



AS
RELIGIOUS STUDIES
7061/2B

Paper 2B Christianity

Mark scheme

June 2022

Version: 1.0 Final



2 2 6 A 7 0 6 1 / 2 B / M S

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 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.

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

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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 below 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 Lead 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

- Level 5**
13–15
- Knowledge and understanding is accurate and relevant and is consistently applied to the question.
 - Very good use of detailed and relevant evidence which may include textual/scriptural references where appropriate.
 - The answer is clear and coherent and there is effective use of specialist language and terminology.
- Level 4**
10–12
- Knowledge and understanding is mostly accurate and relevant and is mostly applied to the question.
 - Good use of relevant evidence which may include textual/scriptural references where appropriate.
 - The answer is mostly clear and coherent and specialist language and terminology is used appropriately.
- Level 3**
7–9
- Knowledge and understanding is generally accurate and relevant and is generally applied to the question.
 - Some use of appropriate evidence and/or examples which may include textual/scriptural references where appropriate.
 - The answer is generally clear and coherent with use of specialist language and terminology.
- Level 2**
4–6
- Knowledge and understanding is limited and there is limited application to the question.
 - Limited use of appropriate evidence and/or examples which may include textual/scriptural references where appropriate.
 - Limited clarity and coherence and limited use of specialist language and terminology.
- Level 1**
1–3
- Knowledge and understanding is basic.
 - Isolated elements of accurate and relevant information.
 - Basic use of appropriate subject vocabulary.
- 0**
- No accurate or relevant material to credit.

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
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Explain the importance for Christians of the concept of God as Father.**[15 marks]**

Target: AO1.1: Knowledge and understanding of religion and belief, including religious, philosophical and/or 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 this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels of response.

One reason for the importance of this concept is that it allows Christians to understand God in terms they can relate to drawn from their own experience. The concept of God as Father implies several important aspects about the nature of God, for example God's role as the life-giver, a figure of authority and a powerful protector. For Christians, God as Father means God is not remote. Instead God has an interest in, and is active in, human affairs, similar to the way that a loving father takes an interest in his children who are dependent on him and subject to him.

Another reason is because all Christians acknowledge that they have the same spiritual father, so there is an important and unique familial bond between all Christians. By acknowledging God as Father of humanity, Christians share a special bond with each other regardless of race, gender or social status. The concept of God as Father and head of the family of believers emphasises an intimate and all-inclusive relationship. All Christians share this relationship with God, and with each other.

Another reason is because it emphasises the special relationship between God and Jesus expressed by Christian doctrine and in the Christian creeds. Christians believe that Jesus as the Son of God revealed God's love for humanity in a unique way. By acknowledging God as Father, Christians are able to share in this unique Father-Son relationship and form a close and intimate relationship with God by following Jesus' teachings and his example of love and obedience.

[15 marks] AO1.1

0 1 . 2

‘The use of weapons of mass destruction can be justified by 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 this 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 the consideration of the following specification content: Sanctity of life: [...] the just war theory and its application to the use of weapons of mass destruction.

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

Some Christians would argue that because weapons of mass destruction (WMD) exist, and cannot be uninvented, it would be naïve for any state not to possess the capability to use such weapons in defence of its citizens, if the need arose. However, other Christians would argue that the scale of destruction and contamination resulting from any war where such weapons were used would not be worth winning. This would contravene the clause of the just war theory, that any war fought must have the probability of success. Therefore the use of WMD cannot be justified.

Some Christians might argue that although devastating in their effect, the use of WMD as a deterrent can be justified. The possession of them, and the threat to use them, would act as protection and deter attack by other countries with similar capability. However, other Christians would argue that the use of them as a deterrent cannot be justified because deterrence is based on the threat of use and fear of mutually assured destruction.

Some Christians might argue that limited use of WMD as a last resort, for example against military targets, can be justified in order to bring a conflict to a swifter conclusion. However, other Christians would argue that any use of these weapons, even as a last resort, cannot be justified under the terms of the just war theory. The use of such weapons cannot be regarded as a proportional use of force in order to achieve the intended good, and their deployment cannot guarantee to prevent further escalation, nor guarantee non-combatant immunity.

[15 marks] AO2

Question 2

0	2	.	1
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Explain the influence on the Church today of developments in Christian ideas of 'mission'.

[15 marks]

Target: AO1.2: Knowledge and understanding of religion and belief, including influence 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 this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels of response.

One area where developments in ideas of mission have influenced the Church today is that of evangelism. Developments in mission resulted in evangelism moving away from seeking to convert people in other countries and of other faiths to Christianity, towards developing Christian outreach in a multi faith world. Through a variety of new initiatives, evangelism now focuses on publicising, establishing and developing Christian awareness and living. Evangelism today invites people to consider Christianity as one faith amongst many in a multi faith world.

Another development has influenced the Church's ministry to the poor and disadvantaged. Developments in mission resulted in greater focus on social justice to address the causes of poverty. This influenced, for example, the development of Church overseas aid agencies, and similar initiatives amongst deprived areas of Britain. These Church based agencies address the causes of poverty by fighting for social justice and, by establishing a variety of local projects, supporting the poor and disadvantaged through practical work in the communities concerned.

Another influence on the Church today is in greater ecumenism amongst established Christian communities. During the 20th century some churches engaged in a variety of ecumenical partnerships in order to break down denominational differences and express greater unity in ministry and mission. From these partnerships, collaborative initiatives developed, for example Fresh Expressions and Greenbelt. These initiatives have influenced and reshaped the traditional denominational models of Church by developing new ways of engaging with society, and offering new styles of, and venues for, worship.

[15 marks] AO1.2

0 2 . 2

‘For Christians, the most important purpose of life is to bring about God’s kingdom on earth.’

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 this 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 the consideration of the following specification content: The meaning and purpose of life: [...] to bring about God’s kingdom on earth.

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

Some Christians agree, because this is a central part of Jesus’ teaching. Jesus taught that it is the duty of all who choose to follow him to work for the realisation and fulfilment of the kingdom of God on earth by acts of charity and faith, and fighting injustice and wrongdoing. However, other Christians argue that the most important purpose of life is to glorify and praise God through their worship. Furthermore, because they are created in the image of God, their purpose is to reflect the glory of God in the world through their own faith and witness.

Some Christians agree because working for the establishment of God’s kingdom on earth is an important part of Christian prayer. In Jesus’ teaching on prayer, he taught Christians to pray and work for the establishment of God’s kingdom on earth which would be one that reflects God’s perfect kingdom of heaven. However, other Christians, for example those who have adopted a contemplative life, argue that it is more important to develop an intimate personal relationship with God through obedience, prayer and study of the scriptures.

Some Christians argue that the most important purpose of life is to establish the kingdom of God on earth because in doing so they adopt an holistic approach which encompasses all the key purposes of their lives as Christians. However, other Christians argue that preparing for judgement is more important because, when they die, each person is subject to individual judgement based upon their own actions and faith in this life. It is this, rather than working to bring about a kingdom which is essentially a future eschatological event, that is the most important purpose of life.

[15 marks] AO2