

GCSE (9–1) Religious Studies

J625/06

Religion, philosophy and ethics in the modern world from
a Christian perspective

Sample Question Paper

Version 2.1

Date – Morning/Afternoon

Time allowed: 2 hours



No extra materials are needed



INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the space provided. If you need extra space, use the lined pages at the end of this booklet. The question numbers must be clearly shown
- Answer **all** the questions.

INFORMATION

- The total mark for this paper is **126**.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- Spelling, punctuation and grammar (SPaG) and the use of specialist terminology will be assessed in questions marked with a pencil (✎).
- This document has **20** pages.

Answer **all** the questions.

1 Relationships and families

(a) Give **three** reasons why a Christian couple might consider a divorce.

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(b) Outline different Christian attitudes towards cohabitation.

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(c) Explain how different Christian teachings can influence the upbringing of children today.

You should refer to sources of wisdom and authority in your answer.


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(d) “It is better to marry than stay single.”

Discuss this statement. In your answer, you should:

- Draw on your learning from across your course of study, including reference to beliefs, teachings and practices within Christianity
- Explain and evaluate the importance of points of view from the perspective of Christianity.

[15]

 Spelling, punctuation and grammar **[3]**

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2 The existence of God

(a) Give **three** different types of religious experience.

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(b) Outline the philosophical argument from design for the existence of God.

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(c) Compare the attitude of different Christian groups towards religious experience.

You should refer to sources of wisdom and authority in your answer.

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(d) "God is **not** interested in human beings."

Discuss this statement. In your answer, you should:

- Draw on your learning from across your course of study, including reference to beliefs, teachings and practices within Christianity
- Explain and evaluate the importance of points of view from the perspective of Christianity.

[15]

✍ Spelling, punctuation and grammar **[3]**

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3 Religion, peace and conflict

(a) State **three** ways Christians might resolve conflict.

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(b) Describe Christian teachings about going to war.

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(c) Explain why Christians differ in their support for social justice.

You should refer to sources of wisdom and authority in your answer.

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(d)* “All Christians should be pacifists.”

Discuss this statement. In your answer, you should:

- Draw on your learning from across your course of study, including reference to beliefs, teachings and practices within Christianity
- Explain and evaluate the importance of points of view from the perspective of Christianity.

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4 Dialogue between religious and non-religious beliefs and attitudes

(a) Describe **one** Christian attitude towards euthanasia.

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(b) How do Christians contribute to interfaith dialogue in the UK?

In your response you must consider that religious traditions in Great Britain are diverse, but mainly Christian.

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(d)* "Religion has no place in the modern world."

Discuss this statement. In your answer, you should:

- Draw on your learning from across your course of study, including reference to beliefs, teachings and practices within Christianity
- Explain and evaluate the importance of points of view from the perspective of Christianity.

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END OF QUESTION PAPER

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Oxford Cambridge and RSA

...day June 20XX – Morning/Afternoon

GCSE (9–1) Religious Studies

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

SAMPLE MARK SCHEME

Duration: 2 hours

MAXIMUM MARK 126

This document consists of **44** pages.

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

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

Crossed Out Responses

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

Rubric Error Responses – Optional Questions

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

Contradictory Responses

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

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

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

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

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

Longer Answer Questions (requiring a developed response)

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

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

Note: Award 0 marks - for an attempt that earns no credit (including copying out the question)

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.

9. For answers marked by levels of response:

- **To determine the level** start at the highest level and work down until you reach the level that matches the answer
- **To determine the mark within the level** consider the following:

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

10. **Annotations**

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

11. **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, 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 e) part of the first question. 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 second question. The levels descriptors for these are embedded in the Levels of Response, specifically AO2, and are *italicised for clarity*.

Spelling, punctuation and grammar (SPaG) Assessment Grid

<i>High performance 3 marks</i>
Learners spell and punctuate with consistent accuracy Learners use rules of grammar with effective control of meaning overall Learners use a wide range of specialist terms as appropriate
<i>Intermediate performance 2 marks</i>
Learners spell and punctuate with considerable accuracy Learners use rules of grammar with general control of meaning overall Learners use a good range of specialist terms as appropriate
<i>Threshold performance 1 mark</i>
Learners spell and punctuate with reasonable accuracy Learners use rules of grammar with some control of meaning and any errors do not significantly hinder overall Learners use a limited range of specialist terms as appropriate
<i>0 marks</i>
The learner writes nothing The learner's response does not relate to the question The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

INFORMATION AND INSTRUCTIONS

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

Assessment objectives (AO)

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


Question	Indicative content	Marks	Guidance
1	<p data-bbox="188 212 232 244">(a)</p> <p data-bbox="275 212 1232 244">Give three reasons why a Christian couple might consider a divorce.</p> <p data-bbox="275 280 613 312">Responses might include:</p> <ul data-bbox="327 352 1151 703" style="list-style-type: none"> • Adultery / unfaithfulness • Fallen out of love • Irretrievable breakdown of relationship • Abusive relationship • Abandonment • Difference of opinion about wanting to have children • Partner unable to have children • Different priorities, e.g. focus on career rather than marriage • Financial problems causing strain on relationship • Married too young. 	<p data-bbox="1637 212 1682 244">3</p> <p data-bbox="1637 248 1704 280">AO1</p>	<p data-bbox="1749 212 2029 312">1 mark for each correct response to a maximum of 3 marks.</p>
	<p data-bbox="188 738 232 770">(b)</p> <p data-bbox="275 738 1081 770">Outline different Christian attitudes towards cohabitation.</p> <p data-bbox="275 807 882 839">Learners might consider some of the following:</p> <p data-bbox="275 876 1574 940">The majority of Christian denominations promote marriage rather than cohabitation, but attitudes are changing and vary between Churches.</p> <p data-bbox="275 976 1496 1040">Learners might consider two or three main attitudes, but should explain the different reasoning behind them.</p> <p data-bbox="275 1077 1581 1268">The Roman Catholic Church insists that couples marry rather than simply live together and so is totally opposed to people cohabiting. Marriage is a sacrament and is God's way of blessing the union of a man and a woman therefore it is not sufficient to simply live together. In the story of Creation in the book of Genesis, and in St Mark's Gospel, marriage is shown to be the prime place for sex and the creation and nurturing of children. Sex outside of marriage is considered to be a serious sin and couples who sin in this way are not permitted to receive communion in church.</p> <p data-bbox="275 1305 1543 1465">The official teaching of most Protestant churches is that marriage, not cohabitation, is God's ideal. Biblical teaching on marriage stresses the importance of mutual love and commitment. However, some Protestant churches are more accepting of cohabitation, especially as a first step towards eventual marriage. They may think that what really matters is love and commitment rather than a legal or religious bond. They may believe it is more important to adapt to modern trends and</p>	<p data-bbox="1637 738 1682 770">6</p> <p data-bbox="1637 775 1704 807">AO1</p>	<p data-bbox="1749 738 1995 839">Response must address more than one attitude.</p> <p data-bbox="1749 876 2047 1024">Examiners should mark according to AO1 descriptors found on page 9.</p> <p data-bbox="1749 1061 2007 1236">Please refer to the Level of Response grid below when marking this question.</p>

Question	Indicative content	Marks	Guidance
	<p>acknowledge that many couples are committed to each other but do not see the need for a marriage. They also welcome couples who may have been living together for a long time, had children and then want to marry.</p> <p>Other Christians, especially those who may be more liberal in their approach might say that there is nothing wrong with cohabitation, if that is what suits the couple. This is because marriage is no longer as relevant and the Church must change with the times. Bible teaching about marriage reflects the society of the time and is not necessarily right for our contemporary world. The Church does not have the right to insist that people marry and tell other people, especially non-Christians to live by a set of outdated rules. People are free to choose, although they would encourage the creation of a committed partnership and a loving, stable home.</p>		

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

Question	Indicative content	Marks	Guidance
(c)	<p>Explain how different Christian teachings can influence the upbringing of children today.</p> <p>You should refer to sources of wisdom and authority in your answer.</p> <p>Learners might consider some of the following:</p> <p>Some Christian teachings about the upbringing of children can be found in the Bible. For example St Paul taught that children should obey their parents, but that parents should not embitter their children (Colossians 3:20-21). In other teachings, it is clear that children should be cared for and should be brought up in the faith (Ephesians 6:4). Jesus reprimanded his Disciples for trying to prevent children coming to him (Matthew 19:14). In the book of Acts, chapter 10, Peter baptised the family of Cornelius, which probably included children.</p> <p>These teachings along with church teachings, influence how children are brought up in a Christian family in several ways. The child will probably be brought to church for baptism and later confirmed. The words of both services show how Christian teaching about conduct and practice of the faith will influence how the child is brought up. ('We thank God for <i>N and N</i> who <i>have</i> come to be baptized today. Christ loves <i>them</i> and welcomes <i>them</i> into his Church'. C of E Baptism Service). The teachings underpinning each of the services of Baptism and Confirmation show how children should be included in and become part of the church and of God's family. Children will be part of family worship and prayers both in the home and in church.</p> <p>For Christians, the ideal is that children will be born to partners who have taken the vows of marriage. The marriage service refers to the 'share in the care and upbringing of children' C of E Marriage Service. The teachings and principles of Christian marriage can have considerable influence on how Children should be brought up because marriage is the bedrock of a Christian household where the children will experience faith in action. For example, if the parents are following Christian principles in their marriage, the teachings about fidelity and love between the couple will influence the way children grow up to view relationships and thus will have a significant effect on their personal, emotional and social development.</p> <p>In some Christian communities the way children are brought up means they are as far as possible, kept separate from non-Christian or secular experiences. This is true in the in the Amish community in America for example and the Exclusive Brethren in Britain. Some parts of the New Testament support the view that Christians should be in the world but not of the world. St Paul for example talks about how Christians should not be conformed to or shaped by the world. These Christian groups believe this teaching implies that children should be immersed in the faith and should not have contact with the world of ideas, beliefs and attitudes outside the faith. This is a different way in which it can be seen that Christian beliefs influence upbringing.</p>	<p>6</p> <p>AO2</p>	<p>Examiners should mark AO2 descriptors.</p> <p>Please refer to the Level of Response grid below when marking this question.</p>

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

Question	Indicative content	Marks	Guidance
(d)	<p>“It is better to marry than stay single.”</p> <p>Discuss this statement. In your answer, you should:</p> <ul style="list-style-type: none"> • Draw on your learning from across your course of study, including reference to beliefs, teachings and practices within Christianity • Explain and evaluate the importance of points of view from the perspective of Christianity. <p>Learners might consider some of the following:</p> <p>AO1</p> <p>Within some branches of the Church, e.g. Roman Catholic and Orthodox Churches, marriage is a sacrament and therefore a particular means of God’s grace being imparted to the couple. People who do not marry cannot experience this. It is also seen as reflecting the relationship between Christ and the Church (the Bride of Christ) and therefore has special significance.</p> <p>For many people growing up, their hope is to find and marry a partner, settle down and have a good life together. Marriage provides a relationship through which husband and wife support each other in a relationship built on love and faithfulness, which continues into old age. People who have not found such a partner may be regarded as unlucky and lonely, even if this is not how they themselves feel about it. Of course, some people may feel trapped in a loveless or arranged marriage, and would prefer to revert to their single state.</p> <p>AO2</p> <p>Learners might evaluate divergent attitudes towards marriage within Christian traditions. In the traditional Christian view marriage has generally been seen as the ideal and singleness the exception. It is regarded as a gift from God and part of his plan that men and women should live together in a bond of love. In Mark’s Gospel Jesus emphasises the importance of marriage when he says, ‘But from the beginning of creation, God made them male and female. For this reason a man shall leave his father and mother and be joined to his wife, and the two shall become one flesh.’</p> <p>Marriage can provide a secure environment for the bringing up of children and allows a couple to fulfil God’s command to ‘go forth and multiply.’ Some Churches regard marriage as the only place for sexual activity and procreation, therefore marriage is preferable if you wish to be able to do both of</p>	<p>15</p> <p>3 AO1</p> <p>12 AO2</p> <p>3 SPaG ()</p>	<p>Examiners should mark according to AO1 and AO2 descriptors found on page 9.</p> <p>Please refer to the Level of Response grid below when marking this question.</p> <p>Please refer to the SPaG response grid on page 8.</p>

Question	Indicative content	Marks	Guidance
	<p>these things. St Paul says that it is 'better to marry than to burn with lust', affirming the Church's belief that sex should only be within marriage. Single people should therefore be celibate, which may not be what they want. Many non-Christians would argue that sex and children are not restricted to marriage.</p> <p>However, Biblical teaching about singleness is often overlooked. Paul also talks about his single state as being a good gift from God. He is speaking in the context of the Church's belief that it was living in the end times and that marriage would soon become irrelevant, but nevertheless it shows his belief that marriage is not necessarily God's will for everyone. A married couple might be able to serve God together, in their home and family life, but a single person like Paul would not have to worry about the extra problems and stresses that come with marriage and/or family. He devoted his entire life to spreading the Word of God and would not have been such a useful messenger if he had been married. This is shown in some Churches where priests remain unmarried and celibate so that they can concentrate on the privilege of serving God more fully. Single people can give time and energy to Church activities at home and abroad and support couples who may struggle with the demands of work and family life. A minority choose to live in community, where some may be regarded as 'married to God.'</p> <p>In addition, some people may prefer the option of remaining single, with the greater level of independence it can give. They may object to the notion that they should be defined by a marriage relationship. They can focus more easily on their career and interests and can still have meaningful relationships, even if they do not lead to something permanent like marriage. They can also adopt children or go down the IVF route and have the joy of a family of their own if they so choose, or enjoy the role of aunt or uncle to relatives' children.</p>		


Level (Mark)	<u>AO1</u>	Level (Mark)	<u>AO2</u>
3 (3)	A good demonstration of knowledge and understanding in response to the stimulus: <ul style="list-style-type: none"> • Good understanding of the stimulus shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation • Good knowledge and understanding of different viewpoints within Christianity • Good knowledge and understanding of the influence on individuals, communities and societies 	4 (10-12)	A good attempt to respond to the stimulus, demonstrating some or all of the following: <ul style="list-style-type: none"> • A variety of viewpoints explored with good use of reasoned argument and discussion • Good analysis and evaluation of the significance and/or influence of the issue on different Christian groups • Evidence of critical evaluation including comment on, and comparison of, arguments from different Christian groups • Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion
2 (2)	A satisfactory demonstration of knowledge and/or understanding in response to the stimulus: <ul style="list-style-type: none"> • Satisfactory understanding of the stimulus shown by some use of religious knowledge • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description • Satisfactory knowledge and understanding of different viewpoints within Christianity • Satisfactory knowledge and understanding of the influence on individuals, communities and societies 	3 (7-9)	A satisfactory attempt to respond to the stimulus, demonstrating some or all of the following: <ul style="list-style-type: none"> • Different viewpoints offered with some evidence of reasoned argument and/or discussion • Satisfactory analysis and evaluation of the significance and/or influence of the issue on some Christian groups • Evidence of comment on, and comparison of, arguments • Evidence of judgement on the issue in the stimulus and some conclusion to the discussion
1 (1)	Limited/weak demonstration of knowledge and/or understanding in response to the stimulus: <ul style="list-style-type: none"> • Limited understanding of the stimulus shown by factual errors or generalised responses with little connection to the stimulus • Points may be listed and/or lacking in relevant detail related to the issues • Weak knowledge understanding of different viewpoints within Christianity • Weak knowledge and understanding of the influence on individuals, communities and societies 	2 (4-6)	A limited attempt to respond to the stimulus, demonstrating some or all of the following: <ul style="list-style-type: none"> • Different views may be stated but with little or no development • Limited analysis and/or evaluation of the significance and/or influence of the issue on some Christian groups • Response may contain some inaccuracies or misunderstanding of the issue in the stimulus • Little evidence of judgement on the issue in the stimulus
		1 (1-3)	A weak attempt to respond to the stimulus, demonstrating some or all of the following: <ul style="list-style-type: none"> • A single viewpoint may be stated with little or no support or justification or views may be stated as a list • Response may be simplistic, purely descriptive and/or very brief • No attempt to offer judgement on the issue in the stimulus
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	<p data-bbox="188 213 232 245">(a)</p> <p data-bbox="277 213 965 245">Give three different types of religious experience.</p> <p data-bbox="277 280 613 312">Responses might include:</p> <ul data-bbox="327 352 1234 775" style="list-style-type: none"> • Visions (which can happen when a person is awake or in a dream) • Hearing the voice of God • Numinous • Conversion • Charismatic experience • Experience through worship • Experience through prayer • Holy Spirit speaking • Conscience • Witnessing or hearing about miracles • Through the wonder of the natural world • Through icons 	<p data-bbox="1637 213 1682 245">3</p> <p data-bbox="1637 248 1697 280">AO1</p>	<p data-bbox="1749 213 2029 312">1 mark for each correct response to a maximum of 3 marks.</p>
	<p data-bbox="188 820 232 852">(b)</p> <p data-bbox="277 820 1294 852">Outline the philosophical argument from design for the existence of God.</p> <p data-bbox="277 884 1032 916">Teleological Argument / Argument from design or Purpose</p> <p data-bbox="277 948 1585 1110">An a posteriori argument based on the observation of order and design in the world. Various versions of this argument exist, put forward by, among others, Hume and Paley, cf. the Divine Watchmaker. Observation of the natural world reveals an order and complexity that can only have been achieved through the work of an intelligent being, God. Our world has been designed with a purpose (telos) in mind.</p>	<p data-bbox="1637 820 1682 852">6</p> <p data-bbox="1637 855 1697 887">AO1</p>	<p data-bbox="1749 820 2040 967">Examiners should mark according to AO1 descriptors found on page 9.</p> <p data-bbox="1749 1011 2007 1198">Please refer to the Level of Response grid below when marking this question.</p>

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

Question	Indicative content	Marks	Guidance
(c)	<p>Compare the attitude of different Christian groups towards religious experience.</p> <p>You should refer to sources of wisdom and authority in your answer.</p> <p>Learners might consider some of the following:</p> <p>Religious experiences are when people claim to have had some direct encounter with God. There is a philosophical debate to be had about whether any such experiences are truly experiences of God but for Christians there is no doubt that God is real and is a personal God who can be perceived.</p> <p>Christian religious experiences can be corporate or individual experiences and vary considerably leading to different attitudes to them amongst Christian groups. The different attitudes of Christians can be seen in the teaching of St Paul about the value of different gifts of the Spirit (1 Corinthians 14:1-10). He saw the danger of some Christians believing they had a special experience that was better than the experience of others. Differing attitudes also reflect different denominational ‘cultures’.</p> <p>Some Christians, such as Quakers, believe God can be experienced through silence and prayerful meditation (‘We first gather together in silence to quiet our minds’). By shutting down natural emotions and activities, the person can concentrate fully on God and experience him in this way. The attitude of Quakers is that a believer should provide space for God to speak individually to them.</p> <p>The attitude of other Christians towards religious experience, such as Pentecostal Christians, is based on their belief that God can be experienced through the power of the Holy Spirit in a very open and public fashion. For example, during a service when people are led by the Spirit to speak, sing or even dance. Some may speak in tongues (glossolalia) and even fall down in response to the power of experiencing the Holy Spirit. There may be miracles of healing. All of these are examples of God’s presence and count as religious experiences.</p> <p>By contrast, other Christians believe taking part in the Eucharist is a religious experience. They are brought closer to God through the liturgical structure of the service. The underlying attitude is that they are following the command of Jesus at the Last Supper (Matthew 26:26-28) in celebrating the Eucharist and that in a formal fashion they can enjoy communion with their fellow Christians in the local and the worldwide church. It may not be outwardly emotional but it is a powerful and meaningful experience.</p>	<p>6</p> <p>AO2</p>	<p>Examiners should mark according to AO2 descriptors.</p> <p>Please refer to the Level of Response grid below when marking this question.</p>

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

Question	Indicative content	Marks	Guidance
(d)	<p>“God is not interested in human beings.”</p> <p>Discuss this statement. In your answer, you should:</p> <ul style="list-style-type: none"> Draw on your learning from across your course of study, including reference to beliefs, teachings and practices within Christianity Explain and evaluate the importance of points of view from the perspective of Christianity. <p>Learners might consider some of the following:</p> <p>AO1: Learners might demonstrate their knowledge and understanding of the issue, making reference to examples of evidence which Christians might draw upon and use throughout the discussion.</p> <p>Christians would point to several other things which show that God does have interest in humans. Chief among these is the belief that God sent his son to die for mankind, to restore the relationship with him. This is shown in verses such as John 3:16. He is also interested in the way in which human live their lives, speaking through the prophets to reprimand unjust or unmerciful behaviour.</p> <p>AO2: Learners might evaluate arguments and points of view about the stimulus such as:</p> <p>Some Christians would disagree, arguing that Christianity is based on the belief that God is interested in human beings whom he loves. Christians teach that God created humans in his own image and that humans were created to have a relationship with him. Some of the Psalms speaks of God’s knowledge and concern for humans even before they are born, with a plan in mind for their lives.</p> <p>They would also point to Jesus’ words and actions, where he showed concern for the people he met, especially those who were needy or disadvantaged in some way.</p> <p>They might also point to the intervention of God in the world through the ongoing work of the Holy Spirit, through miracles, e.g. at Lourdes, through answered prayer and through the Church, his body here on earth. Each of these ideas might be challenged on grounds of lack of clear evidence. The idea that God shows his concern for human beings by acting through history to deal with the</p>	<p>15</p> <p>3 AO1</p> <p>12 AO2</p> <p>3 SPaG ()</p>	<p>Examiners should mark according to AO1 and AO2 descriptors found on page 9.</p> <p>Please refer to the Level of Response grid below when marking this question.</p> <p>Please refer to the SPaG response grid on page 8.</p>

Question	Indicative content	Marks	Guidance
	<p>woes of his people is shown in the Book of Exodus. However, the question could be asked as to why he has not intervened in every situation of oppression or injustice, if he is so concerned for human welfare. This leads to other points which support the view that he is not interested.</p> <p>Learners might discuss the Problem of Evil - if God is concerned for human beings then why does he allow evil and suffering to affect our lives? Why do innocent children die of incurable illnesses? Perhaps he is only interested in certain people – for instance the Jews with whom he made a special covenant; this did not lead to his intervening to prevent the Holocaust, however.</p> <p>Learners may consider or compare theist versus deist philosophies, in that theism regards God as transcendent but choosing to be actively involved with his world, answering prayer, etc. whilst deism sees God as a completely separate, impersonal entity, removed from the world he has created. Perhaps God is interested in us, in the same way as a scientist might be interested to see an experiment unfolding, but without intervention.</p> <p>Others might suggest that the question is irrelevant, since God does not exist and therefore cannot take an interest in anything. If it helps us to believe in a God who is interested in us, then that is a good thing.</p>		

Level (Mark)	<u>AO1</u>	Level (Mark)	<u>AO2</u>
3 (3)	A good demonstration of knowledge and understanding in response to the stimulus: <ul style="list-style-type: none"> • Good understanding of the stimulus shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation • Good knowledge and understanding of different viewpoints within Christianity • Good knowledge and understanding of the influence on individuals, communities and societies 	4 (10-12)	A good attempt to respond to the stimulus, demonstrating some or all of the following: <ul style="list-style-type: none"> • A variety of viewpoints explored with good use of reasoned argument and discussion • Good analysis and evaluation of the significance and/or influence of the issue on different Christian groups • Evidence of critical evaluation including comment on, and comparison of, arguments from different Christian groups • Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion
2 (2)	A satisfactory demonstration of knowledge and/or understanding in response to the stimulus: <ul style="list-style-type: none"> • Satisfactory understanding of the stimulus shown by some use of religious knowledge • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description • Satisfactory knowledge and understanding of different viewpoints within Christianity • Satisfactory knowledge and understanding of the influence on individuals, communities and societies 	3 (7-9)	A satisfactory attempt to respond to the stimulus, demonstrating some or all of the following: <ul style="list-style-type: none"> • Different viewpoints offered with some evidence of reasoned argument and/or discussion • Satisfactory analysis and evaluation of the significance and/or influence of the issue on some Christian groups • Evidence of comment on, and comparison of, arguments • Evidence of judgement on the issue in the stimulus and some conclusion to the discussion
1 (1)	Limited/weak demonstration of knowledge and/or understanding in response to the stimulus: <ul style="list-style-type: none"> • Limited understanding of the stimulus shown by factual errors or generalised responses with little connection to the stimulus • Points may be listed and/or lacking in relevant detail related to the issues • Weak knowledge understanding of different viewpoints within Christianity • Weak knowledge and understanding of the influence on individuals, communities and societies 	2 (4-6)	A limited attempt to respond to the stimulus, demonstrating some or all of the following: <ul style="list-style-type: none"> • Different views may be stated but with little or no development • Limited analysis and/or evaluation of the significance and/or influence of the issue on some Christian groups • Response may contain some inaccuracies or misunderstanding of the issue in the stimulus • Little evidence of judgement on the issue in the stimulus
		1 (1-3)	A weak attempt to respond to the stimulus, demonstrating some or all of the following: <ul style="list-style-type: none"> • A single viewpoint may be stated with little or no support or justification or views may be stated as a list • Response may be simplistic, purely descriptive and/or very brief • No attempt to offer judgement on the issue in the stimulus
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	<p>(a) State three ways Christians might resolve conflict.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Conversation / discussion between the two parties • Preaching / campaigning to promote peace, mercy and justice • Using social media to campaign and change public awareness of issue • Negotiating a compromise • Mediation, with a third party involved • Diplomacy • Apology • Helping the two parties to see the issue from the other's point of view • Peaceful protest, e.g. bus boycott • Demonstrations or marches • Democratic process • Pray • Reading the teachings of Jesus • Follow the example of Jesus 	3 AO1	<p>1 mark for each correct response to a maximum of 3 marks.</p> <p>Can relate to conflict between individuals, groups or countries.</p>
	<p>(b) Describe Christian teachings about going to war.</p> <p>Learners might include some of the following:</p> <p>Christian teaching could be used to support opposing views on war. Some Christians are pacifists while others believe that although war is to be avoided if at all possible, it is sometimes the best course of action.</p> <p>The Just War theory as popularised by Aquinas is used by many Christians, so a Christian might believe that some wars are justified if the conditions for a Just War have been met.</p> <p>Learners might describe some or all of the conditions of a Just War: Legitimate Authority, Just Cause, Likelihood of Success, Last Resort, Intent to bring Good, Proportionality and Discrimination. Where a country has been invaded and is unable to defend itself, or where the Christian's own country has been invaded Christians might feel that a war is justified. Specific examples may be cited.</p>	6 AO1	<p>Examiners should mark according to AO1 descriptors found on page 9.</p> <p>Please refer to the Level of Response grid below when marking this question.</p>

Question	Indicative content	Marks	Guidance
	<p>St Augustine taught that wars aimed to punish evil and were therefore intended to produce peace.</p> <p>Learners may refer to Biblical (particularly Old Testament) teachings which permit war under certain circumstances, for Joel 3:9 'Beat your ploughshares into swords'.</p> <p>Reference to the Crusades and the idea of a Holy War may be relevant.</p> <p>Learners may also refer to Biblical teachings about peace, e.g. 'Do not murder', God hates 'hands that shed innocent blood', 'blessed are the peacemakers', These might be used to show that war is not God's ideal.</p>		

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

Question	Indicative content	Marks	Guidance
(c)	<p>Explain why Christians differ in their support for social justice.</p> <p>You should refer to sources of wisdom and authority in your answer.</p> <p>Learners might consider some of the following:</p> <p>Social justice is about the distribution of wealth, opportunities and privileges within a society. So a just society is one where all people are valued and given mutual respect. These may seem to be quite modern ideas but they can be found in Christian teaching. In the Old Testament Amos speaks of justice rolling down like a river (Amos 5.24). Jesus showed compassion for all people, including the outcasts in his society (e.g. Luke 17:11-19) and in the parable of the Sheep and the Goats (Matthew 25) it states that people will be judged according to how they have treated others. In the book of Acts, the first Christians shared everything in common. (Acts 2.44)</p> <p>However not all Christians interpret these teachings, or choose to put them into practice, in the same way.</p> <p>Some Christians see social justice as the most important thing that a Christian should be concerned about and will be active in promoting it through political action (Óscar Romero), even violent action. Liberation Theology shaped the drive for social justice through such action in South America. For other Christians violent action is considered to be against Jesus' teaching and they will seek change through non-violent protest (e.g. Martin Luther King) or by working with agencies in the community. For example by supporting charities that seek to support the poor such as Christian Aid or non-Christian charities such as Amnesty International that seek to establish political justice.</p> <p>Other Christians don't see social justice as the most significant aspect of their faith and see, for example, evangelism as more important. They see the great commission given by Jesus, to make disciples of all nations (Matthew 28:16-20), as most important part of their faith and see the pursuit of social justice as something for wider society and not the main responsibility of believers.</p> <p>Some Christians prefer to avoid what might be seen as getting involved in politics and see a danger in Christians taking sides in a debate about how, for example, wealth should be distributed. They might consider, as many Christians did in Victorian times, that people have a place in society, planned by God which they have to accept, whether rich or poor. (See Verse 3 of the hymn All things Bright and Beautiful)</p>	<p>6</p> <p>AO2</p>	<p>Examiners should mark according to AO2 descriptors.</p> <p>Please refer to the Level of Response grid below when marking this question.</p>

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

Question	Indicative content	Marks	Guidance
(d)*	<p>“All Christians should be pacifists.”</p> <p>Discuss this statement. In your answer, you should:</p> <ul style="list-style-type: none"> • Draw on your learning from across your course of study, including reference to beliefs, teachings and practices within Christianity • Explain and evaluate the importance of points of view from the perspective of Christianity. <p>AO1: Learners might demonstrate knowledge and understanding of the nature of pacifism and of different types. Absolute and conditional pacifism might be discussed and examples given for each. They might also refer to original attitude of Christians as members of the Roman empire. According to some historians, at the beginning, Christians took no part in the war-like activities of the empire. It was only when Christianity became the official religion of the empire, which was under threat from barbarians, that the defense of empire and religion became an acceptable reason for Christians to take part in a war.</p> <p>AO2: Learners might review biblical material which is often used to support the view that Christians should be pacifists. According to Christian teachings, Jesus was the prince of peace, Isaiah speaks of beating swords into ploughshares and the Beatitudes refer to peacemakers as blessed.</p> <p>Others would refer to the Christian belief in the sanctity of life and the commandment which forbids killing. Jesus' teaching in the Sermon on the Mount about turning the other cheek certainly seems to require Christians to be pacifists, when faced with violence against them.</p> <p>On the other hand, learners might argue that no one can stand idly by and see loved ones killed or one's religion attacked without making an attempt to defend them, by violence if necessary. Pacifism might be an ideal but it is just not practical. They might argue that Just War theory is an attempt to give justification for violence and war provided it is controlled and for good purposes. It is the best we can do in an imperfect world.</p> <p>Others might say that even a justified war is bound to lead to atrocities and just makes the defender as bad as the aggressor. They might argue that Christians should be pacifists, and to be anything else is to compromise and to fail to live up to the high ideals of Jesus which will surely win through in the end.</p>	<p>15</p> <p>3 AO1 12 AO2</p>	<p>Examiners should mark according to AO1 and AO2 descriptors found on page 9.</p> <p>Please refer to the Level of Response grid below when marking this question.</p>

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

Question	Indicative content	Marks	Guidance
4	<p data-bbox="190 204 235 236">(a)</p> <p data-bbox="275 204 1003 236">Describe one Christian attitude towards euthanasia.</p> <p data-bbox="275 260 616 292">Responses might include:</p> <ul data-bbox="275 316 1585 547" style="list-style-type: none"> <li data-bbox="275 316 1585 427">• Most Christians oppose euthanasia because taking life is murder. Christians would seek to support the person to the end of their life rather than assist a suicide and Christians would support the Hospice movement. <li data-bbox="275 435 1585 547">• The view that euthanasia could be a loving act is held by some Christians despite the fact that the act is illegal in Britain. Some Christians accept that treatment at the end of life to relieve pain might hasten death. 	<p data-bbox="1653 204 1697 236">3</p> <p data-bbox="1635 244 1715 276">AO1</p>	<p data-bbox="1744 204 2011 427">Marks should be awarded for a statement plus any combination of development and/or exemplification.</p>
	<p data-bbox="190 571 235 603">(b)</p> <p data-bbox="275 571 1585 691">How do Christians contribute to interfaith dialogue in the UK? In your response you must consider that religious traditions in Great Britain are diverse, but mainly Christian.</p> <p data-bbox="275 746 616 778">Responses might include:</p> <p data-bbox="275 802 1585 1026">Interfaith dialogue refers to the co-operation and positive interaction of different religious groups. Even though the underpinning religious traditions are Christian, since the UK is now such a diverse society of many religions and non-religious groups, interfaith dialogue is seen to be increasingly important for many religious groups. Learners might refer to different national and local bodies involved in bringing the Christian community together and interacting with other religious communities.</p> <p data-bbox="275 1050 1585 1433">Some groups exist to give a religious voice in national and local government consultation, and this may entail working with other religions to ensure equity. An example of this is the local SACRE which consist of representatives of all major religious groups in a local authority area who meet to give direction to Religious Education. Others are set up to support Christians but include building positive relationships with other religious communities in their aims. Examples of such organisations could include the Churches Together movement which sets aside time for a week of prayer and reflection to strengthen dialogue within various denominations of the Christian faith and other world religions. Churches Together have established an inter faith week where Christians are encouraged to learn more about the faith of other religious groups by visiting other places of worship and taking part or observing acts of worship.</p>	<p data-bbox="1653 571 1697 603">6</p> <p data-bbox="1635 611 1715 643">AO1</p>	<p data-bbox="1744 571 2047 715">Examiners should mark according to AO1 descriptors found on page 9.</p> <p data-bbox="1744 770 2011 954">Please refer to the Level of Response grid below when marking this question.</p>

		<p>Christians might also be involved with organisations which are not principally Christian, such as the Maimonides Interfaith Foundation which promotes understanding, cooperation and peace between Jews, Christians and Muslims internationally through art, culture and education. Learners might refer to the forms interfaith communication might take, drawing on examples like visiting schools, contributing to community or national celebrations and events, conducting interfaith marriages, addressing causes of conflict and getting involved in political debate.</p>		
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Level (Mark)	<u>AO1</u>
3 (5-6)	<p>A good demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed description • Good knowledge and understanding of different viewpoints within Christianity • Good knowledge and understanding of the influence on individuals, communities and societies • Good knowledge and understanding of the breadth and/or depth of the issues
2 (3-4)	<p>A satisfactory demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Satisfactory understanding of the question shown by some use of religious knowledge • Selection of appropriate sources of wisdom and authority with superficial description • Satisfactory knowledge and understanding of different viewpoints within Christianity • Satisfactory knowledge and understanding of the influence on individuals, communities and societies • Satisfactory knowledge and understanding of the breadth and/or depth of issues
1 (1-2)	<p>Limited/weak demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Limited understanding of the question shown by factual errors or generalised responses with little connection to the question • Points may be listed and/or lacking in relevant detail related to the issues • Weak knowledge understanding of different viewpoints within Christianity • Weak knowledge and understanding of the influence on individuals, communities and societies
0 (0)	No response or no response worthy of credit

Question	Indicative content	Marks	Guidance
(c)	<p>Compare different Christian attitudes towards secularism.</p> <p>You should refer to sources of wisdom and authority in your answer.</p> <p>Learners might consider some of the following:</p> <p>Secularism can be defined as a belief system that rejects religion. It is the belief that religion should not be part of the affairs of the state or part of public education. An effect of secularism is secularization, this is where society has less respect for religion and the focus of people is more on material comfort. (Sociologists Bryan Wilson & Steve Bruce)</p> <p>The attitude of many Christians towards secularism is negative and even aggressively so. Secularism is seen as in opposition to religion because it promotes the view that there is no need for people to adopt religious views or attitudes. Christians see this as undermining of the traditional value base of society and ignoring the experiences of millions of people who claim to worship and have a relationship with God. In the view of some Christians, such as Roman Catholics, it also undermines the status of marriage and the belief in the sanctity of life leading to a weakening of the value of marriage and acceptance of abortion and potentially, euthanasia. However not all Christians would disagree with the separation of religion from the affairs of the State. In England, the Church of England has a special place in society as the established Church and is part of the fabric of the State. For example, the Monarch is the supreme Governor of the Church of England and a number of Bishops sit in the House of Lords. For some Christians this places the members of the Church of England in a difficult situation when the State takes actions which are not in tune with Christian ideals. An example of this was the dispute between the Government and the Church about whether it was appropriate to hold a victory ceremony in St Paul's Cathedral after the Falkland's war in July 1982.</p> <p>However Christians who favour the disestablishment of the Church of England would still be likely to object to the attitude of Secularism towards religion. Secularism has affected life in Britain with the emphasis on science as the only source of truth rather than religion. The secular belief system has led to secularisation pushing religion to the margins of society. Religion now being seen as a kind of leisure pursuit (Wilson & Bruce). In contrast most Christians would argue that whilst established religion may be declining many people still hold religious beliefs. In fact, Christianity is reviving through more informal approaches to worship such as house groups. Religious belief in Britain amongst adherents of faiths other than Christianity is strong. For many people, religion is still the basis of their lives.</p>	<p>6</p> <p>AO2</p>	<p>Examiners should mark according AO2 descriptors.</p> <p>Please refer to the Level of Response grid below when marking this question.</p>

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

Question	Indicative content	Marks	Guidance
(d)*	<p>“Religion has no place in the modern world.”</p> <p>Discuss this statement. In your answer, you should:</p> <ul style="list-style-type: none"> • Draw on your learning from across your course of study, including reference to beliefs, teachings and practices within Christianity • Explain and evaluate the importance of points of view from the perspective of Christianity. <p>Learners might consider some of the following:</p> <p>AO1: Learners might refer throughout their response to knowledge and understanding of secularisation the resultant challenges to religions. They might describe how the attitudes towards religion have changed considerably in recent decades, especially in western European culture. Nonetheless, many people still see religion as having an important place in modern society, as the positive vote at the Cambridge Union showed in 2013, when students voted with Dr. Rowan Williams against Prof. Richard Dawkins’ motion (Religion has no place in the 21st Century).</p> <p>AO2: Learners might discuss, evaluate and analyse points of view and attitudes such as: If religion encompasses a broad sense of human spirituality and focuses on finding meaning and purpose in life then it will always be relevant and have a place in the world. Spirituality, in the widest sense, is very popular, as can be seen in the many films and TV programmes on the subject, and the rise of alternative healing therapies and psychic counsellors. However, if it is understood primarily in terms of commitment to a specific, formalized religious group with a defined set of beliefs then it could be argued that it bears less relevance in today’s society.</p> <p>People will always need a source of comfort and strength and religion provides this. Rites of passage give structure, meaning and order to life, although some people now turn to humanist versions of these rites.</p> <p>Atheism, secularism and humanism have impacted on attitudes to religion, reflected in decreasing numbers of Christians worldwide. However, in some places, e.g. South East Asia, Christianity is rapidly expanding, while Islam is also steadily growing. It is not possible to make a generalised observation about the numerical health of religions.</p>	<p>15</p> <p>3 AO1</p> <p>12 AO2</p>	<p>Examiners should mark according to AO1 and AO2 descriptors found on page 9.</p> <p>Please refer to the Level of Response grid below when marking this question.</p>

Question	Indicative content	Marks	Guidance
	<p>In the UK it is now more socially acceptable not to attend Church services, whereas at one time this would have been the norm and the Church would have formed the core of most people's social and spiritual lives. The rise of multi-cultural and multi-faith societies may show that where religion is thriving it is in a more inclusive or even pluralist framework.</p> <p>Learners might draw on their experience of living in a diverse, multi-faith country such as Britain in response to the statement. They might refer to the fact that religious tradition in Britain, are, in the main Christian, and that these traditions have contributed towards shaping the society in which we live.</p> <p>Learners might consider the role of faith schools and how these have been challenged in an increasingly diverse and secular society. However, many non-religious parents still seek to place their children in faith schools, valuing their clear moral values and work ethic.</p> <p>In the issue of equality and social justice religion sometimes seems to lag behind the rest of society, for example, with attitudes towards women and homosexuality being viewed as outdated and even offensive. However, learners might refer to religious people who work to bring about positive changes to our laws and still campaign today to combat human trafficking and unfair trade. Religions also encourage people to give time and money to charities, and many Christians volunteer or work for organisations like CAFOD, following the attitude of service which is encouraged. In our current time of austerity the government has acknowledged the invaluable work done by faith groups in providing food banks, etc., where public funds are overstretched.</p> <p>Some would say that as our modern world continues to be dominated by social change and sweeping scientific and technological developments, the need for spiritual guidance will be stronger than ever. It might be argued, therefore, that religion therefore still has a place in our modern world, but any religion that refuses to embrace change and scientific discovery is unlikely to survive to the next century.</p>		

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

AO Grid

Question	AO1	AO2	SPaG	Total
1a	3			3
1b	6			6
1c		6		6
1d	3	12	3	18
2a	3			3
2b	6			6
2c		6		6
2d	3	12	3	18
3a	3			3
3b	6			6
3c		6		6
3d	3	12		15
4a	3			3
4b	6			6
4c		6		6
4d	3	12		15
Total	48	72	6	126

Summary of updates

Date	Version	Change
November 2019	2	Insertion of answer lines for each question. Amendment to the wording of level descriptors in 6 mark AO1 questions.
February 2020	2.1	Amendments to the Instructions and Information on the front cover of the question paper to match the current live question paper, and corrections to typographical errors in the question paper.

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