

**GCSE**

**Religious Studies**

**J625/01: Christianity Beliefs and teachings & Practices**

General Certificate of Secondary Education

**Mark Scheme for June 2024**

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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:
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **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

Annotation	Meaning
	Blank Page – this annotation <b>must</b> be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Noted
	Benefit of Doubt
	Tick
	Cross
	Level 1
	Level 2
	Level 3
	Level 4

## 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 (e.g. grammar only)	Mark if candidate eligible for two thirds (e.g. 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.

## 12. 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 descripteurs for these are embedded in the Levels of Response, specifically AO2, and are *italicised for clarity*.**

**Spelling, punctuation and grammar (SPaG) Assessment Grid**

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

**INFORMATION AND INSTRUCTIONS**

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

**Assessment objectives (AO)**

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

Question		Indicative content	Marks	Guidance
1	(a)	<p><b>Name three Christian sacraments.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Baptism</li> <li>• Eucharist / Holy Communion</li> <li>• Confirmation</li> <li>• Reconciliation/confession</li> <li>• Marriage</li> <li>• Anointing of the sick</li> <li>• Holy Orders</li> </ul>	<p><b>3</b> AO1</p>	<p>1 mark for each response.</p> <p>Credit correct description, e.g. bread and wine.</p>
1	(b)	<p><b>Describe what Christians mean when they say that God is omnipotent.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• God is all powerful / He has the power to do anything</li> <li>• His power is greater than any other</li> <li>• He is not subject to physical limitations as humans are</li> <li>• He has the power to create the universe</li> <li>• He has the power to perform miracles that break the laws of nature</li> <li>• He has the power to become incarnate</li> <li>• He has the power to raise Jesus from the dead</li> <li>• He does not become tired or weary</li> <li>• He uses his power for good, not evil</li> </ul>	<p><b>3</b> AO1</p>	<p>Marks should be awarded for any combination of statements, development and exemplification.</p>
1	(c)	<p><b>Outline what Christians believe hell is like.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• After death, a place of punishment</li> <li>• Existence after death without the presence of God</li> <li>• Complete annihilation of body and soul and the personality</li> </ul>	<p><b>3</b> AO1</p>	<p>Marks should be awarded for any combination of statements, development and exemplification.</p> <p>The focus of the question is on how Christians have</p>

Question		Indicative content	Marks	Guidance
		<ul style="list-style-type: none"><li>• It exists but because God is a loving God and wants all his people to be saved, it is empty</li><li>• Medieval description of hell as a place of fire and torment</li><li>• Descriptions found in the New Testament – lake of fire / place of weeping and gnashing of teeth.</li><li>• The home of the Devil</li></ul>		<i>described</i> hell. Other terms such as Gehenna / Sheol / Hades should not be credited without some description of their meaning.

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

Question	Indicative content	Marks	Guidance
1 (d)	<p><b>Outline reasons why Christians pray.</b></p> <p>Learners might consider some of the following:</p> <p>For Christians, prayer is an important way in which they believe they can communicate with God. The Christian God is not an impersonal force or power but a personal God. Jesus referred to God as Father and in fact the Aramaic word he used, might be more accurately translated as Daddy. Christians believe that prayer helps them to develop their relationship with God.</p> <p>Christians may pray for general reasons:</p> <p>They may find extempore prayer allows them to express their faith in their own way, enhancing their personal relationship with God. On the other hand, many Christians find the set prayers, which may be spoken together, more appropriate as they bring the worshippers and the Christian community together. An example would be the Lord's Prayer.</p> <p>Other more specific reasons why Christians pray are:</p> <p><b>Jesus taught</b> his disciples to pray, giving them what is known as the Lord's Prayer / Our Father. Therefore, all his followers since then pray. His prayer is used in almost all forms of worship. Prayer is also mentioned in several of the letters to the churches in the New Testament, for example in Philippians '...by prayer and petition, with thanksgiving, present your requests to God' (Phil 4:5-7).</p> <p><b>Adoration</b> Prayers of adoration enable Christians to express how they feel about God, when confronted with knowledge and experience of God's character. Prayers of adoration might reflect on God's majesty or his power as creator and can help to give the Christian a more appropriate perspective on life.</p> <p><b>Confession</b> Prayers of confession enable Christians to admit what they have done wrong or acknowledge things they have failed to do which they ought to have done. They will also request forgiveness for the things they confess.</p>	6 AO1	<p>Examiners should mark according to AO1 descriptors.</p> <p><b>Please refer to the Level of Response grid above when marking this question.</b></p>

Question	Indicative content	Marks	Guidance
	<p><b>Supplication or Intercession</b>            Christians can pray to ask for God's help in some matter either for themselves or for others.</p> <p><b>Thanksgiving</b>            Christians may pray to acknowledge something in their life which they believe God has done for them. This could be thanking God for salvation through Christ's sacrifice or for some particular aspect of their life such as recovering from an illness. Many Christians thank God before they eat their meal by saying a prayer usually known as Grace.</p>		



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

	individuals, communities and societies		
		1 (1–3)	<p>A <b>weak</b> attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• A single viewpoint may be stated with little or no support or justification or views may be stated as a list</li> <li>• Response may be simplistic, purely descriptive and/or very brief</li> </ul> <p>No attempt to offer judgement on the issue in the stimulus</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
1 (e)	<p><b>‘Christians don’t need to believe Jesus was both God and human.’</b></p> <p><b>Discuss this statement. In your answer, you should:</b></p> <ul style="list-style-type: none"> <li><b>Analyse and evaluate the importance of points of view, referring to common and divergent views within Christianity</b></li> <li><b>Refer to sources of wisdom and authority.</b></li> </ul> <p>Learners might consider some of the following:</p> <p>AO1: Knowledge and understanding of the belief in the divinity of Jesus and how that came about i.e. the incarnation. Knowledge of John 1 (The Word became flesh...) and of the birth narratives in Luke and Mathew. Knowledge and understanding of the significance of the incarnation in terms of salvation.</p> <p>Knowledge and understanding of other Christian beliefs, the importance of which could be contrasted with that of the incarnation. Jesus’ teaching and example in helping outcasts (e.g. lepers / sinners). The content of the Sermon on the Mount about how Christian should live. Matthew 25 about how judgment will be made on the way Christians have acted. Reference may be made to the doctrine of the Trinity and the creeds as evidence for Jesus being both God and man</p> <p>AO2: On the one hand there is no question that the belief in Jesus being both God and man is crucial and of primary importance to Christians. Jesus was certainly a good man, but if that was all he was then his death on the cross is no more significant than the death of any other person who dies because of their beliefs. However, as God and man the salvation of humans is assured because God himself has paid the debt which should be due from humans, as sinners.</p> <p>In the Fourth Gospel, the significance of this is expressed in chapter 1 as the Word becoming flesh and living amongst people. Later in the Gospel, the significance of Jesus as</p>	<p><b>15</b></p> <p><b>3</b> AO1</p> <p><b>12</b> AO2</p> <p><b>3</b> SPaG (✓)</p>	<p>Examiners should mark according to AO1 and AO2 descriptors.</p> <p><b>Please refer to the Level of Response grid above when marking this question.</b></p> <p>Please refer to the SPaG response grid on page 8 &amp; 9.</p>

Question	Indicative content	Marks	Guidance
	<p>the Word is drawn out in the idea of God's love (John 3.16). Personal salvation seems to rest on Jesus being God.</p> <p>If God has truly become human, then this also suggests that he knows what it is like to feel human pain and emotions and Christians can therefore feel closer to him.</p> <p>On the other hand, the concept of a god-man is a very difficult one to explain today and Christians struggled with it in the past (e.g. in the Councils of Nicea / Chalcedon). Whilst all mainstream Christian denominations accept the divinity of Jesus, it is not the most prominent belief for all of them. For some individual Christians the paradox of Jesus as a God-human is an obstacle to belief. For them, being a Christian is about acting in a 'Christ like' manner, not having a grasp of a difficult (and disputed) theological concept.</p> <p>For Unitarian groups such as Christadelphians and Jehovah's Witness the idea that Jesus is God is rejected as a threat to monotheism. God is God the father and Jesus is a human, chosen by God.</p> <p>Some might point out that believing Jesus is God involves the miracle of the virgin birth and distracts the believer from considering other parts of Jesus' message which are really relevant today, for example his teaching about loving enemies, treating everyone as neighbours (Good Samaritan) or the uncompromising message about judgment in Matthew 25. His recasting of the law in the Sermon of the Mount again stands up for itself. His challenges to worldly authority and concern for the weak and vulnerable set an inspiring example for others, whether he is God incarnate or simply a man. It is not necessary to believe Jesus was God to see the importance and feel the power of his words and example.</p> <p>In conclusion however, without Jesus being accepted as divine as well as human, his words and actions could be seen as just the words of another good man. They lack power and significance if that is all he was. New Testament accounts of his power and miracles are indications of his divinity. Christians recognised early on that his words and actions and of course his resurrection made him something more than just a good man, chosen by God. Christians must believe that Jesus combined the divine and the human not just to ensure</p>		

Question		Indicative content	Marks	Guidance
		his sacrifice was truly sufficient for salvation but to give all that he did and said authority for them to believe and follow.		

Question		Indicative content	Marks	Guidance
2	(a)	<p><b>Outline what the term mission means to Christians.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Mission is an important task a person or organisation has to do</li> <li>• Christians believe their mission is commanded by Jesus</li> <li>• Missio dei – joining with God in his work</li> <li>• For many Christians mission means to take the Christian faith to people, everywhere</li> <li>• Evangelism</li> <li>• The Great Commission</li> <li>• Today for many Christians it means to show the value of faith by actions as well as words e.g. through charity work</li> <li>• Fulfilling their personal Christian vocation; achieve salvation</li> <li>• Mission can mean to promote justice and peace.</li> </ul>	3 AO1	<p>Marks should be awarded for any combination of statements, development and exemplification.</p> <p>Generic definitions cannot achieve more than one mark, must be some development or exemplification from Christians.</p>
2	(b)	<p><b>Describe the role of God as creator in the Genesis narrative.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• God the Father exists before creation</li> <li>• He creates the world by separating the waters of chaos to bring the world into existence</li> <li>• He creates all things over a period of 6 days through his Spirit</li> <li>• He makes man in his own image, He performs the creative acts described in Genesis 1-2</li> <li>• He brings things into existence by simply speaking the word.</li> </ul>	3 AO1	<p>Marks should be awarded for any combination of statements, development and exemplification.</p>
2	(c)	<p><b>Describe the purpose of a Christian aid agency.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Emergency aid to support people affected by natural disasters</li> <li>• Long term aid to support projects of benefit to a community, e.g. schools, hospitals,</li> </ul>	3 AO1	<p>Marks should be awarded for any combination of statements, development and exemplification.</p>

Question		Indicative content	Marks	Guidance
		<p>vaccination programmes, etc.</p> <ul style="list-style-type: none"> <li>• Publicity to inform the public about the needs of the people whom the organisation will help</li> <li>• Bringing hope</li> <li>• Putting Christian love into action</li> <li>• Raising funds to enable practical caring work to be done</li> <li>• Specific activities, e.g. providing food, mosquito nets, finding sponsors for children in need.</li> </ul>		

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



Question	Indicative content	Marks	Guidance
2 (d)	<p><b>Outline Christian beliefs about the link between sin and grace.</b></p> <p>Learners might consider some of the following:</p> <p>Sin can be described as ‘missing the mark’. For Christians, it is the failure to behave according to God’s commandments which leads to a breakdown in the relationship between humans and God. An example from the Bible is the narrative of the Fall where Adam and Eve disobey God’s commandments not to eat the forbidden fruit. They fell from God’s grace. This is thought by some Christians to be an event which changed human relationship with God whilst others see it as a parable illustrating not one event but the constant sinful nature of human actions. Humans are sinful so they cannot by their own efforts repair the damage caused to their relationship with God by their sin. Various Biblical texts might be mentioned, such as Paul’s teachings in Romans 6:23 and 3:23.</p> <p>Christians believe that the relationship can only be repaired by the gracious action of God himself. Grace might be described as ‘God’s undeserved love towards sinners’, so sin and grace are linked because only God’s grace enables the sinner to be reconciled to God.</p> <p>This repair to the relationship (reconciliation) was achieved by Jesus’ sacrifice on the cross. God sacrificed his own Son for human salvation. For Christians the new relationship or covenant means that they no longer need to attempt to achieve their own salvation either by their own works or by obedience to the commandments. They are saved and the relationship with God is repaired through the grace of God. God’s grace means that humans have his blessing even if they are imperfect and have made sinful choices, as long as they have faith in Christ (Ephesians 2 8-9).</p> <p>This teaching is given a different emphasis in different denominations. To some Christians the significance of obeying the commandments is reduced as suggested in Ephesians and salvation is actually predestined because God distributes his grace without any action from the people who receive it. For other groups of Christians there is still freewill as to whether a person accepts what Jesus has done for them (God’s grace) and follow Jesus, which implies living a ‘Christ like’ life as well as believing in the saving grace offered by God.</p>	6 AO1	<p>Examiners should mark according to AO1 descriptors.</p> <p><b>Please refer to the Level of Response grid above when marking this question.</b></p>

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

Level (Mark)	<u><b>AO1</b></u>	Level (Mark)	<u><b>AO2</b></u>
	<ul style="list-style-type: none"> <li>Weak knowledge and understanding of the influence on individuals, communities and societies</li> </ul>		<ul style="list-style-type: none"> <li>Little evidence of judgement on the issue in the stimulus <b><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></b></li> </ul>
		1 (1–3)	<p>A <b>weak</b> attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>A single viewpoint may be stated with little or no support or justification or views may be stated as a list</li> <li>Response may be simplistic, purely descriptive and/or very brief</li> <li>No attempt to offer judgement on the issue in the stimulus <b><i>The information is communicated in a basic/unstructured way.</i></b></li> </ul>
0 (0)	No response or no response worthy of credit	0 (0)	No response or no response worthy of credit

Question	Indicative content	Marks	Guidance
2 (e)	<p><b>‘Putting Christian love (agape) into action should be more important for Christians than evangelism.’</b></p> <p><b>Discuss this statement. In your answer, you should:</b></p> <ul style="list-style-type: none"> <li><b>Analyse and evaluate the importance of points of view, referring to common and divergent views within Christianity</b></li> <li><b>Refer to sources of wisdom and authority.</b></li> </ul> <p>Learners might consider some of the following:</p> <p>AO1: Knowledge and understanding of the meaning of agape, possibly with examples of it being put into practice by Christians and / or Jesus. Knowledge and understanding of the meaning of evangelism and examples of evangelistic activity. Knowledge and understanding of different approaches to evangelism, e.g. that of exclusivist, inclusivist and universalist Christians.</p> <p>AO2: The discussion is about the extent to which Christians should be concerned with spreading their message by word and other methods known as evangelising, or whether they should focus on following their faith and living out their lives following Jesus’ example of selfless love (agape).</p> <p>The New Testament commands Christians to love (The Two Great Commandments in Matt 22:39). The Parable of the Sheep and the Goats (Matt 25) shows people being judged according to the practical love they have shown to others and the Parable of the Good Samaritan (Luke 10) emphasises the importance of practical love. John describes love as the hallmark of Christian disciples (John 13:35). Some might point out that there are some very obvious needs in the world, e.g. poverty, abuse, injustice, etc that Christians should be addressing and that they should leave God to decide on the eternal destiny of those who have not heard the Gospel.</p> <p>Some might argue that the stimulus presents a false dichotomy. By living good lives and doing good works which show agape, Christians are engaged in a form of evangelism, sharing the good news of God’s love (James 2:18). The saying (wrongly) attributed to St Francis of Assisi, ‘Preach the Gospel at all times, if necessary, use words,’ suggests that loving actions are at least as important as</p>	<p><b>15</b></p> <p><b>3</b> AO1 12 AO2</p>	<p>Examiners should mark according to AO1 and AO2 descriptors.</p> <p><b>Please refer to the Level of Response grid above when marking this question.</b></p>

Question	Indicative content	Marks	Guidance
	<p>evangelistic words. On the other hand, St Paul writes about the prospect of God's judgement and rejects good works as a way to salvation, so it is essential to tell others the good news. He stressed the importance of people hearing the gospel (Rom 10:14); therefore, evangelism is actually more important. Souls are at risk of hell if they are not converted and Christians fail in their duty to spread the gospel if they just practise agape without trying to convert people. Jesus gave his disciples the great commission (Matt 28:19-20), showing how important evangelism is.</p> <p>Others would suggest that the best way to show that being a Christian is a good thing and therefore to recommend the faith to others, is to show how it positively affects the behaviour of the believers. People will be impressed by the loving conduct of Christians and may choose to become Christians as well (John 13:35).</p> <p>From another point of view, Jesus did good deeds, including performing miracles as a demonstration of love, but he also preached about the Kingdom of God, so the two should be in balance. Neither is more important. Moreover, it could be argued that each Christian has received a different gift of the spirit, which is not necessarily the same as the gift given to another person or not given in equal measure. Some Christians are able to speak up for the faith (evangelists) whilst others quietly do the Lord's work (pastors or helpers) without drawing attention to what they are doing. God only has human hands to do his work, so practising agape is crucial to being a Christian. Of course, spreading the good news is also an act of agape but sometimes it makes no sense to offer words about salvation without doing something to help (James 2:16, 17). The last thing flood victims need is a preacher. They need help from people who give selflessly as Jesus did.</p> <p>Candidates might conclude that a balance has to be struck between these two aspects of what it means to be a Christian: agape and evangelism could be seen as equally important. However, exclusivist Christians are more likely to focus on evangelism, whereas inclusivists or universalists may be less concerned about preaching the Gospel and making converts. The balance will be different for different people: for some Christians it will be a matter of following what they believe they are called by God to do. All contributions must be welcomed, and each Christian must decide how to balance the responsibility of putting love into action (agape) with bringing others to the faith.</p>		

**AO Grid**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>SPaG</b>	<b>Total</b>
<b>1a</b>	3			<b>3</b>
<b>1b</b>	3			<b>3</b>
<b>1c</b>	3			<b>3</b>
<b>1d</b>	6			<b>6</b>
<b>1e*</b>	3	12	3	<b>18</b>
<b>2a</b>	3			<b>3</b>
<b>2b</b>	3			<b>3</b>
<b>2c</b>	3			<b>3</b>
<b>2d</b>	6			<b>6</b>
<b>2e*</b>	3	12		<b>15</b>
<b>Total</b>	<b>36</b>	<b>24</b>	<b>3</b>	<b>63</b>

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