



GCSE

Religious Studies (9–1)

Unit J625/06: Religion, philosophy and ethics in the modern world from a Christian perspective

General Certificate of Secondary Education

Mark Scheme for June 2018

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS – FOR MARKING ON-SCREEN AND FOR PAPER BASED MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or via the messaging system, or by email.
5. Crossed Out, Rubric Error (Optional Questions) and Multiple Responses

Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. (*The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.*)

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. (*The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.*)

Short Answer Questions (requiring a more developed response, worth two or more marks)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the additional pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer, there then add a tick to confirm that the work has been seen. The 'link page' check box should be used on RM Assessor to link candidate responses in additional objects to the corresponding question number.
 - a. Where additional objects are present, all pages must contain an annotation, or RM Assessor will not allow you to submit the script. Where no response is given by a candidate on a whole page the 'BP' annotation **must** be applied.
 - b. Where generic answer booklets are used, all pages must contain an annotation, or RM Assessor will not allow you to submit the script. Where no response is given by a candidate on a whole page the 'BP' annotation **must** be applied.
 - c. Where structured answer booklets are used, the 'BP' annotation **must** be applied to all pages where no response is given by a candidate.
7. Award No Response (NR) if:
 - there is nothing written in the answer space.

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the messaging system, or e-mail.
9. For answers marked by levels of response:
 - **To determine the level** start at the highest level and work down until you reach the level that matches the answer
 - **To determine the mark within the level** consider the following:

| Descriptor | Award mark |
|---|---|
| On the borderline of this level and the one below | At bottom of level |
| Just enough achievement on balance for this level | Above bottom and either below middle or at middle of level (depending on number of marks available) |
| Meets the criteria but with some slight inconsistency | Above middle and either below top of level or at middle of level (depending on number of marks available) |
| Consistently meets the criteria for this level | At top of level |

10. Annotations

| | |
|---|--|
|  | Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response. |
|  | Noted |

Awarding Spelling, Punctuation and Grammar to scripts with a coversheet

a. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:

- i. Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
- ii. Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
- iii. Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

| SPaG mark awarded | Mark if candidate eligible for one third (eg grammar only) | Mark if candidate eligible for two thirds (eg grammar and punctuation only) |
|-------------------|--|---|
| 0 | 0 | 0 |
| 1 | 0 | 1 |
| 2 | 1 | 1 |
| 3 | 1 | 2 |
| 4 | 1 | 3 |
| 5 | 2 | 3 |
| 6 | 2 | 4 |
| 7 | 2 | 5 |
| 8 | 3 | 5 |
| 9 | 3 | 6 |

- b. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point 1 above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- c. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point 1 above.
- d. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

Subject-specific Marking Instructions

General points

It is important to remember that we are rewarding candidates' attempts at grappling with challenging concepts and skills. Reward candidates for what they know, understand and can do. Be positive. Concentrate on what candidates can do, not on what they cannot do.

[3] mark questions are assessed via points based marking. For all other questions, your first task is to match the response to the appropriate level of response according to the generic levels of response given after the indicative content. Only when you have done this should you start to think about the mark to be awarded. **Please note – the bandings for Assessment Objectives are not dependent; there is no requirement for a response to be awarded in the same band for AO2 as has been awarded in AO1.**

There are different ways of reaching a high level. Some candidates will go straight to the higher levels. Other candidates will gradually climb their way there by working their way through lower levels first.

The mark scheme for each paper will list responses which a candidate might offer. The list will not be exhaustive; it does not provide 'correct' answers, and where a candidate offers a response which is not listed, examiners will be expected to use their knowledge and discretion as to whether the response is valid. Examiners who are in any doubt should contact their Team Leader immediately.

Specific points

Do not transfer marks from one part of a question to another. All questions, and sub-questions, are marked separately.

Mark what the candidate has written - do not assume that the candidate knows something unless they have written it.

The levels of response start with one from the following list of flag words:

Weak, Limited, Some, Adequate but under-developed, Good

During the standardisation process, examples of work at each level will be used to define the meaning of these flag words for the examination. In particular, the word 'good' must not be interpreted as the best possible response. It will be what is judged to be 'good' according to the generic levels of response, although better responses could be offered.

Remember that we are trying to achieve two things in the marking of the scripts:

- (i) to place all the candidates in the correct rank order
- (ii) to use the full range of marks available – right up to the top of the range; 'Good' means a good response *from a GCSE candidate* and can therefore be awarded the highest marks.

This means that it is imperative you mark to the agreed standard.

Written communication, Spelling, Punctuation and Grammar

Written communication covers: clarity of expression, structure of arguments, presentation of ideas, grammar, vocabulary, punctuation and spelling.

In the marking of these questions the quality of the candidate's written communication will be one factor (other factors include the relevance and amount of supporting detail) that influences whether an answer is placed at the bottom, the middle, or the top, of a level.

The following points should be remembered:

- answers are placed in the appropriate level according to the RS assessment objectives, i.e. no reference is made at this stage to the quality of the written communication;
- the quality of Spelling, Punctuation and Grammar must **never** be used to move an answer from the mark band of one level to another;
- accept any reasonable alternative spelling of transliterated words from non-Roman alphabets in learners' responses.

SPaG is now assessed in the d) part of the first and second questions. Please refer to the grid overleaf when awarding the SPaG marks.

The Regulator now requires GCSE Religious Studies to assess the quality of extended responses by candidates. Marks are not specifically given for this assessment however. This assessment takes place in the d) part of the third and the fourth questions. The levels descriptors for these are embedded in the Levels of Response, specifically AO2, and are *italicised for clarity*.

Spelling, punctuation and grammar (SPaG) Assessment Grid

| <i>High performance 3 marks</i> |
|---|
| 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 |
| <i>Intermediate performance 2 marks</i> |
| 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 |
| <i>Threshold performance 1 mark</i> |
| Learners spell and punctuate with reasonable accuracy Learners use rules of grammar with some control of meaning and any errors do not significantly hinder overall Learners use a limited range of specialist terms as appropriate |
| <i>0 marks</i> |
| 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 |

INFORMATION AND INSTRUCTIONS

- Practice scripts provide you with examples of the standard of each band. The marks awarded for these scripts will have been agreed by the Principal Examiners, Senior Team Leaders and Team Leaders and provide you with 'benchmark' examples of the approach to marking.
- The specific task-related indicative content for parts d) and e) of each question will help you to understand how the band descriptors may be applied. However; this indicative content is not an exhaustive list of 'correct' responses: it is material that candidates might use, grouped according to each assessment objective tested by the question. This needs to be used in close conjunction with the relevant Levels of Response marking grid, which is positioned below the indicative content. The guidance column on the right of the mark scheme will provide further exemplification and support as to the interpretation of answers, where required. **Levels of Response marked responses should be read holistically before applying the relevant Levels of Response.**

Assessment objectives (AO)

| Assessment Objectives | |
|------------------------------|---|
| AO1 | Demonstrate knowledge and understanding of religion and belief including: <ul style="list-style-type: none">• beliefs, practices and sources of authority• influence on individuals, communities and societies• similarities and differences within and/or between religions and their beliefs. |
| AO2 | Analyse and evaluate aspects of religion, including their significance and influence. |

| Question | Indicative content | Marks | Guidance |
|----------|--|----------|--|
| 1 (a) | <p>State three purposes of Christian marriage.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • to provide each other mutual help and support in good and bad times together • to have sexual intercourse in a secure relationship and environment • to have and raise children in a Christian home • to ensure God's blessing on the marriage • to know the gift and grace of God • to follow the way of life made holy by God • to enrich and strengthen the couple and their communities • to be faithful to one another | 3 AO1 | State three...' style questions: 1 mark for each response. |

TURN OVER

| Level (Mark) | <u>AO1</u> |
|-----------------|--|
| 3 (5-6) | <p>A good demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation • Good knowledge and understanding of different viewpoints within Christianity • Good knowledge and understanding of the influence on individuals, communities and societies • Good knowledge and understanding of the breadth and/or depth of the issues |
| 2 (3-4) | <p>An adequate but under-developed demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Adequate understanding of the question shown by some use of religious knowledge • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description • Adequate knowledge and understanding of different viewpoints within Christianity • Adequate knowledge and understanding of the influence on individuals, communities and societies • Adequate but underdeveloped knowledge and understanding of the breadth and/or depth of issues |
| 1 (1-2) | <p>Limited/weak demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Limited understanding of the question shown by factual errors or generalised responses with little connection to the question • Points may be listed and/or lacking in relevant detail related to the issues • Weak knowledge understanding of different viewpoints within Christianity • Weak knowledge and understanding of the influence on individuals, communities and societies |
| 0 (0) | No response or no response worthy of credit |

| | | | | |
|---|-----|--|-------------------------|--|
| 1 | (b) | <p>Describe different Christian attitudes towards divorce.</p> <p>Learners might consider some of the following:</p> <p>Some learners may describe different Christian attitudes towards divorce which have been influenced by various biblical texts. In Old Testament times divorce was permitted, although it was not part of God's original plan. Matthew's Gospel (Matt. 5:31-32) states divorce is only on the grounds of unfaithfulness; whereas in Mark's Gospel (Mk 10:11-12) it states there are no grounds for divorce.</p> <p>Some learners may describe in detail the different attitudes held by Christian denominations. For example, the Church of England accepts divorce as a social necessity but will not remarry divorced people unless the vicar agrees; the ministers of Free Churches have various stances on divorce but allow divorced people to marry in church; the Roman Catholic Church believes marriage is a sacrament and therefore cannot be dissolved, so divorce is believed to be wrong. Some learners may discuss knowledge about annulment and its impact upon Christian attitudes to divorce. The Orthodox Church is generally opposed to divorce.</p> <p>Changes in the law about divorce in England and Wales have resulted in more liberal and variable attitudes towards divorce by Christians. Some may cite such changes in the law as influencing individual Christians.</p> | <p>6 AO1</p> | <p>Examiners should mark according to AO1 descriptors found on page 9.</p> <p>Please refer to the Level of Response grid above when marking this question.</p> <p>If there is only one attitude described then it cannot get above level 2.</p> |
|---|-----|--|-------------------------|--|

| Level (Mark) | <u>AO1</u> | Level (Mark) | <u>AO2</u> |
|-----------------|--|-----------------|---|
| 2 (2) | A good demonstration of knowledge and/or understanding in response to the question: <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation | 4 (4) | A good attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • A variety of viewpoints explored with good use of reasoned argument and discussion • Good analysis and evaluation of the significance and/or influence of the issue on different Christian groups • Evidence of judgement on the issue in the question and a balanced conclusion to the discussion |
| 1 (1) | Some demonstration of knowledge and/or understanding in response to the question: <ul style="list-style-type: none"> • Some understanding of the question shown by limited religious knowledge • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description | 3 (3) | An adequate but under-developed attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • Different viewpoints offered with some evidence of reasoned argument and/or discussion • Adequate but underdeveloped analysis and evaluation of the significance and/or influence of the issue on some Christian groups • Evidence of judgement on the issue in the question and some conclusion to the discussion |
| 0 (0) | No response or no response worthy of credit | 2 (2) | A limited attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • Different views may be stated but with little or no development • Limited analysis and/or evaluation of the significance and/or influence of the issue on some Christian groups • Little evidence of judgement on the issue in the question |
| | | 1 (1) | A weak attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • A single viewpoint may be stated with little or no support or justification or views may be stated as a list • Response may be simplistic, purely descriptive and/or very brief • No attempt to offer judgement on the issue in the question |
| | | 0 (0) | No response or no response worthy of credit |

| Question | Indicative content | Marks | Guidance |
|----------|--|---------------------------|--|
| 1 (c) | <p>Explain how Christian teachings influence the roles of men and women in families.</p> <p>You should refer to sources of wisdom and authority in your answer.</p> <p>Learners might consider some of the following:</p> <p>AO1: Learners might outline different Christian teachings that have influenced the roles of men and women in families. These may be from biblical sources e.g. Colossians 3:18-19; Ephesians 5:22ff; Genesis 2; or there may be reference to women in the Old and New Testaments who were shown to be strong and important people. Other sources of authority may be cited such as The Roman Catholic Church's view of men and women in families.</p> <p>AO2: Christianity teaches that God loves all and all are equal in the eyes of God (Galatians 3:28). Yet in practice there are different views held by Christians about the roles of men and women in families. The traditional view sees the role of the woman as a wife and mother, keeper of the household and ensuring the children are brought up in Christian family life. The men, on the other hand are the providers and head of the family. A more modern Christian view is that both can share in the nurturing role of bringing up children, both can work and both can run the home together.</p> <p>Learners need to demonstrate an understanding of how the different teachings may have influenced the varied Christian views of the roles of men and women in families. Attitudes have changed over time, as society has changed. Learners may explain how the roles have changed and why, linking them to different teachings and sources of authority.</p> <p>Gender Equality laws exist but not all denominations support them. For example same sex marriage has resulted in different thinking about the roles of men and women. Learners might develop this further and show how there are different Christians responses.</p> | 6 2 AO1 4 AO2 | <p>Examiners should mark according to AO1 and AO2 descriptors found on page 9</p> <p>Please refer to the Level of Response grid above when marking this question.</p> <p>The question asks for the role of men and women in families, not in society in general. Learners will need to keep that focus in mind when answering the question to achieve the higher levels of response.</p> |

| Level (Mark) | <u>AO1</u> | Level (Mark) | <u>AO2</u> |
|--------------|---|--------------|---|
| 3 (3) | <p>A good demonstration of knowledge and understanding in response to the stimulus:</p> <ul style="list-style-type: none"> • Good understanding of the stimulus shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation • Good knowledge and understanding of different viewpoints within Christianity • Good knowledge and understanding of the influence on individuals, communities and societies | 4 (10-12) | <p>A good attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • A variety of viewpoints explored with good use of reasoned argument and discussion • Good analysis and evaluation of the significance and/or influence of the issue on different Christian groups • Evidence of critical evaluation including comment on, and comparison of, arguments from different Christian groups • Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion |
| 2 (2) | <p>An adequate but under-developed demonstration of knowledge and/or understanding in response to the stimulus:</p> <ul style="list-style-type: none"> • Adequate understanding of the stimulus shown by some use of religious knowledge • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description • Adequate knowledge and understanding of different viewpoints within Christianity • Adequate knowledge and understanding of the influence on individuals, communities and societies | 3 (7-9) | <p>An adequate but under-developed attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Different viewpoints offered with some evidence of reasoned argument and/or discussion • Adequate but underdeveloped analysis and evaluation of the significance and/or influence of the issue on some Christian groups • Evidence of comment on, and comparison of, arguments • Evidence of judgement on the issue in the stimulus and some conclusion to the discussion |
| 1 (1) | <p>Limited/weak demonstration of knowledge and/or understanding in response to the stimulus:</p> <ul style="list-style-type: none"> • Limited understanding of the stimulus shown by factual errors or generalised responses with little connection to the stimulus • Points may be listed and/or lacking in relevant detail related to the issues • Weak knowledge understanding of different viewpoints within Christianity • Weak knowledge and understanding of the influence on individuals, communities and societies | 2 (4-6) | <p>A limited attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Different views may be stated but with little or no development • Limited analysis and/or evaluation of the significance and/or influence of the issue on some Christian groups • Response may contain some inaccuracies or misunderstanding of the issue in the stimulus • Little evidence of judgement on the issue in the stimulus |
| | | 1 (1-3) | <p>A weak attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • A single viewpoint may be stated with little or no support or justification or views may be stated as a list • Response may be simplistic, purely descriptive and/or very brief • No attempt to offer judgement on the issue in the stimulus |
| 0 (0) | No response or no response worthy of credit | 0 (0) | No response or no response worthy of credit |

| Question | Indicative content | Marks | Guidance |
|----------|---|--|---|
| 1 (d) | <p>“Men and women can never be equal.”</p> <p>Discuss this statement. In your answer, you should:</p> <ul style="list-style-type: none"> Draw on your learning from across your course of study, including reference to beliefs, teachings and practices within Christianity Explain and evaluate the importance of points of view from the perspective of Christianity. <p>Learners might consider some of the following:</p> <p>AO1: Learners may cite The Equalities Act to show there should be equality in the eyes of the Law between men and women. Various biblical teachings may also be cited to show that in God’s eyes men and women are equal (e.g. Gen 1:27, Galatians 3:28), yet there are teachings that talk of women submitting to men in relationships. Jesus’ dealings with women at the time showed how they should be treated and challenged many cultural stereotypes. Some learners may discuss the influence of key religious leaders, such as the Pope in the Roman Catholic Church, regarding equality.</p> <p>AO2: Learners might consider and discuss whether Christianity teaches that men and women are equal. Does this mean that men and women are different but should be treated equally? For example, some might discuss the denominational differences about ordained women to the priesthood, showing how some denominations refuse to allow women to become priests and in other denominations women have been ordained for decades.</p> <p>Physical, emotional and psychological differences between the sexes may also be discussed reflecting that men and women are different but of equal value in God’s eyes. In biological terms the statement is true but learners might discuss how these physical differences should not mean that one gender is treated differently, valued more or more superior than another.</p> <p>From a secular view, society’s attitudes have changed a lot in the last fifty years but there is still discrimination in the work place and in some family homes in which women are treated differently. Therefore, supporting the statement. Also, in some patriarchal societies and traditional families the man is still regarded as the head and the women as the helper and supporter. Some may cite Biblical teachings to support this view.</p> | <p>15</p> <p>3 AO1</p> <p>12 AO2</p> <p>3 SPaG ()</p> | <p>Examiners should mark according to AO1 and AO2 descriptors found on page 9</p> <p>Please refer to the Level of Response grid above when marking this question.</p> <p>Please refer to the SPaG response grid on page 8.</p> |

| Question | Indicative content | Marks | Guidance |
|----------|---|----------|---|
| 2 (a) | <p>Outline one philosophical argument for the existence of God.</p> <p>Responses might include one of the following:</p> <ul style="list-style-type: none"> • Cosmological or First Cause Argument. = 1 mark, 2 mark for 'everything must have a cause and that cause must be God' = 3 marks. This is an example. • The Design or Teleological Argument • The Ontological Argument • The Moral Argument • The Anthropic Principle | 3 AO1 | Describe one...' style questions: Marks should be awarded for a statement supported by any combination of development and / or exemplification. |

TURN OVER

| Level (Mark) | <u>AO1</u> |
|-----------------|--|
| 3 (5-6) | <p>A good demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation • Good knowledge and understanding of different viewpoints within Christianity • Good knowledge and understanding of the influence on individuals, communities and societies • Good knowledge and understanding of the breadth and/or depth of the issues |
| 2 (3-4) | <p>An adequate but under-developed demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Adequate understanding of the question shown by some use of religious knowledge • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description • Adequate knowledge and understanding of different viewpoints within Christianity • Adequate knowledge and understanding of the influence on individuals, communities and societies • Adequate but underdeveloped knowledge and understanding of the breadth and/or depth of issues |
| 1 (1-2) | <p>Limited/weak demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Limited understanding of the question shown by factual errors or generalised responses with little connection to the question • Points may be listed and/or lacking in relevant detail related to the issues • Weak knowledge understanding of different viewpoints within Christianity • Weak knowledge and understanding of the influence on individuals, communities and societies |
| 0 (0) | No response or no response worthy of credit |

| | | | |
|---|--|----------|---|
| 2 | <p>(b) Describe one form of religious experience.</p> <p>Learners might consider one of the following:</p> <p>AO1 Learners are likely to be aware that there are many ways in which people claim to have had religious experiences from God or some kind of direct encounter with God. They should describe only one in detail.</p> <p>Some may describe conversion experiences referring to examples studied, such as Paul's conversion in Acts 9. Others may describe personal modern day experiences of "being born again" or those who believe they have been 'touched' by a personal God.</p> <p>Some may describe what is meant by mystical or visionary experiences, referring to examples studied e.g. Bernadette's visions at Lourdes. Such experiences are common to Roman Catholic and Orthodox Christianity. There may be descriptions of mystical experiences such as meditation, asceticism or 'stigmata' leading to feelings of awe and wonder.</p> <p>Other learners could describe charismatic and ecstatic experiences witnessed especially in Pentecostalism and the affect upon individuals in the form of glossolalia or trance like states. The 'laying on of hands' may be described.</p> <p>Some may describe the Sacraments and the mystical transformation of the bread and wine into the body and blood of Jesus Christ present in the sacrament of Mass as a regular religious experience.</p> <p>Learners may also describe various individual encounters with God through words, music, prayer and actions.</p> | 6 AO1 | <p>Examiners should mark according to AO1 descriptors found on page 9.</p> <p>Please refer to the Level of Response grid above when marking this question.</p> |
|---|--|----------|---|

| Level (Mark) | <u>AO1</u> | Level (Mark) | <u>AO2</u> |
|-----------------|--|-----------------|---|
| 2 (2) | A good demonstration of knowledge and/or understanding in response to the question: <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation | 4 (4) | A good attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • A variety of viewpoints explored with good use of reasoned argument and discussion • Good analysis and evaluation of the significance and/or influence of the issue on different Christian groups • Evidence of judgement on the issue in the question and a balanced conclusion to the discussion |
| 1 (1) | Some demonstration of knowledge and/or understanding in response to the question: <ul style="list-style-type: none"> • Some understanding of the question shown by limited religious knowledge • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description | 3 (3) | An adequate but under-developed attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • Different viewpoints offered with some evidence of reasoned argument and/or discussion • Adequate but underdeveloped analysis and evaluation of the significance and/or influence of the issue on some Christian groups • Evidence of judgement on the issue in the question and some conclusion to the discussion |
| 0 (0) | No response or no response worthy of credit | 2 (2) | A limited attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • Different views may be stated but with little or no development • Limited analysis and/or evaluation of the significance and/or influence of the issue on some Christian groups • Little evidence of judgement on the issue in the question |
| | | 1 (1) | A weak attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • A single viewpoint may be stated with little or no support or justification or views may be stated as a list • Response may be simplistic, purely descriptive and/or very brief • No attempt to offer judgement on the issue in the question |
| | | 0 (0) | No response or no response worthy of credit |

| Question | Indicative content | Marks | Guidance |
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| 2 (c) | <p>Explain why there are different Christian beliefs about the nature of God.</p> <p>You should refer to sources of wisdom and authority in your answer.</p> <p>Learners might consider some of the following:</p> <p>AO1: Learners should be able to show their knowledge and understanding about the nature of God gleaned from Paper 1. God is seen by Christians as a fearful God, a loving God, a righteous God, an omnipotent God; these are just some of the aspects about what God is like to which learners might refer. Biblical references are likely to be used to describe different beliefs about what God is like (e.g. Gen 1:31, Exodus 34:14, Luke 15:11-32). Also various creeds may be cited to sum up agreed beliefs about what God is like, e.g. The Nicene Creed or the Apostles' Creed. Various denominational differences about God could be cited. For example is God a Trinitarian God or a Unitarian God?</p> <p>AO2: Learners need to demonstrate that there are several reasons why Christians have different beliefs about what God is like. Firstly they may refer to the different biblical verses that describe God and his nature and how different interpretations of these passages have resulted in different emphases about what God is like.</p> <p>Secondly, the history of the Christian Church reflects differences of views about what God is like resulting in various forms of worship and sacraments. The influence of the Church community on individuals' beliefs may be cited to explain why there are different beliefs about what God is like.</p> <p>Social upbringing and cultural influences are very different and these too affect the way people view God. A Quaker's view of God may be very different to a fundamental, evangelical Christian's view of God. Children growing up in different Christian families will have been influenced by their parents' beliefs about what God is like.</p> <p>Religion and faith evolves and changes all the time. More recently with the influx of many different religions into Britain, increased secular views, and the rise in scientific knowledge, people have raised questions about who and what is God like, resulting in different beliefs.</p> | <p>6</p> <p>2 AO1</p> <p>4 AO2</p> | <p>Examiners should mark according to AO1 and AO2 descriptors found on page 9.</p> <p>Please refer to the Level of Response grid above when marking this question.</p> |

| Level (Mark) | <u>AO1</u> | Level (Mark) | <u>AO2</u> |
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| 3 (3) | <p>A good demonstration of knowledge and understanding in response to the stimulus:</p> <ul style="list-style-type: none"> • Good understanding of the stimulus shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation • Good knowledge and understanding of different viewpoints within Christianity • Good knowledge and understanding of the influence on individuals, communities and societies | 4 (10-12) | <p>A good attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • A variety of viewpoints explored with good use of reasoned argument and discussion • Good analysis and evaluation of the significance and/or influence of the issue on different Christian groups • Evidence of critical evaluation including comment on, and comparison of, arguments from different Christian groups • Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion |
| 2 (2) | <p>An adequate but under-developed demonstration of knowledge and/or understanding in response to the stimulus:</p> <ul style="list-style-type: none"> • Adequate understanding of the stimulus shown by some use of religious knowledge • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description • Adequate knowledge and understanding of different viewpoints within Christianity • Adequate knowledge and understanding of the influence on individuals, communities and societies | 3 (7-9) | <p>An adequate but under-developed attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Different viewpoints offered with some evidence of reasoned argument and/or discussion • Adequate but underdeveloped analysis and evaluation of the significance and/or influence of the issue on some Christian groups • Evidence of comment on, and comparison of, arguments • Evidence of judgement on the issue in the stimulus and some conclusion to the discussion |
| 1 (1) | <p>Limited/weak demonstration of knowledge and/or understanding in response to the stimulus:</p> <ul style="list-style-type: none"> • Limited understanding of the stimulus shown by factual errors or generalised responses with little connection to the stimulus • Points may be listed and/or lacking in relevant detail related to the issues • Weak knowledge understanding of different viewpoints within Christianity • Weak knowledge and understanding of the influence on individuals, communities and societies | 2 (4-6) | <p>A limited attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Different views may be stated but with little or no development • Limited analysis and/or evaluation of the significance and/or influence of the issue on some Christian groups • Response may contain some inaccuracies or misunderstanding of the issue in the stimulus • Little evidence of judgement on the issue in the stimulus |
| | | 1 (1-3) | <p>A weak attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • A single viewpoint may be stated with little or no support or justification or views may be stated as a list • Response may be simplistic, purely descriptive and/or very brief • No attempt to offer judgement on the issue in the stimulus |
| 0 (0) | No response or no response worthy of credit | 0 (0) | No response or no response worthy of credit |

| Question | Indicative content | Marks | Guidance |
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| 2 (d) | <p>“Human suffering means there cannot be a good God.”</p> <p>Discuss this statement. In your answer, you should:</p> <ul style="list-style-type: none"> Draw on your learning from across your course of study, including reference to beliefs, teachings and practices within Christianity Explain and evaluate the importance of points of view from the perspective of Christianity. <p>Learners might consider some of the following:</p> <p>AO1: Learners might consider the accounts in the Bible where God’s actions show anger, jealousy and a lack of justice. Some may refer to the belief that God made the ultimate sacrifice for humanity by allowing the death of His own Son on the Cross, to show that suffering is a part of life. Some might cite direct teachings from Jesus in which, through suffering, faith is strengthened and can be a positive experience.</p> <p>AO2: In support of the statement, learners may argue that for many, the idea of a good God that allows human suffering is an anathema. Discussion may include the extent of human suffering. Christian approaches to suffering developed by St Augustine and Irenaeus may be used to show how Christians have dealt with the question of suffering and a good God.</p> <p>Some might discuss Christian beliefs about God as good and the philosophical understanding of the concept of goodness. There are different ways to interpret ‘good’.</p> <p>Others may consider the view that for many Christians suffering can be a good thing as it brings out the best in people and they appreciate things so much more. Therefore a good God would want his creation to experience the good and bad times in life.</p> <p>Some may discuss the different types of suffering caused by natural and moral evil, or the impact on human nature of The Fall. Much suffering is brought on by humans, not God, some may argue. The Fall, evil as a result of human sin, evil as a test or as a lesson may also be discussed.</p> <p>Suffering may help people to be better citizens and more understanding of others. Human suffering can be a good thing.</p> <p>Some Christians believe God is all loving and therefore there has to be a good reason for suffering. They accept this and it is a matter of acceptance, not a reason to disbelieve in a good God.</p> | <p>15</p> <p>3</p> <p>AO1</p> <p>12</p> <p>AO2</p> <p>3</p> <p>SPaG ()</p> | <p>Examiners should mark according to AO1 and AO2 descriptors found on page 9.</p> <p>Please refer to the Level of Response grid above when marking this question.</p> <p>Please refer to the SPaG response grid on page 8.</p> |

| Question | Indicative content | Marks | Guidance |
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| 3 (a) | <p>State three conditions of a Just War.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • There must be a cause which is right and fair for going to war • The injustices suffered by one group must clearly be greater than those of the other group • Only a legitimate authority can start a war • The war must be fought with the right intention • There must be a reasonable chance of success • Force must be the last resort after all negotiations have been tried and failed • The benefits of the war must be greater than the evil and harm it will cause • War must only be fought against enemy soldiers and civilians must be protected • The force used should be proportional to the wrong that has been done • Minimum force should be used to limit unnecessary death and destruction | 3 AO1 | State three...' style questions: 1 mark for each response. |

TURN OVER

| Level (Mark) | <u>AO1</u> |
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| 3 (5-6) | <p>A good demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation • Good knowledge and understanding of different viewpoints within Christianity • Good knowledge and understanding of the influence on individuals, communities and societies • Good knowledge and understanding of the breadth and/or depth of the issues |
| 2 (3-4) | <p>An adequate but under-developed demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Adequate understanding of the question shown by some use of religious knowledge • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description • Adequate knowledge and understanding of different viewpoints within Christianity • Adequate knowledge and understanding of the influence on individuals, communities and societies • Adequate but underdeveloped knowledge and understanding of the breadth and/or depth of issues |
| 1 (1-2) | <p>Limited/weak demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Limited understanding of the question shown by factual errors or generalised responses with little connection to the question • Points may be listed and/or lacking in relevant detail related to the issues • Weak knowledge understanding of different viewpoints within Christianity • Weak knowledge and understanding of the influence on individuals, communities and societies |
| 0 (0) | No response or no response worthy of credit |

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| <p>3 (b) Outline Christian teachings about pacifism.</p> <p>Learners might consider some of the following:</p> <p>AO1 Christians use a variety of sources of authority regarding teachings about pacifism, for example teachings could be outlined from the Bible, religious leaders, doctrines or papal encyclicals.</p> <p>Some learners may quote from Jesus' teachings on The Sermon on the Mount and describe what Jesus was teaching. Here Jesus is stressing the need for peace, even though he was speaking to a crowd that was led by Roman occupation. On the other hand, there are examples when Jesus does show anger and aggression, namely the Cleansing of the Temple in Matthew 21. Others may cite Old Testament passages in which God himself orders his chosen people, the Jews, to fight against certain enemies.</p> <p>Learners could refer to the Quaker Declaration in 1660 by George Fox which states abhorrence to violence, conflict or war, and a determination to live by the teachings of Christ. There would never be any circumstance in which it was right to go to war. This is known as absolute pacifism. Conditional pacifism (from a Christian perspective) may be outlined.</p> <p>Views held by the Catholic and Anglican Churches, in which they state sometimes war is necessary, are sources of authority and provide teachings about pacifism that are different to Quakers.</p> <p>Others may cite examples of people's lives to provide teaching about pacifism. Jesus' own life was an example of pacifism, having refused to respond to provocation with violence. The same could be said of Martin Luther King or Archbishop Desmond Tutu.</p> | <p>6 AO1</p> | <p>Examiners should mark according to AO1 descriptors found on page 9.</p> <p>Please refer to the Level of Response grid above when marking this question.</p> <p>Learners need to identify and describe more than one teaching to satisfy the requirements of the question.</p> <p>Only one teaching then only level 2 maximum</p> |
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| Level (Mark) | <u>AO1</u> | Level (Mark) | <u>AO2</u> |
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| 2 (2) | A good demonstration of knowledge and/or understanding in response to the question: <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation | 4 (4) | A good attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • A variety of viewpoints explored with good use of reasoned argument and discussion • Good analysis and evaluation of the significance and/or influence of the issue on different Christian groups • Evidence of judgement on the issue in the question and a balanced conclusion to the discussion |
| 1 (1) | Some demonstration of knowledge and/or understanding in response to the question: <ul style="list-style-type: none"> • Some understanding of the question shown by limited religious knowledge • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description | 3 (3) | An adequate but under-developed attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • Different viewpoints offered with some evidence of reasoned argument and/or discussion • Adequate but underdeveloped analysis and evaluation of the significance and/or influence of the issue on some Christian groups • Evidence of judgement on the issue in the question and some conclusion to the discussion |
| 0 (0) | No response or no response worthy of credit | 2 (2) | A limited attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • Different views may be stated but with little or no development • Limited analysis and/or evaluation of the significance and/or influence of the issue on some Christian groups • Little evidence of judgement on the issue in the question |
| | | 1 (1) | A weak attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • A single viewpoint may be stated with little or no support or justification or views may be stated as a list • Response may be simplistic, purely descriptive and/or very brief • No attempt to offer judgement on the issue in the question |
| | | 0 (0) | No response or no response worthy of credit |

| Level (Mark) | <u>AO1</u> | Level (Mark) | <u>AO2</u> | |
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| Question | Indicative content | | Marks | Guidance |
| 3 (c) | <p>Explain why Christians have different attitudes to terrorism.</p> <p>You should refer to sources of wisdom and authority in your answer.</p> <p>Learners might consider some of the following:</p> <p>AO1: Some learners may cite examples of Christian groups who have resorted to acts of terrorism, e.g. in Northern Ireland. Views held by the Church, such as the Catholic Church or The Church of England, or biblical texts may be used to explain different Christian attitudes towards terrorism. For example, “You have heard that it was said, ‘Eye for eye, and tooth for tooth.’ But I tell you, do not resist an evil person. If someone strikes you on the right cheek, turn to him the other also.” (Matthew 5:38) or “Love your enemy and do good to those who hate you.” (Matt.5:43). Learners might refer to details about a Just War.</p> <p>AO2: There are many different Christian attitudes towards terrorism. Whilst all Christians would say their beliefs and practices are based upon the Bible and peace is a central teaching in Christianity, texts are interpreted by individuals, and religious leaders to justify differing attitudes towards terrorism.</p> <p>Some feel it is wrong to retaliate or use aggression against terrorists. Learners might explain how many Christians would look for guiding principles from the Bible such as the examples given above (AO1). Therefore, some Christians believe one can never retaliate or seek revenge against terrorists but they must find other ways to deal with terrorism. Some may explain how a Quaker may respond to terrorism.</p> <p>Some Christians may hate what terrorists do and the fearful influence this has upon societies, but may feel they have no choice but to oppose terrorism by using aggression and violence. Learners might cite some of the conditions associated with the Just War Theory. The Catholic Church accepts that responding to terrorists may require an act of just war as a last resort.</p> <p>Both in the past and in recent history there are examples of groups, identified by their Christian faith, who have resorted to terrorism when all else has failed to bring about change. Learners may give examples such as Dominion or Liberation Theologies to explain this attitude.</p> | | 6 2 AO1 4 AO2 | <p>Examiners should mark according to AO1 and AO2 descriptors found on page 9.</p> <p>Please refer to the Level of Response grid above when marking this question.</p> |

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| 3 (3) | A good demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> Good understanding of the question shown by appropriate selection of religious knowledge Selection of appropriate sources of wisdom and authority with detail and/or developed explanation Good knowledge and understanding of different viewpoints within Christianity Good knowledge and understanding of the influence on individuals, communities and societies | 4 (10–12) | A good attempt to respond to the stimulus, demonstrating some or all of the following: <ul style="list-style-type: none"> A variety of viewpoints explored with good use of reasoned argument and discussion Good analysis and evaluation of the significance and/or influence of the issue on different Christian groups Evidence of critical evaluation including comment on, and comparison of, arguments from different Christian groups Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p> |
| 2 (2) | An adequate but under-developed demonstration of knowledge and/or understanding in response to the question: <ul style="list-style-type: none"> Adequate understanding of the question shown by some use of religious knowledge Selection of appropriate sources of wisdom and authority with superficial explanation and/or description Adequate knowledge and understanding of different viewpoints within Christianity Adequate knowledge and understanding of the influence on individuals, communities and societies | 3 (7–9) | An adequate but under-developed attempt to respond to the stimulus, demonstrating some or all of the following: <ul style="list-style-type: none"> Different viewpoints offered with some evidence of reasoned argument and/or discussion Adequate but underdeveloped analysis and evaluation of the significance and/or influence of the issue on some Christian groups Evidence of comment on, and comparison of, arguments Evidence of judgement on the issue in the stimulus and some conclusion to the discussion <p><i>There is a line of reasoning presented which is mostly relevant and has some structure.</i></p> |
| 1 (1) | Limited/weak demonstration of knowledge and/or understanding in response to the question: <ul style="list-style-type: none"> Limited understanding of the question shown by factual errors or generalised responses with little connection to the question Points may be listed and/or lacking in relevant detail related to the issues Weak knowledge understanding of different viewpoints within Christianity Weak knowledge and understanding of the influence on individuals, communities and societies | 2 (4–6) | A limited attempt to respond to the stimulus, demonstrating some or all of the following: <ul style="list-style-type: none"> Different views may be stated but with little or no development Limited analysis and/or evaluation of the significance and/or influence of the issue on some Christian groups Response may contain some inaccuracies or misunderstanding of the issue in the stimulus Little evidence of judgement on the issue in the stimulus <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p> |
| | | 1 (1–3) | A weak attempt to respond to the stimulus, demonstrating some or all of the following: <ul style="list-style-type: none"> A single viewpoint may be stated with little or no support or justification or views may be stated as a list Response may be simplistic, purely descriptive and/or very brief No attempt to offer judgement on the issue in the stimulus <p><i>The information is communicated in a basic/unstructured way.</i></p> |
| 0 (0) | No response or no response worthy of credit | 0 (0) | No response or no response worthy of credit |

| Question | Indicative content | Marks | Guidance |
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| 3 (d) | <p>“It is always possible to forgive people.”</p> <p>Discuss this statement. In your answer, you should:</p> <ul style="list-style-type: none"> • Draw on your learning from across your course of study, including reference to beliefs, teachings and practices within Christianity • Explain and evaluate the importance of points of view from the perspective of Christianity. <p>Learners might consider some of the following:</p> <p>AO1 Learners are likely to give details about the Christian teaching on forgiveness as being a central tenant of the faith. Forgiveness provides a step towards inner peace and reconciliation between God and individuals and between one person and another. References to Jesus' teaching and actions could be cited to show the importance of being able to forgive e.g. The Lord's Prayer. The work of Archbishop Desmond Tutu with his Truth and Reconciliation Commission show the belief that it is always possible to forgive.</p> <p>AO2 Learners might consider the teachings of Jesus on forgiveness as being the absolute moral high ground that all should aim for but in reality it is very hard to forgive someone who has hurt you very badly.</p> <p>The statement may lead to a discussion around the word ‘possible’ and for some it may not be possible to ever forgive and for others it is absolutely necessary to be able to do so in order to have peace. Some learners might give examples of Christians who have been able to forgive, even when they have had loved ones murdered or seriously hurt, whilst other Christians could not. E.g. Michael and Jill Saward. Some may discuss whether forgiveness depends on repentance.</p> <p>The Lord's Prayer, a key prayer for Christians, requires them to forgive others and therefore claiming to be a Christian means that one should try to do this in all circumstances.</p> <p>Some learners may compare the need to forgive, have reconciliation and salvation and the need for justice and punishment. Do they conflict or complement one another? Importance of confession and absolution in the various denominations may be discussed.</p> <p>Some may argue that forgiveness is a soft option and Christians should not be forgiven if they have done something seriously wrong.</p> <p>Some learners may discuss the spiritual and/or psychological benefits to a person who has done wrong being forgiven by someone else or by God. It is a necessity to feel forgiven in order to move on with life. Therefore it should be done.</p> | <p>15</p> <p>3 AO1</p> <p>12 AO2</p> | <p>Examiners should mark according to AO1 and AO2 descriptors found on page 9.</p> <p>Please refer to the Level of Response grid above when marking this question.</p> |

| Question | Indicative content | Marks | Guidance |
|----------|--|----------|--|
| 4 (a) | <p>State three ways in which the Christian religion influences public life.</p> <p>Responses might include:</p> <ul style="list-style-type: none">• Public holidays e.g. Easter and Christmas• The Monarchy as the Supreme Governor of Church of England• Bishops in the House of Lords• Christian services to mark key historical events• Church schools• Sunday Trading Laws | 3 AO1 | <p>State three...' style questions: 1 mark for each response.</p> <p>Looking for three different areas of public life.</p> |

TURN OVER

| Level (Mark) | <u>AO1</u> |
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| 3 (5-6) | <p>A good demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation • Good knowledge and understanding of different viewpoints within Christianity • Good knowledge and understanding of the influence on individuals, communities and societies • Good knowledge and understanding of the breadth and/or depth of the issues |
| 2 (3-4) | <p>An adequate but under-developed demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Adequate understanding of the question shown by some use of religious knowledge • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description • Adequate knowledge and understanding of different viewpoints within Christianity • Adequate knowledge and understanding of the influence on individuals, communities and societies • Adequate but underdeveloped knowledge and understanding of the breadth and/or depth of issues |
| 1 (1-2) | <p>Limited/weak demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Limited understanding of the question shown by factual errors or generalised responses with little connection to the question • Points may be listed and/or lacking in relevant detail related to the issues • Weak knowledge understanding of different viewpoints within Christianity • Weak knowledge and understanding of the influence on individuals, communities and societies |
| 0 (0) | No response or no response worthy of credit |

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| 4 | <p>(b) Describe what inter-faith dialogue means to Christians in Great Britain.</p> <p>In your response, you must consider that the religious traditions in Great Britain are diverse, but mainly Christian.</p> <p>Learners might consider some of the following:</p> <p>AO1 Whilst Christianity is the dominant religion of Great Britain, there are many other faiths and some with millions of followers. Differences between the religious and secular views have lead to tensions between them, sometimes resulting in intolerance, prejudices and discrimination. Some may describe the changing picture of religious beliefs in Great Britain, referring to the latest census data. Those who promote interfaith dialogue do so to reduce tensions between the religious groups. Today, there are hundreds of interfaith organisations in Britain – bringing together the religious, and sometimes also those with non-religious beliefs, to share encounters with one another, to build relationships, and often take communal action on issues of common ground. From being a minority activity, inter-faith dialogue has burgeoned to become a familiar aspect of religious life in Britain.</p> <p>For some Christians inter-faith dialogue is not necessary as they believe that Christianity is the only way to God, citing Jesus as 'The Way, the truth and the life' to God. There is no other way to God. Learners may describe the historical development of interfaith initiatives, led by Christians, in the Great Britain as it wrestled with one of the most turbulent eras of history. Interfaith has lived through two World Wars, the tail end of the British Empire, the resulting changes to Britain itself, the Troubles in Northern Ireland and the terror attacks of 7/7. Christians believe very strongly in finding ways to reconcile differences and work towards the common good amongst all people. It is now poised to continue its growth in the coming years as a unique moral force and voice in society.</p> <p>As Humanism and other secular movements have been at the forefront of challenging the perceived privilege given to the religious in society, particularly Christianity, the new faiths, the old faiths, and those who renounce faith altogether have been part of the evolving picture of inter-faith dialogue in Great Britain.</p> <p>Some learners may describe the work and role or well known Inter-faith organisations, such as CCMJ, local inter-faith networks in the UK or 'Three Faiths Forum' to show they know and understand what is meant by inter-faith dialogue.</p> | <p>6</p> <p>AO1</p> | <p>Examiners should mark according to AO1 descriptors found on page 9.</p> <p>Please refer to the Level of Response grid above when marking this question.</p> |
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| Level (Mark) | <u>AO1</u> | Level (Mark) | <u>AO2</u> |
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| 2 (2) | A good demonstration of knowledge and/or understanding in response to the question: <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation | 4 (4) | A good attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • A variety of viewpoints explored with good use of reasoned argument and discussion • Good analysis and evaluation of the significance and/or influence of the issue on different Christian groups • Evidence of judgement on the issue in the question and a balanced conclusion to the discussion |
| 1 (1) | Some demonstration of knowledge and/or understanding in response to the question: <ul style="list-style-type: none"> • Some understanding of the question shown by limited religious knowledge • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description | 3 (3) | An adequate but under-developed attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • Different viewpoints offered with some evidence of reasoned argument and/or discussion • Adequate but underdeveloped analysis and evaluation of the significance and/or influence of the issue on some Christian groups • Evidence of judgement on the issue in the question and some conclusion to the discussion |
| 0 (0) | No response or no response worthy of credit | 2 (2) | A limited attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • Different views may be stated but with little or no development • Limited analysis and/or evaluation of the significance and/or influence of the issue on some Christian groups • Little evidence of judgement on the issue in the question |
| | | 1 (1) | A weak attempt to respond to the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • A single viewpoint may be stated with little or no support or justification or views may be stated as a list • Response may be simplistic, purely descriptive and/or very brief • No attempt to offer judgement on the issue in the question |
| | | 0 (0) | No response or no response worthy of credit |

| Question | Indicative content | Marks | Guidance |
|----------|---|---------------------------|--|
| 4 (c) | <p>Explain how Christian teachings affect the attitudes of Christians to abortion.</p> <p>You should refer to sources of wisdom and authority in your answer.</p> <p>Learners might consider some of the following:</p> <p>AO1: Learners are likely to show knowledge and understanding of the biblical teachings that are used in relation to the ethics of abortion and the sanctity of life (e.g. Psalm 139). The House of Lords with its bishops use biblical teachings to guide their views on the ethics surrounding medical issues such as abortion and influence law making. Knowledge of the law on abortion may be cited. Learners may include details about organizations that are against abortion, e.g. SPUC and discuss how different denominational views and religious teachings may lead to a variety of Christian attitudes about abortion.</p> <p>AO2: Because there are no direct teachings in the Bible about abortion Christians base their views on the sanctity of life. Learners are likely to develop this in more detail, showing that opinions are divided when it comes to abortion. Teachings about the value of the unborn child in God's eyes and when do people consider life really starts are likely to be discussed as influencing significantly Christian attitudes on abortion.</p> <p>For some Christians there are clashes of beliefs and practices that would be hard to reconcile with the ethics of abortion, but for others the principle of agape or what is morally acceptable in certain circumstances may be more influential.</p> <p>Learners may also explain how influential the Church's teachings can be on such matters. The Roman Catholic Church says that abortion is never acceptable. Papal views on such ethical issues are listened to and accepted but yet, in practice can lead to some very difficult situations that Christians can find themselves in, for example if there is an unwanted pregnancy. Other denominations may agree that abortion should be avoided but that there may be circumstances when it is justified.</p> | 6 2 AO1 4 AO2 | <p>Examiners should mark according to AO1 and AO2 descriptors found on page 9.</p> <p>Please refer to the Level of Response grid above when marking this question.</p> <p>Christian teachings could refer to biblical references or doctrines held by the Church.</p> |

| Level (Mark) | <u>AO1</u> | Level (Mark) | <u>AO2</u> |
|-----------------|--|-----------------|---|
| 3 (3) | A good demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> Good understanding of the question shown by appropriate selection of religious knowledge Selection of appropriate sources of wisdom and authority with detail and/or developed explanation Good knowledge and understanding of different viewpoints within Christianity Good knowledge and understanding of the influence on individuals, communities and societies | 4 (10–12) | A good attempt to respond to the stimulus, demonstrating some or all of the following: <ul style="list-style-type: none"> A variety of viewpoints explored with good use of reasoned argument and discussion Good analysis and evaluation of the significance and/or influence of the issue on different Christian groups Evidence of critical evaluation including comment on, and comparison of, arguments from different Christian groups Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p> |
| 2 (2) | An adequate but under-developed demonstration of knowledge and/or understanding in response to the question: <ul style="list-style-type: none"> Adequate understanding of the question shown by some use of religious knowledge Selection of appropriate sources of wisdom and authority with superficial explanation and/or description Adequate knowledge and understanding of different viewpoints within Christianity Adequate knowledge and understanding of the influence on individuals, communities and societies | 3 (7–9) | An adequate but under-developed attempt to respond to the stimulus, demonstrating some or all of the following: <ul style="list-style-type: none"> Different viewpoints offered with some evidence of reasoned argument and/or discussion Adequate but underdeveloped analysis and evaluation of the significance and/or influence of the issue on some Christian groups Evidence of comment on, and comparison of, arguments Evidence of judgement on the issue in the stimulus and some conclusion to the discussion <p><i>There is a line of reasoning presented which is mostly relevant and has some structure.</i></p> |
| 1 (1) | Limited/weak demonstration of knowledge and/or understanding in response to the question: <ul style="list-style-type: none"> Limited understanding of the question shown by factual errors or generalised responses with little connection to the question Points may be listed and/or lacking in relevant detail related to the issues Weak knowledge understanding of different viewpoints within Christianity Weak knowledge and understanding of the influence on individuals, communities and societies | 2 (4–6) | A limited attempt to respond to the stimulus, demonstrating some or all of the following: <ul style="list-style-type: none"> Different views may be stated but with little or no development Limited analysis and/or evaluation of the significance and/or influence of the issue on some Christian groups Response may contain some inaccuracies or misunderstanding of the issue in the stimulus Little evidence of judgement on the issue in the stimulus <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p> |
| 1 (1) | | 1 (1–3) | A weak attempt to respond to the stimulus, demonstrating some or all of the following: <ul style="list-style-type: none"> A single viewpoint may be stated with little or no support or justification or views may be stated as a list Response may be simplistic, purely descriptive and/or very brief No attempt to offer judgement on the issue in the stimulus <p><i>The information is communicated in a basic/unstructured way.</i></p> |
| 0 (0) | No response or no response worthy of credit | 0 (0) | No response or no response worthy of credit |

| Question | Indicative content | Marks | Guidance |
|----------|---|-----------------------------|---|
| 4 (d) | <p>“Religion should always influence how a country is ruled.”</p> <p>Discuss this statement. In your answer, you should:</p> <ul style="list-style-type: none"> Draw on your learning from across your course of study, including reference to beliefs, teachings and practices within Christianity Explain and evaluate the importance of points of view from the perspective of Christianity. <p>Learners might consider some of the following:</p> <p>AO1 Learners may refer to history of this country and its links between the Christian faith, the monarchy and parliament or to the effect Christianity has had upon world history. Some learners may develop responses from Q4a) to show how much public life is influenced by the Christian religion. E.g. law making, the impact on ethical and moral issues and the role of the House of Bishops. The rise of secularism and the aims of the National Secular Society or the British Humanist Association may be described. Christian beliefs from Paper 1 about the role and importance of Jesus' example or St Paul's teachings might be cited as to why religion and government can or cannot be separated.</p> <p>AO2 Learners might take the view that for some people, including some Christians, religion and how a country is governed should be kept separate and for others they are totally intertwined. Some may discuss the effects of secularisation on religion and that people practising a religion are declining in this country, leading to the conclusion that religion should not have any impact on the way our country is run. The increasing influence of the British Humanist Association and the National Secular Society could be developed to show that many feel the time has come to separate religion and politics, as they have for example in France.</p> <p>Some may discuss the shared values and ideals between religious and non-religious groups and the benefits for Britain being a country that welcomes diversity and promotes tolerance and respect of everyone. Some may argue that there is a need for religion to act like a moral compass. The teachings of Jesus, indeed all religions, have moral codes that help humans to live alongside one another. Such teachings continue to influence political laws and societies.</p> <p>Others may focus upon the clashes that can happen between religion and secular law e.g. same sex marriage, women priests, laws around abortion. Conversely, Christianity is still the largest religion in the world and growing in some continents. The influence of Christianity in Britain is still significant.</p> | 15 3 AO1 12 AO2 | <p>Examiners should mark according to AO1 and AO2 descriptors found on page 9.</p> <p>Please refer to the Level of Response grid above when marking this question.</p> |

AO Grid

| | AO1 | AO2 | SPaG | Total |
|-----------|-----|-----|------|-----------|
| 1a | 3 | | | 3 |
| 1b | 6 | | | 6 |
| 1c | 2 | 4 | | 6 |
| 1d | 3 | 12 | 3 | 18 |
| 2a | 3 | | | 3 |
| 2b | 6 | | | 6 |
| 2c | 2 | 4 | | 6 |
| 2d | 3 | 12 | 3 | 18 |
| 3a | 3 | | | 3 |
| 3b | 6 | | | 6 |
| 3c | 2 | 4 | | 6 |
| 3d | 3 | 12 | | 15 |
| 4a | 3 | | | 3 |
| 4b | 6 | | | 6 |
| 4c | 2 | 4 | | 6 |

| | | | | |
|--------------|-----------|-----------|----------|------------|
| 4d | 3 | 12 | | 15 |
| Total | 56 | 64 | 6 | 126 |

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