



GCSE

Religious Studies

J625/01: Christianity Beliefs and teachings & Practices

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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RM ASSESSOR

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

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

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

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

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

Contradictory Responses

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

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

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

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

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

Longer Answer Questions (requiring a developed response)

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

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:
- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following

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

11. Annotations

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

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)
4	1	3
5	2	3
6	2	4
7	2	5
8	3	5
9	3	6

- b. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point 1 above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- c. If a script has a **word processor cover sheet** **AND** a **scribe cover sheet** attached to it, see point 1 above.
- d. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

12. Subject Specific Marking Instructions

General points

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

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

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

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

Specific points

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

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

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

Weak, Limited, Satisfactory, Good

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

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

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

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

Written communication, Spelling, Punctuation and Grammar

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

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

The following points should be remembered:

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

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

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

Spelling, punctuation and grammar (SPaG) Assessment Grid

High performance 3 marks
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
Intermediate performance 2 marks
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
Threshold performance 1 mark
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
0 marks
The learner writes nothing The learner’s response does not relate to the question The learner’s achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

INFORMATION AND INSTRUCTIONS

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

Assessment objectives (AO)

Assessment Objectives	
A01	Demonstrate knowledge and understanding of religion and belief including • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and their beliefs.
A02	Analyse and evaluate aspects of religion, including their significance and influence.

Question		Indicative content	Marks	Guidance
1	(a)	Give <u>three</u> ways in which Christians might worship during a church service. Responses might include: • Call to worship • Prayers • Meditation • Hymns • Chanting • Sermon • Eucharist • Statements of belief /Creeds • Bible Readings • Devotion to icons • Lighting Candles • Benediction / dismissal • Silence • Sharing the peace • Speaking in Tongues • Offertory (Collection) • Taking up of bread and wine • Liturgical • Non Liturgical • Charismatic	3 AO1	1 mark for each response. Look for the manner of worship . E.g Adoration/ repentance / confessional

Question		Indicative content	Marks	Guidance
1	(b)	Outline what some Christians believe about purgatory. Responses might include: • It is a Roman Catholic belief. • It is one possible destination of the soul after physical death. • A period of purification known as purgatory is needed to achieve the holiness required to enter heaven / the presence of God. • Most people are not pure enough to go straight into the presence of God when they die. • Prayers of the living, for the person who has died, can help the soul in purgatory to be purified in readiness for entering heaven / the presence of God. • Other Christians view the belief in purgatory as wrong and without any basis in the Bible • Cleansing by fire / Baptism by fire • Waiting • Outside of time • Pain – Emotional or Physical (Torture)	3 AO1	Marks should be awarded for any combination of statements, development and exemplification. Not between heaven and Hell Not where judgement happens
1	(c)	Describe what Christians mean when they say that God is eternal. Responses might include: • God has always existed • God always will exist • God is not bound by time • God has not been created • God is not mortal • God has no beginning or end • God is everlasting • God is the same throughout all time	3 AO1	Marks should be awarded for any combination of statements, development and exemplification.

Level (Mark)	<u>AO1</u>
3 (5-6)	A good demonstration of knowledge and understanding in response to the question: • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed description • Good knowledge and understanding of different viewpoints within Christianity • Good knowledge and understanding of the influence on individuals, communities and societies • Good knowledge and understanding of the breadth and/or depth of the issues
2 (3-4)	A satisfactory demonstration of knowledge and/or understanding in response to the question: • Satisfactory understanding of the question shown by some use of religious knowledge • Selection of appropriate sources of wisdom and authority with superficial description • Satisfactory knowledge and understanding of different viewpoints within Christianity • Satisfactory knowledge and understanding of the influence on individuals, communities and societies • Satisfactory knowledge and understanding of the breadth and/or depth of issues
1 (1-2)	Limited/weak demonstration of knowledge and/or understanding in response to the question: • Limited understanding of the question shown by factual errors or generalised responses with little connection to the question • Points may be listed and/or lacking in relevant detail related to the issues • Weak knowledge and understanding of different viewpoints within Christianity • Weak knowledge and understanding of the influence on individuals, communities and societies
0 (0)	No response or no response worthy of credit.

Question		Indicative content	Marks	Guidance
1	(d)	Describe how some Christian groups welcome a child into the church. Learners might consider some of the following: Welcome could be taken broadly to include Sunday schools/ Messy Church / Confirmation/ Youth Club or anything that shows the church to be welcoming for children. Most Christian denominations have some kind of ceremony to welcome a child into the family of the church, when the parents, the church family and others, commit to help the child to grow up in the Christian faith. Infant baptism is probably the most common way in which a child is welcomed into the church and is practised within a number of denominations including the Roman Catholic Church, Church of England, Methodist Church and Orthodox Churches. There are different practices but fundamentally water is used to symbolise the washing away of sins, usually by sprinkling water on the child’s forehead. In some denominations blessed oil (chrism) is also used to represent the Holy Spirit and a candle may be lit to represent the child moving from darkness to light. Infant baptism is an opportunity for the child to receive God’s blessing and for many Christian groups it is a sacrament. The parents make promises to bring the child up as a Christian and other friends or family, usually known as Godparents, make similar promises to support the child’s journey towards confirmation when the child is old enough to confirm their own commitment to be a Christian. Some denominations, such as the Baptist Church, do not practise infant baptism but hold a service of dedication instead, where a child can be welcomed into the church community and dedicated to God. Baptists believe Baptism should be something only adults go through, following Jesus’ example. They take the view that a baby cannot understand or make the commitment to be a Christian and that it cannot be made by others on the baby’s behalf. In such denominations parents give thanks for the gift of the child and publicly declare their commitment to bring the child up in the faith, in the hope that they will make the decision to be	6 AO1	Examiners should mark according to AO1 descriptors. Please refer to the Level of Response grid above when marking this question.

Question		Indicative content	Marks	Guidance
		baptised at a later stage. The dedication may be a separate service or can take place during a service of worship with the wider congregation		

Level (Mark)	AO1	Level (Mark)	AO2
3 (3)	A good demonstration of knowledge and understanding in response to the question: • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation • Good knowledge and understanding of different viewpoints within Christianity • Good knowledge and understanding of the influence on individuals, communities and societies	4 (10–12)	A good attempt to respond to the stimulus, demonstrating some or all of the following: • A variety of viewpoints explored with good use of reasoned argument and discussion • Good analysis and evaluation of the significance and/or influence of the issue on different Christian groups • Evidence of critical evaluation including comment on, and comparison of, arguments from different Christian groups • Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion
2 (2)	A satisfactory demonstration of knowledge and/or understanding in response to the question: • Satisfactory understanding of the question shown by some use of religious knowledge • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description • Satisfactory knowledge and understanding of different viewpoints within Christianity • Satisfactory knowledge and understanding of the influence on individuals, communities and societies	3 (7–9)	A satisfactory attempt to respond to the stimulus, demonstrating some or all of the following: • Different viewpoints offered with some evidence of reasoned argument and/or discussion • Satisfactory analysis and evaluation of the significance and/or influence of the issue on some Christian groups • Evidence of comment on, and comparison of, arguments • Evidence of judgement on the issue in the stimulus and some conclusion to the discussion
1 (1)	Limited/weak demonstration of knowledge and/or understanding in response to the question: • Limited understanding of the question shown by factual errors or generalised responses with little connection to the question • Points may be listed and/or lacking in relevant detail related to the issues	2 (4–6)	A limited attempt to respond to the stimulus, demonstrating some or all of the following: • Different views may be stated but with little or no development • Limited analysis and/or evaluation of the significance and/or influence of the issue on some Christian groups • Response may contain some inaccuracies or

	- Weak knowledge understanding of different viewpoints within Christianity - Weak knowledge and understanding of the influence on individuals, communities and societies		- misunderstanding of the issue in the stimulus - Little evidence of judgement on the issue in the stimulus
		1 (1–3)	A weak attempt to respond to the stimulus, demonstrating some or all of the following: - A single viewpoint may be stated with little or no support or justification or views may be stated as a list - Response may be simplistic, purely descriptive and/or very brief No attempt to offer judgement on the issue in the stimulus
0 (0)	No response or no response worthy of credit	0 (0)	No response or no response worthy of credit

Question		Indicative content	Marks	Guidance
1	(e)	‘A loving God would <u>not</u> allow evil and suffering to exist.’ Discuss this statement. In your answer, you should: - Analyse and evaluate the importance of points of view, referring to common and divergent views within Christianity - Refer to sources of wisdom and authority. Learners might consider some of the following: AO1: Knowledge and understanding of Christian beliefs about the nature of God as loving, benevolent, righteous, all powerful and merciful and how these relate to the problem of the existence of evil and suffering in the world Knowledge and understanding of examples of suffering and evil Knowledge and understanding of natural and moral evil Knowledge and understanding of the Genesis narrative which explains the origin of evil as a result of the Fall Knowledge of the Lord’s Prayer Knowledge and understanding of the struggle faced by Job in the Old Testament Knowledge and understanding of attempts to resolve the problem by Christian thinkers. AO2: The heart of the dilemma is simply that if God is loving, he surely cannot want his creatures to live in a world plagued by evil and suffering. If he is all powerful, he must be able to remove suffering and evil from creation. However, as evil and suffering exist, he must either not be all-loving or if he is, not all powerful. So, candidates might argue that the statement is correct. Believing God to be both loving and all-powerful creates an impossible contradiction because of the existence of evil and suffering in the world. Some candidates might refer to this as the inconsistent triad.	15 3 AO1 12 AO2 3 SPaG ()	Examiners should mark according to AO1 and AO2 descriptors. Please refer to the Level of Response grid above when marking this question. Please refer to the SPaG response grid on page 8.

Question		Indicative content	Marks	Guidance
		One view about this might be that evil and suffering are the result of human free will which led to disobedience and the Fall; the paradise created by God became tainted with evil and suffering. Hence this is not a problem with God but a problem with humans who have failed to do as God required. Free will is what defines humans. Choosing the wrong path (Genesis 3) which leads to evil and suffering is therefore the result of human failure and not God's. Humans continue to cause suffering by their wrong actions and choices. God's benevolence and omnipotence are not diminished because he has allowed free will. This seems to be the message of Genesis and has been prominent in church teaching especially since the writings of St Augustine and John Calvin. One problem with this view is that while it might explain and even justify the existence of moral evil, it does not explain why humans must suffer natural evils such as earthquakes. The idea (Augustine) that the good humans do balances out the evil in the world cuts little ice with people who are faced with uncontrollable natural disasters (Cf Job). Another view could be that such suffering is designed to help people to grow as humans. Life is something of an educational programme where the human soul is gradually prepared for life with God by a world of travail and trials, gradually developing the image he wanted. This view might be described as similar to that developed by Irenaeus and then John Hick. However, it is not clear how you explain to a grieving parent who has lost a child to illness that this is good for their soul or perhaps for others too. It seems to be an unnecessarily cruel route to soul making. Some would say that evil and suffering actually encourage and evoke some of the best virtues in humans such as love, compassion, comradeship in war, self-sacrifice, and moral stamina. These would not exist without the existence of suffering and evil. Suffering may help people to be better human beings and more understanding of others. Perhaps God allows human suffering because it can be a good thing. This might be linked to the idea of suffering as a test of faith or character, as in the Book of Job.		

Question		Indicative content	Marks	Guidance
		Some may refer to the belief that God made the ultimate sacrifice for humanity by allowing his son to suffer and die on the Cross for the salvation of all people. This shows that suffering can be a positive thing. A further view could be that the problem is never going to be resolved totally until the end of the world. Christians must live in faith and hope that all things work together for good (Paul in Romans 8.28) and that despite appearances, God has a plan. Although from a human angle it seems wrong that a loving God would allow suffering, it is part of the deeper mystery of God and his ways which are beyond human understanding, as taught in the Book of Job. This latter view might be a suitable conclusion, because often amid the experience of suffering, faith and trust in the goodness of God seem to prevail amongst many believers. Some would even say it makes their faith stronger as they throw themselves on the mercy of God, who can be trusted in the end to bring them to heaven (Paul in Romans 8:38-39).		

Question		Indicative content	Marks	Guidance
2	(a)	State <u>three</u> places of Christian pilgrimage. From the Specification: • Lourdes • Jerusalem • Walsingham • Rome/ Vatican City / St Peter's • Iona Credit any other well-known places of Christian pilgrimage.	3 AO1	1 mark for each response. Don't double credit. E.g. Holy Land and Bethlehem. Rome and The Vatican
2	(b)	Describe what is meant by the term evangelism. Responses might include: • Spreading the good news about Jesus • Encouraging non-believers to come to the faith • Aiming to make disciples / convert people to Christianity • Following Jesus' command to proclaim the good news (Great Commission Mark 16:15 / Matthew 28:19-20). Credit examples (exemplification) including: • Street preaching • Door to door visiting • Clergy or Christian groups taking school assemblies • Street pastors • Gospel meetings in a church or a secular venue such as a sports ground • Alpha courses • Food banks run by Christian groups (exemplifying faith in action). • Giving Leafles • Praying with a non-believer.	3 AO1	Marks should be awarded for any combination of statements, development and exemplification.

Question		Indicative content	Marks	Guidance
2	(c)	Outline the Christian concept of the Trinity. Responses might include: • The Christian belief that whilst there is one God, God is also three Persons: Father, Son and Holy Spirit. • The word 'trinity' means three united as one. • God is three persons but one substance. • Each person of the Trinity fulfils a different role. • The three persons of the Trinity are equal. • The concept of the Trinity helps Christians to understand how God is the power behind the universe but was also Jesus, God incarnate, and that God is active in the world now through his Spirit. • Within the Roman Catholic Church the Trinity is described as a mystery. • The Nicene Creed expresses the Church's belief in the Trinity. • The analogy of a three leafed shamrock is sometimes used to explain the concept of three being one. • Analogy of Ice steam and water	3 AO1	Marks should be awarded for any combination of statements, development and exemplification.

Level (Mark)	<u>AO1</u>
3 (5-6)	A good demonstration of knowledge and understanding in response to the question: • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed description • Good knowledge and understanding of different viewpoints within Christianity • Good knowledge and understanding of the influence on individuals, communities and societies • Good knowledge and understanding of the breadth and/or depth of the issues
2 (3-4)	A satisfactory demonstration of knowledge and/or understanding in response to the question: • Satisfactory understanding of the question shown by some use of religious knowledge • Selection of appropriate sources of wisdom and authority with superficial description • Satisfactory knowledge and understanding of different viewpoints within Christianity • Satisfactory knowledge and understanding of the influence on individuals, communities and societies • Satisfactory knowledge and understanding of the breadth and/or depth of issues
1 (1-2)	Limited/weak demonstration of knowledge and/or understanding in response to the question: • Limited understanding of the question shown by factual errors or generalised responses with little connection to the question • Points may be listed and/or lacking in relevant detail related to the issues • Weak knowledge and understanding of different viewpoints within Christianity • Weak knowledge and understanding of the influence on individuals, communities and societies
0 (0)	No response or no response worthy of credit.

Question		Indicative content	Marks	Guidance
2	(d)	Outline different Christian views on the creation narratives in Genesis. Learners might consider some of the following: There are several views about this, and candidates should outline more than one. Some Christians hold to the view that the Bible is the inspired word of God, is therefore correct in all respects and so the narratives in Genesis must be true in a factual sense. The narratives describe God’s creation of the world over a period of six days after which God rests on the seventh. Christians who take the account in Genesis literally are sometimes called fundamentalist. The fundamentalist view poses problems for some Christians because of current knowledge about the origins of the world and the universe which has come from scientific discoveries. If they accept that evolution has taken place, then the idea that animals were created as they are now goes against evidence from fossil records. Some Christians who accept that scientific explanations are significant may try to combine them with the narratives in Genesis, for example by saying that the ‘days’ are symbolic and represent aeons of time rather than periods of 24 hours. In this way they preserve the truth of Genesis as a kind of metaphorical account without this leading to the conclusion that the Bible is wrong. Other Christians do not see how or why the Genesis narratives and the scientific accounts can be combined at all. These Christians view the Genesis narratives as myth, by which they mean a story which has a valuable meaning or purpose for those who hear it. The world and all life in it, especially human life, have value and purpose because they are God’s creation. For them the narratives express God’s power as creator and sustainer of the universe in a way that suited the pre-scientific age. There is no point in trying to get the two views to work together. These Christians may also have a different view of the Bible as being a construction of many people over considerable time who were certainly inspired by God but were of their own time and therefore could not know what we know now. This means that there is no need to take the Genesis narratives literally.	6 AO1	Examiners should mark according to AO1 descriptors. Please refer to the Level of Response grid above when marking this question.

Level (Mark)	<u>AO1</u>	Level (Mark)	<u>AO2</u>
3 (3)	A good demonstration of knowledge and understanding in response to the question: • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation • Good knowledge and understanding of different viewpoints within Christianity • Good knowledge and understanding of the influence on individuals, communities and societies	4 (10–12)	A good attempt to respond to the stimulus, demonstrating some or all of the following: • A variety of viewpoints explored with good use of reasoned argument and discussion • Good analysis and evaluation of the significance and/or influence of the issue on different Christian groups • Evidence of critical evaluation including comment on, and comparison of, arguments from different Christian groups • Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>
2 (2)	A satisfactory demonstration of knowledge and/or understanding in response to the question: • Satisfactory understanding of the question shown by some use of religious knowledge • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description • Satisfactory knowledge and understanding of different viewpoints within Christianity • Satisfactory knowledge and understanding of the influence on individuals, communities and societies	3 (7–9)	A satisfactory attempt to respond to the stimulus, demonstrating some or all of the following: • Different viewpoints offered with some evidence of reasoned argument and/or discussion • Satisfactory analysis and evaluation of the significance and/or influence of the issue on some Christian groups • Evidence of comment on, and comparison of, arguments • Evidence of judgement on the issue in the stimulus and some conclusion to the discussion <i>There is a line of reasoning presented which is mostly relevant and has some structure.</i>

1 (1)	Limited/weak demonstration of knowledge and/or understanding in response to the question: - Limited understanding of the question shown by factual errors or generalised responses with little connection to the question - Points may be listed and/or lacking in relevant detail related to the issues - Weak knowledge understanding of different viewpoints within Christianity - Weak knowledge and understanding of the influence on individuals, communities and societies	2 (4–6)	A limited attempt to respond to the stimulus, demonstrating some or all of the following: - Different views may be stated but with little or no development - Limited analysis and/or evaluation of the significance and/or influence of the issue on some Christian groups - Response may contain some inaccuracies or misunderstanding of the issue in the stimulus - Little evidence of judgement on the issue in the stimulus <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>
		1 (1–3)	A weak attempt to respond to the stimulus, demonstrating some or all of the following: - A single viewpoint may be stated with little or no support or justification or views may be stated as a list - Response may be simplistic, purely descriptive and/or very brief - No attempt to offer judgement on the issue in the stimulus <i>The information is communicated in a basic/unstructured way.</i>
0 (0)	No response or no response worthy of credit	0 (0)	No response or no response worthy of credit

J625/01		Mark Scheme		June 2023
Question		Indicative content	Marks	Guidance
2	(e)	‘Observing Lent is just as important as celebrating the resurrection on Easter Sunday.’ Discuss this statement. In your answer, you should: • Analyse and evaluate the importance of points of view, referring to common and divergent views within Christianity • Refer to sources of wisdom and authority. Learners might consider some of the following: AO1: Knowledge and understanding of how Christians keep or observe Lent Knowledge and understanding of the significance of the resurrection and Easter celebrations for Christian belief and hope Sources of wisdom and authority such as reference to the roots of Lent in recalling the narrative in the New Testament / Gospels of the time Jesus spent in the wilderness and the privations he suffered in the wilderness. Reference to the resurrection narratives in the Gospels and to the meaning of the resurrection found in the New Testament, for example in Paul’s letter to the Corinthians. AO2: A discussion about the relative importance for Christians of observing / keeping Lent and of celebrations of the resurrection on Easter Sunday. Responses might focus on the different attitudes amongst Christians towards the importance and significance of Lent which some might say has fallen out of fashion, as opposed to the universal acceptance of the importance of Easter Sunday celebrations of the defeat of death when Jesus was resurrected. One point of view could be that keeping Lent in traditional ways is very difficult and seems outdated today. Some Lenten practices seem more suited to past times when all work and life followed the calendar of the church. Forty days of fasting and other privations, along with an emphasis on reflection and worship, was possible as it was expected and even demanded by the Church which	15 3 AO1 12 AO2	Examiners should mark according to AO1 and AO2 descriptors. Please refer to the Level of Response grid above when marking this question.

Question		Indicative content	Marks	Guidance
		dominated everyone’s life and created an annual routine that allowed for the practices. Now Lent seems for some to have been reduced to giving up something probably very trivial like chocolate. On the other hand, celebrating the resurrection is easily fitted into one day and requires no special behaviour apart from attending special services and worship. Some groups of Christians (protestant and non-conformist) tend to place little emphasis on Lent anyway. The idea of self-denial is not thought to be appropriate by such denominations as it seems close to the idea of works being more important than faith. Many of those Christians, however, will focus joyfully on Easter celebrations, remembering Christ’s triumph over death and the importance of his death and resurrection for the salvation of all people. Another view, however, is that Lent gives a valuable opportunity to break from daily routine and to focus on spiritual matters. Privations are not necessarily needed, although some self-denial might focus the mind and allow Christians to follow the example and share in the hardships of Christ. Just as Jesus used the 40 days in the wilderness to reflect on his mission, Christians can use the time to take stock of their lives and their relationship with God. Local churches often offer opportunities for Bible study and other activities concerned with learning about the faith during Lent. Lent is also a significant time during which Christians can prepare for Palm Sunday, Holy Week and Easter. The resurrection is at the heart of Christianity and is what shapes Christianity as the religion of hope and joy, so it could be argued that it is far more important than Lent. For many Christians, however, celebrations of the resurrection are more significant after the sorrow of Good Friday which recalls the suffering of Christ; they are like sunshine after darkness. Perhaps the feasting and festival are more meaningful after the fast? For other Christians the two elements cannot be compared. Lent is very much about preparation and thoughtful reflection, whilst Easter is the culmination of that preparation in a joyous expression of faith. It could be concluded that both are significant but in different ways and whilst Lent does not need to be observed in the way it was at one time, keeping it is still important as is celebrating the resurrection for which is prepares.		

J625/01

Mark Scheme

June 2023

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
Total	36	24	3	63

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