



**General Certificate of Secondary Education**

**Religious Studies 3063/3068**

*Specification C*

**Paper 2 Christianity**

**Mark Scheme**

*2007 examination – June series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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.

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## Methods of Marking

Difficulties may arise through the use of different methods of marking. It is, therefore, essential that, in fairness to candidates, everyone uses the same methods of marking. The advice given here may seem very obvious, but it will be helpful if everyone follows it as exactly as possible.

1. Mark clearly in red biro. You will need to change all scripts marked prior to the Standardising Meetings and change your original marks from pencil to red pen.
2. No half marks or bonus marks are to be used under any circumstances.
3. 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.
4. Indicate, **by ticking**, where you have awarded a mark for questions where there are no levels. For **levels of response**, examiners must record, in the left-hand margin, the level that has been awarded, e.g. L3, and in the right-hand margin, the mark that has been awarded for the question.
5. The numerical mark awarded for **each** response should be indicated in the right-hand margin.
6. A **separate** mark is to be awarded for the quality of written communication (Refer to the criteria given in the chart on page 5).
7. Do **not** credit material that is irrelevant to the question or to the objective, however impressive that material might be.
8. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the candidate nearer those who have given a correct answer or those who have little idea?'
9. Apply the principle of **salvage**, so that credit is given for what is correct, even if the order is misplaced in the answer.
10. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
11. **All** pages should bear some indication that they have been seen – even those pages that are left blank. Examiners should, for example, place either their initials, a tick or the word 'seen' on each page.
12. Remember, the key to good and fair marking is **consistency**. Do **not** change your marking style once you have started sending scripts to AQA.
13. Only write comments on scripts that can be justified by the mark scheme. It should be remembered that scripts may be returned to centres and candidates.

## Levels of Response Marking

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of candidates' 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.

The **assessed level** or response to each part of each question must be indicated in the left-hand margin (L1, L2, etc.), leaving the right-hand margin for the numerical award.

If a candidate 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 candidate's response.

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

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

Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication.

Candidates will be required to:

- present relevant information in a form that suits its purposes;
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- use a suitable structure and style of writing.

Quality of written communication will be assessed in all components and in relation to all assessment objectives.

3 marks are available.

<b>3 marks</b>	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>2 marks</b>	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>1 mark</b>	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>0 mark</b>	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.

### Additional Guidance to Examiners

3 marks, to be added to the total of 80, are available for the quality of language, according to the three criteria given above.

#### How to assess quality of written communication

You may notice some of these criteria as you mark the paper. However, at the end of the paper, make a final check through the script, beginning with sections of extended writing.

#### Recommended procedure

1. If no accuracy can be found, 0 marks can be awarded for the quality of written communication.
2. Consider the extended writing first, in order to assess the quality of written communication.
3. Do not limit consideration to spelling alone. Assess grammar, punctuation and form and style. Try to form an overall impression as you read through a script.
4. Base your mark on the standard in the majority of the criteria within a level - a candidate might not maintain the same standard in each category of the criteria.
5. Recognise that the highest mark does not demand perfection and that the more a candidate has written, the more errors should be permitted.
6. High performance should not be awarded if a candidate has written little or nothing in answer to sections where extended writing is required.

## **Paper 2: Christianity**

### **Part A**

#### **A1          Worship**

***Name one building where Christians worship.***

**Target: Knowledge of Christian places of worship**

Christians worship in a variety of buildings. Candidates are most likely to give church or chapel. Credit alternatives such as meeting house, citadel or cathedral. Some candidates may give the name of a particular church e.g. All Saints or St. Michael's on Greenhill. This should also receive credit.

**(1 mark) AO1**

#### **A2          Prayer**

**(a) *Why is the Lord's Prayer called 'The Lord's Prayer'?***

**Target: Knowledge of Jesus' teaching on how to pray**

- It is a prayer Jesus said / taught
- Jesus is also known as the Lord
- Jesus composed this prayer for his disciples at their request
- It is an exemplar of how to pray

Candidates must give two different ideas, or one idea developed, to gain both marks.

**(2 marks) AO1**

**(b) *Why do some Christians think that the Lord's Prayer as a perfect prayer?***

**Target: Knowledge of the forms & functions of prayer**

- Contains all the elements that are needed in prayer e.g. adoration, petition etc.
- Candidates may expand on two of these elements
- Composed by Jesus so must be perfect
- Jesus said prayers should not be long – this is the perfect length for a prayer

Candidates must give two different ideas, or one idea developed, to gain both marks.

**(2 marks) AO1**

**A3            Respect for the Created World**

***Give three things that Christians believe about the created world.***

**Target: To show knowledge of why Christians feel responsible for the planet**

Any three from:

- They believe God made the world and everything in it
- God thought that what he had made was good
- God gave humans stewardship of the world
- Stewardship means they are accountable for what happens to the world
- They do not own it, they are simply the caretakers
- All natural things of equal value /accorded equal respect because made by God

Credit any current interpretation of Christian beliefs about the created world.

**(3 marks) AO1**

**A4            The Bible**

**(a)    *Give two reasons why many Christians read the Bible every day.***

**Target: Knowledge of how Christians the use of the Bible**

One mark per valid point.

Any two of the following

- It is the word of God
- It can guide them in their everyday life,
- It is God's guidance on how to live your life.
- There are verses for all occasions, and some topics were updated by Jesus.
- It can nourish them spiritually and allow them to grow in their faith.
- Christians may choose to follow this set pattern of readings as part of their daily worship and prayer.
- To study the Bible, can help them understand the background, the context and what it means.

Examiners may credit either aspect of the question: reading the Bible or every day

**(2 marks) AO1**

- (b) ***Explain what fundamentalist Christians believe about the authority of the Bible.***

**Target: Knowledge of different interpretations of the Bible**

Fundamentalists believe it is the direct word of God and does not contain errors. Some fundamentalists, known as 'literalists', believe in the exact literal interpretation of the Bible; it is not open to interpretation in light of current conditions; they believe it is God speaking directly to those who believe in him. Candidates may interpret 'fundamental' as meaning agreement with basic principles.

Candidates must give two different ideas, or one idea developed, to gain both marks.

'God's word' = simple answer, one mark.

'The direct word of God' = development, two marks

**(2 marks) AO1**

- (c) ***Explain what liberal Christians believe about the authority of the Bible.***

**Target: Knowledge of different interpretations of the Bible**

Liberal Christians would read the Bible from the perspective that it is a source of general principles that need to be interpreted and applied in the current situation. The underlying principle is that one's actions should always follow Jesus' law of love.

They believe that humans have a role in the transmission of the books of the Bible, and it is this which makes the Bible open to interpretation.

Candidates must give two different ideas, or one idea developed, to gain both marks.

**(2 marks) AO1**

**Part B**

**B5 Marriage & Divorce**

- (a) ***Give two reasons why a couple might not be allowed to get married in a church.***

**Target: Religious knowledge of reasons why marriage cannot happen in a Church**

One mark per valid reason:

- one or both divorced
- one is still married
- brother and sister
- very close relatives
- gay couples
- not Christian
- don't attend that church
- under the age of 16
- in some denominations baptism is needed

**(2 marks) AO1**



- (b) **Explain how the Christian wedding vows would help a couple in their married life.**

**Target: Understanding of how the Christian marriage vows would help a couple in their married life**

**Levels of Response**

<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	A minimal application of knowledge and understanding.	1 mark
<b>Level 2</b>	Some application of knowledge and understanding.	2 marks
<b>Level 3</b>	A clear application of knowledge and understanding with some development.	3 marks
<b>Level 4</b>	A clear application of knowledge and understanding with good development.	4 marks

Candidates may include some of the following:

- When having tough times in their marriage the couple may take time to remember the promises they made to each other and in front of God.
- They may turn to prayer as a way of resolving their differences.
- They will reflect on “for better, for worse” and remember that no-one promised an easy life.
- Marriage is something has to be worked at.

Some candidates may simply consider the different vows and how they would ensure their behaviour matched the promises they have made.

**(4 marks) AO2**

- (c) **Give two things that Christians believe about divorce.**

**Target: Knowledge of Christian beliefs about divorce**

One mark per valid answer. Candidates may include some of the following:

- Matthew’s exception – Jesus said that divorce was wrong / unless adultery had been committed by the wife.
- In Mark – Jesus says divorce is always wrong, no matter what the circumstances / as human beings cannot divide what God has joined together.

Allows also statements such as ‘it is wrong; it affects the children.’

**(2 marks) AO1**

(d) ***‘Christians should not spend large amounts of money on weddings.’***

***Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.***

**Target: Evaluation of the real meaning of marriage**

**Levels of Response**

<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one elaborated reason or two or more simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well-developed reason or two elaborated reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 marks
<b>Level 4</b>	Evidence of reasoned consideration of two different points of view, with reference to religion.	4 marks
<b>Level 5</b>	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

**Agree**

Candidates may include some of the following:

- What really matters are the vows taken by the couple, not the amount of money they have spent on doing it.
- They will have to spend the rest of their life together and Christians would want God to bless their relationship regardless of what they were wearing/number watching/food eaten.
- Maybe the cost puts some people off marriage, choosing to live together instead.
- Some churches are stressing that weddings don't have to involve great expense which many feel comes with the territory.
- The important element is the commitment made before God, the rest is superfluous.
- Christian teaching about not making a show of one's wealth is applicable in this context.
- Candidates may comment on the incongruity of spending large amounts on a wedding when many in the world have less than a dollar a day to live on.

**Other Views**

Candidates may include some of the following:

- A wedding is a special day which will hopefully not be repeated. They will want it to be memorable in ways that have meaning for the couple and their families
- They will want to look their best and to impress their friends and relations with the quality of their hospitality. It could be seen as part of the experience, and if they have saved for this purpose they should be able to spend it as they wish.
- Everyone deserves special treatment on their wedding day.
- Some couples conscious of the expense ask guests to make donations to a charity of their choice in lieu of wedding presents.

**(5 marks) AO3**

**B6 The Apostles' Creed****(a) Give four other statements about Jesus from the Apostles' Creed.****Target: Knowledge of the contents of the Apostles' Creed**

One mark per statement – ensure the candidate is not saying the same thing twice by rewording the statement.

- Son of God
- Our Lord
- Conceived by the Holy Spirit
- Born of the Virgin Mary
- Suffered under Pontius Pilate
- Crucified
- Died
- Buried
- Descended to the dead/Hell
- On the third day he rose again
- Ascended into Heaven
- Seated at the right hand of the Father
- He will come again to judge the living and the dead.

**(4 marks) AO1****(b) Explain the meaning for Christians of the following terms:**

- (i) the Holy Catholic Church**  
**(ii) the Communion of Saints.**

**Target: Understanding of two key elements in the Apostles' Creed****Levels of Response**

<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	A minimal explanation, worthy of credit.	1 mark
<b>Level 2</b>	Some clear understanding on one of the statements.	2 marks

**(i) The Holy Catholic Church**

The Church is dedicated to serving God, and this makes it holy. Catholic here means universal. In total the concept that Christians belong to one church founded by Christ himself. Do not accept 'the Roman Catholic Church'.

**(ii) The Communion of Saints**

"Communion" means fellowship together. Saints are holy people. Christians whether they are on earth or in heaven are all members of God's family. Christians can all be holy as they are dedicated to serving God.

**(2 x 2 = 4 marks) AO2**

**(c) ‘To be a true Christian you must believe everything in the Apostles’ Creed.’**

**Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.**

**Target: Evaluation of the importance of the Apostles’ Creed**

**Levels of Response**

<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one elaborated reason or two or more simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well-developed reason or two elaborated reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 marks
<b>Level 4</b>	Evidence of reasoned consideration of two different points of view, with reference to religion.	4 marks
<b>Level 5</b>	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

**Agree**

Candidates may include some of the following:

- It was devised by the Early Church to overcome heresy
- It summarises all that most Christians believe
- It makes a clear statement for those interested in joining
- It is a good foundation on which to build faith
- How can you make a commitment to Christianity if you only accept parts of it?

**Other Views**

Candidates may include some of the following:

- Some of the content is difficult to accept in this scientific age, e.g. virgin birth
- Many Christians accept difficult parts as spiritual truth, rather than literal truth.
- Some Church leaders have recognised this problem and have claimed that the belief is the same no matter how it is expressed
- Actions rather than words are important if you are to be a good Christian
- In private worship God will understand your difficulties with specific words & concepts
- It may be a good start, but concepts in the Beatitudes, for example, are just as important

**(5 marks) AO3**

**Part C****C7 Holy Communion and Rites of Passage****(a) Describe a service of Holy Communion.****Target: Knowledge of what is said and done during a Communion service.****Levels of Response**

<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	A minimal application of knowledge and understanding.	1-2 mark
<b>Level 2</b>	Some application of knowledge and understanding.	3-4 marks
<b>Level 3</b>	A clear application of knowledge and understanding with some development.	5-6 marks
<b>Level 4</b>	A clear application of knowledge and understanding with good development.	7-8 marks

Candidates may include some of the following:

- Service happens every Sunday, Holy Day and at notified times in the week
- Service may be sung (with hymns) or said (typically early morning services). Both types will include prayers
- A choir may lead the singing of the hymns
- There will be reading from the Bible, including the Gospel passage for that day
- Often there is a sermon
- Children may attend Sunday School during a large part of the service and join the congregation for the distribution of communion.
- Is a celebration of Jesus' redemptive sacrifice
- Is a commemoration of the Last Supper
- Bread (wafers) and wine (may be non-alcoholic) are blessed and shared by those present
- A collection will be taken and blessed by the priest
- The prayer of consecration or words from it
- Holy water, incense, bells may be used at various points in the service

Allow the differences in this service between various denominations.

No mention of bread and wine – no more than Level 1 can be awarded.

**(8 marks) AO1****(b) Explain Christian beliefs which are shown in a funeral service.****Target: Understanding of the ritual & how it expresses Christian belief in life after death.****Levels of Response**

<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	A minimal application of knowledge and understanding.	1-2 marks
<b>Level 2</b>	Some application of knowledge and understanding.	3-4 marks
<b>Level 3</b>	A clear application of knowledge and understanding with some development.	5-6 marks
<b>Level 4</b>	A clear application of knowledge and understanding with good development.	7 marks

Candidates may include some of the following:

- Begins with words of comfort as the priest leads the coffin into church; ‘I am the resurrection’ etc.
- Celebration of the person’s life as they move to the next stage
- The eulogy may contain ‘happy’ anecdotes, to remind those present of happier times
- Psalm 23 may be said or sung along with other appropriate hymns
- Prayers & readings will stress how those who believe in Jesus have the promise of eternal life
- The coffin may be blessed or sprinkled with Holy Water
- A Requiem Mass may be held for the soul of the departed & the comfort of the mourners
- The priest will also make reference to how much the person will be missed & that grief is a normal response which takes many forms
- The committal stresses that all comes from God & returns to Him
- The service, particularly the committal, provides a formal way of saying goodbye & providing some degree of closure

**(7 marks) AO2**

**(c) ‘Confirmation is the most important ceremony in the life of a Christian.’**

***Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.***

**Target: Evaluation of the significance of confirmation when compared with other rites of passage.**

**Levels of Response**

<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one elaborated reason or two or more simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well-developed reason or two elaborated reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 marks
<b>Level 4</b>	Evidence of reasoned consideration of two different points of view, with reference to religion.	4 marks
<b>Level 5</b>	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

**Agree**

Candidate may include some of the following:

- It is about a personal relationship with God
- It stresses the commitment of the individual to their faith
- It is a public statement of faith
- It marks a point of transition in the candidate’s life
- You have made your own decision to take part, this may not be true with some other rites e.g. funeral arrangements made on your behalf

**Other views**

Candidate may include some of the following:

- Other rites of passage could be equally or more important
- Marriage and funerals are also transition points
- The decision is the key point, the ceremony is simply a public statement of that decision
- A person's pattern of living is more important
- Ceremony could be undertaken for the wrong reasons e.g. to meet family expectations, without fully appreciating the commitment being made.
- At a time when religious belief is seen to be less central to many peoples' lives other events are seen to mark the transition to adulthood in the secular world. E.g. passing the driving test, first date, school prom
- Some denominations don't have confirmation, so how could it be the most important?

**(5 marks) AO3**

**C8 Christian Living**

- (a) ***In what ways does the Sermon on the Mount show Christians how to live?***

**Target: Knowledge of key Christian teachings**

**Levels of Response**

<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	A minimal application of knowledge and understanding.	1-2 marks
<b>Level 2</b>	Some application of knowledge and understanding.	3-4 marks
<b>Level 3</b>	A clear application of knowledge and understanding with some development.	5-6 marks
<b>Level 4</b>	A clear application of knowledge and understanding with good development.	7 marks

Candidates may include some of the following:

- These chapters of Matthew begin with the Beatitudes – and these are frequently referred to as the characteristics of a Christian, e.g. humility, righteousness and peacemaking.
- It is explicit about the behaviour Jesus expects from his followers and is therefore pleasing to God.
- Jesus goes on to expand upon these ideas in parables such as those about salt and light.
- Jesus also gives clear instructions about how God expects his followers to pray, and provides an example of the perfect prayer – The Lord's Prayer.
- Jesus goes on to teach about a range of issues, including marriage and divorce, hypocrisy and readiness for the arrival of the Messiah. Much of this is done through the medium of parables.
- Jesus provides through this collection of teachings an exemplar of how his followers should live.

**(7 marks) AO2**

**(b) Explain Christian attitudes to**

***EITHER racial prejudice and discrimination***

***OR the role and status of women.***

**Target: Knowledge and understanding of Christian attitudes to the issues of racism or sexism**

**Levels of Response**

<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	A minimal application of knowledge and understanding.	1-2 marks
<b>Level 2</b>	Some application of knowledge and understanding.	3-4 marks
<b>Level 3</b>	A clear application of knowledge and understanding with some development.	5-6 marks
<b>Level 4</b>	A clear application of knowledge and understanding with good development.	7-8 marks

**Prejudice & Discrimination**

Candidates may include some of the following:

- Jesus taught that prejudice was wrong and all were equal in the eyes of God, e.g. Parable of Good Samaritan and love your neighbour.
- This is reinforced by Paul's teaching in Galatians.
- Vatican 2 cites Jesus' example of no prejudice and that discrimination is incompatible with God's design.
- These teachings should provide an attitude that protects minority rights especially as Jesus provides the example of this.
- However, a dilemma exists where one denomination may hold beliefs in conflict with Christianity. Historically, many Christians persecuted Jews because they were seen as being responsible for Jesus' death.
- Those who supported Apartheid in South Africa used the Bible to support their views.
- Many others have tried to educate Christians as a way of overcoming prejudice through ways of dealing with prejudice in action (discrimination).

**Role of Women**

Candidates may include some of the following:

- The traditional view was that women were homemakers and their responsibilities ended there.
- As a result in the parish they were responsible for cleaning the church & doing the flowers.
- As women achieved emancipation in other areas of life during the 20th century they started to challenge this view.
- Women have gradually been allowed to do more, e.g. lay readers; ultimately some have become priests in the Anglican tradition.
- However many Christians are against this, e.g. Roman Catholics; this is unlikely to change.
- When women were first allowed to be priests some Anglican priests joined the Roman Catholics in protest.
- Some traditional groups still uphold Paul's teaching that women should be silent in church and be subservient to their husbands.

**(8 marks) AO2**



**(c) 'In the Bible, Christians can find the answer to any problem.'**

**Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.**

**Target: Evaluation of use of the Bible in everyday life**

**Levels of Response**

<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one elaborated reason or two or more simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well-developed reason or two elaborated reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 marks
<b>Level 4</b>	Evidence of reasoned consideration of two different points of view, with reference to religion.	4 marks
<b>Level 5</b>	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

**Agree**

Candidates may include some of the following:

- There are rules in the Old Testament, and many of these were updated by Jesus.
- If the actual situation is not named in the Bible e.g. abortion, there are principles to follow, e.g. do not murder.
- Jesus' teaching is quite clear on issues such as marriage & revenge in the New Testament, and is just as applicable today as it was 2000 years ago.
- This teaching is furthered by the Apostles in their letters to the early church. The Bible contains all the basic principles and human nature doesn't change, so Christians need to adapt to suit the times.

**Other Views**

Candidates may include some of the following:

- The world is a very different place nowadays, and Jesus' teaching can be seen as out of date or confusing e.g. Divorce & Matthew's exception.
- Some of the current laws in the UK make Jesus' words out of date, this also applies to developments in medical research & practice.
- Jesus gives no specific teaching on issues such as voluntary euthanasia, abortion, IVF, contraception, capital punishment & nuclear warfare. People can twist principles to fit their beliefs and as such could be changing Jesus' real teaching.

**(5 marks) AO3**