



Oxford Cambridge and RSA

GCSE

Religious Studies

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

General Certificate of Secondary Education

Mark Scheme for June 2022

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

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

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

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MARKING INSTRUCTIONS**PREPARATION FOR MARKING****RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

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% (traditional 40% Batch 1 and 100% Batch 2) 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 the RM Assessor messaging system, or by email.
5. **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. Enter a mark for each question answered into RM assessor,

which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

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 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.

7. Award No Response (NR) if:
- there is nothing written in the answer space
- Award Zero '0' if:
- anything is written in the answer space and is not worthy of credit (this includes text and symbols).
- Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.
8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*
10. For answers marked by levels of response: Not applicable in F501
- 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

11. Annotations

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

12. 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 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

<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 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 below the indicative content. The guidance column on the right of the mark scheme will provide further exemplification and support as to the interpretation of answers, where required. **Levels of Response marked responses should be read holistically before applying the relevant Levels of Response.**

Assessment objectives (AO)

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

Question	Indicative content	Marks	Guidance
1 (a)	<p>Describe one Christian teaching about equality.</p> <p>Response may include description of one of the following;</p> <ul style="list-style-type: none"> • men and women were created equally in the image of God, Genesis 1;27 • Pope John Paul II spoke of men and women having equal dignity and responsibility both in the family and society, Familiars Consortio 1981 • St Ambrose wrote, you are not her master but her husband; she was not given to you to be your slave but your wife • Jesus treated women as equals, despite the culture of the NT, for example when at the home of Mary and Martha, speaking with a Samaritan woman at the well John 4:9 • St Paul taught that <i>there is neither... male nor female, for you are all one in Christ.</i> • Paul's teaching in Ephesians says wives must submit to their husband • 1 Peter 3 says wives must be submissive to their husbands • Any correct teaching about equality, e.g. love thy neighbour, Parable of the Good Samaritan 	3 AO1	<p>Marks should be awarded for a statement, development and exemplification relating to one teaching.</p> <p>Teaching about inequality is creditable as relevant.</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 and 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.

	<p>(b) Outline different Christian attitudes to women priests.</p> <p>Learners might consider some of the following:</p> <p>Some Christians believe that women should not be ordained as priests, such as the Roman Catholic Church, the Orthodox Church and some conservative and evangelical Protestant Churches. They believe that the priests represent Jesus, who was male and had male disciples, so priests have to be male. There is also teaching from St Paul that suggests that only males have authority within the church e.g. 1 Tim 2:12 <i>I shall not permit a woman to teach</i> and 1 Cor 14:34-35 <i>women should be silent in church</i>.</p> <p>Other Christians do ordain women as priests, such as the Church of England, Methodist and other 'free' churches. These Christians believe that both men and women are created equally in the image of God, Gen 1:27, and therefore women may have the same authority as men in the church. They may argue that Jesus having male disciples and the teaching of Paul reflect the culture of the New Testament and are therefore no longer relevant. Jesus himself valued women as equals in spiritual matters, for example the story of Mary and Martha Luke 10. These churches also cite evidence to suggest that women held positions of authority in the early church, such as Junia and Phoebe mentioned in Romans 16.</p>	<p>6 AO1</p>	<p>Examiners should mark according to AO1 descriptors.</p> <p>Please refer to the Level of Response grid above when marking this question.</p> <p>Needs to be more than one attitude to fully address the question.</p>
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Level (Mark)	<u>AO2</u>
3 (5-6)	A good attempt to respond to the topic of the question, demonstrating some or all of the following: <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)	A satisfactory attempt to respond to the topic of the question, demonstrating some or all of the following: <ul style="list-style-type: none"> • Satisfactory analysis of appropriate religious knowledge • Satisfactory analysis of the significance and/or influence of the topic on one or more Christian group • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation
1 (1-2)	A weak attempt to respond to topic of the question, demonstrating some or all of the following: <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
(c)	<p>Explain how Christian beliefs about marriage are reflected in the ceremony. You should refer to sources of wisdom and authority in your answer.</p> <p>Learners might consider some of the following:</p> <p>Marriage is important to Christians as a secure unit in which to raise children, find companionship and support, the place to enjoy a sexual relationship, and to be a union ordained by God, as in Genesis 2. Some Christians, such as Roman Catholics, believe it is a sacrament. This is shown in Roman Catholic marriage ceremonies where there may be a nuptial mass; the active role in this sacrament gives the couple a special blessing and directs their thoughts to God.</p> <p>Aspects of the ceremony symbolise and reinforce Christian beliefs about the importance and purpose of Christian marriage. At the start of the ceremony the priest will welcome all to the service. Here it may be stated that marriage is a sacrament, and that marriage is a gift from God and that the relationship reflects that of Jesus and the church.</p> <p>The wording used shows the importance of God's creation of humans and marriage, so humans have companionship. Genesis 2 states that marriage was created by God, meaning that it is important to Christians as they are following God's plan/purpose for them. It also implies the belief of many Christians that marriage is the correct place for sex, which is also reinforced in New Testament teaching, such as from St Paul.</p> <p>Christians take their vows within the ceremony which refer to the belief that God is joining them together. The vows note that marriage is a lifelong commitment, broken only by the death of one spouse. This reflects teachings about commitment and against divorce, such as Matthew 19:6 ...<i>what God has joined together let man not separate</i>. It may be emphasised that the couple are now one, reflecting the teaching that marriage is a sacrament and also the teaching in Matt 19 that ...<i>they are no longer two but one flesh</i>. The exchanging of rings also reflects the belief that marriage is a commitment for life, the circle representing eternity.</p> <p>The importance of procreation will be mentioned in the words of the priest who says that marriage is given so that the couple shall have children; this is reflecting the teaching from Genesis 1 that humans should <i>be fruitful and multiply</i>.</p> <p>Same sex couples may not get married in Christian services which demonstrates the belief of some Christians that marriage should be between a man and a woman only. Differences between ceremonies of different denominations may be referenced.</p>	<p>6 AO2</p>	<p>Examiners should mark according to AO2 descriptors.</p> <p>Please refer to the Level of Response grid above when marking this question.</p> <p>Learners must link the belief to the ceremony.</p> <p>Must have source of wisdom authority for level 3.</p>

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

Question	Indicative content	Marks	Guidance
(d)	<p>‘The only acceptable place for a sexual relationship is within marriage.’</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 Many Christians believe that sex should only take place within marriage, some believing that sex should only take place to procreate (Genesis 1:28), which again should only be within marriage. They may cite Genesis 2 where God blesses, interpreted as marries by some, Adam and Eve who become one flesh. However, today more liberal Christians may accept that sex can take place as part of a loving relationship before marriage.</p> <p>AO2 The Roman Catholic Church teach that sex should only take place within a marriage, an institution ordained by God to be between a man and woman in Genesis. They follow Natural Law and believe that every sex act should allow the possibility of procreation, so they are opposed to artificial contraception. This strengthens the view that sex should only be within a marriage. Fornication, sex before marriage is condemned in the Catholic catechism 2353 as <i>gravely contrary to the dignity of persons and of human sexuality.....naturally ordered to the good of spouses.</i></p> <p>Pre-marital sex is condemned by Jesus who stated that sex is for within marriage, Matthew 19:46 <i>a man shall leave his father and mother and be joined to his wife and the two shall become one flesh</i>, and also by St Paul in letters to new Christians, for example 1 Corinthians 10:8 <i>we must not indulge in sexual immortality.</i> Adultery, sex outside of a marriage, is also forbidden in the 7th Commandment.</p> <p>The Church of England teaches that the correct place for sexual relationships is within a marriage, as an expression of love and fidelity. This is expressed in the wedding vows. However, in more modern times they have accepted that sex between cohabiting couples, as step towards the commitment of marriage may be acceptable.</p>	<p>15</p> <p>3 AO1 12 AO2</p> <p>3 SPaG ()</p>	<p>Examiners should mark according to AO1 and AO2 descriptors.</p> <p>Please refer to the Level of Response grid above when marking this question.</p> <p>Please refer to the SPaG response grid on page 8.</p>

Question	Indicative content	Marks	Guidance
	<p>Some Christians choose to remain celibate and focus on devoting their lives entirely to God, for example those in religious orders and Roman Catholic priests. This lifestyle was advocated by St Paul, although he did advise that for those who cannot contain their sexual urges they should marry, further suggesting that sex should only be within marriage.</p> <p>There are Christian campaigns, mainly led by Evangelical Christians, that promote remaining celibate until marriage, known as abstinence. Examples include 'Teen Aid', Love Waits and the 'silver ring thing' which was promoted by many celebrities including the Jonas Brothers.</p> <p>Some liberal Christians accept that sex is matter for a personal decision and that as long as it is consensual that it is of no real concern to God, although there is limited evidence for this view and it is not considered to be a mainstream Christian position. Some might say that love is all that matters and sex is an expression of love, whether inside marriage or not, it is possible to be in a committed relationship without being married.</p> <p>Sex within marriage is appropriate for procreation, as a purpose of marriage and of sex. Marriage can give security to children. Sex outside of marriage, if without commitment, can lead to children who lack security of a stable home.</p>		

Question		Indicative content	Marks	Guidance
2	(a)	<p>What is meant by the term soul-making?</p> <p>Responses might include:</p> <ul style="list-style-type: none">• The process by which humans complete the development of their souls• From John Keats, the idea that the part of a human that contains moral character, i.e. the soul, needs to be made/developed• Used to describe a type of theodicy (Irenaeus/Hick) that suggests that humans need to complete their soul through the trials of experiencing evil and suffering• The completion of a soul, or moral development through overcoming difficulties• The idea that God's creation is ongoing and that humans need to continue to develop into God's likeness through suffering difficulties	3 AO1	Marks should be awarded for any combination of statements, development and exemplification.

TURN OVER

Level (Mark)	<u>AO1</u>
3 (5-6)	<p>A good demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed 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 and 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.


(b)	<p>Outline the argument for the existence of God from First Cause.</p> <p>Learners might consider some of the following:</p> <p>The argument from First Cause is also known as the Cosmological Argument, perhaps the most famous example being that proposed by Thomas Aquinas, but the idea of causation originates from Aristotle. The argument is one of Aquinas' Five Ways. The argument proposes that everything that exists has a cause, the universe exists and thus the universe must have a cause. The chain of cause and effect cannot go back forever (infinite regress), thus there must be a first or uncaused cause, a thing which needs no cause for its own existence, a necessary being, this is God.</p> <p>The argument uses natural laws to point to the existence of God, to explain why there is something rather than nothing. It uses cause and effect to prove the existence of God as a first cause. If everything that exists came into existence then there must be a time when there was nothing; as something cannot come from nothing there must be something which has always existed, an uncaused cause/necessary being, this is God who is eternal.</p> <p>Many, including Pope Francis in 2012, have argued that the argument from first cause is compatible with science, since the Big Bang may have started the universe but what caused it? For theists, the answer is God, as the first cause. It is also compatible with the Genesis creation account in the Bible.</p> <p>John Polkinghorne, a physicist and Anglican priest, argues that the odds against the universe being the result of chance are so low it is far more probable that a creator God is the first cause.</p> <p>The argument is a posteriori, it is from experience, in that it starts with our experience of the world, that everything has a cause, and argues to God.</p>	<p>6 AO1</p>	<p>Examiners should mark according to AO1 descriptors.</p> <p>Please refer to the Level of Response grid above when marking this question.</p>
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Level (Mark)	<u>AO2</u>
3 (5-6)	<p>A good attempt to respond to 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 one or more 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
(c)	<p>Explain why Christians have different beliefs about God’s relationship with the world.</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>Christians have different beliefs due to different interpretation of the scripture, and different church teaching, which may depend on denomination and/or tradition.</p> <p>Christians believe that God is the creator of the world, as stated in Genesis. Some believe that he created the world just as it describes in Genesis, this is a creationist view, a fundamentalist interpretation of scripture. Others believe that God is responsible for the creation of the world, but that the account in Genesis is not literal, they may believe that science explains the how, this is known as theistic evolution, a liberal interpretation of the Bible. In 2012 Pope Francis suggested that the Big Bang and evolution were how God created. In Genesis 1 God creates by voice command showing that the world is dependent on the word of God.</p> <p>Christians believe that God continues to care for and sustain the world that he created, for example the seasons allow a harvest, Ecclesiastes 3;1, Psalm 147:8. The Old Testament gives accounts of God revealing himself to the world, for example through Abraham, Moses and other prophets, giving laws to help the world run smoothly, e.g. the 10 Commandments. The world itself reveals the existence and majesty of God, Romans 1:20/natural theology/design argument.</p> <p>They may explain how Christians believe that God is immanent in the world, in that he is knowable and active. The covenant relationship with the Jews is outlined in the Old Testament, and in the New Testament God is immanent through Jesus; they may use NT sources such as Matt 1.23 (<i>they shall name him Emmanuel, meaning God is with us</i>). Christians believe that God is immanent in the world today through the Holy Spirit, evidenced through charismatic worship and miracles, such as healings at Lourdes. They may explain that there are different interpretations of these miracles and different traditions/forms of worship.</p> <p>God is also transcendent, as in beyond or above the world, outside of time, not fully accessible to the physical world. If God created the world, he cannot be within it. The Bible describes God as transcendent, e.g. Psalm 113, ...<i>God who is seated on high, who looks far down on the heavens and the earth.</i></p> <p>Christians believe that God can be both immanent in and transcendent to the world, as he is</p>	<p>6 AO2</p>	<p>Examiners should mark according to AO2 descriptors.</p> <p>Please refer to the Level of Response grid above when marking this question.</p>

	<p>omnipotent. Also, the different persons of the Trinity express different relationships to the world. God the Father may be seen as transcendent whilst God the Son and God the Holy Spirit are immanent, this is based on the teachings of St Paul and is the official position of the Roman Catholic Church. Sources such as Jeremiah 23:23-24 and Acts 17:24 may be cited in support. If using the trinity to exemplify different beliefs they may cite those Christians who reject the Trinity; Unitarians/Christadelphians, which will lead to different beliefs.</p> <p>Different views about God's relationship with time maybe explained as further support for the view that the views differ due to interpretation of teaching, i.e. God as atemporal; unchanging and outside of time, which is important to his perfection, or God as sempiternal/everlasting, no beginning or end yet moving and changing within time as evidenced by his intervention in the world, for example as Jesus and to perform miracles and answer prayers.</p>		
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Level (Mark)	<u>AO1</u>	Level (Mark)	<u>AO2</u>
3 (3)	<p>A good demonstration of knowledge and understanding in response to the stimulus:</p> <ul style="list-style-type: none"> • Good understanding of the stimulus shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation • Good knowledge and understanding of different viewpoints within Christianity • Good knowledge and understanding of the influence on individuals, communities and societies 	4 (10-12)	<p>A good attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • A variety of viewpoints explored with good use of reasoned argument and discussion • Good analysis and evaluation of the significance and/or influence of the issue on different Christian groups • Evidence of critical evaluation including comment on, and comparison of, arguments from different Christian groups • Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion
2 (2)	<p>A satisfactory demonstration of knowledge and/or understanding in response to the stimulus:</p> <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)	<p>A satisfactory attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Different viewpoints offered with some evidence of reasoned argument and/or discussion • 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)	<p>Limited/weak demonstration of knowledge and/or understanding in response to the stimulus:</p> <ul style="list-style-type: none"> • Limited understanding of the stimulus shown by factual errors or generalised responses with little connection to the stimulus • Points may be listed and/or lacking in relevant detail related to the issues • Weak knowledge understanding of different viewpoints within Christianity • Weak knowledge and understanding of the influence on individuals, communities and societies 	2 (4-6)	<p>A limited attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Different views may be stated but with little or no development • Limited analysis and/or evaluation of the significance and/or influence of the issue on some Christian groups • Response may contain some inaccuracies or misunderstanding of the issue in the stimulus • Little evidence of judgement on the issue in the stimulus
		1 (1-3)	<p>A weak attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • A single viewpoint may be stated with little or no support or justification or views may be stated as a list • Response may be simplistic, purely descriptive and/or very brief • No attempt to offer judgement on the issue in the stimulus
0 (0)	No response or no response worthy of credit	0 (0)	No response or no response worthy of credit

Question	Indicative content	Marks	Guidance
(d)	<p>‘All Christians should accept that the Bible is the word of God.’</p> <p>Discuss this statement. In your answer, you should:</p> <ul style="list-style-type: none"> Draw on your learning from across your course of study, including reference to beliefs, teachings and practices within Christianity Explain and evaluate the importance of points of view from the perspective of Christianity. <p>Learners might consider some of the following:</p> <p>AO1 The Bible is the Christian holy book, a collection of writings made up of the Old and New Testaments, 66 books in total (73 in the Catholic Bible). It was written over a long period of time by many authors and contains different styles of writing. Christians believe that it is the word of God in that it is a way to learn about God and his plan for humans. <i>2 Timothy 3:16 all scripture is inspired by God and is useful for teaching, reproof, correction and training in righteousness.</i> However, they do not all agree on precisely what ‘the word of God’ means and have different views on this.</p> <p>AO2 This discussion is likely to focus around the question of what is meant by the word of God, must it be literally the word of God as revealed or are other interpretations valid for Christians? Some Christians do believe that the Bible is literally the word of God. This is a fundamentalist view. They believe that as the Bible is the word of God it can have no errors, where it disagrees with history or science then the Bible is the correct account. The authority of the Bible is absolute, as God is infallible so must his word be, suggesting that Christians must believe the Bible literally as the word of God. This view is held by evangelical/charismatic Christians and is particularly popular in the USA.</p> <p>Some Christians with this view have adapted to live according to the Bible, for example the Amish who have withdrawn from mainstream society. Some followers of this view have attempted to teach creation as science and have rejected evolution. They may suggest that to doubt any parts of the Bible is to doubt God’s word.</p> <p>Other Christians may take what is known as a conservative view on the Bible. It is still believed to be the word of God, but it has been written by humans, inspired by God. This means that the Bible</p>	<p>15</p> <p>3 AO1 12 AO2</p> <p>3 SPaG ()</p>	<p>Examiners should mark according to AO1 and AO2 descriptors.</p> <p>Please refer to the Level of Response grid above when marking this question.</p> <p>Please refer to the SPaG response grid on page 8.</p>

Question	Indicative content	Marks	Guidance
	<p>may have some errors and is relevant to a particular period in history and the dominant culture of that time. As a result, it may need some interpretation, for example in the roles of men and women and slavery. Accounts, such as creation, were written before humans had the scientific knowledge. Some of the stories, such as Jonah and the whale/big fish may be interpreted as myths, in that they hold key truths but are not meant to be literal history. The Bible is still the word of God and has authority.</p> <p>The Roman Catholic Church teaches that the Bible is inspired by God but written in human words. They believe that it can be interpreted by the church. Christians should believe it, but not necessarily literally.</p> <p>A more modern view is a liberal interpretation of the bible, which suggests that Christians should see the Bible as more symbolic and mythological. It contains key teachings and truths, but as it is written by humans these need interpreting and applying to individuals today. For these Christians, the Bible is the less the word of God and more an account of the experience and impact of God on the lives of the writers. It provides guidance and revelation but there is no claim that it is the inerrant word of God. Certain passages, such as those concerning slavery, women being subordinate and rules about planting crops together may be disregarded as cultural. For those with this view the Bible has less authority and is not a source of pure revelation but is still important. This view is usually held by liberal Protestant Christians.</p> <p>Candidates may exemplify these views by comparing interpretations of passages, such as creation in Genesis or the miracles of Jesus.</p>		

Question		Indicative content	Marks	Guidance
3	(a)	<p>Give three examples of social injustice.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Sexism e.g. unequal pay and opportunities • Racism e.g. segregation, inequality of opportunity, • Ageism • Homophobia • Transphobia • Social deprivation e.g. education, housing • Religious intolerance/discrimination e.g. anti-Semitism, Islamophobia • Examples of discrimination based on any of the above 	<p>3 AO1</p>	<p>1 mark for each response.</p> <p>A list of crimes eg murder, is not creditable. There must be a link to a form of social injustice.</p>

TURN OVER

Level (Mark)	<u>AO1</u>
3 (5-6)	<p>A good demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed 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 and 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.

	<p>(b) Describe Christian beliefs about reconciliation.</p> <p>Learners might consider some of the following:</p> <p>Reconciliation is the reuniting or bringing back together people who have been separated or in conflict. It is the restoring of relationships and the creation of trust and understanding. Christians believe that their broken relationship with God can be reconciled by Christ's death on the cross.</p> <p>The New Testament teaches that humans can be reconciled with God through Jesus's death, and they in turn should reconcile with others. Jesus exemplified this by mixing with tax collectors and women, normally shunned by Jewish society at the time. Christians believe that conflict with others can damage their relationship with God, they need to forgive and allow reconciliation, the two concepts are linked. Reconciliation should be for everyone, Christians should not have enemies, by reconciling and forgiving they can help others to change their ways. Without such behaviour towards others religious observance is meaningless, Amos 5:21.</p> <p>In the Catholic Sacrament of reconciliation Christians can confess their sins to the priest and given absolution, they can be freed from blame and reconciled with God.</p> <p>Candidates may describe examples, such as the work of the Truth and Reconciliation Commission in South Africa or The National Unity and Reconciliation Commission in Rwanda.</p>	<p>6 AO1</p>	<p>Examiners should mark according to AO1 descriptors.</p> <p>Please refer to the Level of Response grid above when marking this question.</p>
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Level (Mark)	<u>AO2</u>
3 (5-6)	<p>A good attempt to respond to 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 one or more 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
(c)	<p>Compare different Christian beliefs about war.</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>Christians have different beliefs about going to war, for example some may subscribe to Just War theory, others to the concept of a Holy War, whilst some may be absolute pacifists.</p> <p>For some Christians, including Roman Catholics it is only acceptable to go to war if the criteria for a Just War are met. Thomas Aquinas believed that there were three conditions, <i>jus ad bellum</i>, under which it is justifiable for a Christian to wage war; it must be started by the proper authority, it must be for a just/good reason, more good must result from the war than harm is caused. This was adopted by the Roman Catholic Church who later added two more conditions; the war must be the last resort, the force must be proportional, no more than necessary to win with no targeting of non-combatants. Further to this <i>jus in bello</i> is concerned with the conduct during the war; civilians should not be harmed, appropriate force only should be used, internally agreed conventions must be obeyed. <i>Jus post bellum</i> refers to actions after the war; punishing war criminals, helping to retrain police and military following the defeat of a government. For many Christians war is a necessary evil in a fallen world but must meet the Just War criteria.</p> <p>Holy war suggests that violence may be necessary to defend religion. Holy Wars have 3 elements; achievement of a religious goal, authorization of a religious leader, promise of a spiritual reward. Some Christians have drawn upon Old Testament teaching in support of such wars, for example the 2003 declaration of war against Iraq. It was reported that President Bush used quotations from the Bible in his war briefings, he also claimed that he was on a God given mission to bring peace to the Middle East. Some Christians support going to a war for religious reasons, however, neither the Roman Catholic nor Anglican Church have supported a Holy War for several centuries. Candidates may reference sources such as Exodus 31, Joshua 8, Joel 3 to show God appears to take sides in war. Many Christians today reject Holy War.</p> <p>Other Christians, such as Quakers, are absolute pacifists and believe that there are never justifiable reasons to go to war. They focus upon Jesus' message of peace in the New Testament, such as in the Sermon on the Mount, <i>blessed are the peacemakers</i>, and the symbolism of riding a donkey on Palm Sunday. Quakers did not fight during the two world wars, but contributed in other ways, such as stretcher bearing or catering.</p>	6 AO2	<p>Examiners should mark according to AO2 descriptors.</p> <p>Please refer to the Level of Response grid above when marking this question.</p>

Level (Mark)	<u>AO1</u>	Level (Mark)	<u>AO2</u>
3 (3)	<p>A good demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation • Good knowledge and understanding of different viewpoints within Christianity • Good knowledge and understanding of the influence on individuals, communities and societies 	4 (10–12)	<p>A good attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • A variety of viewpoints explored with good use of reasoned argument and discussion • Good analysis and evaluation of the significance and/or influence of the issue on different Christian groups • Evidence of critical evaluation including comment on, and comparison of, arguments from different Christian groups • Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>
2 (2)	<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 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)	<p>A satisfactory attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Different viewpoints offered with some evidence of reasoned argument and/or discussion • 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)	<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 	2 (4–6)	<p>A limited attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Different views may be stated but with little or no development • Limited analysis and/or evaluation of the significance and/or influence of the issue on some Christian groups • Response may contain some inaccuracies or misunderstanding of the issue in the stimulus • Little evidence of judgement on the issue in the stimulus <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>

		1 (1–3)	<p>A weak attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • A single viewpoint may be stated with little or no support or justification or views may be stated as a list • Response may be simplistic, purely descriptive and/or very brief • No attempt to offer judgement on the issue in the stimulus <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
(d)	<p>“Working for peace is the most important thing a Christian can do”</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 Peace is a central teaching for Christians with many being pacifists. Jesus taught <i>blessed are the peacemakers</i> in the Sermon on the Mount (Matt 5-7), peace between God and humans can be achieved through salvation, peace between humans is important, including Jesus’s teaching to love one’s enemies in Matthew 5, and there is hope for a future time of peace between all nations, Isaiah 11:6</p> <p>AO2 Working for peace is very important for Christians. Reconciliation between God and man is a central theme and brings peace to the individuals. Christians should participate in God’s work of bringing peace. God’s gift of salvation, through Christ’s sacrifice provides all with a hope for peace from God that <i>passes all understanding</i> Philippians 4:7, and means that Christians can have eternity in heaven, at one with God in peace.</p> <p>Working for peace is fulfilment of the teachings of Jesus; <i>blessed are the peace makers, love your neighbour as yourself, Matthew 22</i> and is following His example; entering Jerusalem on a donkey was a symbol of peace, stopping the disciples fighting when he was arrested. This shows that working for peace should be a high priority for Christians.</p> <p>Christians may believe that Jesus called them to work for peace on a larger scale, by being peacemakers and loving their enemies. Responding to social injustice and helping the neediest in society, as taught in the Parable of the Sheep and the Goats, and in the Good Samaritan, they are working to bring about peace and fulfilling the teaching of Jesus. Jesus taught them to seek peace and so it should be a priority.</p>	<p>15</p> <p>3 AO1 12 AO2</p>	<p>Examiners should mark according to AO1 and AO2 descriptors.</p> <p>Please refer to the Level of Response grid above when marking this question.</p>

Question	Indicative content	Marks	Guidance
	<p>Famous Christians such as Dietrich Bonhoeffer and Martin Luther King have exemplified the importance of working for peace in their lives and work. Christian organisations such as The Anglican Pacifist Fellowship and Peace Jam campaign for peace as fulfilment of Christian teaching.</p> <p>Whilst working for peace is clearly important for Christians not all would agree that it is the most important. Candidates might explore a number of other things which could be viewed as of equal or higher importance. Jesus' last commandment to his disciples before ascending to heaven was to spread the gospel and <i>make followers of all nations, Matthew 28:19</i>. This may be interpreted to mean that evangelising is the most important thing a Christian can do. Working for charity and helping the needy may also be considered to have equal importance, as would repenting of sins and seeking forgiveness. Although it may be argued that these are all working for peace in a more indirect way.</p> <p>The Bible teaches that the most important thing to do is to love and serve God. Whilst working for peace may be part of this it is not the only activity, worship is also important.</p>		

Question	Indicative content	Marks	Guidance
4 (a)	<p>Describe what is meant by the term Humanism.</p> <p>Responses might include:</p> <p>Humanism is a way of seeing the world using reason, science and logic, rejecting religious beliefs and ideas.</p> <p>It is a philosophical stance that focuses exclusively on the value and agency of humans rather than any deity or supernatural intervention.</p> <p>Humanists believe that it is possible to live a good and fulfilling life without following any religion or God. Humanism does not believe in an afterlife but rather focuses on living a good enjoyable life in this world.</p>	3 AO1	Marks should be awarded for any combination of statements, development and exemplification.

TURN OVER

Level (Mark)	<u>AO1</u>
3 (5-6)	<p>A good demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed 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 and 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.

<p>(b)</p>	<p>Describe the role of church schools in British Society.</p> <p>In your response, you must consider that the religious traditions in Great Britain are diverse, but mainly Christian.</p> <p>Learners might consider some of the following:</p> <p>Religious traditions in Great Britain are historically and, at the present time, mainly Christian, with the first schools being founded by the Church of England. The state did not become involved in education until the 1830s. At that time church schools, which were affiliated to the Church of England, saw a major part of their role as reinforcing and encouraging Christianity within the nation.</p> <p>Today there are many schools in the UK that are run by Christian denominations, including many Roman Catholic schools: 1 in 4 primary schools and 1 in 16 secondary schools are church schools. These schools are publicly funded, but they maintain a religious ethos, and some receive additional funding from their affiliated Church. 98% of the religious schools in the UK have a Christian character, reflecting the religious traditions of Great Britain.</p> <p>However, religious traditions in Great Britain are now more diverse and church schools have adapted their role to take account of this diversity. Faith schools must comply with the same admissions' codes as other state schools, and so should be accessible and welcoming to children from any religious background. Many church schools see their role as delivering good education within a faith context which is broad enough to include children of all faiths and none, working within a clear framework of strong moral values and promoting respect for all.</p> <p>However, they are allowed to give priority to applicants from within the faith of the school, and they may often have strong links with the congregation, activities and faith formation of a particular local Church. Many church schools see it as their role to develop faith in their pupils, for example, by preparing them for confirmation. This may be written into their mission statement as is the case with many RC schools. They may be involved in services at local churches which mark Christian festivals such as Christmas or Easter and connect the school with the Christian community in which it is located, whilst respecting the attitudes and beliefs of pupils who do not adhere to the faith stance of the school.</p> <p>In common with all state schools in Britain, church schools have the role of providing Religious Education covering world religions and not just Christianity. There is also a requirement for a daily act of worship, with more than half of these being Christian, but the rest being more diverse, so other religious and non-religious attitudes can be represented and respected, reflecting life in 21st</p>	<p>6 AO1</p>	<p>Examiners should mark according to AO1 descriptors.</p> <p>Please refer to the Level of Response grid above when marking this question.</p>
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	<p>Century Britain.</p> <p>More generally, Church schools see their role as promoting a Christian world view. This helps their pupils whatever their faith, to integrate into British society and to understand and, if they wish, to participate in the religious aspects of British life. The world view and moral attitudes promoted by church schools resonate well with many parents who adhere to non-Christian religions as well as with some of those who have no faith at all. They may be happier that their children attend a church school with strong moral values where spiritual matters are respected and promoted than a secular state school.</p> <p>In adapting their role, church schools can be seen as an example and role model to other faith schools in following the same ethos of supporting their own faith whilst ensuring the diverse character of British religious life is understood, accepted and tolerated.</p> <p>The existence and role of church schools is not without controversy, even amongst Christians. Some critics see church schools as divisive rather than unifying influences within the community. The National Secular Society is against the confessional teaching of Christianity or other religions in state funded schools, so objects to the state funding of church schools. Its members also believe that non-religious and humanist views should be taught alongside religions within Religious Education, to reflect the increasingly diverse religious traditions in Great Britain.</p>		
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Level (Mark)	<u>AO2</u>
3 (5-6)	<p>A good attempt to respond to 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 one or more 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
(c)	<p>Explain how Christian teachings affect attitudes to euthanasia.</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>Euthanasia translates to ‘good death’ and refers to the ending of someone’s life to spare suffering.</p> <p>With the absence of direct Biblical passages on euthanasia teachings have to be interpreted. Many Christians are against euthanasia due their belief in the sanctity of life; that life is a gift from God and that all humans are <i>made in his image</i> (Genesis 1) and contain a <i>soul/breath of God</i> (Genesis 2). Paul also teaches that our <i>bodies are a temple of the Holy Spirit</i>, reinforcing the belief that life is sacred and should not be ended. The 6th Commandment (Exodus 20) states <i>thou shall not kill/murder</i> and for many Christians euthanasia is murder.</p> <p>Most Christians believe that they have a duty to care for the sick and suffering, as taught in the Parable of the Sheep and the Goats. Many Christians support the hospice movement as an alternative to euthanasia, where the terminally ill receive palliative care and pain relief. For some Christians suffering can be the will of God and exist for a purpose, even if we do not understand, as taught in the book of Job exemplified by some famous Christians such as Mother Teresa who believed that suffering brought her closer to Christ.</p> <p>The Roman Catholic church teach an absolute morality and are opposed to euthanasia as against Natural Law and a ‘grave violation of the Law of God’ in that all killing is wrong. They believe that life is a gift from God and only God can choose when it should end. However, there is no obligation to receive invasive treatment to prolong life, so passive euthanasia, in the form of stopping treatment, is allowed.</p> <p>The Church of England teaches a more relative morality, and focuses on the most loving response, as featured in the teachings of Jesus. They do uphold the sanctity of life but respect their members personal autonomy to decide. They may accept that in an imperfect world there are occasions when the best choice is the lesser of two evils and thus there are some cases when euthanasia may be justified.</p>	<p>6 AO2</p>	<p>Examiners should mark according to AO2 descriptors.</p> <p>Please refer to the Level of Response grid above when marking this question.</p>

Level (Mark)	AO1	Level (Mark)	AO2
3 (3)	<p>A good demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation • Good knowledge and understanding of different viewpoints within Christianity • Good knowledge and understanding of the influence on individuals, communities and societies 	4 (10–12)	<p>A good attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • A variety of viewpoints explored with good use of reasoned argument and discussion • Good analysis and evaluation of the significance and/or influence of the issue on different Christian groups • Evidence of critical evaluation including comment on, and comparison of, arguments from different Christian groups • Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>
2 (2)	<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 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)	<p>A satisfactory attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Different viewpoints offered with some evidence of reasoned argument and/or discussion • 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)	<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 	2 (4–6)	<p>A limited attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Different views may be stated but with little or no development • Limited analysis and/or evaluation of the significance and/or influence of the issue on some Christian groups • Response may contain some inaccuracies or misunderstanding of the issue in the stimulus • Little evidence of judgement on the issue in the stimulus <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>

		1 (1–3)	<p>A weak attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • A single viewpoint may be stated with little or no support or justification or views may be stated as a list • Response may be simplistic, purely descriptive and/or very brief • No attempt to offer judgement on the issue in the stimulus <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
(d)	<p>‘All Christians should be exclusivists.’</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 Exclusivism is the view that only one religion is true, meaning that others are false. For Christians this means that salvation is only possible through Jesus and that those who reject Christianity will go to hell, this is inter-faith or broad exclusivism. Some Christians hold the view that only Christians of their particular denomination are correct, this is intra faith or narrow exclusivism.</p> <p>AO2 Traditionally the Christian Church has held an exclusivist view to other religions, mainly due to the core belief that Jesus was God incarnate whose death brought salvation to humanity. There is much teaching to support the view that all Christians should be exclusivists; John 3:16 <i>For God so loved the world that he gave his only son that whoever believes in him should not perish but have eternal life.</i> John 14:16 <i>Jesus said, I am the way the truth and the life. No one comes to the father except through me.</i> Mark 16:16 <i>whoever believes and is baptised will be saved, but whoever does not believe will be condemned.</i> Jesus taught his disciples to evangelise, his last commandment to them before the ascension being the Great Commission, <i>go and make disciples of all nations.</i></p> <p>The Roman Catholic Church has maintained both an inter faith and intra faith exclusivist stance. Pope Innocent III claimed that <i>there is but one universal Church... outside of which no one can be saved.</i> This was later reinforced by Pope Eugene VI who wrote that <i>those not living within the Catholic Church.....cannot become participants in eternal life.</i> Such views held by the RC church prompted missionary work to convert those of other religions and of no religions to Christianity, in order to receive salvation.</p>	<p>15</p> <p>3 AO1 12 AO2</p>	<p>Examiners should mark according to AO1 and AO2 descriptors.</p> <p>Please refer to the Level of Response grid above when marking this question.</p>

Question	Indicative content	Marks	Guidance
	<p>In 2000 Cardinal Ratzinger, later Pope Benedict XVI, wrote a document confirming that the Christian church <i>continues to exist fully only in the Catholic Church</i> and that followers of other religions will not receive salvation. Thus, he confirmed both intra and inter faith exclusivism.</p> <p>Protestants also hold inter exclusivists views. Evangelical Christians in particular take the Bible as the literal word of God so believe that those who do not believe in Jesus will not be saved. A survey of Evangelical Protestants in the USA showed overwhelmingly exclusivist views, as a result of Biblical teaching.</p> <p>Exclusivist Christians would argue that all Christians should be exclusivists due to the wealth of teaching in support of this view.</p> <p>However, not all Christians hold this view. Some Christians hold an inclusivist view, meaning that whilst Christianity is the only true religion, the sacrifice of Jesus was for all humans so non-Christians may also go to heaven. They may believe that as God is all loving He would not deny salvation to a large group of people, including those who lived before the incarnation and those who may have never heard of Christianity.</p> <p>The Parable of the Sheep and the Goats tells of judgment based on how they have behaved towards the neediest, there is no mention of belief or faith.</p> <p>Catholic scholar Karl Rahner gives support to a Christian inclusivist stance with his concept of the Anonymous Christian. He argues that God can save anyone through His grace and that non-Christians who behave ethically as a Christian may receive God's grace and be saved. However, an anonymous Christian can only be someone who has not heard the message of Christianity, not someone who has rejected it.</p> <p>A pluralist view, that all religions represent truth and offer salvation may be held by others, citing John 14:2 <i>there are many rooms in my Father's House</i> and John 10;16 <i>I have other sheep that are not of this sheep pen. I must bring them also.</i></p> <p>A pluralist view is promoted by scholar John Hick who proposes that differences in religions are cultural and that they all revolve around the one God. He challenges the view that Christians should be exclusivists and believes that an all-loving God would offer salvation to all.</p>		

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

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