



GCSE RELIGIOUS STUDIES (SHORT COURSE) 8061/2

Section 2 Christianity

Mark scheme

June 2025

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from 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 creditworthy 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 (ie levels of response grid).

Themes papers guidance (Specification A and 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	• Learners spell and punctuate with consistent accuracy. • Learners use rules of grammar with effective control of meaning overall. • Learners use a wide range of specialist terms as appropriate.	3
Intermediate performance	• Learners spell and punctuate with considerable accuracy. • Learners use rules of grammar with general control of meaning overall. • Learners use a good range of specialist terms as appropriate.	2
Threshold performance	• Learners spell and punctuate with reasonable accuracy. • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. • Learners use a limited range of specialist terms as appropriate.	1
No marks awarded	• The learner writes nothing. • The learner's response does not relate to the question. • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.	0

0 1 . 1 Which one of the following means that God has unlimited power?

[1 mark]

- A Just**
- B Loving**
- C Merciful**
- D Omnipotent**

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

Answer: **D** Omnipotent

0 1 . 2 Give two Christian beliefs about the Resurrection of Jesus.

[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:

The tomb was found to be empty on the third day / by women who visited it / this can be interpreted as Jesus rising from death / celebrated on Easter Sunday / as he predicted during his ministry / as foretold in prophecy/ shows that evil and death have been defeated by Jesus / heaven has been opened up to all believers / presence of men or angels who confirmed that Jesus had risen / shows the divine nature of Jesus / shows the power of good over evil / suggests that followers can be resurrected / removes the fear of death being the end / shows that forgiveness is possible / so followers can get closer to God/credit to beliefs that result from the resurrection/ etc.

0 1 . 3 Explain two ways in which the belief that God created the world 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:

- The creative power of God proves the existence of God / shows Christians that God should be worshipped and followed/ Christians rest or worship on Sunday because of the seventh day.
- Creation shows that God is omnipotent (all powerful) / influences Christians to believe that God is able to answer prayer / God is able to act within the world.
- If God created the universe it should be respected / influences Christians to take care of the earth / and protect the environment it provides / so they try to live in an environmentally sensitive way by recycling / reusing products / limiting emissions of harmful gases etc.
- God created the earth as a gift for humans / humans should treat the gift well and as God intends us to do as a responsibility, not a privilege / stewardship.
- God gave humans dominion over his creation / influences Christians to rule over the world / may influence some to subdue the world by doing what they like with the world / because they are in charge.
- It is stressed that God made the earth 'good' / Christians have a duty to keep it good.
- The earth does not exist by chance and human lives have purpose and meaning / Christians should therefore adopt a positive attitude to life and think through and act upon their beliefs.
- As God created all humans 'in his image' / humans should give equal love and respect to all, etc.

0 1 . 4 Explain two Christian beliefs about the Incarnation 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:

- Incarnation refers to God being born on earth / God shows himself in human flesh for around 30 years / in the form of Jesus / celebrated at Christmas.
- The virgin birth to Mary is important in the Incarnation / shows Jesus was the Son of God and not of a human ie Joseph.
- The Incarnation was foretold by an angel / the angel Gabriel to Mary and then Joseph / this shows the baby would be very special / his words would carry the authority of God/ it was God's plan for the forgiveness of humans.
- The child (Jesus) would be very special because of the circumstances of his conception / he would be the Son of God.
- Jesus was made flesh in human form but fully God and fully man / linked to the fundamental belief in the Trinity.
- The Incarnation helps Christians to believe that God understands human beings / and understands suffering/ shows that God is powerful.
- The Incarnation had been prophesied / by Old Testament prophets such as Isaiah, Micah, etc.

Sources of authority might include:

'The Word became flesh and made his dwelling among us. We have seen his glory, the glory of the one and only [Son], who came from the Father, full of grace and truth' (John 1:14)

'Before they came together, she (Mary) was found to be pregnant through the Holy Spirit' (Matthew 1:18)

'Jesus is inseparably true God and true man. He is truly the Son of God who, without ceasing to be God and Lord, became a man and our brother' (Catechism of the Catholic Church)

‘This is love: not that we loved God, but that he loved us and sent his Son as an atoning sacrifice for our sins.’ (1 John 4:10)

‘I believe in God...I believe in Jesus Christ, his only Son, our Lord, who was conceived by the Holy Spirit’ (Apostles Creed)

Accept all other sources of authority that correctly support the beliefs given.

0 1 . 5 'Christians need not worry about the afterlife.'

Evaluate this statement.

In your answer you should:

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

[12 marks]
[SPaG 3 marks]

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

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

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No marks awarded	• The learner writes nothing. • The learner's response does not relate to the question. • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.	0

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

Arguments in support

- It is better to focus on living life in a way that is pleasing to God / rather than worrying about the afterlife/ Faith in Jesus is enough.
- God is a just judge and can be trusted to make the correct decision about the afterlife (omniscient)/ Christians can trust his judgement absolutely/ Sins are forgiven through baptism/ Purgatory will cleanse sins/
- There are many unanswered questions about the afterlife / which put its existence in some doubt / even for believers / so there is no need to worry about something that may never happen.
- The afterlife / and the form it takes (physical or spiritual) is unknown / so it is more important to keep attention on solving the problems on earth / this is what God would want / God can be trusted to give believers a good afterlife.
- Worrying too much about the afterlife may get in the way of other important things.
- The afterlife may not start until a Day of Judgement in the distant future / better to focus on the present / and make the best of the lives humans possess on earth / rather than worrying about many years in the future.
- An all loving (omnibenevolent) God wants the best for everybody / an all loving God forgives/ as everybody will have a good afterlife, it is not important / because a loving God would not allow his people to suffer punishment and torment / so there is no need to worry/ predestination etc.

Arguments in support of other views

- The afterlife is a fundamental Christian belief / linked to Jesus' whole mission and purpose / and the message of salvation / gives a purpose to life / may make humans worry about their own salvation.

- It is a goal that Christians should aim towards / because it gives a better life after death for all who truly follow Jesus / so it is worth worrying about.
- Some see the afterlife as a reward for living their lives the way God wishes them to / some humans fall short of earning God's reward / it is important because it is gifted by God who wants the best for his people / God's judgement is perfect and fair.
- Death is not the end / but moves believers from a physical life on earth / to a better eternal life with God / that God has given humans the choice and opportunity to access / removes the fear of death / but not the worry of not being able to access it.
- The afterlife reunites families and friends who have passed away / this provides hope and comfort, especially whilst grieving / increases the worry of not being able to reunite with family.
- The afterlife could be heaven or hell / dependent on God's judgement / it is preferable to work towards a place in heaven / hell is pictured as punishment and torment / and worthy of worry, etc.