

## GCSE (9–1) Religious Studies

### J625/01 Christianity

#### Beliefs and teachings & Practices

#### Sample Question Paper

**Date – Morning/Afternoon**

Version 2.2

Time allowed: 1 hour

No extra materials are needed



\* o o o o o o \*

First name

Last name

Centre  
number

Candidate  
number

#### INSTRUCTIONS

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

#### INFORMATION

- The total mark for this paper is **63**.
- The marks for each question are shown in brackets [ ].
- Quality of extended response will be assessed in questions marked with an asterisk (\*).
- Spelling, punctuation and grammar and the use of specialist terminology (SPaG) will be assessed in questions marked with a pencil (✎).
- This document has **12** pages.

Answer **all** the questions.

1 (a) Describe what is meant by the term agape.

.....  
.....  
.....  
.....  
.....  
.....  
.....

[3]

(b) What do Christians mean when they describe God as 'personal'?

.....  
.....  
.....  
.....  
.....  
.....  
.....

[3]

(c) Outline **one** Christian teaching about why there is sin in the world.

.....  
.....  
.....  
.....  
.....  
.....  
.....

[3]

























Oxford Cambridge and RSA

**...day June 20XX – Morning/Afternoon**

**GCSE (9–1) Religious Studies**

**J625/01 Christianity**

**Beliefs and teachings & Practices**

**SAMPLE MARK SCHEME**

**Duration: 1 hour**

**MAXIMUM MARK 63**

This document consists of **24** pages.

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

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

**Crossed Out Responses**

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

**Rubric Error Responses – Optional Questions**

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

**Contradictory Responses**

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

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

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

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

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

**Longer Answer Questions** (requiring a developed response)

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

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

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



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

9. For answers marked by levels of response:

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

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

10. **Annotations**

	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



11. **Awarding Spelling, Punctuation and Grammar to scripts with a coversheet**

- a. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
- 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.
  - 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.
  - Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (eg grammar only)	Mark if candidate eligible for two thirds (eg grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3
6	2	4
7	2	5
8	3	5
9	3	6

- 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.
- If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point 1 above.
- If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

## Subject-specific Marking Instructions

### General points

It is important to remember that we are rewarding candidates' attempts at grappling with challenging concepts and skills. Reward candidates for what they know, understand and can do. Be positive. Concentrate on what candidates can do, not on what they cannot do.

[3] mark questions are assessed via points based marking. For all other questions, your first task is to match the response to the appropriate level of response according to the generic levels of response given after the indicative content. Only when you have done this should you start to think about the mark to be awarded. **Please note – the bandings for Assessment Objectives are not dependent; there is no requirement for a response to be awarded in the same band for AO2 as has been awarded in AO1.**

There are different ways of reaching a high level. Some candidates will go straight to the higher levels. Other candidates will gradually climb their way there by working their way through lower levels first.

The mark scheme for each paper will list responses which a candidate might offer. The list will not be exhaustive; it does not provide 'correct' answers, and where a candidate offers a response which is not listed, examiners will be expected to use their knowledge and discretion as to whether the response is valid. Examiners who are in any doubt should contact their Team Leader immediately.

### Specific points

Do not transfer marks from one part of a question to another. All questions, and sub-questions, are marked separately.

Mark what the candidate has written - do not assume that the candidate knows something unless they have written it.

The levels of response start with one from the following list of flag words:

Weak, Limited, Satisfactory, Good

During the standardisation process, examples of work at each level will be used to define the meaning of these flag words for the examination. In particular the word 'good' must not be interpreted as the best possible response. It will be what is judged to be 'good' according to the generic levels of response, although better responses could be offered.

Remember that we are trying to achieve two things in the marking of the scripts:

- (i) to place all the candidates in the correct rank order
- (ii) to use the full range of marks available – right up to the top of the range; ‘Good’ means a good response *from a GCSE candidate* and can therefore be awarded the highest marks.

This means that it is imperative you mark to the agreed standard.

### **Written communication, Spelling, Punctuation and Grammar**

Written communication covers: clarity of expression, structure of arguments, presentation of ideas, grammar, vocabulary, punctuation and spelling.

In the marking of these questions the quality of the candidate's written communication will be one factor (other factors include the relevance and amount of supporting detail) that influences whether an answer is placed at the bottom, the middle, or the top, of a level.

The following points should be remembered:

- answers are placed in the appropriate level according to the RS assessment objectives, i.e. no reference is made at this stage to the quality of the written communication;
- the quality of Spelling, Punctuation and Grammar must **never** be used to move an answer from the mark band of one level to another;
- accept any reasonable alternative spelling of transliterated words from non-Roman alphabets in learners' responses.

**SPaG is now assessed in e) part of the first question. Please refer to the grid overleaf when awarding the SPaG marks.**

**The Regulator now requires GCSE Religious Studies to assess the quality of extended responses by candidates. Marks are not specifically given for this assessment however. This assessment takes place in e) part of the second question. The levels descriptors for these are embedded in the Levels of Response, specifically AO2, and are *italicised for clarity*.**

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

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

**INFORMATION AND INSTRUCTIONS**

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

**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>Describe what is meant by the term agape?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Agape is a sacrificial love that voluntarily suffers inconvenience, discomfort, and even death for the benefit of another without expecting anything in return. Jesus used the word in the second great commandment in Matthew's gospel (22:37)</li> <li>• Agape is love which does not demand any reward. It is not a feeling, it is an action without thought for the benefit or harm that might be endured by the person who has offered the love</li> <li>• Agape is the sort of love Jesus showed in helping all kinds of people who were regarded as outcasts of society. It is love for all without any personal motive</li> </ul>	3 AO1	Marks should be awarded for any combination of statements and/or, development and/or exemplification.
(b)	<p><b>What do Christians mean when they describe God as 'personal'?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Can be related to as a person rather than an impersonal or absolute force</li> <li>• Someone with whom Christians can have a relationship</li> <li>• Relationship with God can be described in the same ways as human relationships, e.g. Father, friend etc.</li> <li>• God is concerned for human beings and the rest of his creation</li> <li>• Shows his love for people by taking on the form of a human person in Jesus Christ</li> <li>• Bible describes God relating to individuals and groups of people</li> <li>• Speaks in the first person, e.g. to prophets</li> <li>• Can show emotion, such as love or anger</li> <li>• Possesses other attributes characteristic of a human person</li> </ul>	3 AO1	Marks should be awarded for any combination of statements and/or, development and/or exemplification.
(c)	<p><b>Outline one Christian teaching about why there is sin in the world.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Description of the fall as in Genesis chapters 1-3</li> <li>• Adam and Eve ate the fruit from the Tree of Knowledge of Good and Evil</li> <li>• Explanation of original sin</li> </ul>	3 AO1	Marks should be awarded for a statement plus any combination of development and/or exemplification.

Question	Indicative content	Marks	Guidance
(d)	<p><b>Outline why Easter is important to Christians</b></p> <p>Learners might consider some of the following:</p> <p>Easter refers to Easter Sunday which is the day in the Christian calendar when Christians remember the visit by the women to the tomb of Jesus. Easter celebrates how they found it empty and how Jesus appeared, alive to them. So, Easter, the day, recalls the day of the resurrection of Jesus. This is recorded in the Gospels.</p> <p>The resurrection is a central belief for Christians and for some it is the most important belief of all. St Paul said 'And if Christ has not been raised, your faith is futile; you are still in your sins.' 1 Corinthians 15:17. The Christian beliefs about resurrection of the body and eternal life after death rest on this belief. Those beliefs are referred to as the Apostles Creed.</p> <p>Jesus' resurrection, according the book of Acts shows how the resurrection vindicated his work and sacrifice.</p> <p>Easter is therefore important as a day of joy and celebration for Christians. The church services and decoration of buildings reflect this. It is important because it is the opportunity for the Church and Christian people all over the world to give testimony to the victory of Jesus over death. As a festival or celebratory day, Easter brings Christians together for special services and events.</p> <p>Easter is celebrated in the Northern hemisphere in spring. The religious aspects are crucial for Christians but Easter is also important because it is a part of wider Christian culture celebrating new life, for example, with eggs, parades and other spring celebrations.</p>	<p><b>6</b></p> <p><b>6</b></p> <p>AO1</p>	<p>Examiners should mark according to AO1 descriptors.</p> <p><b>Please refer to the Level of response grid below when marking this question.</b></p>

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



Question	Indicative content	Marks	Guidance
(e)	<p><b>“Evangelism should be the most important thing for Christians today.”</b></p> <p>Discuss this statement. In your answer, you should:</p> <ul style="list-style-type: none"> <li>Analyse and evaluate the importance of points of view, referring to common and divergent views within Christianity</li> <li>Refer to sources of wisdom and authority.</li> </ul> <p>Learners might consider some of the following:</p> <p>AO1: Learners might demonstrate their knowledge and understanding of the evangelism in Christianity by pointing out that there are a wide range of denominations and each has divergent views about the importance of evangelism and how to spread the good news of the Gospels. For instance; Gideons spread their message by distributing copies of the New Testament to schools, prisons, hospitals and hotels; the Salvation Army offers a practical response by setting up shelters, soup kitchens.</p> <p>AO2: Learners might focus on the message Jesus gave his disciples to go out and baptise new followers. Some Protestant/evangelical denominations still think it is important to convert people. The Church of England places an emphasis on helping countries to develop rather than recruit converts.</p> <p>In the light of this learners might discuss and evaluate the issue faced by evangelism of inclusivism, exclusivism and pluralist views. Evangelism in the West, at least, takes place in the context of liberal democracies and free societies where freedom of expression has to be respected.</p> <p>Learners might discuss analyse and evaluate the proselytising nature of the religion and refer to the role of missionaries both historically and from a current perspective. There are some Christian groups who actively try to recruit followers directly and use the media as a tool to spread their message. Christian groups often have their own newspapers and websites.</p>	<p><b>15</b></p> <p><b>3</b> AO1</p> <p><b>12</b> AO2</p> <p><b>3</b> SpaG ()</p>	<p>Examiners should mark according to AO1 and AO2 descriptors found on page 9.</p> <p><b>Please refer to the Level of Response grid below when marking this question.</b></p> <p>Please refer to the SpaG response grid on page 8.</p>

Question	Indicative content	Marks	Guidance
	<p>Learners might consider modern forms of worship within some denominations as being part of the process of evangelisation.</p> <p>Conversely, candidates might argue that evangelism isn't the most important thing for Christians today – perhaps referring to Jesus' teachings to look after the sick and to care for others are more important for Christians.</p>		

Level (Mark)	<u>AO1</u>	Level (Mark)	<u>AO2</u>
3 (3)	A <b>good</b> demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> <li>• Good understanding of the question shown by appropriate selection of religious knowledge</li> <li>• Selection of appropriate sources of wisdom and authority with detail and/or developed explanation</li> <li>• Good knowledge and understanding of different viewpoints within Christianity</li> <li>• Good knowledge and understanding of the influence on individuals, communities and societies</li> </ul>	4 (10–12)	A <b>good</b> attempt to respond to the stimulus, demonstrating some or all of the following: <ul style="list-style-type: none"> <li>• A variety of viewpoints explored with good use of reasoned argument and discussion</li> <li>• Good analysis and evaluation of the significance and/or influence of the issue on different Christian groups</li> <li>• Evidence of critical evaluation including comment on, and comparison of, arguments from different Christian groups</li> <li>• Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion</li> </ul>
2 (2)	A <b>satisfactory</b> demonstration of knowledge and/or understanding in response to the question: <ul style="list-style-type: none"> <li>• Satisfactory understanding of the question shown by some use of religious knowledge</li> <li>• Selection of appropriate sources of wisdom and authority with superficial explanation and/or description</li> <li>• Satisfactory knowledge and understanding of different viewpoints within Christianity</li> <li>• Satisfactory knowledge and understanding of the influence on individuals, communities and societies</li> </ul>	3 (7–9)	A <b>satisfactory</b> attempt to respond to the stimulus, demonstrating some or all of the following: <ul style="list-style-type: none"> <li>• Different viewpoints offered with some evidence of reasoned argument and/or discussion</li> <li>• Satisfactory analysis and evaluation of the significance and/or influence of the issue on some Christian groups</li> <li>• Evidence of comment on, and comparison of, arguments</li> <li>• Evidence of judgement on the issue in the stimulus and some conclusion to the discussion</li> </ul>
1 (1)	<b>Limited/weak</b> demonstration of knowledge and/or understanding in response to the question: <ul style="list-style-type: none"> <li>• Limited understanding of the question shown by factual errors or generalized responses with little connection to the question</li> <li>• Points may be listed and/or lacking in relevant detail related to the issues</li> <li>• Weak knowledge understanding of different viewpoints within Christianity</li> <li>• Weak knowledge and understanding of the influence on individuals, communities and societies</li> </ul>	2 (4–6)	A <b>limited</b> attempt to respond to the stimulus, demonstrating some or all of the following: <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>
		1 (1–3)	A <b>weak</b> attempt to respond to the stimulus, demonstrating some or all of the following: <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 (0)	No response or no response worthy of credit	0 (0)	No response or no response worthy of credit

Question	Indicative content	Marks	Guidance
2 (a)	<p><b>Describe what is meant by the term ‘sacrament’?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• A particularly important Church ceremony or rite</li> <li>• A ceremony which imparts spiritual grace</li> <li>• A visible sign of an inward grace</li> <li>• In the Roman Catholic and Orthodox Churches, any of the traditional seven rites instituted by Christ for the Church</li> <li>• Administered by a priest/ordained or otherwise recognised leader of the Church</li> <li>• In the Roman Catholic Church the sacraments are considered necessary for salvation</li> <li>• In most Protestant Churches, one of two rites, i.e. baptism and Eucharist</li> <li>• A special ritual through which God comes close to his people</li> <li>• In some Churches, the term is used to refer specifically to the consecrated elements of the Eucharist, particularly the bread</li> </ul>	3 AO1	Marks should be awarded for any combination of statements and/or development and/or exemplification.
(b)	<p><b>Give three reasons why a Christian would want to be baptised.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• To follow Christ's command in the Great Commission Matthew 28:16-20</li> <li>• Church tradition</li> <li>• To join the family of believers</li> <li>• To be cleansed from sin</li> <li>• Because he / she has become a Christian</li> <li>• To show intention to be a disciple or follower of Christ</li> <li>• To witness new faith in Christ</li> <li>• To begin a new life with Christ</li> <li>• To die and rise again with Christ</li> <li>• To ensure salvation</li> <li>• Social convention</li> </ul>	3 AO1	1 mark for each correct response to a maximum of 3 marks.

Question	Indicative content	Marks	Guidance
(c)	<p><b>Describe the role of the spirit in Genesis 1-2.</b></p> <p>Responses might include description of the first verses 1 and 2 of Genesis chapter 1 :</p> <ul style="list-style-type: none"> <li>• The Spirit is mentioned at the beginning of the account of creation. When there is only chaos, the Spirit is present, “hovering over the waters”. This image of the Spirit ‘hovering’ or moving over the waters of chaos is rather like a bird sitting over their nest of eggs, caring for them to bring into life. In the same way the Spirit is preparing to bring life into the world.</li> <li>• The Spirit initiates creation. The spirit begins the process of bringing order to the chaos. It is the first saving act of God</li> <li>• Some Christians see this as the first mention of the Holy Spirit in the Bible and see it as God at work, just as they believe he is at work through the Holy Spirit in the world today.</li> </ul>	<p><b>3</b> AO1</p>	<p>Marks should be awarded for any combination of statements and/or development and/or exemplification.</p>

Question	Indicative content	Marks	Guidance
(d)	<p><b>Describe how prayer can benefit Christians.</b></p> <p>Learners might consider some of the following:</p> <p>Prayer is a central part of both private and public worship for Christians. Jesus taught his Disciples a prayer now known as the Lord's Prayer. It is repeated by Christians in their public prayers and often in private prayer as well. Christians benefit from doing something which they know their Lord taught his Disciples to do. They are following in the footsteps of the Disciples and putting Jesus' instruction into practice. By reciting the Lord's Prayer a Christian is sharing something very important with millions of Christians across the centuries and across the world today.</p> <p>Prayer can benefit a Christian because it is a time to become closer to God either through what is said and done or just through being silent and thoughtful. There are different types of prayer and each type brings different benefits. Confession, for example, helps the believer to feel the load of their sins is taken from them and to know they have forgiveness from God. Intercession, on the other hand, enables a believer to bring their concerns about others to God and ask for his support and guidance.</p> <p>Private prayer benefits Christians because they may set aside a special time for this which allows them to stand back from regular day to day tasks. It puts them in touch with God. It gives time for reflection and preparation for the day ahead, or perhaps, for a matter of particular concern.</p> <p>Public prayer, for example during a church service, benefits a Christian because they are worshipping together with others who share the faith. Liturgical worship with designated prayers gives the Christian the opportunity to use very well thought out and meaningful prayers which are shared with the congregation. In the Church of England, for example, congregations use the Book of Common Prayer. The act of reciting a prayer as a congregation helps to bring Christians together.</p> <p>In charismatic services, prayer benefits Christians because they can express their joy and concerns openly to God and enjoy the enthusiastic, outward support of others. They can express what they want to pray about using their own words and actions.</p>	<p><b>6</b></p> <p><b>6</b></p> <p>AO1</p>	<p>Examiners should mark according to AO1 descriptors.</p> <p><b>Please refer to the Level of Response grid below when marking this question.</b></p>

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

Question	Indicative content	Marks	Guidance
(e)*	<p><b>“All Christians should accept that the story of creation in Genesis is true.”</b></p> <p>Discuss this statement. In your answer, you should:</p> <ul style="list-style-type: none"> <li>• Analyse and evaluate the importance of points of view, referring to common and divergent views within Christianity</li> <li>• Refer to sources of wisdom and authority.</li> </ul> <p>Learners might consider some of the following:</p> <p>AO1: Learners might demonstrate their understanding and knowledge of the creation story referring to the 7 days of creation or to the fact that there are two different accounts of creation in Genesis. They might define concepts such as truth or myth. They might show knowledge of terms such as conservative, fundamentalist, liberal as labels which can be applied to differing views about this creation narratives.</p> <p>AO2: Learners might refer in the first instance to the importance of the Bible to Christians as the word of God and the implication that it is therefore true. Following this, learners might identify groups of Christians who believe that because the Bible is true, as it is the word of God, that everything in it has to be taken literally, including the creation story. For them to say the creation story is true is to say things happened just as the Bible says it did and Christians have to believe it, as the Bible records it.</p> <p>Learners might take this further and discuss the problems this point of view poses in a world where science has a very different account of how the world began. The two views cannot agree, so therefore Christians have to take a non-scientific stance. However this really does pose problems for more liberal Christians who accept the evidence of science.</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 found on page 9.</p> <p><b>Please refer to the Level of Response grid below when marking this question.</b></p>



	<p>Learners might then show that the word true, for some Christians can be interpreted more broadly than as just literally true. There are after all two accounts of creation, so which version in the Bible, the word of God, should be taken to be literally true? What exactly is the creation story? These Christian would argue that the creation narratives can be thought to be metaphorical or mythological. The truth lies within the meaning of the narratives, not in the detail.</p> <p>Some learners might point out that the creation stories seem to have much in common with the Sumerian / Babylonian myth of Gilgamesh and that the Biblical writers have used it and changed it to show how a loving God created a good world for mankind. But just as fiction can get ideas across, so the creation story can be a myth but still true in another sense. These Christian might also point out that the Bible is not one book and although it may have been inspired by God it is set in the time the words were written, so literal truths are bound to be outdated. This is not a problem however because it is the truth within the story that matters The word of God is within the Bible, it is not the actual text of the Bible.</p> <p>These different shades of opinion mean that many Christians would say that the creation story is true but not in the literal sense and that Christians must believe in the truth of creation rather than the mythological versions in Genesis. This will not be enough for other Christians such as creationists who try to match the literal interpretation with science. To question the story is to question the word of God, which is unacceptable.</p> <p>In conclusion, it seems that all Christians should believe in the truth of God as the creator but there is then a continuing dispute about what form that truth will take.</p>		
--	--	--	--

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

AO Grid

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

## Summary of updates

---

Date	Version	Change
April 2019	2	<p>Simplified Indicative Content in the Mark Scheme for Questions 1(d) and 2(d) and amended Assessment Objectives for those questions.</p> <p>In keeping with these changes to make our assessment more straightforward for assessors we are also changing 'adequate' to 'satisfactory' in the mark scheme, as this our assessors preferred term.</p>
December 2019	2.1	<p>Added lines to the answer booklet.</p> <p>Updated the AO1 Guidelines in level 3 of the levels of response, 'developed explanation', was changed to 'developed description'. In level 2 'explanation and/or' was removed.</p>
February 2020	2.2	<p>Amendments to the Instructions and Information on the front cover of the question paper to match the current live question paper.</p>