



GCSE MARKING SCHEME

SUMMER 2022

**GCSE (NEW)
RELIGIOUS STUDIES - UNIT 1
OPTION C: CHRISTIANITY AND HINDUISM
3120UC0-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2022 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

**WJEC GCSE RELIGIOUS STUDIES - UNIT 1
OPTION C: CHRISTIANITY AND HINDUISM**

SUMMER 2022 MARK SCHEME

General Marking Instructions for Examiners

The mark scheme defines what can be reasonably expected of a candidate in response to questions asked.

1. Positive marking

It should be remembered that candidates are writing under examination conditions and credit should be given for what the candidate writes that is accurate and relevant, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme. Errors should be ignored, not penalised.

2. Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains a range of marks.

3. Two-mark questions

Banded mark schemes are not suitable for low tariff questions. Instructions for the awarding of marks are given with the indicative content.

Using the banded mark scheme

Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the candidate's answer and check whether it matches the descriptor for that band. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

Indicative content is also provided for banded mark schemes. It is extremely important to note that **indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a candidate need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.** Where a response is not creditworthy, i.e. that is contains nothing of any significance to the mark scheme, or is entirely irrelevant to the question, or where no response has been provided, no marks should be awarded.

Assessment Objectives

The questions test the candidate's ability to:

- AO1 Demonstrate knowledge and understanding of religion and belief*, including:
 - belief, practices and sources of authority
 - influence on individuals, communities and societies
 - similarities and differences within and/or between religions and belief
- AO2 Analyse and evaluate aspects of religion and belief*, including their significance and influence

* The term 'belief' includes religious and non-religious belief as appropriate to the subject content requirements.

LEVEL DESCRIPTORS/MARKING BANDS

Question 1(a) AO1

See instructions provided with indicative content.

Question 1(b) AO1

Band	Band Descriptor	Mark Total
3	An excellent, coherent description showing awareness and insight into the religious idea, belief, practice, teaching or concept. Uses a range of appropriate religious/specialist language and terms and, where relevant, sources of wisdom and authority, extensively, accurately and appropriately.	4–5
2	A good, generally accurate description showing awareness and understanding of the religious idea, belief, practice, teaching or concept. Uses religious/specialist language and terms and, where relevant, sources of wisdom and authority generally accurately.	2–3
1	A limited statement of information about the religious idea, belief, practice, teaching or concept. Uses religious/specialist language and terms and, where relevant, sources of wisdom and authority in a limited way.	1
0	No relevant information provided.	0

Question 1(c) AO1

Band	Band Descriptor	Mark Total
4	An excellent, highly detailed explanation showing awareness and insight into the religious idea, belief, practice, teaching or concept. Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.	7–8
3	A very good, explanation showing awareness of the religious idea, belief, practice, teaching or concept. Uses a range of religious/specialist language, terms and sources of wisdom and authority accurately and appropriately.	5–6
2	A satisfactory explanation showing some awareness of the religious idea, belief, practice, teaching or concept. Uses religious/specialist language, terms and/or sources of wisdom and authority with some accuracy	3–4
1	A limited explanation showing little awareness of the religious idea, belief, practice, teaching or concept. Uses religious/specialist language, terms and/or sources of wisdom and authority in a limited way and with little accuracy	1–2
0	No relevant information provided.	0

Question 1(d) AO2

Band	Band Descriptor	Mark Total
4	<p>An excellent, highly detailed analysis and evaluation of the issue based on comprehensive and accurate knowledge of religion, religious teaching and moral reasoning.</p> <p>Clear and well supported judgements are formulated and a comprehensive range of different and/or alternative viewpoints are considered</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority extensively, accurately, appropriately and in detail.</p>	12–15
3	<p>A very good, detailed analysis and evaluation of the issue based on thorough and accurate knowledge of religion, religious teaching and moral reasoning.</p> <p>Judgements are formulated with support and a balanced range of different and/or alternative viewpoints are considered.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority accurately, appropriately and in detail.</p>	8–11
2	<p>A satisfactory analysis and evaluation of the issue based on some accurate knowledge of religion, religious teaching and moral reasoning.</p> <p>Some judgements are formulated and some different and/or alternative viewpoints are considered.</p> <p>Uses and interprets some religious/specialist language, terms and/or sources of wisdom and authority with some accuracy.</p>	4–7
1	<p>A weak analysis and evaluation of the issue based on limited and/or inaccurate knowledge of religion, religious teaching and/or moral reasoning.</p> <p>A limited and/or poor attempt or no attempt to formulate judgements or offer different and/or alternative viewpoints.</p> <p>Poor use or no use of religious/specialist language, terms and/or sources of wisdom and authority.</p>	1–3
0	No relevant point of view stated.	0

Questions 3 (d) AO2 LIFE AND DEATH THEME ONLY

Band	Band Descriptor	Mark Total
4	<p>An excellent, highly detailed analysis and evaluation of the issue based on comprehensive and accurate knowledge of religion, religious teaching and moral reasoning.</p> <p>An excellent, highly detailed consideration of non-religious beliefs, such as those held by humanists and atheists.</p> <p>Clear and well supported judgements are formulated and a comprehensive range of different and/or alternative viewpoints are considered.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority extensively, accurately, appropriately and in detail.</p>	12–15
3	<p>A very good, detailed analysis and evaluation of the issue based on thorough and accurate knowledge of religion, religious teaching and moral reasoning.</p> <p>A very good, detailed consideration of non-religious beliefs, such as those held by humanists and atheists.</p> <p>Judgements are formulated with support and a balanced range of different and/or alternative viewpoints are considered.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority accurately, appropriately and in detail.</p>	8–11
2	<p>A satisfactory analysis and evaluation of the issue based on some accurate knowledge of religion, religious teaching and moral reasoning.</p> <p>A satisfactory, reasonably detailed consideration of non-religious beliefs, such as those held by humanists and atheists.</p> <p>Some judgements are formulated and some different and/or alternative viewpoints are considered.</p> <p>Uses and interprets some religious/specialist language, terms and/or sources of wisdom and authority with some accuracy.</p>	4–7
1	<p>A weak analysis and evaluation of the issue, based on limited and/or inaccurate knowledge of religion, religious teaching and/or moral reasoning.</p> <p>A very basic consideration or no consideration of non-religious beliefs, such as those held by humanists and atheists.</p> <p>A limited and/or poor attempt or no attempt to formulate judgements or offer different and/or alternative viewpoints.</p> <p>Poor use or no use, of religious/specialist language, terms and/or sources of wisdom and authority.</p>	1–3
0	No relevant point of view stated.	0

Assessment of spelling, punctuation and the accurate use of grammar
Applies to Part A, Question 1, part (d) only

PLEASE NOTE: IN 2022, SPELLING, PUNCTUATION AND GRAMMAR MARKS WERE AWARDED TO QUESTIONS 3(d) and 4(d). UNDER NORMAL CIRCUMSTANCES, SPaG MARKS ARE AWARDED TO QUESTION 1(d).

Band	Performance descriptions
<p><i>High performance</i></p> <p>5-6 marks</p>	<ul style="list-style-type: none"> • Candidates spell and punctuate with consistent accuracy • Candidates use rules of grammar with effective control of meaning overall
<p><i>Intermediate performance</i></p> <p>3-4 marks</p>	<ul style="list-style-type: none"> • Candidates spell and punctuate with considerable accuracy • Candidates use rules of grammar with general control of meaning overall
<p><i>Threshold performance</i></p> <p>1-2 marks</p>	<ul style="list-style-type: none"> • Candidates spell and punctuate with reasonable accuracy • Candidates use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall
<p>0</p>	<ul style="list-style-type: none"> • The candidate writes nothing • The candidate's response does not relate to the question • The candidate's achievement in SPaG does not reach the threshold performance Band, for example errors in spelling, punctuation and grammar severely hinder meaning

PART A

QUESTION 1: CORE BELIEFS, TEACHINGS AND PRACTICES – CHRISTIANITY

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

For all (a) questions:

- An accurate definition of the word, as it is used in the specification – 2 marks
- If the definition is accurate, an example is not necessary for 2 marks.
- If there is no definition, or an inaccurate definition, but an appropriate example is given, 1 mark.
- The definition does not have to be the official definition given in the Eduqas/WJEC 'Key Concepts' resource.

(a) What do Christians mean by 'omnibenevolence'? [2]

- All loving or infinitely good.
- A characteristic of God.

Refer to the marking bands for question (b).

(b) Describe what happened at the crucifixion of Jesus. [5]

Reference might be made to Mark 15: 1-39 (especially verses 22-39), but further details from Mark and other New Testament accounts can also be credited.

- Golgotha/Calvary.
- Crucified / nailed to a cross.
- Two thieves.
- Responses of the thieves.
- Responses of the crowd.
- Centurion's response.
- Sign on the cross.
- Gambling for his cloak.
- Offered sour/drugged wine.
- Asks God to forgive those responsible for his death.
- Jesus' words from the cross.
- Concern for his mother.
- Darkness.
- Jesus dies/gives up his spirit.
- Earthquake / dead walking.
- Temple curtain torn.

Where appropriate, relevant references are likely to include:

- **Mark 15:1-39** *The Crucifixion of Jesus (esp. verses 22-39).*
- **Matthew 27:27-61** (further account of the crucifixion).
- **Luke 23: 33-56** (further account of the crucifixion).
- **John 19:17-42** (further account of the crucifixion).

Refer to the marking bands for question (c).

(c) Explain ways in which Christians might worship God. [8]

- Attending a place of worship - such as at a place of worship, Sunday service, prayer meeting etc.
- Prayer - including corporate or personal, petitionary, seeking forgiveness, Lord's Prayer etc.
- Praise - including singing hymns, music, dance.
- Spiritual gifts - e.g. speaking in tongues, prophecy.
- Liturgical acts of worship, or spontaneous acts of worship.
- ACTS (adoration, confession, thanksgiving, supplication).
- Silence, meditation - listening for God's voice, waiting on God.
- Reading scripture, reciting scripture, listening to God's Word.
- Giving - the offering, tithing, giving to charity.
- Fasting - denial of self, focus on God.
- Sacraments - e.g. Eucharist/Communion – receiving Christ's body and blood, partaking of the symbols of Christ's sacrifice.
- Rites of Passage - vows of commitment to follow God.
- Celebrating religious festivals according to their true, religious meanings.
- Pilgrimage - to pray at e.g. a shrine, or place associated with the history of the religion, walk in Jesus' footsteps, make penance, pay homage.
- Responses to God such as lifestyle choices of dedication, e.g. ministry, responding to a calling.
- Worship through one's work, labours or skills - doing it "as to the Lord" (Paul in Colossians 3:23).

Where appropriate, relevant references are likely to include:

- **Colossians 3:23**
Whatever you do, work at it with all your heart, as working for the Lord, not for human masters.

Refer to the marking bands for question (d).

(d) 'The most important teaching for Christians is to love God.'

Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.) [15]

- Bible says to “love the Lord with all your heart and soul and strength.”
- Jesus said to love God and your neighbour...
- ...but God is first (Luke 10:25-37 esp. 25-27).
- God loved us first, so we should give our love to him.
- It is the appropriate response to God the Father.
- It is the appropriate response for God’s goodness/blessings.
- It is the appropriate response for God giving his Son for our redemption.
- It is the appropriate response to express awe at the works and provision of the Creator.
- Love for God inspires believers to love others.
- Love for God is the basis for worship.
- It puts God at the centre, rather than ourselves.
- Church teaching is that humankind’s purpose is to glorify God.
- Loving/serving others/social action is most important (should be explained and/or exemplified).
- Loving each other is the new commandment Jesus gave his disciples (John 13:34-35).
- Jesus taught that the greatest love is to lay down one’s life for one’s friends.
- Some would argue that parents’ first duty is to their family/children.
- Some would argue that a husband/wife’s first duty is to their spouse.
- Some would argue that obeying God’s command to be a steward is a greater duty.
- Some would argue that evangelism/the Great Commission is more important.
- Jesus taught how people should love others/their neighbour – even enemies; the Bible says that if you say you love God, but hate your brother, you are a liar.
- Love for God and others/your neighbour are not separate things, they work together: loving God inspires, and is expressed in care for others, eg. the Parable of the Great Judgement (Matthew 25:31-46).
- There are lots of things we should or could do, but a Christian will do them because they love God.

Where appropriate, relevant references are likely to include:

- **Luke 10:25-27**
*On one occasion an expert in the law stood up to test Jesus. “Teacher,” he asked, “what must I do to inherit eternal life?”
“What is written in the Law?” he replied. “How do you read it?”
He answered, “Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind”; and, Love your neighbour as yourself.”*
- **John 13:34-35**
*“A new command I give you: Love one another. As I have loved you, so you must love one another.
By this everyone will know that you are my disciples, if you love one another.”*
- **Matthew 25:31-46**
The Parable of the Great Judgement.

PART A

QUESTION 2: CORE BELIEFS, TEACHINGS AND PRACTICES – HINDUISM

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

For all (a) questions:

- An accurate definition of the word, as it is used in the specification – 2 marks
- If the definition is accurate, an example is not necessary for 2 marks.
- If there is no definition, or an inaccurate definition, but an appropriate example is given, 1 mark.
- The definition does not have to be the official definition given in the Eduqas/WJEC 'Key Concepts' resource.

(a) What do Hindus mean by 'Brahman'? [2]

- The supreme being or life-giving force within the universe.
- The power that dwells in all human beings.
- Concept of the universal soul.
- Manifests itself through the gods.

Refer to the marking bands for question (b).

(b) Describe a Hindu marriage ceremony. [5]

- Bridegroom and family welcomed at bride's house.
- Songs of blessings with bride and groom facing each other.
- Daughter given in marriage by her father to the groom.
- Symbolic exchange of gifts.
- The sacred fire is lit and the priest recites the sacred mantras in Sanskrit.
- The taking of vows.
- Both walk around the sacred fire seven times holding hands.
- Viewing the Pole Star.
- The blessings.

Refer to the marking bands for question (c).

(c) Explain the importance of gods and goddesses to Hindus. [8]

- Gods/goddesses are manifestations of Brahman and therefore help Hindus to understand the nature of God, e.g. the Trimurti.
- Gods/goddesses are important because they are different ways of approaching Brahman – Vaishnavism and Shaivism.
- Gods/goddesses are important because they can be role-models for human relationship, e.g. Rama and Sita.
- Gods/goddesses can be a source of strength and comfort, e.g. Ganesh
- Gods/goddesses are important as they are a way of showing the importance of certain virtues, e.g. in the Ramayana the importance of love, courage and trust.
- Goddesses can be especially important as role-models to Hindu women, e.g. Durga.
- Shakti, the female energy is very important in Hinduism.

Refer to the marking bands for question (d).

(d) “The home is the most important place of worship in Hinduism.”

Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.) [15]

- In Hinduism many duties are centred around the home.
- Daily puja in the home and the home shrine can be argued to be the most important act of worship to many because of its personal nature. It strengthens the relationship between devotee and the family deity.
- It can also be argued to be the most important because it is conducted every day.
- The home it can be argued gives the woman of the household a role of importance in washing and feeding the Murtis. In this respect it is the most intimate form of worship.
- Many festivals such as Diwali are centred on the home.
- It is in the home that children are taught Hindu beliefs and practices concerning worship are passed from generation to generation.
- In some areas Hindus do not live near a mandir and therefore the home in this situation is clearly the most important place of worship. Hindus according to their religion do not have to visit a temple regularly to worship.
- However, many Hindus would argue that the mandir is the most important place of worship.
- It is more important since the worship in a mandir is led by a priest.
- Many festivals and marriages are celebrated in temples.
- Many rituals and traditions are community based.
- Congregational puja in the mandir is important to many Hindus.
- Attending the mandir shows commitment.

THEME 1 - LIFE AND DEATH MARK SCHEME

QUESTION 3

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

For all (a) questions:

- An accurate definition of the word – 2 marks
- If the definition is accurate, an example is not necessary for 2 marks.
- If there is no definition, or an inaccurate definition, but an appropriate example is given, 1 mark.
- The definition does not have to be the official definition given in the Eduqas/WJEC 'Key Concepts' resource.

(a) What is meant by 'soul'? (AO1 2)

- The part of a being that communicates with God.
- The part of a being that lives on after death
- The spiritual part of a being

Refer to the marking bands for question (b).

(b) Describe how religious believers might support sustainability (AO1 5)

- Creating eco- friendly places of worship e.g. eco Mosques.
- Promoting sustainability through community events and community notice-boards.
- Ensuring resources used in places of worship are compatible with sustainability
- Living in partnership with God and Creation
- Support organisations such as Christian Aid which works to promote sustainable development
- Set up community recycling programmes
- Promote the avoidance of waste through specific action days e.g. Mitzvah Day
- Lobby local councillors and members of Parliament

Refer to the marking bands for question (c).

- (c) **Explain from Christianity and Hinduism how funerals reflect beliefs about life after death (8)** (AO1 8)

Christianity

- Reference to the last rites should be credited as an ease for the dying person to die at peace having asked for forgiveness.
- Reading of passages from the Bible showing belief in the afterlife e.g. John 11:25 'I am the resurrection and the life.' This reminds that those who believe in Jesus will be resurrected and spend eternity with God.
- Reading from Psalm 23 'The Lord is My Shepherd' to remind that God will be by the deceased's side.
- There may be differences between believers in the same tradition. Some Christians are buried to reflect a belief that on the Day of Judgement they can have a bodily resurrection.
- Candles are often lit near the coffin as a symbol of hope of eternal life and brought about by the death and resurrection of Jesus.
- Many Christians believe in a physical resurrection when God is raised by everyone. For this reason they will be buried rather than cremated.

Hinduism

- Funeral rituals will often reflect cultural beliefs regarding the afterlife.
- As there is no belief in bodily resurrection most Hindus are cremated
- As there is a belief in the samsara cycle of life with the atman reborn funerals are not seemed as sad occasions.
- Credit should be given for reference to the last thoughts before death are important for the transmigration of the atman.
- To support a peaceful migration of the soul a family will try to create a peaceful atmosphere through the chanting of mantras.
- Food, money and garlands are placed on or near to help the departing soul on its journey to a new body.
- The body is draped in white, red and saffron as these colours represent purity and fire which burns the impurities of the soul being released.
- Sometimes the skull is crushed to allow the atman to be released.

(d) 'Abortion is every woman's right to choose'.

(AO2 15)

Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer)

Points may include

- All life is sacred as it is God-given
- References to the involvement of others e.g. the father.
- References to the authority of the magisterium of the Pope and the College of Bishops
- The Catechism indicates that from the first moment of existence a human being has the right of a person
- Bad karma could be attracted.
- The principle of ahimsa
- The belief that ensoulment does not take place until four months after conception
- All life has atman and that atman is individual.
- The importance of Pikuach Nefesh
- Legal findings that an unborn child is not a person
- The views of the Dalai Lama regarding abortion depends upon the circumstances
- References to Jeremiah 'Before I formed you in the womb I knew you'

THEME 2 – GOOD AND EVIL

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

For all (a) questions:

- An accurate definition of the word – 2 marks
- If the definition is accurate, an example is not necessary for 2 marks.
- If there is no definition, or an inaccurate definition, but an appropriate example is given, 1 mark.
- The definition does not have to be the official definition given in the Eduqas/WJEC ‘Key Concepts’ resource.

(a) What is meant by ‘morality’? [2]

- Principles and standards determining which actions are right or wrong.

Refer to the marking bands for question (b).

(b) Describe what Christians or Hindus believe makes an act wrong. [5]

- It goes against teachings in holy scriptures (a range of specific teachings may be referred to).
- It goes against the actions and teachings of founders of religion (a range of specific teachings and actions may be referred to).
- It goes against sources of authority such as Papal teaching
- It goes against the law of the country
- It goes against a principle of a religious tradition e.g. ahimsa; agape;
- It causes others to suffer.
- Relevant references to relative and/or absolute morality.

Refer to the marking bands for question (c).

(c) Explain, from Christianity and Hinduism teachings and beliefs about evil. [8]

Christianity

- Diversity of attitudes and interpretations of beliefs within Christianity.
- Some Christians believe in an evil power called the Devil or Satan.
- Catholic belief in Original Sin.
- Some Christians believe God allows evil to exist because suffering allows people to develop their moral souls - 'soul-making'.
- John Hick agrees God created human with the potential for spiritual growth and that 'soul-making' is a response to the evil in the world.
- Some say evil and suffering is beyond human understanding.

Hinduism

- Diversity of attitudes and interpretations of beliefs within Hinduism.
- Belief in a constant struggle in the universe and ourselves between light and dark and good and evil.
- Role of free will in being allowed to be tempted into evil.
- There is no belief in an ultimate evil being such as Satan.
- There are stories regarding the battles between demons (asuras) and divine beings (devas).
- The cycle of karma and reincarnation as described in Bhagavata Purana 6.1.45.
- References to the nature of maya (illusion) and papa (sin or acts that degrade) Bhagavad Gita 14.17.

Refer to the marking bands for question (d).

(d) 'It is impossible to forgive'.

Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.) [15]

- Forgiveness can be supported through prayer.
- Religious leaders and founders have shown it is possible to forgive
- Religious teachings encourage people to forgive, e.g. Jesus in Matthew 18:21-35 Jesus told his disciples that they should forgive people seventy times seven.
- It is easier to forgive than to forget.
- Some actions are impossible to forgive or don't deserve forgiveness.
- People such as Gee Walker show that forgiveness is not impossible but it is difficult.
- Forgiveness has to come from the heart it can't be forced.
- Micah 7:18 shows that God does not maintain his anger but exercises forgiveness.
- It's natural to want to get revenge.
- God can exercise forgiveness, e.g. through process of prayer; confession.