



GCSE
RELIGIOUS STUDIES
8062/13
CHRISTIANITY

Mark scheme

Sample assessment materials

First exam in June 2026

V1.0

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

Mark Schemes for GCSE Religious Studies

This paper requires expert markers who have wide knowledge and understanding of the particular subject content of the Specification. With the exception of the multiple-choice question, many of the questions asked have many different credible answers and students are able to bring to their answers their own knowledge, understanding and background. They will offer details, arguments and evidence which the examiner, with the help of the mark scheme, will need to judge as credible or not. It is therefore important that the examiner has a good understanding of the principles and spirit of the mark scheme in order to be fair and consistent when marking students' answers. The Content included is designed to be as helpful as possible but in many cases is not exhaustive. So Content sections are introduced by the sentence:

Students may include some of the following points, but all other relevant points must be credited:

This is to remind examiners that there may well be additional correct answers which, with their expertise, they will be able to allow. With all questions if an examiner has any doubt about answers being creditworthy they should consult their team leader.

Structure

The mark scheme for each question shows:

- the question; Each question is printed in full before its target and mark scheme. It is always important that examiners remind themselves of the exact question being asked. In particular, they will need to do this in instances where the answer appears to be 'straying' from the question set or perhaps offers a valid alternative not included in the mark scheme
- target; The target provides the specific assessment objective which the question is testing. It reminds examiners of the skills the question is designed to test, e.g. knowledge and understanding, evaluation
- the total marks available for the question and if Spelling, Punctuation and Grammar is assessed
- the typical answer(s) or content which are expected
- generic instructions related to the question target of how to award marks (i.e. levels of response grid).

Themes papers guidance (Specification A and Short Course)

In questions where students may choose religions from which to illustrate their answer, there may be some general Content, i.e. credible comments which students will make which could be applied to any religion or perhaps to a secular viewpoint as well. Where these are appropriate they are usually given first. The mark scheme will also include, under separate headings, Content sections for each of the six religions allowed within the Specifications.

General Guidance

.../. means that these are acceptable alternative answers in the mark scheme, e.g. Guru Har Krishan/Guru Tegh Bahadur/Guru Gobind Singh.

Answers may include specialist terms, in Hebrew or Arabic for example. If this is the case, the mark scheme will usually indicate this by providing in brackets the English as well, e.g. 'Yom Kippur (the Day of Atonement)'. In such questions, answers will be credited whether provided in the original language or in English.

Some mark schemes use bullet points to separate content. Each bullet point refers to a different possible 'belief' or 'teaching' or 'way', depending on the question. Obliques (.../...) used within the bullet point indicate different ways in which the point may be expressed and points which may be made to give the further detail or development needed for the second mark.

Where a student has crossed out a complete answer, it should be marked if it remains legible, unless an alternative is provided in which case only the alternative should be marked. When part of an answer is crossed out, then only what remains should be considered.

In questions where credit can be given to the development of a point, those developments can take the form of:

- example or evidence
- reference to different views
- detailed information.

1-mark multiple-choice questions

Such questions have four alternatives and the one correct answer will be given together with the correct letter, e.g. 'Answer: D Trinity'.

1-mark short-answer questions

The principle here is provided in the mark scheme: 'Any one from:' If students give **more than** the one answer required by the question-

- **award for the first answer only, wherever they appear**
- if a student gives more than one answer on the first line and another answer/other answers on the second line, the 'first answer' will be the **first one** on the first line and **only this one** should be considered for marks. Other answers must be ignored.

4 and 6-mark answer questions

Examiners should take care to note the target of the question. Clear information is provided for these types of question on how to award marking points. Examiners should carefully read the additional instructions provided for each type of question (e.g. for influence questions the final sentence in the general guidance box reminds the examiner that the second mark (detailed explanation) awarded in each case must show clear 'influence').

12-mark answer questions

The 12-mark questions test Evaluation skills (AO2). The mark scheme for these answers is based on Levels of Response marking in which the examiner is required to make a judgement on the completed answer taken as a whole.

Level of response marking instructions

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of students' responses. To facilitate this, level of response marking has been devised for many questions.

Level of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

If a student demonstrates knowledge, understanding and/or evaluation at a certain level, he/she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a student's response.

Level of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. If examiners have any doubt about what level to award a response, they should consult their team leader.

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before examiners apply the mark scheme to a student's answer they should read through the answer and annotate it (as instructed) to show the qualities that are being looked for. They should then apply the mark scheme. It may be necessary to read the answer more than once to be sure of assigning the correct level.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, i.e. if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Spelling, punctuation and grammar (SPaG)

Spelling, punctuation and grammar will be assessed in 12-mark questions.

Spelling, punctuation and grammar (SPaG) will be assessed against the following criteria:

| Level | Performance descriptor | Marks awarded |
|---------------------------------|---|---------------|
| High performance | <ul style="list-style-type: none"> 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 | 3 |
| Intermediate performance | <ul style="list-style-type: none"> 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 | 2 |
| Threshold performance | <ul style="list-style-type: none"> Learners spell and punctuate with reasonable accuracy Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall Learners use a limited range of specialist terms as appropriate | 1 |
| No marks awarded | <ul style="list-style-type: none"> 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 | 0 |

01 BELIEFS

| Qu | Part | Marking guidance | Total marks |
|----|------|--|-------------|
| 01 | 1 | <p>Which one of the following is the book in the Bible in which the story of Creation can be found?</p> <p>A Exodus. B Genesis. C Proverbs. D Revelation.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>Answer: B Genesis.</p> | 1 |
| 01 | 2 | <p>Give one quality which Christians believe describes the nature of God.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>Any one from:</p> <ul style="list-style-type: none"> • omnipotent • loving • just • one • trinity • merciful • forgiving • omniscient • eternal. | 1 |

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| 01 | 3 | <p>Explain two ways in which belief in the resurrection of Jesus influences Christians today.</p> <p>Target: AO1:2 Knowledge and understanding of religion and belief: influence on individuals, communities and societies.</p> <p>First way Simple explanation of a relevant and accurate influence – 1 mark Detailed explanation of a relevant and accurate influence – 2 marks</p> <p>Second way Simple explanation of a relevant and accurate influence – 1 mark Detailed explanation of a relevant and accurate influence – 2 marks</p> <p>To be a ‘detailed explanation’ the ‘influence’ of the reason must be included.</p> <p>Students may include some of the following points, but all other relevant points must be credited:</p> <ul style="list-style-type: none"> • gives Christians faith that they will be raised from the dead, by proving that it is possible, helps them overcome fear of death, encourages some to lay down their life for their faith • creates faith that good can triumph over evil, so helps Christians face persecution and suffering • proves that Jesus was God’s son, so gives authority to his teaching and example and gives them stronger reason to follow his teaching. | 4 |
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| 01 | 4 | <p>Explain two Christian teachings about judgement.</p> <p>Refer to sacred writings or another source of Christian belief and teaching in your answer.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>First teaching Simple explanation of a relevant and accurate teaching – 1 mark Detailed explanation of a relevant and accurate teaching – 2 marks</p> <p>Second teaching Simple explanation of a relevant and accurate teaching – 1 mark Detailed explanation of a relevant and accurate teaching – 2 marks</p> <p>Source of authority Award 2 marks for a response which names and applies a relevant source of authority to the question. Or Award 1 mark for a response naming a relevant source of authority. Or Award 1 mark for application of a relevant source of authority to the question without naming it.</p> <p>Students may include some of the following points, but all other relevant points must be credited:</p> <ul style="list-style-type: none"> • judgement will happen after death: everyone will be raised from the dead and will face God/Jesus for judgement; this may happen at the end of time or Second Coming. Apostles' Creed • they will be judged on the basis of what they have said and done: how they have used their 'talents', how they have helped others; Matthew 25 parables of the Talents and the Sheep and the Goats • after judgement they will be sent to heaven, hell or purgatory; explanation of concepts of heaven/hell/purgatory. Matthew 25:46, John 5:29 | 6 |
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| 01 | 5 | <p>'If God were loving, there would be no suffering in the world.'</p> <p>Evaluate this statement.</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> • refer to Christian teaching • give reasoned arguments to support this statement • give reasoned arguments to support a different point of view • reach a justified conclusion. <p>Target: AO2 Analyse and evaluate aspects of religion and belief, including significance and influence.</p> | 12 | | | | | | | | | | | | | | | | | | |
|--------|---|---|--------|----------|-------|---|--|-------|---|--|-----|---|---|-----|---|---|-----|---|---------------------------|---|--|
| | | <table border="1"> <thead> <tr> <th style="text-align: center;">Levels</th> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td> A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue. </td> <td style="text-align: center;">10–12</td> </tr> <tr> <td style="text-align: center;">3</td> <td> Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion. </td> <td style="text-align: center;">7–9</td> </tr> <tr> <td style="text-align: center;">2</td> <td> Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons/evidence. Maximum of Level 2 if there is no reference to religion. </td> <td style="text-align: center;">4–6</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Point of view with reason(s) stated in support.</td> <td style="text-align: center;">1–3</td> </tr> <tr> <td style="text-align: center;">0</td> <td>Nothing worthy of credit.</td> <td style="text-align: center;">0</td> </tr> </tbody> </table> | Levels | Criteria | Marks | 4 | A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue. | 10–12 | 3 | Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion. | 7–9 | 2 | Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons/evidence. Maximum of Level 2 if there is no reference to religion. | 4–6 | 1 | Point of view with reason(s) stated in support. | 1–3 | 0 | Nothing worthy of credit. | 0 | |
| Levels | Criteria | Marks | | | | | | | | | | | | | | | | | | | |
| 4 | A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue. | 10–12 | | | | | | | | | | | | | | | | | | | |
| 3 | Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion. | 7–9 | | | | | | | | | | | | | | | | | | | |
| 2 | Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons/evidence. Maximum of Level 2 if there is no reference to religion. | 4–6 | | | | | | | | | | | | | | | | | | | |
| 1 | Point of view with reason(s) stated in support. | 1–3 | | | | | | | | | | | | | | | | | | | |
| 0 | Nothing worthy of credit. | 0 | | | | | | | | | | | | | | | | | | | |

| | <p>Spelling, punctuation and grammar (SPaG) will be assessed against the following criteria:</p> <table border="1"> <thead> <tr> <th data-bbox="360 367 440 394">Level</th> <th data-bbox="571 367 906 394">Performance descriptor</th> <th data-bbox="1147 367 1270 427">Marks awarded</th> </tr> </thead> <tbody> <tr> <td data-bbox="360 483 544 544">High performance</td> <td data-bbox="555 483 1075 689"> <ul style="list-style-type: none"> • 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 </td> <td data-bbox="1198 546 1217 573">3</td> </tr> <tr> <td data-bbox="360 725 544 786">Intermediate performance</td> <td data-bbox="555 725 1075 931"> <ul style="list-style-type: none"> • 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 </td> <td data-bbox="1198 788 1217 815">2</td> </tr> <tr> <td data-bbox="360 967 544 1028">Threshold performance</td> <td data-bbox="555 967 1075 1238"> <ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate </td> <td data-bbox="1198 1061 1217 1088">1</td> </tr> <tr> <td data-bbox="360 1274 501 1335">No marks awarded</td> <td data-bbox="555 1274 1115 1543"> <ul style="list-style-type: none"> • 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 </td> <td data-bbox="1198 1391 1217 1417">0</td> </tr> </tbody> </table> <p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:</p> <p>Arguments in support</p> <ul style="list-style-type: none"> • letting people suffer is cruel; humans who allow others to suffer are denounced for it. No acceptable reason can be given for the suffering of so many innocent people, particularly children • if there is a purpose to suffering, it could be achieved in some other way that does not result in such misery. So much suffering as part of the evolutionary process suggests a creator that does not care • even if God is not the cause of suffering, he should be able to stop it; since he doesn’t, he must not be loving. | Level | Performance descriptor | Marks awarded | High performance | <ul style="list-style-type: none"> • 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 | 3 | Intermediate performance | <ul style="list-style-type: none"> • 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 | 2 | Threshold performance | <ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate | 1 | No marks awarded | <ul style="list-style-type: none"> • 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 | 0 | |
|---------------------------------|---|---------------|------------------------|---------------|-------------------------|--|---|---------------------------------|--|---|------------------------------|---|---|-------------------------|---|---|--|
| Level | Performance descriptor | Marks awarded | | | | | | | | | | | | | | | |
| High performance | <ul style="list-style-type: none"> • 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 | 3 | | | | | | | | | | | | | | | |
| Intermediate performance | <ul style="list-style-type: none"> • 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 | 2 | | | | | | | | | | | | | | | |
| Threshold performance | <ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate | 1 | | | | | | | | | | | | | | | |
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| | <p>Arguments in support of other views</p> <ul style="list-style-type: none">• if God constantly intervened to prevent suffering, it would remove one of his greatest gifts to humans, free will• suffering enables spiritual growth and deepens trust in God. The existence of suffering inspires people to reflect the love and compassion of God in their response to those who are suffering• some Christians believe that God is all-loving but not omnipotent, and so although he would wish to remove suffering, he cannot• humans are limited and so cannot understand God's purposes for his world; as the book of Job states, they are called to trust. | |
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02 PRACTICES

| Qu | Part | Marking guidance | Total marks |
|----|------|--|-------------|
| 02 | 1 | <p>Which one of the following is the sacrament that commemorates Jesus' last supper?</p> <p>A Marriage. B Baptism. C Eucharist. D Sunday.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>Answer: C Eucharist.</p> | 1 |
| 02 | 2 | <p>Give one example of the work of the Church in the local community.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>Any one from:</p> <ul style="list-style-type: none"> • food banks • raising money for charity • coffee mornings or events aimed at people who need support • youth clubs • outreach missions for the homeless • meeting rooms for use of community • services of memorial or celebration for locally relevant events • provide a place of quiet reflection. | 1 |

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| 02 | 3 | <p>Explain two different ways in which the Eucharist (Holy Communion) is celebrated in Christianity.</p> <p>Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs.</p> <p>First way Simple explanation of a relevant and accurate difference – 1 mark Detailed explanation of a relevant and accurate difference– 2 marks</p> <p>Second way Simple explanation of a relevant and accurate difference – 1 mark Detailed explanation of a relevant and accurate difference– 2 marks</p> <p>Students may include some of the following points, but all other relevant points must be credited:</p> <p>Orthodox Church Uses candles and incense during worship; priest remains behind Royal Doors for much of the first part of the service; Liturgy of the Word – readings – priest comes from the Royal Doors to read the Gospel; Liturgy of the Faithful – priest comes through Royal Doors, receives bread and wine from congregation, Creed, bread broken into four parts, (one put whole into the chalice, one for priests and deacons, one is broken up in the chalice for communion and the fourth is cut up but not consecrated) consecrated bread given to congregation with the wine on a spoon, prayers of thanksgiving, unconsecrated bread given to be taken home – a sign of being part of the Christian community.</p> <p>Roman Catholic Church Liturgy of the Word, three Bible readings; Creed; Liturgy of the Eucharist – bread and wine brought to altar, the Peace, people come forward to receive communion from a priest; usually a wafer (unleavened bread), red alcoholic wine taken from a single chalice, blessing, Go in peace, may also refer to the Tabernacle storing the consecrated bread.</p> <p>Non-conformist church Communion set out on a communion table – not an altar, minister or designated lay person may lead the communion service. Usually two Bible readings. An open table – anyone who wishes to can take communion, including children (do not need to be confirmed or in church membership) many different ways of serving communion – standing round the table, kneeling at the front rail of a church, served in the pews to the seated congregation etc. Creed not routinely said. Sometimes bread is cut up before the service, sometimes broken in the service. Congregation might serve each other as it is passed round. Wine is often non-alcoholic, often distributed in small cups, though often a chalice on the communion table.</p> | 4 |
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| 02 | 4 | <p>Explain two ways in which Christian street pastors carry out their Christian duty.</p> <p>Refer to sacred writings or another source of Christian belief and teaching in your answer.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>First way Simple explanation of a relevant and accurate way – 1 mark Detailed explanation of a relevant and accurate way – 2 marks</p> <p>Second way Simple explanation of a relevant and accurate way – 1 mark Detailed explanation of a relevant and accurate way – 2 marks</p> <p>Source of authority Award 2 marks for a response which names and applies a relevant source of authority to the question. Or Award 1 mark for a response naming a relevant source of authority. Or Award 1 mark for application of a relevant source of authority to the question without naming it.</p> <p>Students may include some of the following points, all other relevant points must be credited:</p> <ul style="list-style-type: none"> • some focus on young people who are in need: they patrol the streets of towns and cities at night, helping and caring for people in practical ways – they are carrying out the command to ‘Love your neighbour’ • some work with councils and local police targeting areas where there may be trouble: they helping people who are intoxicated; they are following Jesus’ example of working with those disrespected by society, and of service to others • they will get people to talk to them and keep confidence (where it is legal to do so) – they are expressing Christian love for all people – following Jesus’ teaching of ‘Love one another as I have loved you’. | 6 |
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| 02 | 5 | <p>'The best way for Christians to reach an understanding of God is by practising prayer.'</p> <p>Evaluate this statement.</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> • refer to Christian teaching • give reasoned arguments to support this statement • give reasoned arguments to support a different point of view • reach a justified conclusion. <p>Target: AO2 Analyse and evaluate aspects of religion and belief, including significance and influence.</p> | 12 | | | | | | | | | | | | | | | | | | |
|--------|---|---|--------|----------|-------|---|--|-------|---|--|-----|---|---|-----|---|---|-----|---|---------------------------|---|--|
| | | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Levels</th> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td> A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue. </td> <td style="text-align: center;">10–12</td> </tr> <tr> <td style="text-align: center;">3</td> <td> Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion. </td> <td style="text-align: center;">7–9</td> </tr> <tr> <td style="text-align: center;">2</td> <td> Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons/evidence. Maximum of Level 2 if there is no reference to religion. </td> <td style="text-align: center;">4–6</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Point of view with reason(s) stated in support.</td> <td style="text-align: center;">1–3</td> </tr> <tr> <td style="text-align: center;">0</td> <td>Nothing worthy of credit.</td> <td style="text-align: center;">0</td> </tr> </tbody> </table> | Levels | Criteria | Marks | 4 | A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue. | 10–12 | 3 | Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion. | 7–9 | 2 | Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons/evidence. Maximum of Level 2 if there is no reference to religion. | 4–6 | 1 | Point of view with reason(s) stated in support. | 1–3 | 0 | Nothing worthy of credit. | 0 | |
| Levels | Criteria | Marks | | | | | | | | | | | | | | | | | | | |
| 4 | A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue. | 10–12 | | | | | | | | | | | | | | | | | | | |
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| 0 | Nothing worthy of credit. | 0 | | | | | | | | | | | | | | | | | | | |

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| | <p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited.</p> <p>Arguments in support</p> <ul style="list-style-type: none"> • some forms of prayer are a direct contact between the individual and God, so their understanding of God is personal to them and not based on other people’s ideas which could be wrong • the believer focuses on the feeling of being in God’s presence/this is sometimes described as a feeling of ‘awe and wonder’ at the greatness of God • God is beyond description because the words get their meaning from the human and natural world around us/so God cannot be understood by reading about him or hearing other people talk about him. <p>Arguments in support of other views</p> <ul style="list-style-type: none"> • not everyone can have this kind of prayer experience so they do not feel the presence of God through prayer • the Bible as the inspired word of God is his presentation of himself to human beings, so an understanding of God can come from reading what he says about himself/for example, the creator of the world and Father in heaven • study of nature can also lead to an understanding of God, because it is God’s creation and God expresses himself through it. | |
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