



---

AS  
**RELIGIOUS STUDIES**  
**7061/2B**

Paper 2B Christianity

---

**Mark scheme**

June 2019

---

Version: 1.0 Final

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 Writer.

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.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## Methods of Marking

It is essential that, in fairness to students, all examiners use the same methods of marking. The advice given here may seem very obvious, but it is important that all examiners follow it as exactly as possible.

1. If you have any doubts about the mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
3. Remember, you must **always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material that is irrelevant to the question or to the stated target, however impressive that material might be.
5. If a one-word answer is required and a list is given, take the first answer (unless this has been crossed out).
6. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the student nearer those who have given a correct answer or those who have little idea?'
7. Read the information on the following page about using Levels of Response mark schemes.
8. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
9. No half marks or bonus marks are to be used under any circumstances.
10. Remember, the key to good and fair marking is **consistency**. Do **not** change the standard of your marking once you have started.

## Levels of Response Marking

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

Levels 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.)

Levels are tied to specific skills. 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.

Levels 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. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

## Assessment of Quality of Written Communication

Quality of written communication will be assessed in all components and in relation to all assessment objectives. Where students are required to produce extended written material in English, they will be assessed on the quality of written communication. The quality of written communication skills of the student will be one of the factors influencing the actual mark awarded within the level of response. In reading an extended response, the examiner will therefore consider if it is cogently and coherently written, ie decide whether the answer:

- presents relevant information in a form that suits its purposes;
- is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- is suitably structured and that the style of writing is appropriate.

## LEVEL DESCRIPTORS

### Levels of Response: 15 marks AS-Level – AO1

- |                                |  |
|--------------------------------|--|
| <b>Level 5</b><br><b>13-15</b> | <ul style="list-style-type: none"><li>• Knowledge and understanding is accurate and relevant and is consistently applied to the question.</li><li>• Very good use of detailed and relevant evidence which may include textual/scriptural references where appropriate.</li><li>• The answer is clear and coherent and there is effective use of specialist language and terminology.</li></ul> |
| <b>Level 4</b><br><b>10-12</b> | <ul style="list-style-type: none"><li>• Knowledge and understanding is mostly accurate and relevant and is mostly applied to the question.</li><li>• Good use of relevant evidence which may include textual/scriptural references where appropriate.</li><li>• The answer is mostly clear and coherent and specialist language and terminology is used appropriately.</li></ul>               |
| <b>Level 3</b><br><b>7-9</b>   | <ul style="list-style-type: none"><li>• Knowledge and understanding is generally accurate and relevant and is generally applied to the question.</li><li>• Some use of appropriate evidence and/or examples which may include textual/scriptural references where appropriate.</li><li>• The answer is generally clear and coherent with use of specialist language and terminology.</li></ul> |
| <b>Level 2</b><br><b>4-6</b>   | <ul style="list-style-type: none"><li>• Knowledge and understanding is limited and there is limited application to the question.</li><li>• Limited use of appropriate evidence and/or examples which may include textual/scriptural references where appropriate.</li><li>• Limited clarity and coherence and limited use of specialist language and terminology.</li></ul>                    |
| <b>Level 1</b><br><b>1-3</b>   | <ul style="list-style-type: none"><li>• Knowledge and understanding is basic.</li><li>• Isolated elements of accurate and relevant information.</li><li>• Basic use of appropriate subject vocabulary.</li></ul>   |
| <b>0</b>                       | <ul style="list-style-type: none"><li>• No accurate or relevant material to credit.</li></ul>  |

**Levels of Response: 15 marks AS-Level – AO2**

- Level 5**  
**13-15**
- A very well-focused response to the issue(s) raised.
  - Reasoned and evidenced chains of reasoning supporting different points of view with critical analysis.
  - Evaluation is based on the reasoning presented.
  - The answer is clear and coherent and there is effective use of specialist language and terminology.
- Level 4**  
**10-12**
- A well-focused response to the issue(s) raised.
  - Reasoned and evidenced chains of reasoning, with some critical analysis, supporting different points of view.
  - Evaluation based on some of the reasoning.
  - The answer is largely clear and coherent with specialist language and terminology used appropriately.
- Level 3**  
**7-9**
- A general response to the issue(s) raised.
  - Different points of view supported by evidence and chains of reasoning.
  - The answer is generally clear and coherent with use of specialist language and terminology.
- Level 2**  
**4-6**
- A limited response to the issue(s) raised.
  - A point of view relevant to the issue(s) with limited supporting evidence and chains of reasoning.
  - Limited clarity and coherence and limited use of specialist language and terminology.
- Level 1**  
**1-3**
- A basic response to the issue(s) raised.
  - A point of view is stated with some evidence or reasons in support.
  - Some clarity and coherence and basic use of appropriate subject vocabulary.
- 0**
- No accurate or relevant material to credit.

**Question 1**

**0 1 . 1**

**Explain how belief in God as the controller of all things may influence Christians.**

**[15 marks]**

**Target: AO1:2:** Knowledge and understanding of religion and belief including influences of beliefs, teachings and practices on individuals, communities and societies.

Note: This content is indicative rather than prescriptive and students are not obliged to refer to all the material contained in the mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels of response.

This belief is based on the view that God is creator of all things, in control of everything from a cosmic scale to day-to-day details. This leads Christians sometimes to describe God as 'King'. If God controls and sustains everything, they trust God to prevent the cosmos from collapsing into chaos. God also controls human morality by providing a framework to which human behaviour should conform, detailed in the Bible through the Jewish Law and the Christian Gospel.

This belief may affect the way Christians behave. Some believe that whatever happens is God's will, so they seek to understand God's purpose in all events, and try accept bad things as part of God's purpose. Others try to live their lives following the Bible as they understand it. Conservative Christians may keep specific moral rules. Liberal Christians may seek the underlying values in the Bible and try to act in ways that reflect God's will in contemporary society.

It may lead them to hold specific beliefs. Some Christians understand this to mean God has control over past, present and future events and all human behaviour (theological determinism), and this may mean that humans do not, therefore have free will. Others hold the view that God exists outside time, allowing humans to have free will while knowing what the consequences will be.

Maximum Level 2 for answers that only explain the belief that God is the controller of all things.

**[15 marks] AO1:2**

0	1	.	2
---	---	---	---

**‘Jesus has great importance as a role model for Christians today.’**

**Assess this view.**

**[15 marks]**

**Target: AO2:** Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.

Note: This content is indicative rather than prescriptive and students are not obliged to refer to all the material contained in the mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels of response.

Note that answers may, but need not, be limited to consideration of the following specification content: (Jesus’) value as a role model with reference to his teaching on retaliation and love for enemies in the Sermon on the Mount: Matthew 5:38-48.

Answers may present, analyse and evaluate some of the following arguments.

For some Christians, Jesus has great importance because he is God the Son, the second person of the Trinity. This means they should follow his model to become God-like. Jesus taught and demonstrated non-retaliation and love for enemies in the Sermon on the Mount, so Christians should act this way today. However, Jesus’ divinity means that people cannot follow his example fully because they are only human, so if he is God incarnate, Jesus has more importance as a teacher than as a role model.

For some Christians, Jesus’ authority is merely human, but as a perfect human he has great importance because he models how everyone should behave in obedience to God. Those who believe this do not retaliate and try to love their enemies because Jesus acted this way. However, Jesus’ actions do not cover all modern situations, so Christians have to ask ‘what would Jesus do?’ rather than following his example. This means they follow the principles he taught rather than follow him as a role model.

Jesus has great importance because he is the central figure of Christian faith. Christians follow Jesus’ model because he sets the standard for his followers, and by modelling themselves on him, they identify themselves as Christians. However, some Christians question the accuracy of gospel accounts of Jesus’ life, so it is not clear what the model is. Also, Christians do not agree what Jesus’ example means, eg, disagreements about pacifism and just war, and Jesus did some things that should not be copied, eg breaking the law.

**[15 marks] AO2**

**Question 2**

0	2	.	1
---	---	---	---

**Explain Christian beliefs about resurrection.****[15 marks]**

**Target: AO1:1:** Knowledge and understanding of religion and belief including religious, philosophical and ethical thought and teaching.

Note: This content is indicative rather than prescriptive and students are not obliged to refer to all the material contained in the mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels of response.

Christian belief in resurrection is based on the belief that Jesus Christ was raised from the dead, inaugurating the possibility of new life for all who follow him. Beliefs are influenced by Paul's teaching in 1Cor 15:50-54, that death has been overcome. Most Christians believe in some kind of continuing existence after death, the quality of which is determined by a process of judgement, which may occur immediately after death or at the end of time.

Some Christians follow Augustine who insists that resurrection, which occurs at the end of time, is both physical and spiritual. Sin corrupts both the human body and the soul, so for Christ's death and resurrection to overcome sin, both the body and soul need to be saved and raised to eternal life. Christians who are resurrected in Christ must therefore have a physical existence. However, the nature of the resurrected body is different to the nature of the body before death following 1Cor 15:52.

Some believe that only the soul or spirit will be resurrected, based on 1Cor 15:44. This resonates with contemporary views based on scientific understanding of how the elements of a corpse form part of the ecosystem. This view sees the body as something that is left behind at death as the immortal soul/spirit moves to a new kind of existence in a different realm where physical bodies have no place. Process thought sees immortality as something objective, so neither physical nor spiritual resurrection is meaningful.

**[15 marks] AO1:1**

0 2 . 2

**‘Mission is no longer important in Christianity.’**

**Assess this view.**

**[15 marks]**

**Target: AO2:** Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.

Note: This content is indicative rather than prescriptive and students are not obliged to refer to all the material contained in the mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels of response.

Note that answers may, but need not, be limited to consideration of the following specification content: The mission of the Church: developments in Christian ideas of ‘mission’ from the early 20th century to today.

Answers may present, analyse and evaluate some of the following arguments

Mission is no longer important because Christianity is now widespread around the world so evangelism in the sense of converting people to Christianity is no longer necessary. Also, it is now customary to respect the beliefs of others instead of trying to convert them. However, the decline of Christianity means that the Church still needs to reach out to people, and many still want to learn about Christianity, so evangelism and outreach are still needed. Some believe that only Christians can be saved, so converting others is imperative.

Mission is no longer important because the poor and disadvantaged are cared for by the modern welfare state in the UK. State benefits and the NHS mean that the Church does not need to care for the sick, the poor and the marginalised. However, the benefits system does not provide for everybody sufficiently in the UK, and there are still many who are poor and disadvantaged in less economically developed countries, especially after major disasters, so mission to the poor is still needed, eg food banks.

Mission to the Christian community is no longer important because fewer people go to church, so the need to provide clergy, churches and worship is decreasing. However, there is still a need for people and ways to connect with Christians in local communities, so clergy and lay people need to engage in mission that works in contemporary society, eg Fresh Expressions. It can be argued that that local churches need to engage even more in mission to local communities to stop the decline.

**[15 marks] AO2**