



## **GCSE (9-1)**

### **Religious Studies**

**J625/06: Religion, philosophy and ethics in the modern world:  
Christianity**

General Certificate of Secondary Education

### **Mark Scheme for June 2019**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2019

## Annotations

<b>BP</b>	Blank Page – this annotation <b>must</b> 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.
<b>SEEN</b>	Noted but no credit given

## 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 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 e) part of the third and 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

<b><i>High performance 3 marks</i></b>
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
<b><i>Intermediate performance 2 marks</i></b>
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
<b><i>Threshold performance 1 mark</i></b>
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
<b><i>0 marks</i></b>
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	<p>Demonstrate knowledge and understanding of religion and belief including</p> <ul style="list-style-type: none"><li>• beliefs, practices and sources of authority</li><li>• influence on individuals, communities and societies</li><li>• similarities and differences within and/or between religions and their beliefs.</li></ul>
AO2	Analyse and evaluate aspects of religion, including their significance and influence.

Question	Indicative content	Marks	Guidance
1 (a)	<p><b>Give three examples of gender discrimination.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Roles of ministry within the Church</li> <li>• Different pay between men and women for same role</li> <li>• Less women in senior positions in business and organizations</li> <li>• Gender stereotyping</li> <li>• Recruitment and selection processes</li> <li>• Types of employment (E.g. lower paid, part-time jobs for women)</li> <li>• Biblical quotes or references that have been interpreted later leading to forms of perceived gender discrimination such as roles of men and women in the home</li> </ul>	3 AO1	1 mark for each response.

TURN OVER

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

1	(b)	Describe the influence of culture on Christian attitudes about equality.	6	AO1	Examiners should
---	-----	--	---	-----	------------------

	<p>Learners might consider some of the following:</p> <p>Cultural influences are significant and impact upon attitudes about equality. Some may describe the cultural influences upon the way in which the Christian Church treats people, resulting in different attitudes and practices towards women and men in ministry, for example. It can take time to change attitudes because it relies on changes in the culture of communities or society. Hence, throughout history there are accounts of inequality between rich and poor, between men and women, between white and black people, and many other groups.</p> <p>References to biblical teachings from Jesus and others ( Acts 10:34, Luke 10:30-37, Galatians 3:28) are likely to be cited to support the idea that in the Bible all human beings are equal in the eyes of God, yet human beings have not always put these teachings into practice. The interpretation of some of the biblical references has resulted in some believing that the women are subordinate to men.</p> <p>Some may describe the influence of patriarchal societies in the past, and still influencing attitudes about equality between the sexes today. Others may discuss the traditional and modern day attitudes towards marriage and family upbringing and how these can be seen to influence attitudes towards equality.</p> <p>The different positions between Christians on gender roles in Christian life i.e. Christian egalitarianism or complementarianism, resulting in diverse attitudes may be developed.</p> <p>The current laws surrounding Equality have changed and are still evolving due to developing attitudes because of changing cultural values, for example over same sex marriages.</p>	<p>mark according to AO1 descriptors found on page 9.</p> <p><b>Please refer to the Level of Response grid above when marking this question.</b></p>
--	--	--

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

Question	Indicative content	Marks	Guidance
1 (c)	<p><b>Explain why Christians have different attitudes to contraception.</b></p> <p><b>You should refer to sources of wisdom and authority in your answer.</b></p> <p>Learners might consider some of the following:</p> <p><b>AO1:</b> Sources from the Bible are likely to be described such as Genesis 1:26-28 showing that Christians believe that life is a gift from God and sacred. Denominational views on contraception held by The Roman Catholic Church, Anglican Church, Free Church or Orthodox Churches are likely to be described. The Papal influence on Christian attitudes towards contraception is significant and could be introduced. Learners should understand the difference between the two broad types of contraception – artificial and natural contraception.</p> <p><b>AO2:</b> Different interpretation of texts from the Bible resulting in different beliefs has affected attitudes towards contraception. Many Christians feel that contraception is preventing a new life, which God wishes to be born, and is therefore a sin. Others believe the Bible should be interpreted for the age in which Christians live.</p> <p>Different views about contraception held by the denominations are another reason why there are different attitudes by Christians on this matter. The Roman Catholic Church teaches that anything that prevents the natural outcome of sexual intercourse by artificial means is wrong. The only form of contraception permitted is the 'rhythm method'. The Anglican position is that it is a matter of the individual's conscience, which is influenced by God, and therefore contraception is a matter for each individual to decide. The Orthodox Churches do not have a single view about contraception except all agree that the 'morning-after pill' is not permitted as it is a form of abortion, not contraception. Free Churches such as The Methodist Church welcome contraception as a means of spacing a family and fulfillment in marriage.</p> <p>Learners may evaluate the impact of using artificial or natural methods of contraception upon Christians to explain different attitudes towards contraception.</p> <p>Some may explain that despite teachings from the Church some Christians choose not to follow the Church's teachings and use contraception.</p>	<b>6</b> <b>2</b> <b>4</b> <b>AO1</b> <b>AO2</b>	Examiners should mark according to AO1 and AO2 descriptors found on page 9.  <b>Please refer to the Level of Response grid above when marking this question.</b>

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

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><b>'Christians should accept same-sex marriages.'</b></p> <p><b>Discuss this statement. In your answer, you should:</b></p> <ul style="list-style-type: none"> <li><b>Draw on your learning from across your course of study, including reference to beliefs, teachings and practices within Christianity</b></li> <li><b>Explain and evaluate the importance of points of view from the perspective of Christianity.</b></li> </ul> <p>Learners might consider some of the following:</p> <p><b>AO1:</b> Learners are likely to discuss the importance of family and possibly relate this to biblical texts or Church teachings about marriage and to the purpose of creating a new life within a family environment. (Genesis 2:23-24) Attitudes towards the importance and purpose of marriage could be developed and the sacramental nature of marriage held by Catholics and Orthodox Christians may be discussed to argue against same-sex marriages. Details about the law on same-sex marriages in this country and developments beginning with civil partnerships to the provision of same-sex marriages in March 2014, and on-going changes to the law, may be discussed.</p> <p><b>AO2:</b> Some may consider the difference between civil partnerships and same-sex marriage and show that some Christians accept both, others will only accept civil partnerships in law but not same-sex-marriages, and other Christians disapprove of any union between people of the same sex. Reasons for these views are likely to be connected to sanctity of marriage and Church teachings about marriage.</p> <p>The Bible teaches that God is love and that those who love others are imitating God and his love for others. Therefore what is so wrong with two people of the same sex who love each other getting married? E.g. the Episcopal Church in the USA permits same-sex marriage. On the other hand, the Bible has very strong direct teachings about the immorality of homosexual behaviour. So for other Christians they do not accept same-sex marriages.</p> <p>There are Christians who are homosexual or lesbian who believe very strongly they should have the right to marry. Some Churches do accept same-sex marriages and allow the couple to have a religious ceremony, e.g. The Quaker Church; whilst other denominations such as The Roman Catholic Church or the Church of England believe it contravenes the teaching on marriage and one of its purposes being procreation.</p> <p>Some may discuss the term 'natural law' and argue against same-sex-marriages as such marriages cannot result in children.</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><b>Please refer to the Level of Response grid below when marking this question.</b></p> <p>Please refer to the SPaG response grid on page 8.</p>

Question	Indicative content	Marks	Guidance
2 (a)	<p><b>State three ways in which Christians believe God is revealed.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Scripture</li> <li>• Inspirational people</li> <li>• Jesus Christ</li> <li>• Figures from history</li> <li>• God acting in the world</li> <li>• Miracles</li> <li>• Conscience</li> <li>• Different forms of religious experience</li> <li>• Prayer</li> </ul>	3 AO1	<p>1 mark for each response.</p> <p>Credit each different form of religious experience as itemised in the specification, or if the learner lists three different examples of the same religious experiences.</p>

TURN OVER

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

2	(b)	<p><b>Describe Christian teachings about what God is like.</b></p> <p>Learners might consider some of the following:</p> <p>Some may describe in detail a range of unique qualities which Christians believe are characteristics of God that make Him holy. Words like 'omnipotent, omniscient, omnipresent, eternal, immanent, personal, good, father or judge' may be cited to show what God is like. References to biblical teachings may be used such as Gen1:31, Exodus 34:14 or Luke 15:11-32</p> <p>Others may describe knowledge and understanding about what God is like by unpicking what Christians mean by The Trinity. Each element of the Trinity, the Father, The Son and The Holy Spirit are equal but distinct. The Trinity is unique to Christianity.</p> <p>Denominational teachings about what God is like could be described which show there are different teachings about what God is like. For example, the Unitarian Church has a different view of God's nature compared to the vast majority of other Christians regarding The Trinity. Jehovah's Witnesses is another group that rejects the teaching of the Trinity. Learners may develop these in detail.</p> <p>Creedal differences between Eastern and Western Churches may be cited to show different teachings about what God is like. The relationship between Father, Son and Holy Spirit is disputed between the Western Church, and its Nicene Creed, with the Eastern Orthodox Church, thus showing different teachings about what God is like.</p>	6 AO1	<p>Examiners should mark according to AO1 descriptors found on page 9.</p> <p><b>Please refer to the Level of Response grid above when marking this question.</b></p>
---	-----	--	----------	---

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

Question	Indicative content	Marks	Guidance
2 (c)	<p><b>Explain what different Christian teachings tell us about God's relationship with humanity.</b></p> <p><b>You should refer to sources of wisdom and authority in your answer.</b></p> <p>Learners might consider some of the following:</p> <p><b>AO1:</b> Details from Genesis 1 could be used to explain God's relationship with humanity. Details about humans being created by God to look after the world and populate it may be developed. References to God's chosen people, the Israelites, God's laws given to humans to help them live a good life, (Exodus 20:1ff) or God's love shown by the life and death of Jesus may be described to show knowledge and understanding of God's nature and relationship to humanity. Sources of wisdom could include Luke 15:11-32, Exodus 34:14 or 1 John 4:8 to show the two-way relationship between God and humanity, revealing His benevolence.</p> <p><b>AO2:</b> There is a unique relationship between God and humanity which sets humans apart from the rest of creation. Learners may develop this in detail, for example, exploring the roles God gave to human beings over His creation or God's ongoing care for humanity shown throughout the Bible.</p> <p>Some may analyse the different relationship God has with humanity compared to His relationship with the world. Ultimately it is God's relationship with humanity that is at the centre of the Christian faith.</p> <p>Some learners may focus on the love God has for humanity and His sacrificial nature which provides a means of salvation through the death and resurrection of Jesus or, as in the Old Testament times, through animal sacrifice.</p> <p>Some may explain how God is constantly connected to humanity through the presence of The Holy Spirit and that all Christians can have a close relationship with God if they believe in Him and put their faith in Him.</p> <p>Some may use other sources of wisdom and authority from the Apostolic traditions of the Churches that have been passed down the centuries, such as papal encyclicals or The Anglican General Synod. The influence of local pastors could be cited. Some may refer to established Creeds. They may explain that the relationship between God and humanity is like a Father figure or a Judge, or a Ruler, or a Tester of faith or a King, for example.</p>	<p><b>6</b></p> <p><b>2</b> AO1</p> <p><b>4</b> AO2</p>	<p>Examiners should mark according to AO1 and AO2 descriptors found on page 9.</p> <p><b>Please refer to the Level of Response grid above when marking this question.</b></p>

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

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
2 (d)	<p><b>'It is important to prove the existence of God.'</b></p> <p><b>Discuss this statement. In your answer, you should:</b></p> <ul style="list-style-type: none"> <li><b>Draw on your learning from across your course of study, including reference to beliefs, teachings and practices within Christianity</b></li> <li><b>Explain and evaluate the importance of points of view from the perspective of Christianity.</b></li> </ul> <p>Learners might consider some of the following:</p> <p><b>AO1:</b> Learners could use biblical texts from Section A on Beliefs about God and Jesus, as well as texts from this section to show how important belief in God is to Christians. Knowledge and understanding of the main philosophical arguments to try to prove the existence of God are likely to be developed. Evidence from personal experiences down the ages may be discussed to prove the existence of God. God coming to earth in the human form of Jesus to redeem mankind may be developed.</p> <p><b>AO2:</b> In the age of rationalism and human understanding of the nature of our world and its place in the universe, people have raised questions about how one can believe in a creator God. So Christians and philosophers have developed rational arguments to try and prove to others that God exists such as 'the teleological argument, the cosmological argument or the moral argument.' They appeal to people who have logical minds. It is likely that learners will evaluate each of the philosophical arguments studied.</p> <p>On the other hand, faith in God is not brought about through proof. Jesus, himself said 'happy are those who have not seen yet believed in me.' For those who put their faith and trust in God, God reveals himself through answered prayers and studying the Bible. Proving whether God exists or not is not relevant to some Christians, it is more about learning to have faith in a God that is beyond man's knowledge and understanding of the world and following his teachings as spelt out by His Son, Jesus.</p> <p>Revelation of God through one's conscience or the power of The Holy Spirit may be used to evaluate how important it is to try and prove God's existence. It is a question of the validity of rational argument as opposed to such experiential arguments.</p> <p>Experiences of awe and wonder about the natural world defy explanation but for some people is evidence of a designer God.</p>	<p><b>15</b></p> <p><b>3</b> AO1</p> <p><b>12</b> AO2</p> <p><b>3</b> SPaG ()</p>	<p>Examiners should mark according to AO1 and AO2 descriptors found on page 9.</p> <p><b>Please refer to the Level of Response grid below when marking this question.</b></p> <p>Please refer to the SPaG response grid on page 8.</p>

Question	Indicative content	Marks	Guidance
3 (a)	<p><b>State three possible causes of terrorism.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"><li>• Emotional reasons such as fear and hate of others</li><li>• Belief that it is an appropriate response to a given situation and it is the only way to force change</li><li>• Marginalisation of minority groups</li><li>• Fighting for independence</li><li>• Fighting for international recognition of land and people</li><li>• Religious reasons such as 'Holy Wars'</li><li>• Religious extremism</li></ul>	3 AO1	1 mark for each response.

TURN OVER

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

3	(b) <b>Describe Christian attitudes to apocalyptic warfare (nuclear).</b>  Learners might consider some of the following:  Most Christians do not believe that war can easily be justified, unless it meets all the criteria of a just war as spelt out in the Geneva Convention in 1949. They believe that the Bible teaches the need to aim for peace and justice but that war may be necessary to achieve this.  However, regarding apocalyptic warfare such as nuclear warfare that would lead to catastrophic results and widespread destruction, the majority of Christians oppose the use of nuclear weapons. They may consider this as incompatible with their faith. This is a matter for the individual to decide upon and so there are various attitudes held by individuals, as well as stated views by the Church hierarchy.  Learners may describe the various attitudes held by the denominations about the use of and development of nuclear weapons. For example, whilst the Pope in 1963 said there could never be a situation when it would be conceivable to use nuclear weapons, other denominations have not condemned the possession of nuclear weapons, but see them as a form of deterrent e.g. The Methodist Church.  Some Christians have protested against the use of or even possessing nuclear weapons, believing that disarmament is the best way forward to secure a more peaceful world e.g. The Quakers.	6 AO1	Examiners should mark according to AO1 descriptors found on page 9.  <b>Please refer to the Level of Response grid above when marking this question.</b>
---	--	----------	--

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

Question	Indicative content	Marks	Guidance
3 (c)	<p><b>Explain how religious teachings have influenced Christians working for peace.</b></p> <p><b>You should refer to sources of wisdom and authority in your answer.</b></p> <p>Learners might consider some of the following:</p> <p><b>AO1:</b> References from the Sermon on the Mount (Matthew 5:38-44) urging Christians to not retaliate or to love all people, enemies included, are likely to be used to show how Christians have responded to work for peace.</p> <p>Learners may refer to the life of Jesus and his teachings as an example of how to live and work for peace and that Jesus commanded his followers to follow his example.</p> <p>Some may select information about significant Christian groups that have worked for peace such as Christian CND or Pax Christi or discuss the impact of individuals, such as Archbishop Desmond Tutu, have had working for peace.</p> <p><b>AO2:</b> Whilst there are many teachings in the Bible about the importance of working for peace, and even Jesus said “Blessed are the Peacemakers”, there are many different ways in which Christians have used these teachings to influence the way they work for peace.</p> <p>Some may engage with political campaigns or get involved in politics to change attitudes and practices about warfare and achieving peace. Others may pray for peace and have prayer vigils.</p> <p>Others may feel that in order to oppose oppression and injustices in the world sometimes it is necessary to engage in war in order to achieve peace in the long term. Many Christians do accept the criteria for a Just War.</p> <p>Education is an important way to help people understand the world around them. Some Christians believe in setting up educational programmes to promote peace, e.g. Peace Jam.</p> <p>Some Christians have set up their own groups to oppose war completely and believe peace and justice should be sought through non-violent means. E.g. The Anglican Pacifist Fellowship.</p>	<p><b>6</b></p> <p><b>2</b> AO1</p> <p><b>4</b> AO2</p>	<p>Examiners should mark according to AO1 and AO2 descriptors found on page 9.</p> <p><b>Please refer to the Level of Response grid above when marking this question.</b></p>

Level (Mark)	<u>AO1</u>	Level (Mark)	<u>AO2</u>
3 (3)	<p>A <b>good</b> demonstration of knowledge and understanding in response to the stimulus:</p> <ul style="list-style-type: none"> <li>• Good understanding of the stimulus shown by appropriate selection of religious knowledge</li> <li>• Selection of appropriate sources of wisdom and authority with detail and/or developed explanation</li> <li>• Good knowledge and understanding of different viewpoints within Christianity</li> <li>• Good knowledge and understanding of the influence on individuals, communities and societies</li> </ul>	4 (10-12)	<p>A <b>good</b> attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• A variety of viewpoints explored with good use of reasoned argument and discussion</li> <li>• Good analysis and evaluation of the significance and/or influence of the issue on different Christian groups</li> <li>• Evidence of critical evaluation including comment on, and comparison of, arguments from different Christian groups</li> <li>• Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion</li> </ul> <p><b><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></b></p>
2 (2)	<p>An <b>adequate but under-developed</b> demonstration of knowledge and/or understanding in response to the stimulus:</p> <ul style="list-style-type: none"> <li>• Adequate understanding of the stimulus shown by some use of religious knowledge</li> <li>• Selection of appropriate sources of wisdom and authority with superficial explanation and/or description</li> <li>• Adequate knowledge and understanding of different viewpoints within Christianity</li> <li>• Adequate knowledge and understanding of the influence on individuals, communities and societies</li> </ul>	3 (7-9)	<p>An <b>adequate but under-developed</b> attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• Different viewpoints offered with some evidence of reasoned argument and/or discussion</li> <li>• Adequate but underdeveloped analysis and evaluation of the significance and/or influence of the issue on some Christian groups</li> <li>• Evidence of comment on, and comparison of, arguments</li> <li>• Evidence of judgement on the issue in the stimulus and some conclusion to the discussion</li> </ul> <p><b><i>There is a line of reasoning presented which is mostly relevant and has some structure.</i></b></p>
1 (1)	<p><b>Limited/weak</b> demonstration of knowledge and/or understanding in response to the stimulus:</p> <ul style="list-style-type: none"> <li>• Limited understanding of the stimulus shown by factual errors or generalised responses with little connection to the stimulus</li> <li>• Points may be listed and/or lacking in relevant detail related to the issues</li> <li>• Weak knowledge understanding of different viewpoints within Christianity</li> <li>• Weak knowledge and understanding of the influence on individuals, communities and societies</li> </ul>	2 (4-6)	<p>A <b>limited</b> attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• Different views may be stated but with little or no development</li> <li>• Limited analysis and/or evaluation of the significance and/or influence of the issue on some Christian groups</li> <li>• Response may contain some inaccuracies or misunderstanding of the issue in the stimulus</li> <li>• Little evidence of judgement on the issue in the stimulus</li> </ul> <p><b><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></b></p>
		1 (1-3)	<p>A <b>weak</b> attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• A single viewpoint may be stated with little or no support or justification or views may be stated as a list</li> <li>• Response may be simplistic, purely descriptive and/or very brief</li> <li>• No attempt to offer judgement on the issue in the stimulus</li> </ul> <p><b><i>The information is communicated in a basic/unstructured way.</i></b></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
3 (d)	<p><b>'It is important to fight against social injustice.'</b></p> <p><b>Discuss this statement. In your answer, you should:</b></p> <ul style="list-style-type: none"> <li><b>Draw on your learning from across your course of study, including reference to beliefs, teachings and practices within Christianity</b></li> <li><b>Explain and evaluate the importance of points of view from the perspective of Christianity.</b></li> </ul> <p>Learners might consider some of the following:</p> <p><b>AO1:</b> Christian teachings and beliefs about justice, forgiveness and reconciliation are likely to be expounded e.g. Psalm 11:7 Matthew 18:35, alongside examples of individuals who have worked for social justice such as Archbishop Desmond Tutu. The example and life of Jesus may be cited to show His concern for the poor and outcast members of society and for his followers to follow his example and fight for social injustice. Learners should know what is meant by the phrase 'social justice', about the different ways in which Christians view social injustice and the ways to work for social justice.</p> <p><b>AO2:</b> Some may argue that as righteousness and justice are central to God's nature it follows that believers in God should equally be concerned about injustice, including social injustice. Learners may argue that when everyone is valued equally, regardless of race, religion or sexuality religion there is less conflict. Therefore it is important to fight against social injustice. God loves and regards every human being as equal and of value. Therefore Christians must work towards this and take an active role in fighting against social injustice.</p> <p>Some may explain the various ways that Christians can fight for social justice such as through Fairtrade, Liberation Theology or supporting The Salvation Army to show how important it is for some Christians to oppose any form of social injustice.</p> <p>Some may believe that there are more important things for Christians to be concerned about than just fighting for social justice e.g. the redemption of one's soul in the eyes of God, being 'right with God' or fighting for fairness and equality in all aspects of life. When criticised by his disciples for a Mary wasting expensive perfume anointing Jesus' feet, when it could have been sold and the money given to the poor, Jesus replied that they would always have the poor with unfair distributions of wealth in society, but wouldn't always have Jesus with them. For that reason it could be argued that fighting for social injustice is not the most important thing for Christians to do.</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><b>Please refer to the Level of Response grid below when marking this question.</b></p> <p>Please refer to the SPaG response grid on page 8.</p>

Question	Indicative content	Marks	Guidance
	Others, such as Plymouth Brethren may be against 'fighting social injustice' as it could result in them engaging with secular values or politics and they do not believe politics and religion should mix.		

Question	Indicative content	Marks	Guidance
4 (a)	<p><b>Name three non-religious worldviews.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Atheism</li> <li>• Humanism</li> <li>• Agnosticism</li> <li>• Secularism</li> <li>• Communism</li> <li>• Rationalism</li> <li>• Capitalism</li> </ul>	3 AO1	<p>1 mark for each response.</p> <p>'Reference to political systems are acceptable e.g. Communism or Fascism'</p>

**TURN OVER**

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

4	(b)	<p><b>Describe the attitudes some Christians might have towards the role of the Church of England in public life.</b></p> <p><b>In your response, you must consider that the religious traditions in Great Britain are diverse, but mainly Christian.</b></p> <p>Learners might consider some of the following:</p> <p>As the established church since the 16<sup>th</sup> Century, the C of E, whose supreme governor is also the Head of State, has been closely linked with all aspects of public life. For example six Bishops have seats in the House of Lords and in the armed forces the senior chaplains are C of E. Since its establishment however, other Christian denominations have been formed, many of whom have disagreed with the authority of the C of E. Britain has also become a multicultural society with diverse religious and non religious traditions. Some people would question whether it is still right for one denomination to continue to be the established religion for all people and for it to maintain its place in public life.</p> <p>Christian attitudes towards this vary. For example, some Christians such as Plymouth Brethren think there should be no involvement between religion and politics and therefore may be against the link between Church and State.</p> <p>On the other hand, many feel that there should be a connection between Church and State and it is part of their moral obligation to be involved and welcome the Lords Spiritual in the House of Lords. The Church of England maintains that the 26 Anglican Bishops represent people of all faith, providing a religious perspective to political issues.</p> <p>But other Christians may feel that the House of Lords should have a bigger representation from other denominations or other religions as well. This reflects a better picture of what modern Britain is like now- a multi-faith country.</p>	6 AO1	<p>Examiners should mark according to AO1 descriptors found on page 9.</p> <p><b>Please refer to the Level of Response grid above when marking this question.</b></p>
---	-----	--	----------	---

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

Question	Indicative content	Marks	Guidance
4 (c)	<p><b>Explain why Christians might have issues with genetic manipulation.</b></p> <p><b>You should refer to sources of wisdom and authority in your answer.</b></p> <p>Learners might consider some of the following:</p> <p><b>AO1:</b> Learners must show knowledge and understanding about what is meant by the term 'genetic manipulation', its impact upon therapeutic cloning, fertility treatments and designer babies, for example, as well as knowing and understanding what is meant by the Christian term 'the sanctity of life'. Other relevant knowledge that might be used is details about SPUC or statements from Roman Catholic and Anglican Churches on potential clashes between religious teachings, medical ethics and scientific development. Some biblical references may be used to show beliefs about God and his control over creation from Genesis.</p> <p><b>AO2:</b> One of the issues is due to different beliefs held by Christians on genetic manipulation. When the Bible was written there were no specific teachings about such scientific developments and so Christians use key principles from the Bible to guide them in their ethics. So for some Christians the manipulation of embryos is wrong absolutely, as they believe life begins at conception and no one has the right to destroy life. For other Christians, the embryo is only a potential human but not one yet, and therefore sees and accept the benefits of genetic manipulation to improve medicine, for example.</p> <p>All Christians believe in the sanctity of life i.e. that human life is holy and comes from God. Therefore life must be valued and respected. But there are differences of beliefs and practices between Churches and individuals within those denominations as to how this belief is applied to medical issues. For example, the use of some of the fertility treatments resulting in the destruction of embryos is morally wrong by the Roman Catholic Church but Anglicans accept the use of embryos for medical experimentation up to 14 days after fertilization.</p> <p>Another reason why there is an issue is because science is developing at such a rate that ethical views often lag behind developments, thus resulting in conflict between religious teachings and scientific developments. .</p>	<p><b>6</b></p> <p><b>2</b> AO1</p> <p><b>4</b> AO2</p>	<p>Examiners should mark according to AO1 and AO2 descriptors found on page 9.</p> <p><b>Please refer to the Level of Response grid above when marking this question.</b></p>

Level (Mark)	<u>AO1</u>	Level (Mark)	<u>AO2</u>
3 (3)	<p>A <b>good</b> demonstration of knowledge and understanding in response to the stimulus:</p> <ul style="list-style-type: none"> <li>• Good understanding of the stimulus shown by appropriate selection of religious knowledge</li> <li>• Selection of appropriate sources of wisdom and authority with detail and/or developed explanation</li> <li>• Good knowledge and understanding of different viewpoints within Christianity</li> <li>• Good knowledge and understanding of the influence on individuals, communities and societies</li> </ul>	4 (10-12)	<p>A <b>good</b> attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• A variety of viewpoints explored with good use of reasoned argument and discussion</li> <li>• Good analysis and evaluation of the significance and/or influence of the issue on different Christian groups</li> <li>• Evidence of critical evaluation including comment on, and comparison of, arguments from different Christian groups</li> <li>• Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion</li> </ul> <p><b><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></b></p>
2 (2)	<p>An <b>adequate but under-developed</b> demonstration of knowledge and/or understanding in response to the stimulus:</p> <ul style="list-style-type: none"> <li>• Adequate understanding of the stimulus shown by some use of religious knowledge</li> <li>• Selection of appropriate sources of wisdom and authority with superficial explanation and/or description</li> <li>• Adequate knowledge and understanding of different viewpoints within Christianity</li> <li>• Adequate knowledge and understanding of the influence on individuals, communities and societies</li> </ul>	3 (7-9)	<p>An <b>adequate but under-developed</b> attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• Different viewpoints offered with some evidence of reasoned argument and/or discussion</li> <li>• Adequate but underdeveloped analysis and evaluation of the significance and/or influence of the issue on some Christian groups</li> <li>• Evidence of comment on, and comparison of, arguments</li> <li>• Evidence of judgement on the issue in the stimulus and some conclusion to the discussion</li> </ul> <p><b><i>There is a line of reasoning presented which is mostly relevant and has some structure.</i></b></p>
1 (1)	<p><b>Limited/weak</b> demonstration of knowledge and/or understanding in response to the stimulus:</p> <ul style="list-style-type: none"> <li>• Limited understanding of the stimulus shown by factual errors or 35eneralized responses with little connection to the stimulus</li> <li>• Points may be listed and/or lacking in relevant detail related to the issues</li> <li>• Weak knowledge understanding of different viewpoints within Christianity</li> <li>• Weak knowledge and understanding of the influence on individuals, communities and societies</li> </ul>	2 (4-6)	<p>A <b>limited</b> attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• Different views may be stated but with little or no development</li> <li>• Limited analysis and/or evaluation of the significance and/or influence of the issue on some Christian groups</li> <li>• Response may contain some inaccuracies or misunderstanding of the issue in the stimulus</li> <li>• Little evidence of judgement on the issue in the stimulus</li> </ul> <p><b><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></b></p>
		1 (1-3)	<p>A <b>weak</b> attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• A single viewpoint may be stated with little or no support or justification or views may be stated as a list</li> <li>• Response may be simplistic, purely descriptive and/or very brief</li> <li>• No attempt to offer judgement on the issue in the stimulus</li> </ul> <p><b><i>The information is communicated in a basic/unstructured way.</i></b></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) 'Christianity is the only true religion.'	<p><b>Discuss this statement. In your answer, you should:</b></p> <ul style="list-style-type: none"> <li>• <b>Draw on your learning from across your course of study, including reference to beliefs, teachings and practices within Christianity</b></li> <li>• <b>Explain and evaluate the importance of points of view from the perspective of Christianity.</b></li> </ul> <p>Learners might consider some of the following:</p> <p><b>AO1:</b> Knowledge and understanding about different teachings, beliefs and attitudes Christians have towards each other and towards other religions are likely to be described. Concepts such as exclusivism, inclusivism, pluralism, and ecumenism could be discussed. The importance of inter-faith dialogue, or not as the case may be, could be developed. Key biblical teachings such as Matthew 22:37-40, Matthew 28:18-20 or John 14:6 could be used to support the statement.</p> <p><b>AO2:</b> Some Christians may argue against the statement, describing the distribution of other religions across the world other than Christianity, which raises the question about where 'truth' can be found.</p> <p>There are Christians who are pluralist and reject the idea that God only revealed himself through Jesus Christ. They believe that God has revealed himself through others, such as in Islam by the prophet Muhammed. Some Christians believe it is important to understand other faiths and find common ground between them rather than cause tension and division which can develop into violence and war.</p> <p>Other Christians could support the statement and explain the view held by exclusivists such as Roman Catholics, that there is only one true religion, as salvation can only be achieved through faith in Jesus Christ. Some Christians view Christianity as the only true religion but believe that non-Christians can go to heaven. These are known as inclusivists.</p> <p>From the earliest of days Christians have believed it was their mission to go out and convert everyone to Christianity (Matthew 28:18-20). The importance of proselytisation could be developed, along with ways in which Christians have done this in their history to show support of the statement.</p> <p>Beliefs about the saving and redemptive work of Jesus as spelt out in Section A of the syllabus may be included here to reinforce why many Christians believe Christianity is the true religion.</p>	<b>15</b> <b>3</b> <b>12</b> <b>3</b> <b>SPaG (</b>  <b>)</b>	<p>Examiners should mark according to AO1 and AO2 descriptors found on page 9.</p> <p><b>Please refer to the Level of Response grid below when marking this question.</b></p> <p>Please refer to the SPaG response grid on page 8.</p>

Question	Indicative content	Marks	Guidance
	On the other hand there are Christians who have argued that there is truth in all religions as no-one can prove that there is only one true religion. Individuals from all faiths have claimed to have experienced God.		

**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998  
Facsimile: 01223 552627  
Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
is a Company Limited by Guarantee  
Registered in England  
Registered Office; The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA  
Registered Company Number: 3484466  
OCR is an exempt Charity

**OCR (Oxford Cambridge and RSA Examinations)**  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

© OCR 2019

