

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 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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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 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
	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.

13. Subject Specific Marking Instructions

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>Outline <u>one</u> Christian attitude to the annulment of a marriage.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • The Catholic Church is tolerant of annulment but against divorce because marriage is a permanent union that cannot be broken by humans. • For Catholics an annulment, known also as a Decree of Nullity, is a declaration that the marriage was never valid in the first place. Therefore, they accept annulment and the couple are both free to re marry. • If the bond was not fully established when the marriage commenced, then the holy bond granted by God is not there to be broken, so an annulment can take place. • As an expression of compassion and understanding, Pope Francis has extended the range of reasons for allowing an annulment, e.g. if one person was having an extra-marital affair at the time of the marriage. • The annulment process is not arbitrary. There are strict Church guidelines which must be followed as part of a tribunal to establish whether marriage was present from the beginning or not. • Some may have reservations about annulment. Some Christians believe that it can be too difficult and too expensive to obtain an annulment from the Church. • Many Protestant Christians do not believe that annulment is necessary, but accept divorce instead, in accordance with civil law. • Correct definition of annulment 	<p>3 AO1</p>	<p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p> <p>Candidates do not have to include an actual definition to gain the full 3 marks. However, they must make it clear they know and understand the meaning of the term 'annulment' in relation to marriage.</p> <p>M</p>

Level (Mark)	<u>A01</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.

Question	Indicative content	Marks	Guidance
1 (b)	<p>Describe Christian teachings about equality.</p> <p>Learners might consider some of the following:</p> <p>The Bible teaches that all people are valuable and equal in the eyes of God. Genesis 1:27 teaches that humans are created in God's image and therefore each human being is worthy of respect.</p> <p>Each human being has different characteristics and abilities but regardless of age, sex, ethnicity or religion all are equal. For example, Acts 10:34-35 states that God does not show favouritism but accepts from every nation; Acts 17:26 From one man he has made every nation of humanity to live all over the earth; Galatians 3:28 there is neither Jew nor Greek, there is neither slave nor free, there is neither male nor female; for you are all one in Christ Jesus.</p> <p>A command to love everyone regardless of background, ethnicity, gender, age, etc., is given by Jesus for all his followers, e.g. John 13:34 A new commandment I give you: Love one another. As I have loved you, so you also must love one another.</p> <p>The Christian Churches base their views on interpretations of the Bible teachings. Some use Biblical quotes to suggest there is not equality between the sexes, particularly the teachings of Paul e.g. 1 Corinthians 11:8 For the man is not of the woman: but the woman of the man. Neither was the man created for the woman; but the woman for the man and Ephesians 5:22 Wives, submit yourselves to your own husbands as you do to the Lord.</p> <p>Early Christian fathers such as Origen and Saint Augustine saw women as less important or of little consequence. Their teachings influenced centuries of attitudes towards women being the weaker sex.</p> <p>Some teachings from the Bible have been used to promote slavery which is a form of inequality, e.g. Leviticus 25:44-45 Your male and female slaves are to come from the nations around you; from them you may buy slaves. You may also buy some of the temporary residents and Titus 2:9 Teach slaves to be subject to their masters in everything.</p> <p>Some teachings about sexual or gender issues from the Bible may be cited to show a difference between civic/state law and Church law regarding equality, e.g. over gay marriages.</p> <p>Learners might cite and describe the stances of complementarianism and egalitarianism.</p>	6 AO1	<p>Examiners should mark according to AO1 descriptors.</p> <p>Please refer to the Level of Response grid above when marking this question.</p>

Level (Mark)	<u>A02</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
1 (c)	<p>Explain how Christian teachings might influence the roles of men and women in Christian communities.</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>Learners are likely to explain how different interpretations of Biblical teachings have led to men and women fulfilling different roles in the wider Christian Church or in other communities such as monasteries, Iona or Taizé. There are significantly different practices in different denominations around the world.</p> <p>Sex discrimination is against the law in Great Britain, but the Churches are free from these laws and can specify the gender of ministers in job advertisements. This is due to long held beliefs and traditions of the Church, although these are changing.</p> <p>Sources of wisdom and authority are likely to include various Biblical texts and their interpretations by individuals and Church leaders or the example of Christ and his specific teachings. For example, 1Tim 2:11-14 I do not permit a woman to teach or to assume authority over a man; she must be quiet. Jesus challenged cultural stereotypes in his day, and some may suggest that Christians should follow Jesus' example, whilst other Christians may explain the influence of the Bible teachings as God's words that must be listened and adhered to. These seem to suggest that women are not of an equal footing with men in society and therefore should have different roles in Christian communities.</p> <p>Prominent church leaders through the ages have had considerable impact upon roles of men and women in the Church, such as the Pope in the Catholic Church, the Ecumenical Patriarch of the Orthodox Church, the Archbishop of Canterbury for the Anglican community. The Roman Catholic Church teaches complementarianism which means men and women have different roles. Women cannot become priests in the Roman Catholic Churches, for example. They argue that this is God's law and refer to teachings such as 1Timothy and the traditions of the Early Church being passed down through men, not women, to explain why there cannot be any female priests. Women's roles therefore usually exclude leadership but are more frequently connected with the care and teaching of children, in Sunday School for example, pastoral care, or practical tasks such as catering and supportive roles such as administration.</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>

Question	Indicative content	Marks	Guidance
	Conversely the teaching in Gal 3:28 there is neither Jew nor Greek, there is neither slave nor free, there is neither male nor female; for you are all one in Christ Jesus and the example of Jesus who came to break down stereotypes of his day show that God created women and men in his own image equally and that there is no reason why women cannot become leaders and / or priests in their Christian communities. Denominations such as Baptists, Methodists and the Church of England do permit female ministers.		

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

Level (Mark)	<u>AO1</u>	Level (Mark)	<u>AO2</u>
		1 (1-3)	A weak attempt to respond to the stimulus, demonstrating some or all of the following: <ul style="list-style-type: none"> • A single viewpoint may be stated with little or no support or justification or views may be stated as a list • Response may be simplistic, purely descriptive and/or very brief • No attempt to offer judgement on the issue in the stimulus
0 (0)	No response or no response worthy of credit	0 (0)	No response or no response worthy of credit

Question	Indicative content	Marks	Guidance
1 (d)	<p>“Church weddings do not matter to anyone anymore.”</p> <p>Discuss this statement. In your answer, you should:</p> <ul style="list-style-type: none"> Draw on your learning from across your course of study, including reference to beliefs, teachings and practices within Christianity Explain and evaluate the importance of points of view from the perspective of Christianity. <p>Learners might consider some of the following:</p> <p>AO1</p> <p>Details about Church marriage services might be described, with an emphasis upon vows made in the eyes of God. Biblical teachings connected to the importance of family, marriage and divorce are likely to be cited e.g. Genesis 1:27 God created mankind in his own image, in the image of God he created them; male and female he created them., Genesis 2:18 it is not good for the man to be alone. I will make a helper suitable for him, Exodus 20:14 thou shall not commit adultery, Matthew 19:4-6 they are no longer two, but one flesh. Therefore, what God has joined together, let no one separate.</p> <p>Christian Church teachings about marriage as a sacrament could be developed, perhaps citing differences between denominations about attitudes towards the importance and purpose of weddings.</p> <p>Organisations that support Christian marriages such as The Mothers Union might also be cited.</p> <p>Statistical evidence about social change and the decline in Church weddings might be articulated, including reference to same sex marriages which cannot be performed in church.</p> <p>AO2</p> <p>A growing number of people do not feel that marriage is necessary to show love of one another, so would agree with the statement. They might reject any form of wedding, not just in a church. The traditions of Church weddings, for example the bride being given to her husband by her father, conflict with modern day views on marriage and civil partnerships, and many feel the Church is out of touch with modern society and the law in this country about marriage.</p>	<p>15</p> <p>3</p> <p>AO1</p> <p>12</p> <p>AO2</p> <p>3</p> <p>SPaG (4/3)</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 9.</p>

Question	Indicative content	Marks	Guidance
	<p>Some may argue that, for Christians, a Church wedding is one of the most important sacraments. If one has a faith in God, then a Church wedding is about promises to a partner and to God, the cord of three strands. Therefore, it does matter that one gets married in a Church.</p> <p>The Catholic Church teaches that the constant presence of Christ in a marriage, which begins with a Church wedding, is vital to strengthen the couples' promises and sustain the marriage. The solemn and serious nature of the promises made in front of a congregation can add gravitas to the ceremony and mean more to many, even to those who may not have a strong faith in God.</p> <p>Some Christian groups, such as Quakers, do not believe that a church wedding is important and perform marriage ceremonies in their meeting houses.</p> <p>Traditional Church weddings are still promoted in glossy magazines as providing a beautiful setting and many still like to get married in such a venue, even if they are not religious. Therefore, they may disagree with the statement, but not for religious reasons.</p> <p>Some may agree with the statement because Britain is a multi-faith / multi-cultural country now, with many more couples marrying from different faiths and none, which means that for some a Church wedding may be inappropriate, unnecessary or irrelevant. However, many people of other faiths will still acknowledge the importance of having a religious ceremony and therefore see the value of Church weddings, even if that is not their own faith tradition.</p> <p>The growing rate of divorce, re-marriage and living together points to more people feeling less committed to marriage and hence to weddings in a Church building, than in the past. Some might suggest that in the past people married in Church because they felt they had to, not because it was necessarily important to them personally, so perhaps today people are simply being true to their beliefs. In our relativist society, some might simply say that it is not important what kind of wedding you have, but that people should follow whatever is important to them personally.</p>		

Question		Indicative content	Marks	Guidance
2	(a)	<p>Name three different philosophical arguments for belief in God.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • The Teleological Argument/The Design Argument • The Anthropic Principle/Goldilocks theory (argument) • The First Cause Argument/The Cosmological Argument • The Moral Argument/Conscience • The Ontological Argument • Argument from Religious Experience 	<p>3</p> <p>AO1</p>	1 mark for each response.

Level (Mark)	<u>A01</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.

Question	Indicative content	Marks	Guidance
2 (b)	<p>Describe Christian beliefs about the goodness of God.</p> <p>Learners might consider some of the following:</p> <p>God is the source of all goodness. Thomas Aquinas wrote in the 13th century about God's goodness.</p> <p>Some may argue that the ultimate expression of God's goodness and love is the offer of salvation, through Christ's death on the cross. God has given human beings freewill, and they make mistakes, but God's goodness and love for humanity is such that he revealed it through the saving work of Jesus on the Cross, John 3:16 for God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life or 1 John 4:10 this is love: not that we loved God, but that he loved us and sent his Son as an atoning sacrifice for our sins.</p> <p>Some learners may expand upon the meaning of the word 'good' and discuss what characteristics make up goodness, for example kindness, love, honesty, mercy, etc., to describe what Christians believe about God's good nature.</p> <p>God's goodness is shown in his commands/through the giving of the law, all of which are believed to be good; to keep humanity safe. The Bible reveals God acting in history and commanding people to do good things, which are for their benefit as well as God's such as not killing or stealing. Christians believe God created laws that are good for all people in any time and place, e.g. the Ten Commandments or Jesus' two Great Commandments.</p> <p>God's goodness is reflected in the Genesis account of the creation of the universe and the world by God, which are described as 'good'. Christians believe God created and sustains all life and it is 'very good' (Genesis 1:31).</p> <p>God's goodness is incompatible with immoral behaviour; the Bible teaches that there is a judgment on people who do not live as they should, and that God's judgment is good and proper. Judgement is an expression of God's goodness and love, Joseph Fletcher described goodness as 'love distributed.'</p> <p>Some may believe that God is not <u>all</u> good, as he allows suffering of seemingly innocent people, such as those caught up in natural disasters. The problem of the existence of evil leads some to</p>	6 AO1	<p>Examiners should mark according to AO1 descriptors.</p> <p>Please refer to the Level of Response grid above when marking this question.</p>

Question		Indicative content	Marks	Guidance
		believe that although God is all good, humans do not fully understand everything, and it will all be made clear at the end of the world.		

Level (Mark)	<u>AO2</u>
3 (5-6)	A good attempt to respond to 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
2 (c)	<p>Explain why Christians believe that God acts in the world today.</p> <p>You should refer to sources of wisdom and authority in your answer.</p> <p>Learners might consider some of the following:</p> <p>Many Christians believe that God continues to act in the world today because he created it (Genesis 1 and 2), cares for and sustains it. They believe that God is immanent and remains active in the world. Learners may cite the covenant in the Old Testament as evidence that God has a relationship with his people and that is why he continues to act in the world. Christians believe that they have a personal relationship with God and that he responds to prayer. This is evidenced, for example when Hannah has her prayer for a baby answered. Christians today continue to pray for God's intervention in their lives. Caring for his followers and having a personal relationship with them is another reason that Christians believe God continues to act in the world today.</p> <p>Christians might believe that God continues to act in the world today as they have experienced him. Learners might explain that immediate religious experiences are evidence of God continuing to act in the world today, exemplified with Biblical examples such as Paul's conversion, or more modern examples such as Bernadette's visions, Nicky Cruz and Mother Teresa who all have had religious experiences. They might further refer to religious experiences as reasons that Christians believe that God acts in the world, such as through worship and the sacraments, for example, Eucharist/Mass offering salvation through the sacrifice of Christ.</p> <p>Modern day miracles are examples of God acting in the world today as an expression of his omnipotence and love, for example at Lourdes. Both the Roman Catholic Church and the Church of England accept that God still acts in the world through miracles.</p> <p>Christians also believe they see God acting in ways that are not miraculous, for example, sustaining his creation, e.g. through the seasons, by responding to prayer, by revelation through the church and through inspirational Christians such as Martin Luther King Jr.</p> <p>Some Christians, for example charismatic Christians, believe that there is evidence of God acting in the world through the Holy Spirit, who gives gifts or fruits to believers. During charismatic worship believers may be 'slain in the spirit' and receive, for example, gifts of speaking in tongues</p>	<p>6</p> <p>AO2</p>	<p>Examiners should mark according to AO2 descriptors.</p> <p>Please refer to the Level of Response grid above when marking this question.</p>

		(glossolalia), translating tongues, prophecy and healing. The Holy Spirit also guides believers to do good works that impact the world and acts through the work of the Church which is seen as his body on earth.		
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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

Level (Mark)	<u>AO1</u>	Level (Mark)	<u>AO2</u>
		1 (1-3)	A weak attempt to respond to the stimulus, demonstrating some or all of the following: <ul style="list-style-type: none"> • A single viewpoint may be stated with little or no support or justification or views may be stated as a list • Response may be simplistic, purely descriptive and/or very brief • No attempt to offer judgement on the issue in the stimulus
0 (0)	<ul style="list-style-type: none"> • No response or no response worthy of credit 	0 (0)	<ul style="list-style-type: none"> • No response or no response worthy of credit

Question	Indicative content	Marks	Guidance
2 (d)	<p>“Worship and the sacraments are the most important forms of religious experience.”</p> <p>Discuss this statement. In your answer, you should:</p> <ul style="list-style-type: none"> Draw on your learning from across your course of study, including reference to beliefs, teachings and practices within Christianity Explain and evaluate the importance of points of view from the perspective of Christianity. <p>Learners might consider some of the following:</p> <p>AO1</p> <p>The meaning of the terms ‘worship’ and ‘sacrament’ may be given, perhaps with an explanation of how the two are interrelated. Details of different kinds of worship and sacrament are likely to be developed and sacramental services described. Differences between liturgical and non-liturgical worship may be cited, along with examples such as Eucharist or Baptism from the Catholic, Orthodox and Protestant Church traditions.</p> <p>Other forms of religious experience are likely to be discussed such as visions, miracles, prayer, charismatic and ecstatic worship and conversions. Biblical teachings about the importance for Christians to worship God daily could be given e.g. Exodus 20 the Ten Commandments or the Psalms.</p> <p>AO2</p> <p>Candidates need to address the issue about worship and sacraments being the most important forms of religious experience or not. Historical traditions of the main branches of Christianity, with their emphasis on the importance of sacraments could be used to argue in support of the statement. Some may separate the two aspects of the statement and argue that worship of God is a core activity for all Christians that is commanded by God and that worship can happen in many different ways, therefore it is the most important form of religious experience. However, worship can include the sacraments and since the statement is primarily about sacramental worship some discussion must happen about the sacraments. Some might argue that as worship is accessible to all Christians it is the most important form of religious experience; all can experience God in this way.</p> <p>For Catholic and Orthodox Christians, the sacraments are extremely important ways to experience God; because they believe that one becomes holier through them, then these are the most important</p>	<p>15</p> <p>3</p> <p>AO1</p> <p>12</p> <p>AO2</p> <p>3</p> <p>SPaG (4/3)</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 9.</p>

Question	Indicative content	Marks	Guidance
	<p>forms of religious experience. They are channels for God's grace and can strengthen believers and imbue them with the Holy Spirit.</p> <p>Difference of interpretation and the symbolic meaning of sacraments could be discussed to show that for some Christians, sacraments are not the best form of religious experience. Some denominations, e.g. Salvation Army, do not accept any of the sacraments and most Protestants only accept two (Baptism and Eucharist). They are likely to argue that other forms of religious experience are equally important and significant e.g. experiencing a miracle or being 'slain by the Spirit'.</p> <p>Some may disagree with the statement entirely by arguing that one of the other religious experiences they have studied is more important than or equally as important as worship and the sacraments, e.g. conversion, answered prayers or miraculous healing. Sacraments in particular need the involvement of a priest, therefore, are restricted to specific times and places, whereas some believers may hope to experience God more freely in their lives. It might be argued that other forms of religious experience, such as visions and voice, are more important due to their noetic nature and the revelation they often provide, e.g. Moses receiving the Ten Commandments.</p>		

Question		Indicative content	Marks	Guidance
3	(a)	<p>Give <u>three</u> ways Christians can work for peace.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Join a charity or organisation that promotes world peace, examples might be given, such as the Red Cross • Join local or national campaigns/protests • Lobby local MP or Government • Pray daily for peace • Live out their everyday life according to Biblical teachings such as ‘Love your neighbour as yourself’ • Engage in war through a legitimate Government and Army/ a Just War • Become a chaplain to the Armed Forces • Be a Conscientious Objector • Promoting pacificism, being a pacifist. 	<p>3 AO1</p>	<p>1 mark for each response.</p> <p>There are many ways that could be cited for this question. Use common sense and credit any reasonable answer, that is not repetition.</p>

Level (Mark)	<u>A01</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.

Question	Indicative content	Marks	Guidance
3 (b)	<p>Describe what Christians mean by Holy War.</p> <p>Learners might consider some of the following:</p> <p>A holy war is one in which it is considered right to engage in physical acts of violence against others for religious reasons, for example to defend one's religion if under attack.</p> <p>It is a war in which religious believers might be fighting for a land they believe is their own because it has been given to them by God. It is a war which religious believers engage in, in order to spread the faith to others, especially non-believers.</p> <p>It is a war which is started by a significant religious leader such as the Pope and the purpose of the war is to achieve a religious goal. Christians who engage in such a war believe they are promised a spiritual reward such as eternal life in heaven.</p> <p>It is usually believed that God is in favour of such a war, as seen in examples in the Old Testament, e.g. in Joshua 8:1 then the LORD said to Joshua, "Do not be afraid; do not be discouraged. Take the whole army with you and go up and attack Ai or Joel 3:9-11 proclaim this among the nations: Prepare for war! Rouse the warriors! Let all the fighting men draw near and attack. Beat your ploughshares into swords.</p> <p>The Crusades are an example of Holy War engaged in by Christians, or the War on Terror in Iraq is seen by some as a modern-day example.</p> <p>Learners may note that there has not been a Holy War, recognised by a church authority, for hundreds of years.</p> <p>Not all Christians recognise the concept of Holy War, for example Quakers are absolute pacifists.</p>	6 AO1	<p>Examiners should mark according to AO1 descriptors.</p> <p>Please refer to the Level of Response grid above when marking this question.</p>

Level (Mark)	<u>AO2</u>
3 (5-6)	A good attempt to respond to 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
3 (c)	<p>Explain the importance of forgiveness to Christians.</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>Learners are likely to explain that forgiveness is extremely important since it is at the heart of the Christian faith which teaches that we all fall short of God's laws and require God's forgiveness and the ability to forgive one another. Christ's sacrifice on the cross was to pay for the sins of the whole world and to provide humanity with forgiveness for its wrongdoing. No-one is beyond forgiveness. This is a central, core belief of Christianity. Some Christians believe that forgiveness by God is dependent upon one's ability to forgive others. This is referenced in the Lord's Prayer.</p> <p>Christian teachings by Jesus and the Apostles are likely to be cited in support of the importance of forgiveness, such as, Matt 18:35 this is how my heavenly Father will treat each of you unless you forgive your brother or sister from your heart, and the Parable of the Lost Son in Luke 15:11-32. Jesus' example of forgiving sinners, including the outcasts and the wrong doers, could be described to show how significant forgiveness is. Other sources of wisdom include the Lord's Prayer, Matt 6:12 & 14, the Catholic Sacrament of Reconciliation, and Jesus' words from the cross about forgiveness in Luke 23:34.</p> <p>Forgiveness is very hard to apply to people who have hurt or even killed another person, but the Bible says that forgiveness brings about healing and reconciliation between people and is therefore essential. Examples of people who have forgiven in difficult circumstances may be included. Current understanding of human psychology agrees with this aspect of Christian teaching that forgiveness is key to being able to deal with and move on from difficult situations.</p> <p>Some believe that forgiveness on its own is not enough - it must be linked with justice and righteousness. Therefore, without restorative justice, forgiveness might not be so important. The close link between forgiveness and reconciliation may be made. Different ways in which justice is sought results in different views about forgiveness amongst Christians.</p>	<p>6</p> <p>AO2</p>	<p>Examiners should mark according to AO2 descriptors.</p> <p>Please refer to the Level of Response grid 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 	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

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

Question	Indicative content	Marks	Guidance
3 (d)*	<p>“Christian teachings about violence are not important in the 21st century.”</p> <p>Discuss this statement. In your answer, you should:</p> <ul style="list-style-type: none"> Draw on your learning from across your course of study, including reference to beliefs, teachings and practices within Christianity Explain and evaluate the importance of points of view from the perspective of Christianity. <p>Learners might consider some of the following:</p> <p>AO1</p> <p>Appropriate examples of teachings from the Bible may be presented; in situations where violence or even murder may appear to be the right course of action, these teachings can guide and lead Christians in their decision making. Specific Biblical teachings could be cited and their 21st century importance discussed, e.g. Genesis 9:6 whoever sheds human blood, by humans shall their blood be shed; for in the image of God has God made mankind, Ex 20:13 thou shall not kill , Ex 21:12 anyone who strikes a person with a fatal blow is to be put to death, Joel 3:9-11 prepare for war! Rouse the warriors! Let all the fighting men draw near and attack. Beat your ploughshares into swords, Josh 8:1 take the whole army with you, and go up and attack Ai, Matt 5:43-44 love your enemies and pray for those who persecute you, Micah 4:3 they will beat their swords into ploughshares and Matt 5:9 blessed are the peacemakers.</p> <p>The role model of Christ, loving all and treating everyone as they would wish to be treated, could be cited as being as important / relevant now as it was in the past. Details about Jesus’ teachings promoting love, forgiveness, reconciliation and peaceful solutions, known as pacifism, could be included.</p> <p>Beliefs and teachings held by prominent Church leaders, such as Martin Luther King Jnr or Desmond Tutu, denominations such as the Quakers, or schools of thought like Liberation Theology, may be cited regarding when it is right to fight back or use aggression to fight oppression. Statistical details of increased knife, hate, racist and extremist crimes might be given.</p> <p>AO2</p> <p>The focus of the issue is on violence within society, such as violent protest, racist or hate crimes, bullying, knife crime, gang warfare, people trafficking, terrorism, etc, rather than war between</p>	<p>15</p> <p>3</p> <p>AO1</p> <p>12</p> <p>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>nations. However, similar principles apply and candidates who discuss war could still produce valid responses.</p> <p>Bible teachings can be interpreted and applied in different ways. One can be an absolute pacifist and refrain from ever using violence or be a conditional pacifist and use violence when necessary, to protect oneself or others, or for the greater good, e.g. to counter social injustice. Both positions can be argued from the Bible teachings, therefore some may argue that religious teachings may be important but are contradictory and therefore not helpful in the 21st century.</p> <p>The world as it is experienced now bears little resemblance to the past, making religious teachings from the past less relevant, even if they are considered to be important by Christians. The increase in modern crimes both in this country and around the world, affecting innocent people in different communities, made known so quickly by social media, may be described. Christian teachings are hard to apply when violence can be orchestrated so quickly and easily through social media. However, some might argue that such teachings are needed even more in a society where violence still poses a threat and is highly visible in the media, and therefore are more important now.</p> <p>Some learners may point out that although society has changed, people are basically the same and so the teachings still have importance and can be applied. Problems in society can be addressed by following Christian teachings which encourage just communities and teach us to view each person as having a right to live and be respected. Biblical teachings like Psalm 82:3 call Christians to protect the weak, vulnerable and downtrodden in society. Although resorting to violence is understandable when people feel powerless or hopeless, Christians need to work to change this without using violence. Learners might use examples of non-violent protest to support this point or refer to some Liberation Theologians who seemed to allow the use of violence when all other methods had failed.</p> <p>Some may discuss modern warfare as a form of violence in society. The nature of modern war is that the weapons that have been developed could have much more far-reaching effects, or even end the world as we know it. Therefore, the religious teachings that applied in Jesus' time or when the OT was written are less meaningful in today's climate. 'Turning the other cheek' is not a realistic option, some may argue, when the stakes are so high, although if everyone followed this teaching it could make a significant difference to our world.</p> <p>Christians are divided about what is the right way to deal with conflict and hatred that lead to crimes, violence, terrorism and war. Therefore, some will agree with the statement and others will disagree with it. Some Christians might argue that God is the source of all life and provides</p>		

Question		Indicative content	Marks	Guidance
		teachings that stand the test of time. They are found in the Bible which is the very word of God. There are absolute morals such as the Two Great Commandments. God is the ultimate authority and God demands justice and his teachings are timeless. Therefore, the religious teachings are always important and will be relevant as they have come from God.		

Question		Indicative content	Marks	Guidance
4	(a)	<p>What is meant by the term pluralism?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> the belief that all religious positions and beliefs are of equal value and will eventually lead to salvation/liberation, everyone can go to heaven the belief that God revealed Himself not only through Jesus but also through other religious traditions John Hick is a proponent of pluralism; he believes that no religion can prove that it is the one and only true one and that individuals from all religions have experiences that they claim come from God. 	<p>3</p> <p>AO1</p>	<p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>

Level (Mark)	<u>A01</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.

Question	Indicative content	Marks	Guidance
4 (b)	<p>Outline some of the challenges for Christian religious traditions in Britain today.</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>Britain today is a country of diverse religious traditions compared to the previous wholly Christian society. While Christianity remains the predominant religion, many Christian traditions no longer fit with this diverse society.</p> <p>Increasing secularism results in traditional Christian activities such as church attendance, worship, prayer and even religious belief itself not being considered important by many people. Traditional festivals or events in the calendar have been stripped of their Christian significance and are maintained now by emphasising the secular side for example Christmas presents and chocolate at Easter.</p> <p>Despite the requirement for schools to provide RE and acts of worship of a broadly Christian nature, there is often minimal observance of this obligation; many people don't know the story of Jesus and misconceptions prevail about what it is to be a Christian.</p> <p>The media in all its varied forms has been accused of seeming to promote criticism of Christianity and seeking to undermine it.</p> <p>Traditional Christian attitudes to sexuality, marriage, divorce, the sanctity of life and medical ethics generally are challenged from various points of view. The church is portrayed as slow to catch up with the progress of human rights and equality and then criticised for changing its traditional stances on these and other issues.</p> <p>The increase in populations in Britain that adhere to non-Christian faiths and belief systems is a challenge to Christian tradition being maintained in society. Christianity could be seen as having to face the challenge of competing to be heard, despite being the established religion.</p> <p>Challenges come from within Christianity as well. Many Christians would like to see church and state separated, as sometimes it is a challenge for the established church to be critical of Government.</p> <p>Recent scandals concerning perceived or actual corruption in the Church, have affected attitudes to Christianity as a whole and present a challenge to engagement with Christian traditions as part of society.</p>	6 AO1	<p>Examiners should mark according to AO1 descriptors.</p> <p>Please refer to the Level of Response grid above when marking this question.</p>

Level (Mark)	<u>AO2</u>
3 (5-6)	A good attempt to respond to 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
4 (c)	<p>Explain why there are different Christian attitudes to abortion.</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>Learners might explain that Christians have different attitudes to abortion due to different interpretation of teachings, both Biblical and from the Church; different views on when life begins; different understandings of morality as absolute or relative. However, overall no Christian actively encourages or approves of abortion.</p> <p>The Roman Catholic Church follow an absolute morality, Natural Law, and uphold the sanctity of life. They believe that life begins at conception and thus abortion is always wrong, it is murder, which is against the sixth commandment. They cite Biblical support for this view, stating that God knows and values every individual before they are born, 'Before I formed you in the womb I knew you,' Jeremiah 1:5. This means that they wish to protect the life of the unborn child as well as the life of the mother.</p> <p>However, in extreme circumstances, under the doctrine of 'double-effect' a pregnancy may be ended provided this is not a deliberate act but an unintended side effect of other necessary, life-saving treatment, for example a general anaesthetic or treatment for cancer.</p> <p>The Church of England have a relative morality. They are not in favour of abortion but believe there are cases where it may be a necessary evil. The Church of England state that in an imperfect world the best choice is sometimes the lesser of two evils, e.g. if continuing the pregnancy is likely to lead to the death of the mother or if the foetus has such severe abnormalities that it will be born badly disabled and/or with a short life expectancy. They follow what is seen as the most loving or compassionate response and might quote the teaching of Jesus, for example, 'So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets,' Matt 7:12; 'I came so that you can have life in all its fullness,' John 10:10.</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 	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

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

Question	Indicative content	Marks	Guidance
4 (d)*	<p>“Everyone should have the right to choose when to die.”</p> <p>Discuss this statement. In your answer, you should:</p> <ul style="list-style-type: none"> Draw on your learning from across your course of study, including reference to beliefs, teachings and practices within Christianity Explain and evaluate the importance of points of view from the perspective of Christianity. <p>Learners might consider some of the following:</p> <p>AO1</p> <p>Learners may give details of scientific developments and the rise of secularist beliefs, challenging Christians’ views about life after death and the right to choose when to die. Current law on euthanasia may be cited alongside reference to the Hippocratic Oath. Specific examples may be given of individuals who have campaigned for the right to die or organisations such as Exit that allow people to act on their choice.</p> <p>Biblical teachings opposed to people having the right to choose when to die are likely to be given, such as ‘Do not murder’ (Ex 20:13) or details about the sanctity of life, e.g. 1 Cor 3:16-17. Denominational views about the issue of euthanasia may be given. Details of Dame Cicely Saunders and the work of the Hospice Movement may be developed, as well as details about the work of the Samaritans Organisation.</p> <p>The different types; voluntary and involuntary, and methods; active and passive might be referenced.</p> <p>AO2</p> <p>Differences between the different denominations about the right to die show that there is not uniformity in Christianity about this issue.</p> <p>Some Christian Churches, e.g. Roman Catholics, have very strongly held beliefs that it is wrong for anyone to choose when and how they die, as only God has that authority. Choosing to die devalues the uniqueness and sanctity of every human life. The Roman Catholic Church are opposed to active euthanasia. However, there is no obligation to continue with invasive/extraordinary treatment and thus in some cases passive euthanasia might be permitted.</p>	<p>15</p> <p>3</p> <p>AO1</p> <p>12</p> <p>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>Some Christians may view euthanasia as an act of compassion and believe it is a right for everyone to choose when they die. Some may argue that everyone has a right to choose what they do with their body and therefore the right to choose when to die should be accepted. It is a matter of self-determination.</p> <p>Some may raise the question of who is the right person to make the choice? The patient, the doctor, relatives, God or nobody? Learners might discuss the distinction between voluntary and involuntary euthanasia. Some may argue against the statement, because not everyone may have the capability to make such a decision and therefore should be denied that right, for example, people with diminished responsibilities due to mental illness, old age, dementia or very young children.</p> <p>Is euthanasia an act of wrongdoing or of loving kindness? Some would argue that it can be both. For example, elderly people could feel pushed into agreeing to euthanasia as they are a burden to family, which is not right. But ending someone's suffering at their request when they are very ill and there is no hope of recovering, could make euthanasia a kind and loving act.</p>		

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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