 marks

**Second reason**

Simple explanation of a relevant and accurate reason – 1 mark

Detailed explanation of a relevant and accurate reason – 2 marks

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

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

- It is one of the Five Pillars, Ten Obligatory Acts / following these pillars allows Muslims to enter heaven.
- The Qur'an encourages praying of Salah / following its teachings helps Muslims to remain on the straight path.
- The Prophet instructed his followers to pray salah / following in his footsteps is something a Muslim must strive to do / it helps to build love for the prophet and his teachings.
- It helps Muslims to remember Allah often / this helps with remaining positive during difficult times.
- Allows Muslims to show gratitude / thanking Allah for all the blessings he has bestowed upon them / builds a closer relationship with Allah.
- Gives Muslims structure to their day/life / this allows them to remember Allah during their day and helps to maintain a connection.
- Congregational prayer helps to build the ummah (brotherhood)
- Allows Muslims to be cleansed of sins, etc.

**Sources of authority might include:**

'Establish Salah and give Zakah.' (2:110)

'Those We will give a great reward.' (4:162)

'Salah will be the first thing to be judged on the day of judgement.' (Hadith)

'Verily, the prayer is enjoined on the believers at fixed hours,' (4:103)

**0 2. 5** ‘For Muslims, the most important festival is Id-ul-Fitr.’

**Evaluate this statement.**

**In your answer you should:**

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

**[12 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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>OR</b> Recognition of different points of view, each supported by relevant reasons / evidence. <b>Maximum of Level 2 if there is no reference to religion.</b>	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:**

#### **Arguments in support**

- Id-ul-Fitr comes after the most important month of the year Ramadan / ‘You shall complete the number and you may glorify God for his guiding you, and that you may be thankful.’ Qur'an (2:185).
- It is the festival that is celebrated after great self-restraint (fasting).

- Zakat-ul-Fitr is paid and so helps to support the poor / 'The fasting of the month of fasting will be hanging between earth and heavens and it will not be raised up to the Divine Presence without paying the Zakat al-Fitr.' (Hadith).
- Id-ul-Fitr is celebrated by every Muslim.
- Some Muslims may not celebrate Ashura in the same way as they do Id-ul-Fitr / this difference shows the importance of Id-ul-Fitr, etc.

#### **Arguments in support of other views**

- All festivals are equally important / they all show obedience to Allah.
- Id-ul-Adha may be seen as more important as it celebrates the sacrifice of Ibrahim and teaches Muslims the importance of duty / 'O my son! I have seen in a vision that I offer thee in sacrifice: now see what is thy view', Qur'an (37:101).
- Id-ul-Adha is connected with Hajj which is an important part of Islam / Hajj removes the sins of all Muslims / it reminds Muslims about the sacrifice of Ibrahim and the importance of trusting Allah.
- During the festival of Id-ul-Adha Muslims sacrifice an animal and distribute it to friends and family, thus building community ties / 'so pray to your Lord and sacrifice.' Qur'an (108:2).
- Id-ul-Adha is celebrated over 3 days whereas Id-ul Fitr is a one day celebration / thus showing its importance over Id-ul-Fitr / 'Do not fast on these days, for they are the days of eating, drinking and remembering Allah.' (Hadith).
- The festival of Ashura reminds Muslims about the martyrdom of Husayn / this is a key practice for Shi'a Muslims.
- For some Sunni Muslims Ashura celebrates the Day of Atonement / helps them to repent and come closer to Allah.
- Id-ul-Ghadeer is a Shi'a festival that celebrates the appointment of Ali as the first imam.
- Some Muslims may celebrate the birth of the Prophet Muhammad (Id Milad un-Nabi) / this recognises his significance and his life, etc.

NB: Reference to Ramadan and Hajj as a festival are not creditworthy.



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**GCSE  
RELIGIOUS STUDIES A  
8062/15**

**Paper 1: Islam**

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**Mark scheme**

**June 2023**

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**Version: 1.0 Final**



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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 creditable 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 creditable 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"> <li>Learners spell and punctuate with consistent accuracy</li> <li>Learners use rules of grammar with effective control of meaning overall</li> <li>Learners use a wide range of specialist terms as appropriate</li> </ul>	3
Intermediate performance	<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> <li>Learners use a good range of specialist terms as appropriate</li> </ul>	2
Threshold performance	<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> <li>Learners use a limited range of specialist terms as appropriate</li> </ul>	1
No marks awarded	<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 level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>	0

**0 1**

**Islam: Beliefs**

**0 1 . 1**

**Which one of the following terms means that God is involved in the world?**

**[1 mark]**

- A      Eternal**
- B      Immanent**
- C      Transcendent**
- D      Unchanging**

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

**Answer: B Immanent**

**0 1 . 2**

**Give two Muslim beliefs about angels.**

**[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.**

They are made of light (nur) / they are sinless / they fly / they obey Allah / they have no free will / they are genderless / they may appear in male form / bowed down to Adam / they record the deeds of all people / they circle the throne of Allah in the heaven / it is part of the Six Articles of Faith / they bring revelations from God / Jibril / they each have a task to complete / eg the weather angel (Mika'il) / angel of mercy, provides nourishment for the Earth / reward good deeds / blowing the trumpet (Israfil) etc / Munkar and Nakir will question individuals in the grave / they can take on human form / there are thousands of angels, etc.

Allow for naming of specific angels up to 2 marks.

**0 1 . 3 Explain two ways in which the revelation of the Qur'an influences Muslims 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.**

- The Qur'an is the direct word of Allah / this influences them to obey it.
- The Qur'an is a divine revelation and so is God talking to humans which influences them to live a good life.
- The Qur'an was revealed on the Night of Power / Muslims may spend this night in worship.
- It influences Muslims to follow the teachings of the Qur'an / this includes believing in the Six Articles of Faith / Five roots of Usul ad-Din / it also influences them to follow the Five Pillars / Ten Obligatory Acts / eg paying Zakah, fasting and completing the pilgrimage to Makkah.
- Influences them to appreciate the names of God e.g. supremacy of Gods will / 99 names of Allah
- They will avoid sins / those things that the Qur'an prohibits / eg lying, stealing and committing shirk.
- They will live according to the laws of the Qur'an this includes dietary laws / following Shariah law eg consuming halal food and marrying, etc.
- They will respect the Qur'an by completing wudu before touching it. 'None can grasp it except the purified.' (56:79)
- They will cover the Qur'an and place it in a high place out of respect.
- They will read the Qur'an / teach it / memorise it (hifz) / recite it in daily prayers and not talk whilst it is being recited. 'So when the Qur'an is recited, then listen to it and pay attention that you may receive mercy.' (7:204), etc.

**0 | 1 | 4 Explain two Muslim beliefs about the Day of Judgement.**

**Refer to sacred writings or another source of Muslim 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 Muslim belief and teaching – 1 mark

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

- Muslims believe that Allah will resurrect them on the Day of Judgement / this will take place after they die.
- The belief in the Day of Judgment is part of the Six Articles of Faith / Five Roots of Usul ad-Din.
- Some Muslims believe only God has knowledge of when Judgement Day will happen (Qur'
- The Day of Judgment / marks the beginning of resurrection / will take place after God destroys the world / this will happen when the trumpet is blown for the second time.
- On this day people will receive their book of deeds from the angels / those receiving this in the right hand will be granted paradise / those receiving it in their left will be sent to hell.
- On this day the good will be rewarded and sent paradise / the bad will be punished and sent to hell.
- People will be made to walk the 'Sirat Bridge' / this spans the fire of hell / good people will be transported across the bridge quickly and enter heaven.
- Those that have died are waiting in Barzakh for the Day of Judgement.
- On this day, those that have done good will have bright faces / whereas those that have done wrong will have dark faces.
- God will forgive who he wills on this day / as long as they have not committed major sins like shirk, etc.

**Sources of authority might include:**

- 'On couches of well-woven cloth they will sit facing each other.' (Qur'an 56:15)
- 'They will dwell amid scorching wind and scalding water in the shadow of black smoke, neither cold nor refreshing.' (Qur'an 56:42-44).
- 'On the Day faces will turn white and faces will turn black. As for those whose faces turn black, [to them it will be said], 'Did you disbelieve after your belief? Then taste the punishment for what you used to reject.' (Qur'an 3:106)

- 'On the Day of Resurrection Allah will hold the whole earth and fold the heaven with His right hand and say, 'I am the King: where are the kings of the earth?' (hadith)

**0 1 . 5** ‘Tawhid (the Oneness of God) is the most important Muslim belief.’

**Evaluate this statement.**

**In your answer you should:**

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

**[12 marks]**

**[Plus SPaG 3 marks]**

**Target: AO2:1a and 1b 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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>Maximum of Level 2 if there is no reference to religion.</b>	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.**

#### **Arguments in support**

- It is the pillar that holds up other pillars / It is one of the Articles of Faith / Five Roots of Usul ad-Din / it is mentioned in the Shahadah 'There is no God but Allah'.
- Without Tawhid one cannot be classed as a Muslim and so it is the most important.
- The prophet Muhammad spent his life calling people towards the oneness of Allah, thus showing its superiority over other beliefs.
- All the prophets were called towards monotheistic beliefs, showing its importance above other beliefs.
- Surah 112 contains the key fundamentals of the faith and is considered by some Muslims as the most important surah of the Qur'an.
- The oneness of Allah is a key theme contained within the Qur'an and is the belief that is mentioned the most, thus showing its importance.

- Without this belief the other pillars of faith are redundant, eg Salah, Sawm and Zakah, etc.
- The belief in Tawhid allows Muslims to be rewarded for their good deeds. Without this belief these deeds are wasted, etc.

#### **Arguments in support of other views**

- Belief in the afterlife is more important as it allows Muslims to live good lives, knowing that they will be judged by Allah.
- Belief in the other aspects of God's nature are equally as important as his oneness / eg his mercy and compassion.
- The Qur'an mentions the Six Articles of Faith and the Five Roots of Usul ad-Din. These may be considered more important beliefs, e.g. Imamate, Adalat and supremacy of Gods will, etc. including belief in angels, prophets etc, thus making these equally as important as Tawhid.
- Belief in holy books shows Muslims a practical way of life. They include key teachings which allow Muslims to obey Allah.
- The belief in the Qur'an is more important as it contains all the other beliefs, without which Muslims would not be aware of the key fundamentals of the religion.
- All the beliefs are equal as they form a core part of the religion. A deficiency in any one of these beliefs may move a person further away from Allah.
- Although the prophet Muhammad emphasised the importance of Tawhid, he also talked about the remaining beliefs completing one's faith, etc.

**0 2**

**Islam: Practices**

**0 2 . 1**

**Which one of the following is the name for Friday prayers in Islam?**

**[1 mark]**

**A Ashura**

**B Hajj**

**C Id-ul-Fitr**

**D Jummah**

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

**Answer: D Jummah**

**0 2 . 2**

**Give two ways in which a Muslim prepares for Salah (prayer).**

**[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:**

Perform wudu (ablution) / using sand / dust (tayamum) / wash the body (ghusl) / put on clean clothes (physical cleansing) / cover the head eg wear hat, scarf and jilbab / remove shoes / put down a prayer mat / find a clean, quiet space / put down a stone to prostrate upon / the call to prayer (azan) is said / face Makkah / the Ka'aba / find the direction of qibla / mentally prepare for salah (spiritual cleansing) / make intention for prayer / use a special toothbrush to cleanse the mouth (miswak) / apply perfume / having a separate space for men and women, etc.

**0 2 . 3 Explain two contrasting ways in which Muslims celebrate Id-ul-Adha.**

**[4 marks]**

**Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs**

**First contrasting way**

Simple explanation of a relevant and accurate contrast – 1 mark

Detailed explanation of a relevant and accurate contrast – 2 marks

**Second contrasting way**

Simple explanation of a relevant and accurate contrast – 1 mark

Detailed explanation of a relevant and accurate contrast – 2 marks

Contrast may mean opposing or may mean different views.

If similar ways are given, only **one** of them may be credited up to 2 marks max.

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

- Muslims will rise early and bathe (ghusl).
- Some Muslims may sacrifice an animal to remember the sacrifice of Ibrahim / meat is distributed to friends, family, and the poor. Those that cannot afford to do so may give charity to the poor.
- They may wear new clothes and attend the mosque for morning prayers / pray outside / listen to the sermon.
- For some Muslims the festival forms part of Hajj / they may congratulate each other for completing this important ritual.
- Attend the hospital / graveyard to remember those that are ill / have passed away.
- Sharing gifts, money and sweets with family and friends.
- Homes are decorated and special food is prepared.
- They will forgive others and make amends for the wrong that they have done to others, etc.

**NB: References to rituals that take place exclusively during Id-ul-Fitr are not creditworthy.**

**0 2 . 4 Explain two reasons why Muslims give Zakah.**

**Refer to sacred writings or another source of Muslim 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 reason**

Simple explanation of a relevant and accurate reason – 1 mark

Detailed explanation of a relevant and accurate reason – 2 marks

**Second reason**

Simple explanation of a relevant and accurate reason – 1 mark

Detailed explanation of a relevant and accurate reason – 2 marks

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

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

- It is mentioned in the Qur'an / it is one of the Five Pillars of Islam / Ten Obligatory Acts / an obligation that must be completed each year for those that have savings (nisab).
- It cleanses wealth / and reminds Muslims that all material possessions are temporary and ultimately belong to Allah. (Hadith).
- Zakah helps to create balance in society / it tries to narrow the gap between the rich and poor.
- Zakah strengthens community ties / by making the rich support the poor / strengthens the Ummah
- It gives Muslims a good attitude towards money / and it helps them to learn to share and not be greedy.
- The prophet Muhammad emphasised the importance of giving Zakah / Muslims follow in his footsteps, etc.
- It is a way to practice greater jihad / earn reward / get to paradise, etc.

**Sources of authority might include:**

- 'O you who believe, you shall give to charity from the provisions we have given to you.' (Qur'an 2:254)
- 'Islam is built on Five Pillars.' (hadith)
- 'He who sleeps whilst his neighbour goes hungry is not one of us.' (hadith)
- 'They ask you about giving: say, "The charity you give shall go to the parents, the relatives, the orphans, the poor, and the traveller." Any good you do, God is fully aware thereof.' (Qur'an 2:215)
- 'And establish prayer and give Zakat' (Qur'an 2:110)
- Whoever is made wealthy by Allah and does not pay the Zakat of his wealth, then on the Day of Resurrection his wealth will be made like a snake. The snake will encircle his neck and bite his cheeks and say, 'I am your wealth, I am your treasure.'

**0 2 . 5** ‘Following Muslim practices is difficult in the modern world.’

**Evaluate this statement.**

**In your answer you should:**

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

**[12 marks]**

**Target: AO2:1a and 1b Analyse and evaluate aspects of religion and belief, including significance and influence**

<b>Level</b>	<b>Criteria</b>	<b>Marks</b>
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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>Maximum of Level 2 if there is no reference to religion.</b>	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.**

#### **Arguments in support**

- Some practices are difficult because people live busy lives / this is part of greater jihad / praying five times a day may be difficult due to school / work commitments / temptations from the devil.
- There may be no facilities to pray or a lack of understanding of the faith / this may lead to discrimination / makes practising difficult.
- Fasting may be difficult due to the length of time and the busy lives that people live.
- Wearing religious dress / hijab may be difficult as it is not considered the norm in many societies / there may be a pressure to conform to friends and celebrities / influence from social media.
- Going for Hajj or celebrating Eid may be difficult as it requires time off from worldly commitments.
- The cost of living makes practices like Zakah and Hajj more difficult to fulfil , etc.
- It may be difficult to obtain halal food in some places making it difficult to abide by food laws, etc.

### Arguments in support of other views

- Muslims consider Islam / Shariah to be for all times and places / 'Allah does not burden a soul more than it can bear' (Qur'an) / this shows that the religious practices are not difficult.
- The Qur'an is timeless and applicable for all times and places.
- Society is more understanding of differing religious needs / schools and work places have prayer rooms for Muslims to use.
- Muslims have been practising their faith for hundreds of years and have found a way to navigate their busy lives around their religious practices.
- Society is more accommodating of religious obligations and so it is no longer difficult / new laws help to protect religious groups from being discriminated against.
- There are many concessions to religious practices including combining of salah when travelling / exemption from fasting and only having to perform hajj once in a lifetime, etc.
- There are established Muslim communities / mosques to help Muslims practice their faith.
- Social media can be used in a positive way to facilitate the promotion of Islamic role models / thus making practising Islam easier in the modern world, etc.

