



Oxford Cambridge and RSA

**GCSE**

**Religious Studies**

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

General Certificate of Secondary Education

**Mark Scheme for June 2023**

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

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

## 11. Annotations

| 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.

### 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**

|   |
|---|
| <b><i>High performance 3 marks</i></b>  |
| Learners spell and punctuate with consistent accuracy<br>Learners use rules of grammar with effective control of meaning overall<br>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<br>Learners use rules of grammar with general control of meaning overall<br>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<br>Learners use rules of grammar with some control of meaning and any errors do not significantly hinder overall<br>Learners use a limited range of specialist terms as appropriate                 |
| <b><i>0 marks</i></b>   |
| The learner writes nothing<br>The learner's response does not relate to the question<br>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)**

| <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>Outline the purpose of the Christian family.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• to be the model for society/provide a framework for stable society,</li> <li>• to procreate, have children</li> <li>• to nurture, raise and protect children, giving them stability</li> <li>• educate children in Christian faith and values</li> <li>• to reflect the love of God in the love for each other and for the Christian family around the world</li> <li>• to develop loving and respectful relationships.</li> </ul> | <p><b>3</b><br/>AO1</p> | <p>Marks should be awarded for any combination of statements, development and exemplification.</p> |

| Level<br>(Mark) | <u>AO1</u>  |
|-----------------|---|
| 3<br>(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<br>(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<br>(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<br>(0)        | No response or no response worthy of credit.  |

| Question | Indicative content  | Marks    | Guidance  |
|----------|---|----------|---|
| 1 (b)    | <p><b>Describe different Christian attitudes towards gender discrimination.</b></p> <p>Learners might consider some of the following:</p> <p>Traditional Christian attitudes may sometimes be perceived as supporting gender discrimination. The Bible has often been interpreted to teach that women were created as a helper for men (Genesis 2), when Eve is made for Adam from his rib. The traditional marriage ceremony includes the father giving the woman to the man as a possession, and she then vows to obey him. Women are often considered to be weaker than men as Eve was the first to give in to temptation in The Fall, with some blaming women for evil and suffering in the world (Genesis 3). The Roman Catholic Church do not allow women to be priests as Jesus and his disciples were men they believe the leadership role is for men only. Traditionally the role of women in the family was seen as staying at home to care for the needs of her husband and children, with the man as the leader of the family; for example, St Paul teaches, in Ephesians, that wives should submit to their husbands.</p> <p>However, many Christians would be against discrimination in any form, including on basis of gender, due to teachings on equality. All humans are created in the image of God, with male and female created together in Genesis 1. Jesus himself treated women equally and did not discriminate, for example when he speaks with a Samaritan woman at a well (John 4:9), or as exemplified in the story of Mary and Martha which shows that Jesus' teachings are important for all, including women. Paul also suggests that there should be no gender discrimination when he says, 'there is neither male nor female' (Galatians 3:28).</p> <p>Church teachings may reflect different roles for men and women within the family and society but would still promote equality and thus be against discrimination. The Roman Catholic Church, whilst valuing the role of women as homemakers and mothers, also recognises the equal right of opportunity for women to work outside the home and pursue a career. Pope John Paul II said that men and women are equal in dignity and responsibility.</p> <p>Some branches of the Protestant Church, including the Church of England, do allow women to be priests and bishops and do not discriminate by gender for this role.</p> | 6<br>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<br>(Mark) | <u>A02</u>  |
|-----------------|---|
| 3<br>(5-6)      | <p>A <b>good</b> attempt to respond to the topic of the question, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• Good analysis of appropriate religious knowledge</li> <li>• Good analysis of the significance and/or influence of the topic on more than one Christian group</li> <li>• Selection of appropriate sources of wisdom and authority with detail and/or developed explanation</li> </ul>                       |
| 2<br>(3-4)      | <p>A <b>satisfactory</b> attempt to respond to the topic of the question, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• Satisfactory analysis of appropriate religious knowledge</li> <li>• Satisfactory analysis of the significance and/or influence of the topic on one or more Christian group</li> <li>• Selection of appropriate sources of wisdom and authority with detail and/or developed explanation</li> </ul> |
| 1<br>(1-2)      | <p>A <b>weak</b> attempt to respond to topic of the question, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• Little if any analysis of appropriate religious knowledge</li> <li>• Little if any analysis of the significance and/or influence of the topic on Christians</li> <li>• Weak or no support from sources of wisdom and authority</li> </ul>  |
| 0<br>(0)        | No response or no response worthy of credit   |

| Question | Indicative content   | Marks    | Guidance  |
|----------|--|----------|---|
| 1 (c)    | <p><b>Explain different Christian attitudes to celibacy.</b></p> <p><b>You should refer to sources of wisdom and authority in your answer.</b></p> <p>Learners might consider some of the following:</p> <p>Celibacy is refraining from all sexual relationships and activity.</p> <p>For many Christians a sexual relationship should only take place within a marriage, so many unmarried Christians are celibate. However, most Christians are not expected to be celibate for their whole lives. God created a man and woman to join together in marriage and become one flesh (Genesis 2). A sexual relationship within marriage is referenced in the marriage vows and fulfils one of the purposes of marriage, to procreate. Church of England priests are able to marry and have children, so are not required to remain celibate.</p> <p>However, some Christians believe that celibacy allows them to fully focus on serving God. Roman Catholic priests, monks and nuns all choose to remain celibate for this reason. The Roman Catholic Church teaches that celibacy is a gift for those who are called to priesthood or a religious order, although there is a move within the Church to change this rule and allow married priests. Paul taught that celibacy was recommended in order to live a life focussed on God, but he did also say that it was not for everyone and that those who cannot manage it should marry, 'for it is better to marry than burn with passion' (1 Cor 7:9).</p> <p>Some Christian Churches, including the Roman Catholic and the Church of England require homosexual Christians to be celibate. They refer to verses such as that in Leviticus that homosexual acts are sinful and against Natural law as they don't allow for procreation, thus celibacy is required.</p> | 6<br>AO2 | <p>Examiners should mark according to AO2 descriptors.</p> <p><b>Please refer to the Level of Response grid above when marking this question.</b></p> |



| Level (Mark) | <u>AO1</u>   | Level (Mark) | <u>AO2</u>  |
|--------------|--|--------------|---|
| 3<br>(3)     | <p>A <b>good</b> demonstration of knowledge and understanding in response to the stimulus:</p> <ul style="list-style-type: none"> <li>• Good understanding of the stimulus shown by appropriate selection of religious knowledge</li> <li>• Selection of appropriate sources of wisdom and authority with detail and/or developed explanation</li> <li>• Good knowledge and understanding of different viewpoints within Christianity</li> <li>• Good knowledge and understanding of the influence on individuals, communities and societies</li> </ul>                              | 4<br>(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<br>(2)     | <p>A <b>satisfactory</b> demonstration of knowledge and/or understanding in response to the stimulus:</p> <ul style="list-style-type: none"> <li>• Satisfactory understanding of the stimulus shown by some use of religious knowledge</li> <li>• Selection of appropriate sources of wisdom and authority with superficial explanation and/or description</li> <li>• Satisfactory knowledge and understanding of different viewpoints within Christianity</li> <li>• Satisfactory knowledge and understanding of the influence on individuals, communities and societies</li> </ul> | 3<br>(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<br>(1)     | <p><b>Limited/weak</b> demonstration of knowledge and/or understanding in response to the stimulus:</p> <ul style="list-style-type: none"> <li>• Limited understanding of the stimulus shown by factual errors or generalised responses with little connection to the stimulus</li> <li>• Points may be listed and/or lacking in relevant detail related to the issues</li> <li>• Weak knowledge understanding of different viewpoints within Christianity</li> </ul>  | 2<br>(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>  |

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

| Question | Indicative content   | Marks  | Guidance   |
|----------|--|--|--|
| 1 (d)    | <p><b>‘Christians should never use contraception.’</b></p> <p><b>Discuss this statement. In your answer, you should:</b></p> <ul style="list-style-type: none"> <li><b>Draw on your learning from across your course of study, including reference to beliefs, teachings and practices within Christianity</b></li> <li><b>Explain and evaluate the importance of points of view from the perspective of Christianity.</b></li> </ul> <p>Learners might consider some of the following:</p> <p>AO1</p> <p>Contraception is any method used to prevent conception, i.e. pregnancy and may also protect against sexually transmitted infections. There are different categories of contraception: natural and artificial. Natural contraception, also known as the rhythm method, is only having sex at times calculated to be least fertile. Withdrawal, which is the man withdrawing his penis before ejaculating, is another form of natural contraception. Artificial contraception includes barrier methods e.g. condoms; chemical methods, e.g. the contraceptive pill, patch or IUD; and surgery, e.g. vasectomy. Emergency contraception, such as the morning after pill, can also be used, although strictly speaking this is not contraception as it can involve the destruction of a fertilised ovum.</p> <p>There are no specific Biblical references or teachings regarding contraception, so Church teaching and Christian attitudes are based on interpretation of Biblical teachings.</p> <p>AO2</p> <p>Candidates might offer support for the statement. The Roman Catholic Church and some evangelical and conservative Christians would agree that Christians should not use contraception because God gave sex for the purpose of procreation. When God created humans, he told them to “be fruitful and multiply, and fill the earth” (Genesis 1:28). To use contraception is against this purpose and commandment from God. The Roman Catholic Church is governed by Natural Law which states that all sex acts should be open to the possibility of new life. This teaching is reinforced in the encyclical <i>Humanae Vitae</i> in which Pope John Paul II continues the stance against the use of contraception stating that “every action.....to render procreation impossible is intrinsically evil.”</p> | <p><b>15</b></p> <p><b>3</b><br/>AO1</p> <p><b>12</b><br/>AO2</p> <p><b>3</b><br/>SPaG<br/>()</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.</p> |

| Question | Indicative content   | Marks | Guidance |
|----------|--|-------|----------|
|          | <p>However, this Roman Catholic teaching is interpreted by many to refer to artificial contraception and many Catholics are accepting of natural contraception: having sex at times when the female is least fertile, to give them some control over when they have children and be able to plan their family. The withdrawal method is condemned due to the sin of Onan who angered God and was punished for “spilling his seed on the ground.” In recent years some officials within the Catholic Church have suggested that the use of condoms might be considered the lesser of two evils in the case of the Zika virus or if one of a married couple is HIV positive, but this is not an official Vatican teaching.</p> <p>Many other Christian denominations, including the Church of England, would disagree with the statement that Christians should never use contraception. There is no teaching in the Bible that forbids the use of artificial contraception, so they are generally in favour of contraception and family planning. Some might see the use of contraception as a way of enabling individuals to take responsibility for and exercise autonomy over their sexual behaviour. Other Christians are concerned that greater access to contraception might lead to more promiscuous sexual behaviour.</p> <p>As the world is overpopulated many Christians believe that the commandment to fill the Earth has been fulfilled. The world’s poorest are the most disadvantaged by population size and growth, so restricting the number of children per couple through the use of contraception within marriage may be considered not only responsible but an extension of the commandment to ‘love your neighbour’.</p> <p>Many Christians would argue for the benefits of contraception, particularly in the developing world, in improving health, welfare and social status particularly of women and children. This may be seen to adhere to Biblical teachings about equality, since we are all made in the “image of God” and our bodies are “temples of the Holy Spirit” suggesting everyone is equal. It may also fulfil Biblical teachings to “love your neighbour” and “treat others as you would like to be treated”.</p> <p>However, whilst many Christians would support the use of artificial contraception, most are opposed to the use of emergency contraception, known as the morning after pill. This is taken after sex and is designed to delay the release of an egg but can also prevent a fertilised egg from implanting in the uterus lining, meaning it will be destroyed. There is no agreement on when life begins, with some Christians thinking it begins at conception, meaning that destroying an embryo is murder, which is against the Sixth Commandment “thou shall not kill” (Exodus 20:13).</p> |       |          |

| Question |     | Indicative content   | Marks                   | Guidance  |
|----------|-----|--|-------------------------|---|
| 2        | (a) | <p><b>What is meant by the term miracle?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• An unusual event that breaks the laws of nature, performed by God.</li> <li>• Hume's definition, 'a violation of the laws of nature by particular volition of the deity.'</li> <li>• A supernatural event or act</li> <li>• God intervening in the world, apparently breaking the laws of nature</li> <li>• God revealing his power by breaking the laws of nature</li> <li>• The miracles of Jesus show his divinity, that he had the power of God</li> <li>• Examples of Biblical or modern-day miracles to support the definition.</li> </ul> | <p><b>3</b><br/>AO1</p> | <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p> |

| Level<br>(Mark) | <u>AO1</u>  |
|-----------------|---|
| 3<br>(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<br>(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<br>(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<br>(0)        | No response or no response worthy of credit.  |

| Question | Indicative content  | Marks    | Guidance  |
|----------|---|----------|---|
| 2 (b)    | <p><b>Describe how God might be revealed through the conscience.</b></p> <p>Learners might consider some of the following:</p> <p>Many Christians have argued that the conscience is revelation of God. The definition of conscience varies but it generally describes an inner sense of right and wrong, a moral compass, by which people make moral decisions. Christians believe that the conscience is revelation of God as he gives humans this sense of morality, of right and wrong, an inner voice that guides us and reveals something of the nature of God and what he requires.</p> <p>Cardinal John Newman argued that the conscience was revelation, God revealing the basis or source for an absolute right and wrong. He linked the conscience with the voice of God speaking within us, i.e. revealing his purpose for us and telling us how to live in a way that pleases God. When people do something wrong they feel guilt; this is the conscience, the voice of God according to Newman. People can choose to ignore their conscience as God also gave humans free will, but Newman believed that the conscience was God's voice reminding us that we are responsible to him, and thus the conscience is a form of revelation.</p> <p>Some Christians would suggest that conscience is not itself the voice of God, but the part of us that can tune in to that voice. It has also been argued that God allowed the conscience to evolve within humans, that not everyone listens to this, but it is still a form of revelation, if we decide to listen to it. God has designed the conscience to work alongside the Bible and Christian values, revealing God's wishes and purpose for humans.</p> <p>Learners might include examples of people who have followed their conscience, believing it to be God speaking to them and guiding them.</p> | 6<br>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<br>(Mark) | <u>AO2</u>  |
|-----------------|---|
| 3<br>(5-6)      | <p>A <b>good</b> attempt to respond to the question, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• Good analysis of appropriate religious knowledge</li> <li>• Good analysis of the significance and/or influence of the topic on more than one Christian group</li> <li>• Selection of appropriate sources of wisdom and authority with detail and/or developed explanation</li> </ul>                                    |
| 2<br>(3-4)      | <p>A <b>satisfactory</b> attempt to respond to the topic of the question, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• Satisfactory analysis of appropriate religious knowledge</li> <li>• Satisfactory analysis of the significance and/or influence of the topic on one or more Christian group</li> <li>• Selection of appropriate sources of wisdom and authority with detail and/or developed explanation</li> </ul> |
| 1<br>(1-2)      | <p>A <b>weak</b> attempt to respond to topic of the question, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• Little if any analysis of appropriate religious knowledge</li> <li>• Little if any analysis of the significance and/or influence of the topic on Christians</li> <li>• Weak or no support from sources of wisdom and authority</li> </ul>  |
| 0<br>(0)        | No response or no response worthy of credit   |



| Question | Indicative content  | Marks    | Guidance  |
|----------|---|----------|---|
| 2<br>c   | <p><b>Explain why there are different Christian views about what God is like.</b></p> <p><b>You should refer to sources of wisdom and authority in your answer.</b></p> <p>Learners might consider some of the following:</p> <p>There are different Christian views on what God is like as God is transcendent, and humans cannot fully know or understand his nature. There are different interpretations of the scripture and teachings relating to God. For example, when God appears to Moses he says, “I am who I am”, which leaves God open to be anything, supporting the idea that humans can never fully know him.</p> <p>There are certain characteristics that Christians generally believe they can know about God; this most commonly shared view of God is based on scripture and church teaching. He is all powerful, with the power to create the universe ex-nihilo in six days. He is omniscient (all-knowing) and omnipresent (everywhere or present in all things), exemplified by the story of Jonah who tried to hide from God but could not. He is perfectly good and loving (omnibenevolent), shown through his love for humans and Christ’s sacrifice on the cross, shown in John 3:16 “God so loved the world, that he gave his only begotten Son, that whoever believeth in him should not perish, but have everlasting life.” He is also immanent and personal, involved in the lives of Christians.</p> <p>However, there are areas where Christians have different beliefs, primarily due to different interpretations of Bible teaching and tradition and historical disagreements about such concepts as the Trinity and the nature of Christ. For example, Christians believe that God is eternal. Some believe this means that he has no beginning and end, knows past and future but is within time as he intervenes in the world, for example to perform miracles and become incarnate; whereas others believe that God must be outside of time as he created it and knows all of time, “for I know the plans I have for you....” Jeremiah 29:11. Most Christians understand and experience their relationship with the one transcendent God in three roles: Father, Son and Holy Spirit, the Trinity. However, some groups, such as Unitarians and Christadelphians reject the Trinity as they believe it describes three gods and is therefore a threat to monotheism. The Unitarian belief is that God is one being and that Jesus was not God, but the son of God, a human, inspired by God in all he did.</p> | 6<br>AO2 | <p>Examiners should mark according to AO2 descriptors.</p> <p><b>Please refer to the Level of Response grid above when marking this question.</b></p> |

| Level (Mark) | <u>AO1</u>   | Level (Mark) | <u>AO2</u>  |
|--------------|--|--------------|---|
| 3<br>(3)     | <p>A <b>good</b> demonstration of knowledge and understanding in response to the stimulus:</p> <ul style="list-style-type: none"> <li>• Good understanding of the stimulus shown by appropriate selection of religious knowledge</li> <li>• Selection of appropriate sources of wisdom and authority with detail and/or developed explanation</li> <li>• Good knowledge and understanding of different viewpoints within Christianity</li> <li>• Good knowledge and understanding of the influence on individuals, communities and societies</li> </ul>                              | 4<br>(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<br>(2)     | <p>A <b>satisfactory</b> demonstration of knowledge and/or understanding in response to the stimulus:</p> <ul style="list-style-type: none"> <li>• Satisfactory understanding of the stimulus shown by some use of religious knowledge</li> <li>• Selection of appropriate sources of wisdom and authority with superficial explanation and/or description</li> <li>• Satisfactory knowledge and understanding of different viewpoints within Christianity</li> <li>• Satisfactory knowledge and understanding of the influence on individuals, communities and societies</li> </ul> | 3<br>(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<br>(1)     | <p><b>Limited/weak</b> demonstration of knowledge and/or understanding in response to the stimulus:</p> <ul style="list-style-type: none"> <li>• Limited understanding of the stimulus shown by factual errors or generalised responses with little connection to the stimulus</li> <li>• Points may be listed and/or lacking in relevant detail related to the issues</li> <li>• Weak knowledge understanding of different viewpoints within Christianity</li> </ul>  | 2<br>(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>  |

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

| Question | Indicative content   | Marks  | Guidance   |
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| 2 (d)    | <p><b>“Religious experience is not reliable revelation of God.”</b></p> <p><b>Discuss this statement. In your answer, you should:</b></p> <ul style="list-style-type: none"> <li>• <b>Draw on your learning from across your course of study, including reference to beliefs, teachings and practices within Christianity</b></li> <li>• <b>Explain and evaluate the importance of points of view from the perspective of Christianity.</b></li> </ul> <p>Learners might consider some of the following:</p> <p>AO1</p> <p>Religious experience refers to an encounter with God. Any experience of God including visions, voices, dreams, miracles, feeling God’s presence, experiencing the sacraments, etc. can be regarded as religious experience which for many is evidence of God’s existence, as those who experience this are left in no doubt as to God’s existence. There are many examples of religious experiences encountered both by non-believers who convert and by the faithful. Learners may exemplify with description of famous examples, such as Paul’s vision on the road to Damascus, Bernadette’s visions of the Virgin Mary, St Teresa d’Avila, Nicky Cruz and Mother Teresa’s experience.</p> <p>Learners might reference William James’ famous study on religious experience, delivered in a series of lectures which were then published, claiming that such experiences supported the probability of God. James identified four features of religious experience: transient, they soon pass; ineffable, they are hard to describe; noetic, they give information; immediate, there is no control or warning over when they happen.</p> <p>AO2</p> <p>Conversion experiences are often taken as evidence for the existence of God. Paul’s dramatic vision on the road to Damascus converted him to Christianity and he in turn spread the gospel and converted many others. This is documented in Acts and is significant as revelation both because prior to his conversion he was working against Christians and due its long-lasting effect on the Christian Church. However, some scholars have suggested alternative explanations; for example, the vision followed by temporary blindness could perhaps be explained as an epileptic episode, so perhaps this is not reliable evidence of God’s existence.</p> | <p><b>15</b></p> <p><b>3</b><br/>AO1</p> <p><b>12</b><br/>AO2</p> <p><b>3</b><br/>SPaG<br/>()</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.</p> |

| Question | Indicative content   | Marks | Guidance |
|----------|--|-------|----------|
|          | <p>Visions are a type of religious experience that may be believed to be evidence of the existence of God because they seem to be only explained by a supernatural, divine source. Furthermore, they do not always confirm what people believe, for example Paul's vision conflicted with and changed his belief. Bernadette's series of visions of the Virgin Mary at Lourdes gave her information that it is believed she could not know: 'I am the Immaculate Conception.' Lourdes is now a pilgrimage site, and it is believed that miracle healings happen there. There are many accounts of visions, either when awake or in a dream, for example Peter's vision in Acts and Moses and the burning bush in Exodus. Both of these shocked the person experiencing the vision, suggesting they came from beyond the person themselves.</p> <p>Whilst the faithful accept these as evidence of God both individually and cumulatively, there have been criticisms and alternative explanations. Acts states that Peter was very hungry before his vision, indeed many who have religious experiences are fasting, and it has been suggested that this lack of food has caused an hallucination. Bernadette and St Teresa d'Avila were both reported to have been unwell, again leading some to suggest that they were hallucinating.</p> <p>William James' famous study of religious experience concluded that the effect on the believer is evidence that they have experienced something and that they seem real enough to make dramatic and lasting changes to those who experience them. James also argued that even if we could explain what is happening in the brain and replicate these experiences it does not mean they are not from God, just that we understand how they are happening.</p> <p>Learners might discuss a wide range of other examples to demonstrate that religious experiences have been important in strengthening faith of Christians and learning about God's nature and his purpose for humans. This may lead them to conclude that religious experiences are considered reliable evidence of God's existence for Christians. However, a range of arguments in support of the statement might be discussed. Hume argued that there was not sufficient evidence for these to be reliable, arguing that genuine miracles were the least likely explanation and that witness accounts could not be considered reliable. Many have suggested that religious experiences are hallucinations, caused by ill health or drugs. In addition, it could be argued that those who experience God in this way may be deluding themselves due to a deep-seated desire or hysteria, such as in charismatic worship.</p> <p>It might be argued that religious experience is the foundation of belief, either from a personal experience or revelation received by others, such as the Bible. Philosophical or logical arguments are</p> |       |          |

| Question | Indicative content  | Marks | Guidance |
|----------|---|-------|----------|
|          | least likely to convert anyone to believe and were arguably written to show that it was reasonable to believe in God, rather than to convert non-believers. Thus, candidates might conclude that religious experience is the most reliable revelation of God. |       |          |

| Question |     | Indicative content  | Marks                   | Guidance  |
|----------|-----|---|-------------------------|---|
| 3        | (a) | <p><b>Outline <u>one</u> Christian teaching about justice.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• A definition; justice is the fair and equal treatment of all people within a society.</li> <li>• All humans are made in the image of God and thus should be treated fairly and equally.</li> <li>• Paul taught that all Christians should be treated the same as there is 'neither Jew nor Greek, slave nor free, male nor female'.</li> <li>• Psalm 97:2 states that righteousness and justice are central to the nature of God. God measures human acts against a perfect standard so can respond with justice.</li> <li>• Old Testament prophets such as Micah and Amos spoke of God's requirement of justice and righteousness.</li> <li>• Forgiveness is part of God's justice, and the penalty for failing to meet God's standard is paid through the sacrifice of Christ.</li> </ul> | <p><b>3</b><br/>AO1</p> | <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p> |

| Level<br>(Mark) | <u>AO1</u>  |
|-----------------|---|
| 3<br>(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<br>(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<br>(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<br>(0)        | No response or no response worthy of credit.  |



| Question | Indicative content  | Marks    | Guidance  |
|----------|---|----------|---|
| 3 (b)    | <p><b>Describe different Christian attitudes to technological warfare (the use of drones and surgical strikes).</b></p> <p>Learners might consider some of the following:</p> <p>Technological warfare refers to the use of rapidly developing technology to create advanced weapons and means of engaging in war, such as drones and surgical strikes. As there is no direct teaching about this in the Bible, or from early church founders, Christians need to interpret and apply other teachings, such as Just War theory.</p> <p>Many Christians are opposed to, or at least concerned about, the use of unmanned drones for attacks. It has been raised that the nature of bombing with unmanned drones reduces awareness of the true horror and human cost of war. The use of drones reduces the number of casualties on one side, but as they can be less precise, it increases casualties, including civilians, on the other side. Increasing civilian casualties is against Just War criteria and thus many Christians would be opposed to such use of drones. Those flying drones remotely are completely safe and it might be seen as unethical to kill people who have no ability to fight back, maybe more akin to murder or execution than warfare, which many Christians would oppose due to teaching of 'do not kill' from the Ten Commandments.</p> <p>The Bishop of Bath and Wells has expressed concern that the use of drones in war, without international regulation, poses a threat to government's ability to prevent armed conflict, promote human rights and strengthen international legal regimes.</p> <p>A similar concern has been raised by the Catholic Church. US Catholic scholar Robert George has expressed concern about the number of civilian deaths caused by drone strikes and stated that this is unacceptable; it breaches Just War criteria. He states that having a military target is not justification for using drones in the attack.</p> <p>The Presbyterian Church of America has addressed the use of drones in an article <i>By Faith</i>. In this it is argued that the use of drones is not itself against Just War criteria, but that the way they might be used has potential to be. The article argues that the use of drones makes going to war easier and less risky for the side using them and that they make it harder to apply human judgment.</p> | 6<br>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>Some Christians might see the benefits of technological warfare, such as surgical strikes which aim for no civilian casualties by precisely targeting military locations. They might point out that this is meeting Just War criteria and minimising casualties on both sides. However, the technology is relatively new and there have been many civilian casualties where strikes have not hit the intended military target but rather nearby schools, hospitals and heavily populated areas.</p> |       |          |

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

| Question | Indicative content   | Marks    | Guidance  |
|----------|--|----------|---|
| 3<br>c   | <p><b>Explain how Christian teachings about peace might influence Christian communities.</b></p> <p><b>You should refer to sources of wisdom and authority in your answer.</b></p> <p>Learners might consider some of the following:</p> <p>Many Christians place a high value on peace and the teachings of Jesus overwhelmingly promote peace. In the Sermon on the Mount Jesus taught ‘blessed are the peacemakers’ and that Christians should love their enemies. In Luke’s Gospel it teaches that Jesus came to earth to guide humanity to live in peace. Jesus also exemplifies peace through his actions, for example, when the disciples fight the soldiers who have come to arrest him, he tells them to stop and heals a soldier who has been injured. Such teachings and actions might influence Christian communities to work for peace, which can be done in different ways.</p> <p>Some Christians are absolute pacifists, for example Quakers. Pacifist Christians would work for peace using non-violent methods such as negotiations, peaceful protests and civil disobedience. Examples of this approach are Protestant Christians such as Martin Luther King Jr who led the Civil Rights movement and Archbishop Desmond Tutu who used non-violent methods to campaign for an end to apartheid and establishment of peace in South Africa.</p> <p>Christian communities will often hold vigils or days of prayer for peace. Some might be influenced to join or form groups to campaign for peace. CND has a specialist section CCND (Christians for the Campaign for Nuclear Disarmament) which enables Christians to work together with the aim of bringing about an end to nuclear weapons and other weapons of mass destruction. CCND campaigns for peace through non-violent action.</p> <p>Pax Christi is an international Catholic movement for peace. The movement is influenced by Christian teachings to reflect the peace of Christ in the lives of all and promote the Christian duty of non-violence, as taught and exemplified by Jesus. Pax Christi hold regular days of prayer and fasting to raise awareness of troubled areas around the world and ask God to bring peace. The Network of Christian Peace Organisations (NCPO) is a UK-based ecumenical network committed to peace as central to the meaning of church community.</p> | 6<br>AO2 | <p>Examiners should mark according to AO2 descriptors.</p> <p><b>Please refer to the Level of Response grid above when marking this question.</b></p> |

|  |  |  |  |
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|  | <p>Other Christians may be influenced to promote peace, believing that the use of violence can be justified as a last resort. They might believe that in an imperfect world the use of violence to bring about peace is the lesser of two evils and meets Just War criteria. Examples of this approach include Nelson Mandela, who used violence in the fight to end apartheid and bring peace to South Africa and Dietrich Bonhoeffer who resisted the Nazis during the second World war by becoming involved in a resistance plot to assassinate Hitler.</p> <p>Learners may cite reference to peace during worship, such as the 'peace be with you' 'and also with you', blessing and response.</p> |  |  |
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| Level (Mark) | <u>AO1</u>   | Level (Mark) | <u>AO2</u>   |
|--------------|--|--------------|--|
| 3<br>(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<br>(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<br>(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<br>(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<br>(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> </ul>  | 2<br>(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>AO1</u>  | Level (Mark) | <u>AO2</u>  |
|--------------|---|--------------|---|
|              | <ul style="list-style-type: none"> <li>Weak knowledge understanding of different viewpoints within Christianity</li> <li>Weak knowledge and understanding of the influence on individuals, communities and societies</li> </ul> |              | <ul style="list-style-type: none"> <li>Little evidence of judgement on the issue in the stimulus</li> </ul> <p><b><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></b></p>   |
|              |   | 1<br>(1–3)   | <p>A <b>weak</b> attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>A single viewpoint may be stated with little or no support or justification or views may be stated as a list</li> <li>Response may be simplistic, purely descriptive and/or very brief</li> <li>No attempt to offer judgement on the issue in the stimulus</li> </ul> <p><b><i>The information is communicated in a basic/unstructured way.</i></b></p> |
| 0<br>(0)     | <ul style="list-style-type: none"> <li>No response or no response worthy of credit</li> </ul>   | 0<br>(0)     | <ul style="list-style-type: none"> <li>No response or no response worthy of credit</li> </ul>   |

| Question | Indicative content   | Marks   | Guidance  |
|----------|--|---|---|
| 3 (d)    | <p><b>‘Acts of terrorism are never justified.’</b></p> <p><b>Discuss this statement. In your answer, you should:</b></p> <ul style="list-style-type: none"> <li><b>Draw on your learning from across your course of study, including reference to beliefs, teachings and practices within Christianity</b></li> <li><b>Explain and evaluate the importance of points of view from the perspective of Christianity.</b></li> </ul> <p>Learners might consider some of the following:</p> <p>AO1</p> <p>Terrorism is the illegal use of violence to cause fear and intimidation, often carried out against civilian targets, to publicise and/or achieve political aims and goals. Those involved in acts of terrorism often feel as if they have no choice and that their actions are the only way to bring about change. Terrorist groups develop for a variety of reasons including marginalisation of minority groups, rights and freedoms being removed and religiously motivated reasons.</p> <p>AO2</p> <p>Most Christians would agree with the statement. Jesus preached a message of peace and love for each other. The Sermon on the Mount includes the teachings “blessed are the peacemakers” and “love your enemies”. The parable of the Good Samaritan exemplifies “love your neighbour” and that your neighbour includes your enemy. Jesus warned against using violence when the disciples fought to try to stop him being arrested, saying “those who live by the sword, will die by the sword.” Many Christians are pacifists; absolute pacifists, such as Quakers, would be against any act of violence, particularly acts of terrorism. Martin Luther King fought great injustice and brought about change, in the Civil Rights movement, without the use of acts of terrorism or any form of violence. Christians who are conditional pacifists would also agree with the statement. Acts of terrorism do not meet Just War criteria; they are not declared by proper authority, do not use proportional force and usually target civilians. Victims of terrorism often seem to be innocent people, as in the 9/11 terror attacks and the Ariana Grande Manchester bombing.</p> | <p><b>15</b></p> <p><b>3</b></p> <p>AO1</p> <p><b>12</b></p> <p>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>The Roman Catholic Church is opposed to terrorism. The Catholic Catechism teaches, “Terrorism threatens, wound, and kills indiscriminately; it is gravely against justice and charity.” The last Pope, Benedict, said that acts of terrorism can never be justified, even if the motivation is to create a better society. After 9/11 the Catholic Church called for a peaceful resolution, not just retaliation. However, they accepted that a response may include an act of Just War, as a last resort.</p> <p>The Church of England also opposes all acts of terrorism and accepts that lethal force may be necessary as a last resort when dealing with terrorists. In its report ‘Facing the Challenge of Terrorism’ the Church of England states that it ought to promote greater understanding, reconciliation and respect within local communities, especially in multi-cultural and multi- faith communities, teaching that creating stronger communities might help combat terrorist acts.</p> <p>However, there are some Christians who may support acts of terrorism as a last resort. Camillo Torres was a Catholic Priest in Columbia who fought against the way the rich treated the poor. He used non-violent methods, but the government responded with violence towards anyone who spoke up against the rich. Torres left the priesthood and became a guerrilla soldier because he believed he was putting the words of Jesus into action. He believed that he was “fighting” for equality through “righteous anger”. He was excommunicated by the Church.</p> <p>The National Liberation Front of Tripura are a Christian terrorist organisation based in Tripura India. They wish to make Tripura an independent state and to expand the Kingdom of God and Jesus Christ. They are influenced by Dominion Theology and use acts of terrorism to attempt to achieve their goal. Most Christians would argue that this is a misrepresentation of Biblical teachings.</p> <p>Some might discuss the actions of extremist political or religious groups who think that terrorism is the only way to bring needed change, or that they are carrying out the will of God. In this case, they probably do not view their actions as terrorism, but as fighting for justice or for God. People outside of these groups will most likely see their actions as the result of being misguided or desperate, but nonetheless unacceptable.</p> <p>Learners are likely to conclude that the majority of Christians agree with the statement and present evidence in their discussion to support this.</p> |       |          |

| Question |     | Indicative content  | Marks                      | Guidance  |
|----------|-----|---|----------------------------|---|
| 4        | (a) | <p><b>What is meant by the term inclusivism?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>the view that although only one religion is completely true others may also be ways to God</li> <li>the view that Christianity is the normative means of salvation, but that non-Christians may also be saved; faith in Jesus and being a member of the church are not necessary</li> <li>exemplification in the Parable of the Sheep and the Goats when the righteous are saved based on their works/treatment of others, not on their beliefs</li> <li>the view that a loving God loves all his creation so would not condemn all non-Christians to hell</li> <li>exemplification by Karl Rahner's Anonymous Christian and the belief that pre-Christian religious figures e.g. Elijah, are in heaven.</li> </ul> | <p><b>3</b></p> <p>AO1</p> | <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p> |

| Level<br>(Mark) | <u>AO1</u>  |
|-----------------|---|
| 3<br>(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<br>(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<br>(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<br>(0)        | No response or no response worthy of credit.  |

| Question | Indicative content  | Marks    | Guidance  |
|----------|---|----------|---|
| 4 (b)    | <p><b>Describe how Christianity contributes to public life in Britain today.</b></p> <p><b>In your response, you must consider that the religious traditions in Great Britain are diverse, but mainly Christian.</b></p> <p>Learners might consider some of the following:</p> <p>Christianity, as the historic religion of Britain, has played a crucial role in public life and it continues to do so, even though Britain is becoming a more diverse religious environment. For example, since the time of Henry VIII there has been an established church in England which is part of the state. The monarch is the Supreme Governor of the Church of England and is described as the defender of the faith. Major state occasions such as the celebration of the Queen’s Jubilee and the coronation of King Charles III are accompanied by special church services which nowadays include representatives of other faiths. Church of England Bishops are confirmed in their role by the monarch and sit in the House of Lords, which enables them to bring Christian perspectives to national debates about key moral issues, such as assisted dying.</p> <p>Christianity contributes to public life in local communities (parishes) where the vicar has certain statutory roles, and the established church is welcoming to all citizens for the celebration of births and marriages and of course to mark the end of person’s life with a Christian funeral. In many communities the church and the church buildings are a focus of community activities outside the services of worship. It is becoming more common for the local church buildings and activities to include members of other faiths with the aim of encouraging a harmonious society.</p> <p>Christianity is embedded in the armed forces and even the prison service, with the Church of England chaplains being the lead chaplains for those communities.</p> <p>Christianity is also embedded in the education system. Many schools in England are church schools, predominantly Church of England and Roman Catholic. Whilst these schools may offer some experience of different faiths, their guiding principles are Christian in character. Many schools continue to offer acts of Christian worship in assemblies. The same is true for a significant proportion of private and public schools which have Christianity embedded in their mission statements. However, most schools approach this Christian aspect of their work in a sensitive way, ensuring that common ground between faiths and those of no faith can form the basis of the attitudes and aims of the school communities.</p> | 6<br>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>Although for many people the Christian festivals of Christmas and Easter may have lost their Christian significance, they are still key points in the year as public holidays, showing how Christianity still contributes to public life.</p> <p>Apart from the established churches in the four countries of the United Kingdom, other Christian groups (e.g. non-conformist) contribute to public life by supporting their communities and by engaging in moral and social matters. On occasions those groups can be (as they were in the past) dissenting public voices against 'the Establishment' including the established church.</p> <p>Similarly, Christianity is at the heart of many of the nation's charities such as food banks and Christian Aid, Cafod or Tear Fund.</p> <p>The increasing diversity of British society has been recognised as positive by many Christian churches and they have been at the forefront of inter-faith dialogue in their communities and at a national level. This is a significant contribution by Christianity to the changing character of British society.</p> |       |          |

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

| Question | Indicative content   | Marks    | Guidance  |
|----------|--|----------|---|
| 4 (c)    | <p><b>Explain potential clashes between religious teachings and secular law about marriage.</b></p> <p><b>You should refer to sources of wisdom and authority in your answer.</b></p> <p>Learners might consider some of the following:</p> <p>A Christian marriage is the sacred joining of a man and woman, ordained by God. In Genesis 1 God blesses Adam and Eve and tells them to go forth and multiply, and in Genesis 2 it states, “therefore a man shall leave his father and his mother and shall cleave unto his wife: and they shall be one flesh.” A civil marriage, on the other hand, is a legal contract between two people that sets out rights and duties with no reference to religious teachings; it can be between a man and a woman or a same sex couple.</p> <p>There might be clashes between Christian teaching and secular law in the following areas:</p> <p>Christian teaching states that people should not have sex before marriage, some denominations having strict rules regarding this. For example, St Paul teaches that marriage is the only acceptable place for a sexual relationship. This is not prohibited in secular law, and secular attitudes hold that it is perfectly acceptable to have sex before marriage, with waiting until after marriage becoming more unusual.</p> <p>Civil marriages are recognised by the Church of England, but the Roman Catholic Church only accepts them for non-Catholics. Roman Catholics believe that marriage is a sacrament, a spiritual bond between the couple and God and it must take place within a church, according to the laws of the Church, whereas civil ceremonies are not permitted to have any religious content.</p> <p>Same sex marriage is legal within the UK, recognised through a civil ceremony. The Church of England and the Roman Catholic Church are opposed to same sex marriages, and they are not performed in church. The Church of England do recognise the validity of the civil ceremony whereas the Catholic Church does not recognise the joining of same sex couples as they consider marriage to be only between a man and a woman, as set out in the Bible.</p> | 6<br>AO2 | <p>Examiners should mark according to 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>Secular law states that a marriage can be dissolved, legally ended, by granting a divorce. The Roman Catholic Church do not recognise divorce; although it may legally take place, the union created by God cannot be broken, “what God has joined together, let no one separate.” This means that divorcees are not free to remarry in the Catholic Church. The Church of England views marriage as lifelong commitment but does recognise that there are circumstances when a couple cannot remain married. They believe that divorce and remarriage may be the most loving action in these cases and that people deserve a second chance, “I came so that you may have life in all its fullness” John 10:10.</p> <p>Although not mainstream Christian teaching, candidates may make reference to polygamy and/or arranged marriages with reference to clashes with secular law and this will be credited.</p> |       |          |



| Level<br>(Mark) | <u>AO1</u>   | Level<br>(Mark) | <u>AO2</u>   |
|-----------------|--|-----------------|--|
| 3<br>(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<br>(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<br>(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<br>(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<br>(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> </ul>  | 2<br>(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>AO1</u>  | Level (Mark) | <u>AO2</u>  |
|--------------|---|--------------|---|
|              | <ul style="list-style-type: none"> <li>Weak knowledge understanding of different viewpoints within Christianity</li> <li>Weak knowledge and understanding of the influence on individuals, communities and societies</li> </ul> |              | <ul style="list-style-type: none"> <li>Little evidence of judgement on the issue in the stimulus</li> </ul> <p><b><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></b></p>   |
|              |   | 1<br>(1–3)   | <p>A <b>weak</b> attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>A single viewpoint may be stated with little or no support or justification or views may be stated as a list</li> <li>Response may be simplistic, purely descriptive and/or very brief</li> <li>No attempt to offer judgement on the issue in the stimulus</li> </ul> <p><b><i>The information is communicated in a basic/unstructured way.</i></b></p> |
| 0<br>(0)     | <ul style="list-style-type: none"> <li>No response or no response worthy of credit</li> </ul>   | 0<br>(0)     | No response or no response worthy of credit   |

| Question | Indicative content  | Marks   | Guidance  |
|----------|---|---|---|
| 4 (d)    | <p><b>‘Atheists and Christians share no common beliefs.’</b></p> <p><b>Discuss this statement. In your answer, you should:</b></p> <ul style="list-style-type: none"> <li>• <b>Draw on your learning from across your course of study, including reference to beliefs, teachings and practices within Christianity</b></li> <li>• <b>Explain and evaluate the importance of points of view from the perspective of Christianity.</b></li> </ul> <p>Learners might consider some of the following:</p> <p>AO1</p> <p>Atheists are people who believe that there is no God and that the existence of the universe and meaning within it can be explained without any reference to God, making religious belief and faith pointless. They use science and reason to explain and make sense of the universe and humanity’s place within it. Atheists may be secularists and/or humanists.</p> <p>Christians believe in one creator God, upon whom the existence of the universe depends. Their belief in God gives them meaning, ethical guidance and purpose.</p> <p>Learners may refer to specific individuals or groups who have made significant contribution to the debate, e.g. Richard Dawkins or Westboro Baptist Church.</p> <p>AO2</p> <p>Christians and atheists are opposed in the fundamental basis for their beliefs and values, i.e. whether God exists. As Christian beliefs form the central part of a Christian’s whole life it seems like the statement may be true.</p> <p>Candidates may offer support for the statement by outlining areas where Christians and atheists are opposed, for example sex before marriage, divorce and re-marriage and same sex marriage. Other areas where there is a lack of shared beliefs may be around the sanctity of life, with Christians believing that all humans are made in the ‘image of God’ so learners may explore this with reference to issues surrounding abortion, euthanasia and/or genetic engineering. They may contrast atheist views about the quality of life with Christian views about the sanctity of life, in particular the Roman Catholic view on this.</p> | <p><b>15</b></p> <p><b>3</b></p> <p>AO1</p> <p><b>12</b></p> <p>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>However, despite many differences there are areas where Christians and atheists may share some beliefs and values. Atheists have scientific theories about the origins of the universe, for example the Big Bang theory, that are shared by many Christians. Theistic Evolution is a view that the Big Bang and evolution are compatible with a creator God, something that was backed in a statement from Pope Francis in 2012. In fact, the Big Bang Theory itself was first proposed by a Belgian cosmologist who was a Catholic priest.</p> <p>Atheists and Christians, together with those of other faiths and none, may share a concern for the environment and the future of the planet. They might work together on projects to promote sustainable living, reduction of carbon footprint, etc, although Christians will probably view this as their duty of stewardship of God's creation.</p> <p>Atheists, including humanists, have a sense of morality: treating others as you wish to be treated, compassion and kindness to others and support for those in need. They do not take this from Biblical or Church teaching, which are reliant on the divine, but see them as human values. Despite this they are shared with Christian ethics such as 'love thy neighbour' and the Parables of the Sheep and the Goats or Rich Man and Lazarus which all teach the importance of caring for the needy. The Salvation Army do much work with and for the homeless as do non-religious groups such as Crisis and Shelter.</p> <p>Atheists and Christians may both work for peace. For Christians this is a central teaching of Jesus, who declared 'blessed are the peacemakers', but it is a belief shared by many atheists. CND, the Campaign for Nuclear disarmament and Amnesty International are both non-religious organisations that share beliefs in peace and social justice with Christian teachings.</p> <p>Learners might conclude that, despite a key difference in the basis for beliefs, there are beliefs and values shared by Christians and atheists, or that the central belief is so opposite that there is no real common ground. They might refer to different attitudes among Christians, some of whom may be exclusivist and less likely to accept that atheists can have true beliefs and values, or more universalist and accepting of other ideas.</p> |       |          |

AO Grid

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

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