



## GCSE (9–1)

### Religious Studies

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

General Certificate of Secondary Education

### Mark Scheme for November 2020

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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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**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

## 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 before 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, Satisfactory, 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 part (d) 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 part (d) 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 part (d) 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 above 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>Give <b>three</b> examples of Christian communities.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Families</li> <li>• Monasteries</li> <li>• Nunneries</li> <li>• Specific named orders such as Carmelite nuns, Benedictine monks, etc.</li> <li>• Communities such as the Amish Community, Taizé or Corrymeela</li> <li>• The Church</li> <li>• The Roman Catholic Church</li> <li>• The Church of England</li> <li>• Faith schools</li> <li>• Charities with a specific Christian association e.g. TEAR fund/CAFOD</li> </ul>	<b>3</b> AO1	<p>For 'Give / State three...' style questions: 1 mark for each valid response.</p> <p>This is a very broad based question. Accept three separate denominations or orders and award a mark for each example.</p>

TURN OVER

Level (Mark)	<u>AO1</u>
3 (5-6)	<p><b>A 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 description</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><b>A satisfactory</b> demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> <li>• Satisfactory understanding of the question shown by some use of religious knowledge</li> <li>• Selection of appropriate sources of wisdom and authority with superficial description</li> <li>• Satisfactory knowledge and understanding of different viewpoints within Christianity</li> <li>• Satisfactory knowledge and understanding of the influence on individuals, communities and societies</li> <li>• Satisfactory 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

Question	Indicative content	Marks	Guidance
(b)	<p><b>Outline Christian attitudes towards pre-marital sex.</b></p> <p>Learners might consider some of the following:</p> <p>Sexual intercourse should only happen within marriage, so pre-marital sex is wrong. Candidates may quote Biblical sources about sex being for within marriage such as Genesis/Mark 10:6-9/Matthew 19:46, or sources about sexual immorality such as Catholic Catechism 2353 which describes fornication as <i>gravely contrary to the dignity of persons</i>, or Paul's advise to marry if one cannot refrain from sex 1 Corinthians 7.</p> <p>In contemporary society some Christians accept pre-marital sex as part of a committed relationship.</p> <p>Some Churches, e.g. the Roman Catholic Church, see sex as primarily for reproduction and, since children should only be brought up within a committed marriage relationship, it follows that sex outside of marriage is wrong.</p> <p>Most Christians are against casual, one-off sexual relations with anyone, either pre-marriage or after marriage.</p> <p>Sex is an important gift from God, so it should not be wasted in sexual activity outside of marriage.</p> <p>Fornication is a sin and referred to in the Bible as being wrong. Therefore, some Christians will never consider pre-marital sex.</p> <p>Christians believe God will punish them for their sins and so are wary and fearful of engaging in pre-marital sex.</p>	<b>6</b> AO1	<p>Examiners should mark according to AO1 descriptors found on page 11</p> <p><b>Please refer to the Level of Response grid above when marking this question.</b></p> <p><b>NB; adultery is not creditable as pre marital sex.</b></p>

Level (Mark)	<u>AO2</u>
3 (5-6)	A <b>good</b> attempt to respond to the topic of the question, demonstrating some or all of the following: <ul style="list-style-type: none"> <li>• Good analysis of appropriate religious knowledge</li> <li>• Good analysis of the significance and/or influence of the topic on more than one Christian group</li> <li>• Selection of appropriate sources of wisdom and authority with detail and/or developed explanation</li> </ul>
2 (3-4)	A <b>satisfactory</b> attempt to respond to the topic of the question, demonstrating some or all of the following: <ul style="list-style-type: none"> <li>• Satisfactory analysis of appropriate religious knowledge</li> <li>• Satisfactory analysis of the significance and/or influence of the topic on more than one Christian group</li> <li>• Selection of appropriate sources of wisdom and authority with detail and/or developed explanation</li> </ul>
1 (1-2)	A <b>weak</b> attempt to respond to the topic of the question, demonstrating some or all of the following: <ul style="list-style-type: none"> <li>• Little if any analysis of appropriate religious knowledge</li> <li>• Little if any analysis of the significance and/or influence of the topic on Christians</li> <li>• Weak or no support from sources of wisdom and authority</li> </ul>
0 (0)	No response or no response worthy of credit

Question	Indicative content	Marks	Guidance
(c)	<p><b>Explain how Christian teachings influence beliefs about gender discrimination.</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>Christians and Church leaders base their beliefs on their interpretation of Biblical teachings. There are many Biblical teachings that could be cited in connection to gender discrimination, including Genesis 1:27; Acts 10:34-35; John 13:34; Ephesians 5:22; 1 Corinthians 11:3,8; 1 Corinthians 14:34-35; Galatians 3:28; or Ecclesiasticus 25:24. Early Church fathers such as St Augustine decried Eve as weak and a temptress and this has led to discrimination against women down the ages, although Jesus treated the genders equally. Differences regarding women in the ministry in the Church could be explained. These teachings have continually influenced Christian beliefs down the centuries.</p> <p>Throughout the history of Christendom there have been examples of gender discrimination based upon prejudice and ignorance shown by Christian men and church leaders. However, in more recent times, Christians have been very active in promoting equality more generally and addressing gender discrimination.</p> <p>The Bible has considerable influence upon beliefs about gender discrimination. The teachings can be interpreted in many different ways by Christians. Some take the teachings as literally the unchanging word of God and believe women are subservient to men and not equal; whilst other Christians believe scriptures should be understood in the context of the times they were written and/or interpreted for modern times, focusing on verses that emphasise equality. There are differences between how the Old Testament writers viewed men and women compared to New Testament writers, giving rise to different beliefs and attitudes about gender discrimination.</p> <p>Candidates may reference the wedding vows as a source, for example the wife traditionally vowing to obey her husband. They may outline different Christian beliefs; complementarianism, egalitarianism as the result of the teachings referenced.</p> <p>Some candidates may focus upon the discrimination of women in the Church in the role of ministers. This could be backed up with biblical quotations which show the division amongst Christians about gender roles in the Church and a potential conflict with the law of the land about equality. For example, the Roman Catholic Church believes that leadership is male and refuses to allow female priests or to give permission for priests to marry. In the Anglican tradition, however,</p>	<b>6</b> AO2	<p>Examiners should mark according to AO2 descriptors found on page 13.</p> <p><b>Please refer to the Level of Response grid above when marking this question.</b></p>

		females are allowed to be bishops and priests, although this is only a relatively recent change.		
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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>A <b>satisfactory</b> demonstration of knowledge and/or understanding in response to the stimulus:</p> <ul style="list-style-type: none"> <li>• Satisfactory 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>• Satisfactory knowledge and understanding of different viewpoints within Christianity</li> <li>• Satisfactory knowledge and understanding of the influence on individuals, communities and societies</li> </ul>	3 (7-9)	<p>A <b>satisfactory</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>• Satisfactory evaluation and analysis 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
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Question	Indicative content	Marks	Guidance
(d)	<p><b>“The best way to bring up children is in a Christian family.”</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></p> <p>Biblical teachings about family life, roles and behaviour of parents and children could be cited to show the importance of both traditional and contemporary family units amongst Christians.</p> <p>Links to the marriage service and the importance of raising a family in a Christian context could be developed.</p> <p>Specific teachings such as Colossians 3:20-21; Ephesians 6:4; or Exodus 20:12 about how children and parents should interact with one another could be discussed to explore how behaviour and attitudes have changed over time. Words such as <i>honour, respect, discipline</i> and <i>obey</i> may be discussed.</p> <p>Christians are expected to pass their faith to others including their families and those around them. It is a proselytising faith and growing the faith by extending your family can be seen as a very positive thing.</p> <p><b>AO2:</b></p> <p>Candidates must address the issue, which is whether or not having a Christian upbringing is the best way to raise a family. Positive and negative effects of being brought up in a Christian family may be expounded upon.</p> <p>Interpretations of the biblical teachings and attitudes have changed down the millennia, impacting upon societal views about the best way to bring up children. Some may agree with the statement and others will disagree with the statement. They may discuss the importance of being equipped for life with Christian values. This may include exploration of different expressions of family, e.g. single</p>	<b>15</b>  <b>3</b> AO1 <b>12</b> AO2  <b>3</b> SPaG 	Examiners should mark according to AO1 and AO2 descriptors found on page 15-16.  Please refer to the Level of Response grid above when marking this question.  Please refer to the SPaG response grid on page 8.

Question	Indicative content	Marks	Guidance
	<p>parent, blended, same sex households, etc. and an evaluation of how Christian values might be applied in these situations.</p> <p>Candidates may discuss how, in many communities in western society, moving away from religion has impacted upon attitudes towards the best ways to bring up children. Faith traditions, including Christianity, have far less impact or influence upon families now compared to the past.</p> <p>Some may discuss tensions between parents and children being brought up in the Christian faith which can cause issues between different generations, e.g. over values of sexual immorality.</p> <p>Some may compare and contrast different Christian families, e.g. comparing the Amish Community to a modern liberal Christian family living in Great Britain. Some may consider the effect of bringing up children in separation from the wider world, e.g. in Exclusive Brethren or Amish families.</p> <p>Others may discuss the question of whether children should be allowed to choose which religion, if any, they belong to and that being brought up to follow Christianity, attend church services, etc, does not give them freedom to choose. They may discuss this alongside the responsibility of parents to do what they believe is best for their children.</p> <p>Britain is a more multi-cultural and multi-faith nation which has resulted in more mixed race and interfaith marriages, adding another dimension to family life which impacts upon the best way to bring up children.</p>		

Question	Indicative content	Marks	Guidance
2 (a)	<p><b>Describe one example of a charismatic religious experience.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• An experience when Christians feel God through the power of the Holy Spirit and are given gifts of the Spirit to minister to others</li> <li>• An experience often, but not exclusively, connected to forms of worship in the Pentecostal Church</li> <li>• An experience in which people feel inspired and changed</li> <li>• An experience when the power of the Holy Spirit overwhelms a person and they 'speak in tongues' and / or are known as 'slain in the Spirit'</li> <li>• An experience when there is an altered state of mind or consciousness, usually for a brief period of time</li> <li>• When one experiences an intense emotional and spiritual feeling about God</li> <li>• When one enters a trance like state and may see visions</li> <li>• An experience that deepens a Christian's connection to God by the power of the Holy Spirit, strengthening their faith and role in their church tradition</li> <li>• A description of a specific experience recorded as having taken place, e.g. Toronto Blessing, visions of St Bernadette, etc.</li> </ul>	<b>3</b> AO1	For 'Give / Describe one...' style questions: Marks should be awarded for a statement supported by any combination of development and exemplification.  Accept a broad range of responses to this question. It is quite possible that an ecstatic experience could be described as a charismatic experience.

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 description</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>A <b>satisfactory</b> demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> <li>• Satisfactory understanding of the question shown by some use of religious knowledge</li> <li>• Selection of appropriate sources of wisdom and authority with superficial description</li> <li>• Satisfactory knowledge and understanding of different viewpoints within Christianity</li> <li>• Satisfactory knowledge and understanding of the influence on individuals, communities and societies</li> <li>• Satisfactory 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

Question	Indicative content	Marks	Guidance
(b)	<p><b>Describe ways in which some Christians believe God is revealed through scripture.</b></p> <p>Learners might consider some of the following:</p> <p>The words of the Bible are believed to be directly from God and therefore believed to be God's way of revealing himself and his teachings to people. Scripture is infallible and must be trusted at all times. This may be supported with a source, such as 2 Timothy 3 <i>all scripture is God breathed</i>.</p> <p>Reading the Bible inspires Christians through the power of the Holy Spirit and they feel they can know God because of what others before them have said and experienced about God, e.g. St Paul's conversion in Acts chapter 9.</p> <p>The Bible is regarded as sacred and used throughout the world to be God's holy Word. Therefore, it is revered, studied and read by many all the time. Some Christians meditate on the words to gain a better understanding of God, through techniques such as lectio divina.</p> <p>Although individual scriptures were written in a certain time and place their message is timeless. The teachings and what they tell Christians about the nature of God and what he requires of people are unchanging.</p> <p>The Bible is a collection of writings by different authors over time and covers a wide range of areas of life, including history, laws, poetry, prophecy and letters. To all Christians it is the Word of God, but not all agree on how God reveals Himself through the Bible. There is a range of approaches, from literalist and fundamentalist, through conservative to liberal. These may be described through examples. Some interpret scriptures literally while others believe that, although the Bible writers were inspired by God, there are inconsistencies in it, and one needs to take into account the point in history when it was written and reinterpret it for modern day living.</p>	<b>6</b> AO1	<p>Examiners should mark according to AO1 descriptors found on page 20.</p> <p><b>Please refer to the Level of Response grid above when marking this question.</b></p>

Level (Mark)	<u>AO2</u>
3 (5-6)	A <b>good</b> attempt to respond to the topic of the question, demonstrating some or all of the following: <ul style="list-style-type: none"> <li>• Good analysis of appropriate religious knowledge</li> <li>• Good analysis of the significance and/or influence of the topic on more than one Christian group</li> <li>• Selection of appropriate sources of wisdom and authority with detail and/or developed explanation</li> </ul>
2 (3-4)	A <b>satisfactory</b> attempt to respond to the topic of the question, demonstrating some or all of the following: <ul style="list-style-type: none"> <li>• Satisfactory analysis of appropriate religious knowledge</li> <li>• Satisfactory analysis of the significance and/or influence of the topic on more than one Christian group</li> <li>• Selection of appropriate sources of wisdom and authority with detail and/or developed explanation</li> </ul>
1 (1-2)	A <b>weak</b> attempt to respond to topic of the question, demonstrating some or all of the following: <ul style="list-style-type: none"> <li>• Little if any analysis of appropriate religious knowledge</li> <li>• Little if any analysis of the significance and/or influence of the topic on Christians</li> <li>• Weak or no support from sources of wisdom and authority</li> </ul>
0 (0)	No response or no response worthy of credit

Question	Indicative content	Marks	Guidance
(c)	<p><b>Explain how the design of the world influences people to believe in God.</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>References to the Teleological Argument are likely to be made, with a description of William Paley's and J.S. Mill's work for and against the argument of design of the world by an intelligent designer known as God. Some might refer to the theory of Intelligent Design. Dawkins' views on Darwin's theory of evolution could be discussed as a counter view to Paley's view. References to the creation stories in the book of Genesis or various Psalms that talk about a creator God could be cited. The Anthropic Principle could be explained as evidence for the existence of a designer God.</p> <p>Some may explain how over time philosophers have produced arguments to assist people in believing there is a God. They offer reasoned arguments which appeal to people's logic, alongside increasing knowledge of the world produced by scientists, such as the teleological argument, or argument from design. People with faith or no faith can engage in discussions about God's existence because of the design argument and many believe in God because of the design of the world.</p> <p>The beauty, intricacy and apparent design of every aspect of nature, and the fact that every human being is unique, are aspects of our world that convince people this is not an accident of nature, but that there is a God behind the making of our world and that they have been created with a purpose.</p> <p>For some Christians the design of the world and knowledge of the theory of evolution are not incompatible but complementary to one another. The development of species over millions of years through natural selection is so amazing it convinces some of a belief in God, while for others it disproves God. The Anthropic Principle is supported by the Genesis account of creation, where God is said to have created an environment suitable for human life to develop.</p> <p>Contradictions between the creation story in Genesis and modern science may be analysed to evaluate the extent to which the design of the world influences people to believe in God. Some might explain that the design argument and Anthropic Principle might suggest the existence of a designer/God, but that might not necessarily be the Christian God. Some might point out that any world or universe that exists is bound to look as if it had been designed or it could not exist (Hume). Consequently, the appearance of design does not necessarily point to the existence of a designer/God.</p>	<b>6</b> AO2	Examiners should mark according to AO2 descriptors found on page 22.  <b>Please refer to the Level of Response grid above when marking this question. Candidates must include sources of wisdom and authority to be awarded level 3.</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>A <b>satisfactory</b> demonstration of knowledge and/or understanding in response to the stimulus:</p> <ul style="list-style-type: none"> <li>• Satisfactory 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>• Satisfactory knowledge and understanding of different viewpoints within Christianity</li> <li>• Satisfactory knowledge and understanding of the influence on individuals, communities and societies</li> </ul>	3 (7-9)	<p>A <b>satisfactory</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>• Satisfactory evaluation and analysis 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
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Question	Indicative content	Marks	Guidance
(d) "No-one really knows what God is like."	<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></p> <p>This statement draws on all areas of this part of the specification, i.e. 'The Existence of God.' It may also allow some learners to include knowledge and understanding of non-religious views about God.</p> <p>Learners are likely to include details from the Bible, with reference, for example, to Genesis 1-3; Psalm 22; The Ten Commandments; the Gospels; the life and teachings of Jesus as God Incarnate; and the work of the Holy Spirit/Trinity to show what God is like.</p> <p>Different ways in which God is revealed and experienced may be discussed to show the way people claim to know what God is like. Mention might be made of specific individuals who claim to have experienced God, e.g. St Bernadette.</p> <p>Philosophical arguments for the existence of God and their impact upon the discussion about the nature of reality may be cited, as might different ways in which Christians believe God might be revealed.</p> <p><b>AO2:</b></p> <p>Christians believe that Jesus was God in human form, therefore they argue that they do know what God is like and so disagree with the statement. They might refer to the importance of Jesus' role in showing God, as indicated by John 1:14.</p> <p>The belief in the Trinity and the uniqueness of this belief to Christianity may be developed in an argument against the statement. Some might evaluate the effectiveness of the idea of Trinity in helping us to understand what God is like.</p>	<b>15</b> <b>3</b> <b>AO1</b> <b>12</b> <b>AO2</b> <b>3</b> <b>SPaG</b> 	<p>Examiners should mark according to AO1 and AO2 descriptors found on page 25-26.</p> <p><b>Please refer to the Level of Response grid above when marking this question.</b></p> <p>Please refer to the SPaG response grid on page 8.</p>

Question	Indicative content	Marks	Guidance
	<p>Differences between Christian groups regarding the nature of God may be cited, such as Unitarians or Jehovah's Witnesses not accepting the belief in the Trinity, or disagreements down the ages between the Eastern and Western Churches, reflected in the historical development of creeds as evidence to support the statement.</p> <p>Some candidates may consider the claim that we can know what God is like because he is revealed through the Bible and may expand upon the different faces of God presented there; for some these show that one cannot really know a God who is beyond our comprehension, experience or power. They might also discuss the view that full knowledge of God is impossible, since God is, by definition, beyond human understanding.</p> <p>Some may consider the validity of different types of religious experience in communicating a sense of what God is like.</p> <p>Views held by atheists or well-known humanists may be introduced to show how Christians feel their beliefs about what God is like are challenged and no longer accepted by many. Areas of agreement/disagreement between different religions and their respective beliefs about the nature of God may be discussed as evidence on either side of the argument.</p>		

Question	Indicative content	Marks	Guidance
3 (a)	<p>Name <b>three</b> types of warfare.</p> <p>Responses might include:</p> <ul style="list-style-type: none"><li>• Holy War</li><li>• Just War</li><li>• Conventional warfare</li><li>• Technological warfare</li><li>• Apocalyptic warfare</li><li>• Nuclear warfare</li><li>• War on terror</li><li>• Cyber attacks</li><li>• Guerilla warfare</li><li>• Terrorism</li><li>• Civil war</li><li>• World wars</li></ul>	3 AO1	For 'Give / State/ Name three...' style questions: 1 mark for each valid response.

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 description</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)	A <b>satisfactory</b> demonstration of knowledge and/or understanding in response to the question: <ul style="list-style-type: none"> <li>• Satisfactory understanding of the question shown by some use of religious knowledge</li> <li>• Selection of appropriate sources of wisdom and authority with superficial description</li> <li>• Satisfactory knowledge and understanding of different viewpoints within Christianity</li> <li>• Satisfactory knowledge and understanding of the influence on individuals, communities and societies</li> <li>• Satisfactory 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

Question	Indicative content	Marks	Guidance
(b)	<p><b>Describe Christian views about the relationship between religion, politics and terrorism in the 21<sup>st</sup> century.</b></p> <p>Learners might consider some of the following:</p> <p>Some believe there is a connection between religion, politics and terrorism as religion and politics shape people's beliefs and ways of living and terrorism is a way to disrupt people's religious and political beliefs and instill fear. In extreme cases, people resort to terrorism to promote and/or protect their religion or political stance. Some candidates may use recent or past historical examples to show how 21<sup>st</sup> century views about the relationship between the three have been affected.</p> <p>Some Christians believe that it is wrong to get involved with politics as it goes against Jesus' teachings; religion is separate from politics and the mission of the Church is to preach good news, focus on religious matters and not get involved in politics. Jesus himself avoided being promoted as a political leader. Some, e.g. the Plymouth Brethren, will pray about the need for good government, but divorce themselves from politics.</p> <p>Terrorism should also be avoided, since it is an extreme and unjustifiable way of making political statements and forcing political change. Not only is it connected to politics, which is off limits, but it uses tactics that threaten people's security, peace of mind and life itself, tactics which are contrary to Christian teaching e.g. against the Just War criteria.</p> <p>Some believe there is a close relationship between religion, politics and terrorism. It is their moral and religious obligation to engage in all aspects of life, including politics. Although Jesus did not allow himself to be promoted as 'King of The Jews', he nevertheless challenged the religious and political authorities of his day on many occasions. That is an example to many Christians today to do the same. However, political or religious involvement should not include terrorism; it would be wrong for Christians to resort to terrorism or to turn a blind eye to people who use terror tactics to make their views known.</p> <p>The Bible teaches people to fight oppression and injustice, therefore Christians should actively campaign against politics that marginalise people; this should not involve terrorism, but there should be peaceful engagement with politicians to resolve the situation. Jesus was not silent towards the religious and political authorities of his day; he challenged their beliefs and practices, e.g. in clearing the moneychangers' tables in the temple. Christians should find peaceful ways to follow his example. Candidates might refer to Jesus' teachings about the</p>	<b>6</b> AO1	<p>Examiners should mark according to AO1 descriptors found on page 30.</p> <p><b>Please refer to the Level of Response grid above when marking this question.</b></p> <p><b>The focus of the question is the relationship between the 3 and this must be addressed to access level 3.</b></p>

		<p>peacemakers in Matthew 5:9; his instruction to pray for our enemies in Matthew 5:43-44 (Sermon on the Mount), or the statement that he did not come to bring peace, but a sword (Matt 10:34). A small minority of Christians, e.g. Liberation Theologian Camilo Torres, might seek to justify the use of more aggressive tactics in extreme circumstances, which could be termed a form of terrorism.</p> <p>In the UK there is a long-established constitutional connection between the House of Parliament and House of Bishops to ensure a strong Christian presence and influence on laws in this country which many support. As citizens, Christians should use their democratic vote to bring about positive change and influence politicians to fight against terrorism. As terrorism affects everyone, the Church of England and the politicians must work together. Therefore, there is a strong relationship between them all.</p>		
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Level (Mark)	<u>AO2</u>
3 (5-6)	<p>A <b>good</b> attempt to respond to the topic of the question, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• Good analysis of appropriate religious knowledge</li> <li>• Good analysis of the significance and/or influence of the topic on more than one Christian group</li> <li>• Selection of appropriate sources of wisdom and authority with detail and/or developed explanation</li> </ul>
2 (3-4)	<p>A <b>satisfactory</b> attempt to respond to the topic of the question, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• Satisfactory analysis of appropriate religious knowledge</li> <li>• Satisfactory analysis of the significance and/or influence of the topic on more than one Christian group</li> <li>• Selection of appropriate sources of wisdom and authority with detail and/or developed explanation</li> </ul>
1 (1-2)	<p>A <b>weak</b> attempt to respond to the topic of the question, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• Little if any analysis of appropriate religious knowledge</li> <li>• Little if any analysis of the significance and/or influence of the topic on Christians</li> <li>• Weak or no support from sources of wisdom and authority</li> </ul>
0 (0)	No response or no response worthy of credit

Question	Indicative content	Marks	Guidance
(c)	<p><b>Explain how much Christian teachings influence attitudes towards justice for individuals.</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>The concept of justice is very important and throughout the Bible there are teachings that affect Christian attitudes towards acts of injustice and the promotion of justice for all. They have huge significance and influence upon attitudes towards justice for individuals.</p> <p>Christians believe that God is just and that he expects them to work to ensure there is justice for each person within society. References to biblical passages citing God's love of justice may be given, e.g. Amos 5:24; Psalm 97:2; Psalm 11:7; Romans 12:17-21; The Lord's Prayer</p> <p>One likely area of focus is the idea of the just punishment of an individual who has committed a sin or crime. Justice and the fair treatment of the victim have to be balanced against the desire to seek revenge or commit the same atrocities as the perpetrator. Teachings about not seeking revenge and forgiving and loving one another are linked to beliefs about justice, e.g. Matthew 6:14; or Matthew 5:38-42.</p> <p>Many Christians feel that, according to the Bible, justice for individuals is vital if one is to restore relationships between people and between God and humanity. It is linked to forgiveness. Human beings cannot live up to the perfection that God expects. People will make mistakes, so sometimes appropriate punishments have to be given, but they also have to forgive one another for their sins.</p> <p>Christian justice for individuals who have committed an offence can only be given when someone has recognised their sins and repents, opening the way for others to forgive them and give them a chance to move on. Then they feel full justice is achieved.</p> <p>A further relevant area of focus is the teaching about the value of the individual as a child of God and Christian responsibility to stand up for the weak and vulnerable, those who are exploited and treated unjustly by society, e.g. those wrongly imprisoned. Some may cite examples from well known Christians who have worked for justice and reconciliation, such as Archbishop Desmond Tutu, Oscar Romero or Martin Luther King.</p> <p>Christians are expected to uphold justice, hate what is evil and not be hypocritical in dealing with evil and injustice; however, like the story of the unmerciful servant in Matthew 8:21-35, Christians</p>	<p><b>6</b></p> <p>AO2</p>	<p>Examiners should mark according to AO2 descriptors found on page 33.</p> <p><b>Please refer to the Level of Response grid above when marking this question.</b></p>

		must find ways to resolve injustices and how this is done varies from one Christian to another.  What one Christian sees as a form of justice, another may view as injustice e.g. conflicting views over the death penalty. In this case, Christian teachings are used to back both views.		
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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>A <b>satisfactory</b> demonstration of knowledge and/or understanding in response to the stimulus:</p> <ul style="list-style-type: none"> <li>• Satisfactory 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>• Satisfactory knowledge and understanding of different viewpoints within Christianity</li> <li>• Satisfactory knowledge and understanding of the influence on individuals, communities and societies</li> </ul>	3 (7-9)	<p>A <b>satisfactory</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>• Satisfactory evaluation and analysis 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</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>

	individuals, communities and societies	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
(d)	<p><b>“It is impossible to be an absolute pacifist in the 21st century.”</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></p> <p>Definition and understanding of what is meant by Absolute Pacifism are likely to be discussed, alongside details of Christian groups who believe it is possible to be an absolute pacifist, e.g. Quakers, The Amish Community and the Brethren.</p> <p>Quotations from the Bible such as Micah 4:3; Matthew 5:9 &amp; 44; and Luke 22:49-51 which support Absolute Pacifism, are likely. Details about beliefs and teachings that support a Just War, Conditional Pacifism or Holy War are likely to be used in support of the statement, as is Jesus' comment in Matthew 10:34 about not coming to bring peace, but a sword. Romans chapter 12 directs Christians not to rebel or take up arms against the appointed authorities. Old Testament references include God's people preparing for war, Joel 3:9-11; and Psalm 18:37-39.</p> <p>Details about Christians who have engaged in or appeared to support conflict (such as Liberation Theologians, or Dietrich Bonhoeffer) could be used to argue against the statement.</p> <p>Other sources of authority could include the traditional Churches' positions on warfare, e.g. the Roman Catholic Church and the Anglican Churches accept that war is sometimes necessary to achieve peace. In contrast the Quakers/Society of Friends maintain absolute pacifism.</p> <p><b>AO2:</b></p> <p>Candidates need to recognise that amongst Christians there are many different views, beliefs and practices regarding response to warfare or how to achieve peace. They may discuss, on the one hand, whether it is practically possible to remove oneself from all conflict, and on the other hand, whether it is morally acceptable to do so.</p> <p>The issue with the statement is that if one is an absolute pacifist it means that one accepts and allows another nation or group of people to overcome and kill others and not fight against this.</p>	<p><b>15</b></p> <p><b>3</b></p> <p><b>12</b></p> <p>AO1</p> <p>AO2</p>	<p>Examiners should mark according to AO1 and AO2 descriptors found on page 36-37.</p> <p><b>Please refer to the Level of Response grid above when marking this question.</b></p>

Question	Indicative content	Marks	Guidance
	<p>Christians are divided as to whether this is right. The 21<sup>st</sup> century has its share of conflicts and violence and the media make us aware of what is happening, so it is hard to completely ignore situations of conflict. Even if a Christian found a way to be an absolute pacifist, refusing to be drawn into the conflict, is it right to do so, when inaction could be considered to be condoning the violence and therefore immoral?</p> <p>In support of the statement, candidates could refer to situations where it was vital to fight oppression and injustice in order to secure a long-term peace and greater good; being an absolute pacifist was very difficult in these situations, because of the overwhelming need to protect others or to try to remove a corrupt leader or government. They might cite examples of Christians fighting in previous wars, such as two world wars, the Iraq War, The Crusades, conflict in Northern Ireland, responding to acts of terrorism, etc. They might cite examples of individual Christians who believed that their faith made it impossible for them NOT to get involved in conflict. The 21<sup>st</sup> century is just as likely to have civil, political and religious wars as any other century, which means Christians will engage in warfare.</p> <p>The development of weapons of mass destruction, such as nuclear, biological and chemical weapons, make it impossible to sit on the side-lines and ignore what is going on in the world. Failure to get involved could lead to the annihilation of humanity.</p> <p>Against the statement, learners could argue that the principle of loving one's enemy and following Jesus' teaching, 'Blessed are the peacemakers for they will be called children of God,' means more than simply bringing resolution by fighting one's fellow men, no matter how unjust the situation is. If Jesus commanded us to be peacemakers, then absolute pacifism must be possible. If everyone followed pacifism, then there would be no war.</p> <p>Some might argue that human nature is such that it is very difficult, if not impossible, to hold back in a situation where an aggressor needs to be stopped, or where we have an overwhelming desire for revenge. Others might discuss examples of Christians who were conscientious objectors, such as Quakers, but found a way to support people on all sides, e.g. ambulance drivers or members of the Red Cross.</p> <p>Others might argue for Conditional Pacifism as an attainable and effective alternative to Absolute Pacifism.</p>		

Question	Indicative content	Marks	Guidance
4 (a)	<p><b>Outline one Christian view about proselytisation.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• It is about converting others to the faith</li> <li>• Christians are expected to go out into the world and tell people about Jesus and draw others to Him</li> <li>• From the earliest days of the Church Christians have been directed to go out and make new disciples - see Matthew 28:19, the Great Commission</li> <li>• Christians should not impose their faith on others but tell others the 'Good News of Christ' and pray that others will be drawn to the message</li> <li>• The message of the Christian faith is joyous and a good news story that Christians want to share with everyone</li> <li>• There are different ways to proselytise, and some Christians feel more reserved about 'forcing' their faith onto others and others feel very strongly that they must actively promote their faith to others e.g. Jehovah's Witnesses</li> <li>• Spreading the Christian message through loving actions is more important than using words</li> <li>• Some universalist Christians will see it as relatively unimportant, since God will save everyone anyway.</li> </ul>	3 AO1	<p>For general 'Describe/Outline...' style questions: Marks should be awarded for any combination of statements, development and exemplification.</p> <p>Candidates must make it clear they know and understand the meaning of the term 'proselytisation'.</p>

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 description</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)	A satisfactory demonstration of knowledge and/or understanding in response to the question: <ul style="list-style-type: none"> <li>• Satisfactory understanding of the question shown by some use of religious knowledge</li> <li>• Selection of appropriate sources of wisdom and authority with superficial description</li> <li>• Satisfactory knowledge and understanding of different viewpoints within Christianity</li> <li>• Satisfactory knowledge and understanding of the influence on individuals, communities and societies</li> <li>• Satisfactory 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

Question	Indicative content	Marks	Guidance
(b)	<p><b>Describe the role of religion in the public life of Great Britain.</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>Although Great Britain today is a religiously diverse country, Christianity is still the main religious tradition and it has a significant role in public life. But it is no longer the Christian religion alone, as other faiths are gradually becoming involved in public life, reflecting the diverse nature of belief in Great Britain today.</p> <p>Christianity has a significant role in government and state occasions. For example, the five Archbishops and 21 bishops of the Church of England have seats in the House of Lords. The monarch (Queen) is both the head of the state and head of the Church of England.</p> <p>On state occasions, religion plays an important part either through religious services, as part of the occasion, or through the representatives of religion being present at the event.</p> <p>The presence of religious leaders and the services themselves, which are mainly Christian, give a spiritual and reflective dimension to the commemorations or, in the case of a royal wedding, to the celebrations. For example, at the armistice commemoration in 2018, religious leaders from a wide range of faiths were present at the cenotaph. Secular/humanist views were also represented.</p> <p>All faiths play a significant role in bringing people together at a time of crisis; for example, in response to disasters such as the fire at Grenfell Tower.</p> <p>Several public holidays are based on Christian festivals: Christmas and Easter being the most obvious, although the religious character of these is significantly affected by commercialism.</p> <p>Other key public institutions reflect the increasingly diverse nature of British society. For example, the promotion of faith schools from a range of religious traditions is driven in part by the importance given by parents to the role of religion in the education of their children.</p> <p>Informally, there are public events held by many religious communities, for example: celebrating Eid-ul-Fitr, Diwali, Yom Kippur, and Baisakhi. These have a role in supporting the identity and traditions of different faiths and demonstrate the diversity of British culture. In recent years the</p>	<b>6</b> AO1	<p>Examiners should mark according to AO1 descriptors found on page 41.</p> <p><b>Please refer to the Level of Response grid above when marking this question.</b></p>

		wider public have been invited to join in these celebrations.			
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Level (Mark)	<u>AO2</u>
3 (5-6)	A <b>good</b> attempt to respond to the topic of the question, demonstrating some or all of the following: <ul style="list-style-type: none"> <li>• Good analysis of appropriate religious knowledge</li> <li>• Good analysis of the significance and/or influence of the topic on more than one Christian group</li> <li>• Selection of appropriate sources of wisdom and authority with detail and/or developed explanation</li> </ul>
2 (3-4)	A <b>satisfactory</b> attempt to respond to the topic of the question, demonstrating some or all of the following: <ul style="list-style-type: none"> <li>• Satisfactory analysis of appropriate religious knowledge</li> <li>• Satisfactory analysis of the significance and/or influence of the topic on more than one Christian group</li> <li>• Selection of appropriate sources of wisdom and authority with detail and/or developed explanation</li> </ul>
1 (1-2)	A <b>weak</b> attempt to respond to topic of the question, demonstrating some or all of the following: <ul style="list-style-type: none"> <li>• Little if any analysis of appropriate religious knowledge</li> <li>• Little if any analysis of the significance and/or influence of the topic on Christians</li> <li>• Weak or no support from sources of wisdom and authority</li> </ul>
0 (0)	No response or no response worthy of credit

Question	Indicative content	Marks	Guidance
(c)	<p><b>Explain the impact of Ecumenism upon attitudes of Christians towards each other.</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>Candidates need to show that Ecumenism has had a significant impact upon the attitudes of Christians towards each other, both positively and negatively.</p> <p>Details about the development and aims of Ecumenism/the Ecumenical Movement in the Christian Church are likely to be discussed. Details about the common beliefs held by all Christians could be cited, including a belief in one God, and that Jesus is the Son of God and Saviour of mankind. References to the Bible such as Ephesians 4:3-6 or to the aim of the World Council of Churches (WCC), which is to pursue the goal of visible unity of the Church, may be given. References to different types of Christians who have inclusivist, exclusivist, or pluralist views are likely to be made.</p> <p>There are thousands of different Christian groups, each with its own particular beliefs and teachings, as well as all sharing a common belief in one God and Jesus as the Son of God and Saviour of the world. Following the end of the two world wars, influenced by Ecumenism, the WCC was formed with a mission to promote peace, reconciliation and intra-faith dialogue. Many Christians welcome Ecumenism and the WCC, share this attitude of unity and view all Christians as belonging to one worldwide Church; they focus on their shared beliefs and look for ways to work and worship with those from other denominations. They undertake joint projects in mission and social justice and organise regular worship together.</p> <p>Whilst many Christians embraced Ecumenism and the aims of the WCC to emphasise the common beliefs amongst Christians and to respect their differences, other Christians felt challenged by this movement. The Roman Catholic Church, for example, did not join the Council.</p> <p>Not all Christians are in favour of Ecumenism; some feel that it is compromising the truth or devaluing their traditional ways of worshipping or presenting the Gospel. Some exclusivist Christians find it hard to accept other denominations; some do not want to join other Christian groups; and some feel that ecumenism will make them less distinct from other groups and so could appear quite negative towards Christian members who promote ecumenism.</p>	<b>6</b> AO2	<p>Examiners should mark according to AO2 descriptors found on page 44.</p> <p><b>Please refer to the Level of Response grid above when marking this question.</b></p> <p>Note candidates can be credited for either positive and/or negative points about the impact of Ecumenism.</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>A <b>satisfactory</b> demonstration of knowledge and/or understanding in response to the stimulus:</p> <ul style="list-style-type: none"> <li>• Satisfactory 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>• Satisfactory knowledge and understanding of different viewpoints within Christianity</li> <li>• Satisfactory knowledge and understanding of the influence on individuals, communities and societies</li> </ul>	3 (7-9)	<p>A <b>satisfactory</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>• Satisfactory evaluation and analysis 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
(d)	<p><b>“Christians and Humanists will always disagree with one another.”</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></p> <p>Details about the rise of Humanism in this country could be given. This could include views of sources of authority such as Christian philosophers of the enlightenment, e.g. John Locke (a forerunner of humanism, from a Christian background), compared to the views of Andrew Copson, current Chief Executive of Humanists UK (formerly the British Humanist Association) and former member of the Westminster SACRE.</p> <p>Christian beliefs about God, the saving work of Jesus and the need to proselytise and share the good news to everyone may be explored.</p> <p>Details about the existence of faith schools in Great Britain may be cited, as well as the influence of the House of Bishops in government. The law about Religious Education and collective worship may be discussed.</p> <p>Humanist representatives on SACREs may be explored; shared values and different values could also be discussed.</p> <p><b>AO2:</b></p> <p>Candidates need to address and explore the issue that there can never be any agreement between Humanists and Christians.</p> <p>Supporting the statement, candidates are likely to argue that the many differences between the two groups make it impossible for them to ever agree with one another. They may discuss some areas where their views are diametrically opposed, for example, their respective beliefs about God, about the source of our moral principles, or about religious involvement in public life/the laws of our land.</p>	<p><b>15</b></p> <p><b>3</b> AO1</p> <p><b>12</b> AO2</p>	<p>Examiners should mark according to AO1 and AO2 descriptors found on page 46-47.</p> <p><b>Please refer to the Level of Response grid above when marking this question.</b></p>

Question	Indicative content	Marks	Guidance
	<p>They may make a link to the rise of secularism in the 20<sup>th</sup> century, which has resulted in fewer people being influenced by religion; this change should be reflected in the way society is governed and ordered, making Christianity less influential than in the past and potentially in conflict with secular views. They may discuss examples of issues where Christian and Humanist views might clash, e.g. abortion or euthanasia.</p> <p>Whether humanist/secular values should have precedence over Christian religious values may be discussed in support of the statement. For example, the argument about what should be taught in schools about the origins of our planet, since there are huge differences between some Christians' and some Humanists' beliefs about Creationism and Evolution. Differences regarding traditional marriage values and modern attitudes towards same sex marriages, divorce, etc, cause clashes that are irreconcilable between some Christians and Humanists.</p> <p>In opposition to this statement candidates could explore the many shared values and aims that exist between both groups. Both groups believe that human beings have a moral sense and the capacity to behave morally or immorally. Both are concerned about developing people's moral fibre and encourage equal treatment of everyone. Both feel that people need to search for their own meaning of life and behave with compassion and dignity.</p> <p>Both groups can accept the positive values expounded by the teachings of Jesus, such as 'Love one another; do good to those who hate you; support one another, etc'. or the Golden Rule, a maxim that features in many religions and cultures. Humanists argue that these are universal human values and Christians argue that these values are from God, but they both hold these as important.</p> <p>Both groups believe it is important to look after our environment as this is the only world we have. Both groups believe in promoting peace over war.</p> <p>Some candidates may cite examples of both groups working alongside one another e.g. SACREs in determining Locally Agreed Syllabus for Religious Education and Collective Worship, thus showing they can work together and find some ways to agree with each other.</p> <p>Some might suggest that as society changes and religion becomes less influential, 'Christian Humanism' will become more prevalent. Humanism will take precedence over Christianity and so the question of disagreement/agreement will become of little importance.</p>		

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