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

2B : CHRISTIANITY

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**Mark scheme**

2017 Specimen

Version 1.0

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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.

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## 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 issues 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 issues 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 issues 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 issues raised
  - A point of view relevant to the issues 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 issues raised
  - A point of view is stated with some evidence or reasons in support
  - Isolated elements of accurate and relevant information, and basic use of appropriate subject vocabulary.
- 0**
- No accurate or relevant material to credit

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**Christianity****Question 01**

**0 1** . **1** **Explain the influence of belief in resurrection on Christian individuals and communities.**

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

The influence of this belief may be evidenced in many ways including art, lifestyle and values, the lives of significant individuals, and cultural expressions.

The emphasis in the answer should be on the link between the belief and its expression – the student should apply understanding of the belief, a presentation of it is not required.

There may be reference to a diversity of understandings of the belief, eg that immortality in process thought.

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

- A belief that this life is not the end, and that Christians will be raised to an afterlife leads to positive attitude to death, eg belief among many that they will one day be re-united with deceased.
- Counterpart of belief in resurrection is fear of hell, some practices may be seen as 'insurance policy'.
- Hope of resurrection has been a motivation to good works or choice of lifestyle eg monastic communities, self-sacrifice.
- Traditional belief that unbaptised babies would not go to heaven led to stress on infant baptism.
- Expressions of these beliefs in funeral rites.

For answers that present the belief(s) but make no link to influences - Max level 2. Answers above level 3 must refer to the influence on both individuals and communities.

**[15 marks] AO1**

**0 1** . **2** **'Belief in life after death is essential in Christianity.'**

**Assess this view.**

Target: AO2: Analysis and evaluation of aspects and approaches to religion and belief: significance.

Students may propose, analyse and evaluate some of the following arguments. All valid arguments must be credited.

- Belief in life after death is central to the Christian creeds, so must be essential to Christianity. Some might disagree on the grounds that just about all Christian beliefs are disputed by Christians, so no belief is essential in order to be a Christian.
- The resurrection of Jesus is the core of the Christian faith, and Paul held that if Jesus was not resurrected, Christian faith is in vain. Some might respond that Paul's version of Christianity is at some distance from what Jesus taught. Moreover some Christian scholars are deliberately vague about the resurrection, in some cases because they clearly do not believe in it.
- Belief in life after death is supported by the authority of the Bible, both in the Old Testament and the New, so again, it must be essential in Christianity. There are many Christian individuals and groups for whom this is true, nevertheless there is a wide range of different viewpoints, not least in Process Theology, where 'life after death' is a qualified term, since it does not teach personal survival. Some might argue that 'eternal life' can be seen as a spiritual quality of this life. Some might conclude that life after death in some form is essential to Christianity, but that the precise form cannot be known.

**[15 marks] AO2**

**Question 02**

**0 2 . 1** Explain the nature of the Bible and its authority for Christians.

Target AO1:1 Demonstrate knowledge and understanding of religion and belief, including: religious, philosophical and/or ethical thought and teaching

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

**Nature**

- The Bible includes the Old Testament and New Testament. The Old Testament is Jewish scripture. The Old Testament is based upon the Septuagint completed c150BCE for the Jewish community in Alexandria. The four Gospels were written in Greek probably finally completed c100CE. Acts, Letters and Revelation are the other sections of the New Testament. The Christian canon was largely finalised in Rome c382 CE. Translations into Latin, like that of Jerome were made.
- Issues about the canon also led to the separation in some traditions of the Apocrypha. Many of the written forms were preceded by an oral transmission; the authorship and authority of the material is much debated.

**Authority**

- Some regard the authority of the Church as the higher authority, in part, because it identified and gave authority to the texts now included in the Bible. Others argue that the scriptures give authority to the Church for example by recording Jesus' commission to Peter.
- Some regard the text as the inerrant Word of God and as having God's authority and this may be accompanied by a literal reading of the text. Others regard the texts as a human response to inspiration; this gives the texts dual authority which is open to debate. In either case, the texts are open to interpretation.

Answers above level 3 must refer to both nature and authority.

**[15 marks] AO1**

**0 2** . **2** 'Good moral conduct is the most important aspect of the Christian way of life.'

**Assess this view.**

**Target:** AO2: Analysis and evaluation of aspects and approaches to religion and belief: significance.

Students may propose, analyse and evaluate some of the following arguments. All valid arguments must be credited.

- Much Christian teaching concerns moral commandments and guidelines, also following the example of Jesus, but some believe that salvation is by faith or grace, not by works, so faith is more important
- Some regard it as a condition for being a Christian that one follows the Church's teaching on morality ( or a specific Church's teaching), but being Christian may mean setting aside the teaching of the scripture in order to do what is loving ( as in Situation Ethics) and there is little agreement among Christians on many moral issues.
- The moral actions may not be uniquely Christian, many core values are common to most if not all of the main faiths: faith, sacraments and worship may be more important, Jesus taught love of God and of neighbour, so both must be essential.

**[15 marks] AO2**