

1. Annotations

BP	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.
SEEN	Noted

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

- a. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
- Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
 - Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
 - Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

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

- 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.

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

<i>High performance 3 marks</i>	
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	
<i>Intermediate performance 2 marks</i>	
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	
<i>Threshold performance 1 mark</i>	
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	
<i>0 marks</i>	
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	
AO1	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.
AO2	Analyse and evaluate aspects of religion, including their significance and influence.

Question	Indicative content	Marks	Guidance
1 (a)	Name three Christian aid agencies. Responses might include: • CAFOD • Christian Aid • Tear Fund • Any other aid agency which is known as Christian in origin or by declaration.	3 AO1	1 mark for each response. The agency must be known as being Christian. The three noted here are in the Specification
(b)	Describe what Christians mean when they say that God is immanent. Responses might include: • God is active in the world • God is present within his creation, though separate from it • God can be known • God is involved with human lives • God is close to us (closer than our heartbeat according to textbook) • God is experienced by Christians in visions • Christians believe God is active in the world (immanent) because he answers prayers • God acted in history as recorded in the Bible • God is shown to be immanent in the incarnation (Emmanuel / God with us. Matt 1.22-23) • Christians believe God is active in the world (immanent) through miracles	3 AO1	Marks should be awarded for any combination of statements, development and exemplification.
(c)	Outline the importance of Lent for some Christians. Responses might include: • Lent is mainly observed by RC, Orthodox and Church of England • It recalls the 40 days Jesus spent in the wilderness after his baptism when he resisted the temptations of the devil, setting an example to his followers • Christians use this period to show they too will resist temptation • Christians might focus on turning away from sin • Some Christians see it as a kind of spiritual spring clean, symbolised by the using up of certain	3 AO1	Marks should be awarded for any combination of statements, development and exemplification.

Question	Indicative content	Marks	Guidance
	foods on Shrove Tuesday • Many Christians give up something or fast in some way to show their commitment • Self-denial during Lent gives a sense of solidarity with the poor • Some Churches, e.g. RC, focus on generosity rather than abstinence, e.g. in the 'Forty Generous Days' programme • Time not given to preparing meals while fasting can be given over to prayer • It is a time when Christians can reflect on the significance of their faith, perhaps by attending a service of reflection on Ash Wednesday or participating in the Sacrament of Reconciliation • It is a time when Christians can prepare for the sadness of Holy Week and the joy of Easter.		

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
(d)	Outline different Christian attitudes towards the celebration of marriage (weddings). Learners might consider some of the following: The focus of this question is on what the specification terms the celebration of marriage rather than the concept of marriage itself; learners are likely to describe aspects of different marriage ceremonies and attitudes towards them. However, the celebrations are intrinsically linked to the conceptual understanding, so, therefore, different attitudes depend on the underlying beliefs about the nature of marriage. Roman Catholic and Orthodox attitudes derive from the belief that marriage is a sacrament and is a channel for the grace of God. The role of the priest as an ordained individual is therefore significant as it enables the sacrament to take place. The couple become spiritually joined (Genesis 2:22-24). Before marriage can take place, the couple must have been baptised. If one of the couple has not been baptised then a ceremony can take place but the marriage will not be a sacrament. There will probably be a nuptial mass following a set liturgy, when both can receive communion. The couple may take an active part in this by bringing the bread and wine to the altar. The priest may say a blessing for the bride and groom. In the C of E heterosexual couples who may or may not have been baptised are welcome to marry in the church. The C of E does not regard marriage as a sacrament. The importance of the celebration may be underlined by preparatory courses to ensure the couple understand the seriousness and nature of the commitment they are making. The words of the ceremony show how the marriage is adding a spiritual side to the relationship. The significance of marriage is also emphasised through the ceremony. Generally, the service follows a liturgy from the Prayer Book or possibly The Marriage Service from Common Worship (2000). The vicar or priest has a significant role in ensuring the celebration follows the spiritual intention of the ceremony. The couple are not free to alter much of the wording or the service content, although they do have the freedom to select readings and hymns and can get involved in the planning of the service. There may be a Eucharist at the end of the ceremony.	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
	Non-conformist, e.g. Baptist or Methodist and Charismatic churches allow much greater freedom in the construction of the celebration, reflecting the non-liturgical nature of their worship. This difference is rooted in the protestant traditions of freedom of worship and also to deal with concerns that following a strict liturgy is open to the abuse of 'vain repetition'. The ceremony is still given great importance, but the couple have the freedom to design a ceremony and create the vows that they feel suit their personal needs and attitudes. The couple may feel this enables them to say what they want, in the way they want, to God and to each other. The ceremony has a personal meaning and importance reflecting the protestant attitude that faith is a personal matter. Many Christians would see marriage as intended to be between a woman and a man and therefore would not allow same-sex marriages to take place in their buildings. For example, such celebrations / ceremonies are not permitted within the Church of England. However, some Christian groups, e.g. Quakers and some Unitarians, do support the celebration of same-sex marriages, as an affirmation of love and commitment between two partners.		

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
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 • 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
0 (0)	No response or no response worthy of credit	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
(e)	‘It should not matter to Christians if the story of the Fall in Genesis 3 is not true.’ 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 of the narrative of Adam and Eve and the Fall Knowledge of Genesis text (SWA) Knowledge of views of fundamentalist Christians that the Bible is the actual word of God and therefore must be literally true (SWA) Knowledge of more liberal views about the mythical nature of the Biblical narratives and a metaphorical understanding of the Bible. AO2: Some Christians would disagree with the statement. For much of Christian history, the story of the Fall has been considered to be an historical event. The narrative is crucial because it shows how the sinfulness of people came from the disobedient actions of Adam and Eve. It gives a description of the moment in time when, by disobeying God, humans destroyed the relationship they had with him and were cast out of Eden. It is essential to understand the significance of Jesus as the second Adam who paid the price of the sin of the world It is important in terms of the Christian understanding of the Problem of Evil. For Augustinian theodicy for example, the Fall is a catastrophic event. The perfect relationship with God was broken by Adam’s sin and every person born since then inherits original sin. Evil entered the world as a result of this sin. Hence it is important that the narrative of the Fall is true as a record of the origin of evil.	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
	Other Christians believe the Bible is the Word of God because it is inspired by him, as Paul says in the letter to Timothy (2 Timothy 3:16), so it is important that the narrative of the Fall must be true. If one part of the Bible is untrue then no other part can be trusted and the whole of the faith collapses. Some Christians would agree with the statement because post-enlightenment Biblical research has shown that the story is part of ancient texts which are complex and exist in different versions. There is no such thing as ‘the Bible’ in the sense that there is one accurate version. It is the work of people who were inspired by God, so the Bible just contains the word of God. Hence the narrative can be understood as myth about the human condition. It is a dramatic way of portraying it and whilst not factually true it has meaning as a story containing existential truth. For these Christians, it does not matter that the narrative is probably not true in the literal sense. They might even see a literal interpretation which goes against historical research as causing people to reject Christianity for a rather trivial reason. It is much more important as myth or as a metaphor than as a factual account. Some might conclude that the issue in the stimulus directs them to a philosophical discussion about the nature of truth. There are no facts, only interpretations according to the view of some thinkers. So even if the narrative were to be factually true, its significance for Christians goes far beyond that. By requiring that it must be factually true Christians are in danger of missing the point of the story and of having too narrow an understanding of the truth of scripture.		

Question	Indicative content	Marks	Guidance
1	Give three examples of gender discrimination. Responses might include: • Roles of ministry within the Church • Different pay between men and women for same role • Less women in senior positions in business and organizations • Gender stereotyping • Recruitment and selection processes • Types of employment (E.g. lower paid, part-time jobs for women) • Biblical quotes or references that have been interpreted later leading to forms of perceived gender discrimination such as roles of men and women in the home	3 AO1	1 mark for each response.

TURN OVER

Level (Mark)		AO1
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 explanation • 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)		An adequate but under-developed demonstration of knowledge and/or understanding in response to the question: • Adequate 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 • Adequate knowledge and understanding of different viewpoints within Christianity • Adequate knowledge and understanding of the influence on individuals, communities and societies • Adequate but underdeveloped 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 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

1	(b)	Describe the influence of culture on Christian attitudes about equality.	6 AO1	Examiners should
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		Learners might consider some of the following: Cultural influences are significant and impact upon attitudes about equality. Some may describe the cultural influences upon the way in which the Christian Church treats people, resulting in different attitudes and practices towards women and men in ministry, for example. It can take time to change attitudes because it relies on changes in the culture of communities or society. Hence, throughout history there are accounts of inequality between rich and poor, between men and women, between white and black people, and many other groups. References to biblical teachings from Jesus and others (Acts 10:34, Luke 10:30-37, Galatians 3:28) are likely to be cited to support the idea that in the Bible all human beings are equal in the eyes of God, yet human beings have not always put these teachings into practice. The interpretation of some of the biblical references has resulted in some believing that the women are subordinate to men. Some may describe the influence of patriarchal societies in the past, and still influencing attitudes about equality between the sexes today. Others may discuss the traditional and modern day attitudes towards marriage and family upbringing and how these can be seen to influence attitudes towards equality. The different positions between Christians on gender roles in Christian life i.e. Christian egalitarianism or complementarianism, resulting in diverse attitudes may be developed. The current laws surrounding Equality have changed and are still evolving due to developing attitudes because of changing cultural values, for example over same sex marriages.	mark according to AO1 descriptors found on page 9. Please refer to the Level of Response grid above when marking this question.
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Level (Mark)	<u>AO1</u>	Level (Mark)	<u>AO2</u>
2 (2)	A good demonstration of knowledge and/or 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	4 (4)	A good attempt to respond to the question, 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 judgement on the issue in the question and a balanced conclusion to the discussion
1 (1)	Some demonstration of knowledge and/or understanding in response to the question: • Some understanding of the question shown by limited religious knowledge • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description	3 (3)	An adequate but under-developed attempt to respond to the question, demonstrating some or all of the following: • Different viewpoints offered with some evidence of reasoned argument and/or discussion • Adequate but underdeveloped analysis and evaluation of the significance and/or influence of the issue on some Christian groups • Evidence of judgement on the issue in the question and some conclusion to the discussion
0 (0)	No response or no response worthy of credit	2 (2)	A limited attempt to respond to the question, 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 • Little evidence of judgement on the issue in the question
		1 (1)	A weak attempt to respond to the question, 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 question
		0 (0)	No response or no response worthy of credit

Question	Indicative content	Marks	Guidance
1 (c)	Explain why Christians have different attitudes to contraception. You should refer to sources of wisdom and authority in your answer. Learners might consider some of the following: AO1: Sources from the Bible are likely to be described such as Genesis 1:26-28 showing that Christians believe that life is a gift from God and sacred. Denominational views on contraception held by The Roman Catholic Church, Anglican Church, Free Church or Orthodox Churches are likely to be described. The Papal influence on Christian attitudes towards contraception is significant and could be introduced. Learners should understand the difference between the two broad types of contraception – artificial and natural contraception. AO2: Different interpretation of texts from the Bible resulting in different beliefs has affected attitudes towards contraception. Many Christians feel that contraception is preventing a new life, which God wishes to be born, and is therefore a sin. Others believe the Bible should be interpreted for the age in which Christians live. Different views about contraception held by the denominations are another reason why there are different attitudes by Christians on this matter. The Roman Catholic Church teaches that anything that prevents the natural outcome of sexual intercourse by artificial means is wrong. The only form of contraception permitted is the 'rhythm method'. The Anglican position is that it is a matter of the individual's conscience, which is influenced by God, and therefore contraception is a matter for each individual to decide. The Orthodox Churches do not have a single view about contraception except all agree that the 'morning-after pill' is not permitted as it is a form of abortion, not contraception. Free Churches such as The Methodist Church welcome contraception as a means of spacing a family and fulfillment in marriage. Learners may evaluate the impact of using artificial or natural methods of contraception upon Christians to explain different attitudes towards contraception. Some may explain that despite teachings from the Church some Christians choose not to follow the Church's teachings and use contraception.	6 2 AO1 4 AO2	Examiners should mark according to AO1 and AO2 descriptors found on page 9. 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 stimulus: • Good understanding of the stimulus 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)	An adequate but under-developed demonstration of knowledge and/or understanding in response to the stimulus: • Adequate understanding of the stimulus shown by some use of religious knowledge • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description • Adequate knowledge and understanding of different viewpoints within Christianity • Adequate knowledge and understanding of the influence on individuals, communities and societies	3 (7-9)	An adequate but under-developed 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 • Adequate but underdeveloped 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 stimulus: • Limited understanding of the stimulus shown by factual errors or generalised responses with little connection to the stimulus • 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
		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
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Question	Indicative content	Marks	Guidance
1 (d)	‘Christians should accept same-sex marriages.’ Discuss this statement. In your answer, you should: Draw on your learning from across your course of study, including reference to beliefs, teachings and practices within Christianity Explain and evaluate the importance of points of view from the perspective of Christianity. Learners might consider some of the following: AO1: Learners are likely to discuss the importance of family and possibly relate this to biblical texts or Church teachings about marriage and to the purpose of creating a new life within a family environment. (Genesis 2:23-24) Attitudes towards the importance and purpose of marriage could be developed and the sacramental nature of marriage held by Catholics and Orthodox Christians may be discussed to argue against same-sex marriages. Details about the law on same-sex marriages in this country and developments beginning with civil partnerships to the provision of same-sex marriages in March 2014, and on-going changes to the law, may be discussed. AO2: Some may consider the difference between civil partnerships and same-sex marriage and show that some Christians accept both, others will only accept civil partnerships in law but not same-sex-marriages, and other Christians disapprove of any union between people of the same sex. Reasons for these views are likely to be connected to sanctity of marriage and Church teachings about marriage. The Bible teaches that God is love and that those who love others are imitating God and his love for others. Therefore what is so wrong with two people of the same sex who love each other getting married? E.g. the Episcopal Church in the USA permits same-sex marriage. On the other hand, the Bible has very strong direct teachings about the immorality of homosexual behaviour. So for other Christians they do not accept same-sex marriages. There are Christians who are homosexual or lesbian who believe very strongly they should have the right to marry. Some Churches do accept same-sex marriages and allow the couple to have a religious ceremony, e.g. The Quaker Church; whilst other denominations such as The Roman Catholic Church or the Church of England believe it contravenes the teaching on marriage and one of its purposes being procreation. Some may discuss the term ‘natural law’ and argue against same-sex-marriages as such marriages cannot result in children.	15 3 AO1 12 AO2 3 SPaG ()	Examiners should mark according to AO1 and AO2 descriptors found on page 9. Please refer to the Level of Response grid below when marking this question. Please refer to the SPaG response grid on page 8.