
GCSE RELIGIOUS STUDIES A 8062/13

Paper 1: Christianity

Mark scheme

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Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject examiners. This mark scheme includes any amendments made at the standardisation events which all examiners 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 examiner understands and applies it in the same correct way. As preparation for standardisation each examiner 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, examiners 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.

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Mark Schemes for GCSE Religious Studies

This paper requires expert markers who have wide knowledge and understanding of the particular subject content of the Specification. With the exception of the multiple-choice question, many of the questions asked have many different creditable answers and students are able to bring to their answers their own knowledge, understanding and background. They will offer details, arguments and evidence which the examiner, with the help of the mark scheme, will need to judge as creditable or not. It is therefore important that the examiner has a good understanding of the principles and spirit of the mark scheme in order to be fair and consistent when marking students' answers. The Content included is designed to be as helpful as possible but in many cases is not exhaustive. So Content sections are introduced by the sentence:

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

this is to remind examiners that there may well be additional correct answers which, with their expertise, they will be able to allow. With all questions if an examiner has any doubt about answers being credit worthy they should consult their team leader.

Structure

The mark scheme for each question shows:

- The question; Each question is printed in full before its target and mark scheme. It is always important that examiners remind themselves of the exact question being asked. In particular, they will need to do this in instances where the answer appears to be 'straying' from the question set or perhaps offers a valid alternative not included in the mark scheme
- Target; The target provides the specific assessment objective which the question is testing. It reminds examiners of the skills the question is designed to test, eg knowledge and understanding, evaluation
- The total marks available for the question and if Spelling, Punctuation and Grammar is assessed
- The typical answer(s) or content which are expected
- Generic instructions related to the question target of how to award marks (i.e. levels of response grid).

Themes papers guidance (Specification A & Short Course)

In questions where students may choose religions from which to illustrate their answer, there may be some general Content, ie credible comments which students will make which could be applied to any religion or perhaps to a secular viewpoint as well. Where these are appropriate they are usually given first. The Mark Scheme will also include, under separate headings, Content sections for each of the six religions allowed within the Specifications.

General Guidance

.../.. means that these are acceptable alternative answers in the mark scheme, eg Guru Har Krishan / Guru Tegh Bahadur / Guru Gobind Singh.

Answers may include specialist terms, in Hebrew or Arabic for example. If this is the case, the mark scheme will usually indicate this by providing in brackets the English as well, eg 'Yom Kippur (the Day of Atonement)'. In such questions, answers will be credited whether provided in the original language or in English.

Some mark schemes use bullet points to separate content. Each bullet point refers to a different possible 'belief' or 'teaching' or 'way', depending on the question. Obliques (.../..) used within the bullet point indicate different ways in which the point may be expressed and points which may be made to give the further detail or development needed for the second mark.

Where a student has crossed out a complete answer, it should be marked if it remains legible, unless an alternative is provided in which case only the alternative should be marked. When part of an answer is crossed out, then only what remains should be considered.

In questions where credit can be given to the development of a point, those developments can take the form of:

- Example or evidence
- Reference to different views
- Detailed information.

1 mark multiple choice questions

Such questions have four alternatives and the one correct answer will be given together with the correct letter, eg 'Answer: D Trinity'.

2 mark short answer questions

The principle here is provided in the mark scheme: 'One mark for each of two correct points.' Students may give **more than** the two answers required by the question. In such instances,

- **Award for the first two answers only, wherever they appear.**
- If a student gives more than one answer on the first line and another answer / other answers on the second line, the 'first two answers' will be the **first two** on the first line and **only these two** should be considered for marks. Other answers must be ignored.
- If on the first line the first two answers given are correct, award two marks, regardless of what is written elsewhere in the answer.
- If the first two answers can only be awarded one mark yet there is a third answer that is correct, this correct third answer must be ignored and no mark given for it.
- However, if the student gives some **elaboration after the first answer**, which is clearly developing their first answer, (which they are not required to do), do not consider this elaboration to be their second answer (unless the elaboration happens to contain a second correct answer to the question asked), regardless of whether there are other answers provided. In this case, the second answer also, if correct, may be credited for the second mark

4 and 5 mark answer questions

Examiners should take care to note the target of the question. Clear information is provided for these types of question on how to award marking points. Examiners should carefully read the additional instructions provided for each type of question (eg for influence questions the final sentence in the general guidance box reminds the examiner that the second mark (detailed explanation) awarded in each case must show clear 'influence').

12 mark answer questions

The 12 mark questions test Evaluation skills (AO2). The mark scheme for these answers is based on Levels of Response marking in which the examiner is required to make a judgement on the completed answer taken as a whole.

Level of response marking instructions

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

Level 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.)

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.

Level 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. If examiners have any doubt about what level to award a response, they should consult their team leader.

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before examiners apply the mark scheme to a student's answer they should read through the answer and annotate it (as instructed) to show the qualities that are being looked for. They should then apply the mark scheme. It may be necessary to read the answer more than once to be sure of assigning the correct Level.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Spelling, Punctuation and Grammar (SPaG)

Spelling, punctuation and grammar will be assessed in 12-mark questions.

Spelling, punctuation and grammar (SPaG) will be assessed against the following criteria:

Level	Performance descriptor	Marks awarded
High performance	<ul style="list-style-type: none"> • 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 	3
Intermediate performance	<ul style="list-style-type: none"> • 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 	2
Threshold performance	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate 	1
No marks awarded	<ul style="list-style-type: none"> • 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 	0

Christianity: Beliefs

0 1 . 1 Which one of the following is not a means of salvation?

[1 mark]

- A** Grace
- B** Law
- C** Spirit
- D** Wealth

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

Answer: D: Wealth

0 1 . 2 Give two Christian beliefs about the Trinity.

[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

1 mark for each of two correct points.

If students provide more than two responses only the first two responses should be considered for marking.

Students may include two of the following points, but all other relevant points must be credited:

There is only one God / there are three Persons / all three Persons are God / this is a mystery / the three Persons are: God as Father / Son / Holy Spirit / one in three / three in one / each is fully God / God as Father is the creator / all-powerful / all-knowing / present everywhere / God as Son became incarnate / the Word made flesh / through the Person of Jesus / Jesus was fully God / and fully human / God sent the Spirit to earth / to guide and sustain it / the Spirit is God's presence at work in the world / the Spirit is present at all times / "gifts" of the Spirit, etc.

0 1 . 3 Explain two ways in which belief in judgement by God influences Christians today.

[4 marks]

Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influence on individuals, communities and societies.

First way

Simple explanation of a relevant and accurate influence – 1 mark
Detailed explanation of a relevant and accurate influence – 2 marks

Second way

Simple explanation of a relevant and accurate influence – 1 mark
Detailed explanation of a relevant and accurate influence – 2 marks

To be a 'detailed explanation' the 'influence' of the way must be included.

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

- Jesus died on the cross / for forgiveness of sins
- Christians believe that at some point they will die, or the world will end, and they will be judged by God / and will be rewarded or punished / this influences some to follow Christian rules to be rewarded.
- Christians believe that the reward is heaven, to be in God's presence / so they will aim not to sin, to lead a good life so that they are judged fit for heaven.
- Some believe in judgement to a literal hell / so they are influenced by fear to avoid breaking Christian rules.
- The Apostles' Creed teaches that God is the judge of both the living and the dead / so they may be influenced to hope that their friends and family who have already died will be sent to heaven.
- Some will be influenced to study the Bible to find out how to avoid judgement to hell / so they might look (for example) at Jesus' Parable of the Sheep and the Goats (Matthew 25:31-46) to find out what kind of behaviour leads to heaven or to hell.
- God judges peoples' actions during their lives / so they would try to please him / lead a moral life / worship God.
- Jesus is the Way / so they will evangelise (spread his teachings), etc.

0 1 . 4 Explain two Christian beliefs about the crucifixion of Jesus.

Refer to sacred writings or another source of Christian belief and teaching in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

First belief

Simple explanation of a relevant and accurate belief – 1 mark
Detailed explanation of a relevant and accurate belief – 2 marks

Second belief

Simple explanation of a relevant and accurate belief – 1 mark
Detailed explanation of a relevant and accurate belief – 2 marks

Relevant and accurate reference to sacred writing or another source of Christian belief and teaching – 1 mark

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

- Jesus was crucified as part of God's plan / to redeem humanity from sin.
- Jesus himself taught his disciples that he would be delivered into human hands / he would be killed and rise after three days. (Mark 9:30-32; also Paul in 1 Corinthians 15:3-4).
- Christians believe that Jesus' crucifixion was a fulfilment of scripture / eg John 19:31-37 records that Jesus' legs were not broken, to fulfil the scripture that 'Not a bone of him shall be broken'.
- Jesus' death teaches forgiveness / Jesus forgave those who crucified him because they did not understand the significance of what they were doing / forgiveness of others can accompany the worst pains.
- The crucifixion shows that Jesus' crucifixion was a very painful death / so Christians are taught that God understands human pain.
- One of the criminals crucified with Jesus mocked him angrily, saying, 'Are you not the Christ? Save yourself and us!' / Christians are taught that Jesus did not use his power to save himself / he endured suffering / he was able to ignore mockery.
- The crucifixion shows that suffering is a part of life / so Christians can deal with whatever suffering they encounter.
- Jesus told one of the two men crucified with him that he would be with God in paradise / so Christians are taught that the pain of crucifixion can lead to the blessings of an afterlife.
- The centurion in charge of Jesus' crucifixion said, 'Surely this man was a/the son of God' (Mark 15:39) / which teaches that even the most righteous Christians can suffer unjustly.
- Christians are taught that by accepting Jesus' sacrifice on the cross / sin cannot destroy their lives / suffering is part of life.
- Christians believe that Jesus died on the cross through execution (by means of crucifixion) / in order for the forgiveness of sins to be possible, etc

Sources of authority might include:

‘The Son of Man will be delivered into the hands of men, and they will kill him ... and after three days he will rise.’ (Mark 9:31)

‘For I delivered to you first of all that which I also received, how that Christ died for our sins according to the scriptures.’ (1 Corinthians 15:3)

‘And Jesus said, “Father, forgive them; for they know not what they do.”’ (Luke 23:34)

‘He saved others; let him save himself, if he is the Christ of God, the chosen of God.’ (Luke 23:35)

‘One of the criminals railed at him, saying, “Are you not the Christ? Save yourself and us!”’ (Luke 23:39)

‘And Jesus said to him, “Truly, I tell you, today you will be with me in paradise.”’ (Luke 23:43)

‘Surely this man was a/the son of God.’ (Mark 15:39)

‘For our sake he was crucified under Pontius Pilate.’ (Nicæan Creed)

0 1 . 5 'For Christians, what the Bible says about creation is true.'

Evaluate this statement.

In your answer you should:

- refer to Christian teaching
- give reasoned arguments to support this statement
- give reasoned arguments to support a different point of view
- reach a justified conclusion.

[12 marks]
[SPaG 3 marks]

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

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. Maximum of Level 2 if there is no reference to religion.	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

- The Bible is the main source of Christian belief and teaching, so Christians should accept what it says about creation as true / if they do not, then there would be no reason to accept anything the Bible says about any other belief or teaching.
- The story of creation in Genesis 1:1-3 states that in the beginning God created the world formless, empty and dark, and that God then created light / God then made the world fit for life, including humans, who were created in God's image / for many Christians this is a clear and reasonable account of the order and content of creation, so it is true.
- Many Christians believe that God is all-powerful and all-knowing, so only God would be able to create the world. The creation story is therefore true.

- Many Christians believe that the New Testament supports the Genesis creation story / John 1:1-3 refers to 'the Word', stating that (1) the Word existed in the beginning (2) the Word was with God (3) the Word was God / many Christians believe that the Word refers to Jesus / meaning that the Holy Trinity of Father, Son and Spirit was present at creation / Christians should therefore believe that the Trinity was present and active throughout creation.
- Christians believe that the Bible is the inspired word of God / and that God is all-knowing and all-powerful, so cannot be wrong / Christians should therefore accept that what it says about creation is true.
- Proof of the truth of what the Bible says about creation comes from 2 Timothy 3:16, which says that, 'All scripture is inspired by God and profitable for teaching, reproof, correction, and for training in righteousness' / meaning that the Bible can solve all arguments and disputes / it can establish the truth about everything it contains, including the creation of the world, etc.

Arguments in support of other views

- Other Christians understand 'truth' in different ways / and some can be inspired by the Bible's account of creation without believing it to be literally true / for example they might see the creation story as a poetic account of God's creation of the world.
- Some might argue that the creation story is not meant to be a scientific account of how the universe came into being / but is instead a statement of belief in a creator who designed it / it is meant to present spiritual truth rather than scientific facts.
- Where 2 Timothy 3:16 says that all scripture is inspired by God / some would argue that 'inspired' does not mean 'true', but 'inspirational' / for example Christians might be inspired to look after God's creation because Genesis 1:26-29 says that God made humans to be stewards of creation.
- The biblical stories of creation might date to somewhere around 500 BCE – a time when knowledge about the universe and its origins was very limited / so some Christians today might argue that God created the universe through science, ie through the physics of the Big Bang / and that the Genesis creation accounts are stories meant to express God's role as creator.
- Some might argue that the Genesis creation accounts are inaccurate but are using well-known ideas and language to express belief in God as creator / the accounts are like Jesus' parables in the New Testament / which are stories intended to illustrate important moral and religious ideas / so the creation stories contain religious ideas for Christians to think about and act upon / for example by looking after God's world.
- John 1:1-3 is one of the best-known parts of the Bible / some might say that it is 'true' religiously in what it says about God / it is using a different kind of language.
- Some Christians believe that Genesis 1:1-3 cannot be literally true because it is a copy of parts of the Babylonian creation story / which is much older than Genesis / and includes similar accounts of creation, etc.

Christianity: Practices

0 2 . 1 Which one of the following describes ill-treatment because of a person's religious beliefs?

[1 mark]

- A** Celebration
- B** Evangelism
- C** Mission
- D** Persecution

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

Answer: D: Persecution

0 2 . 2 Give two reasons why Church growth is important for Christians today.

[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

1 mark for each of two correct points.

If students provide more than two responses only the first two responses should be considered for marking.

Students may include two of the following points, but all other relevant points must be credited:

Church growth means that more people are saved / obeys Jesus' command to preach to all nations / response to the Great Commission / develops Christian mission / teaches others about Christianity and Christ / Jesus' message gets to more people / baptise more believers / give people access to public worship / to increase financial resources / the more Christians there are, the more they are able to resist persecution / to change corrupt societies / to respond to people's needs / to increase church attendance / bigger churches allow for organisations such as 'Christ for all Nations' / to influence change, eg in morality, attitude to the environment, reconciliation, political influence, evangelism, etc.

0 2 . 3 Explain two contrasting ways in which Christians work for reconciliation. [4 marks]

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs.

First contrasting way

Simple explanation of a relevant and accurate contrast – 1 mark
Detailed explanation of a relevant and accurate contrast – 2 marks

Second contrasting way

Simple explanation of a relevant and accurate contrast – 1 mark
Detailed explanation of a relevant and accurate contrast – 2 marks

Contrast may mean opposing or mean different ways.

If similar ways are given, only **one** of them may be credited up to 2 marks max.

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

- Reconciliation can take place in many different contexts / for example in restoring food supplies and other essentials after a war / eg Oscar Romero's emphasis on establishing liberation, justice and equality / and trying to remove the distinctions between rich and poor.
- Some might refer to the work of worldwide charities such as Tearfund / which helps those who are being persecuted.
- Reconciliation refers to restoring right relationships where co-operation, peace and harmony are at risk or have broken down / one example of this is the Ecumenical Movement, founded 1910 / whose work includes bringing different Christian denominations closer together.
- Another approach is taken by Interfaith Wales / which works to reconcile members of different faiths / in the wake of the 9/11 attacks in 2001.
- In the wake of the bombing of Coventry Cathedral during World War II / the rebuilt cathedral itself became a world centre for reconciliation between enemies / the cross of nails (made from nails in the rubble of the roof) is used as a major symbol of peace and reconciliation across the world / copies of the cross were given to Kiel, Dresden and Berlin (cities reduced to rubble by Allied bombing) / as symbols of peace and reconciliation.
- The Council of Christians and Jews (founded 1942) works to remove misunderstanding between Christians and Jews / and to promote reconciliation between the faiths / on the grounds that they are 'children of one God'.
- Archbishop Desmond Tutu for decades attempted to reconcile the black and white communities in South Africa / following decades of racial tension and discrimination through apartheid / when Nelson Mandela became South Africa's first black president, Mandela appointed Tutu as chairperson of the Truth and Reconciliation Commission.
- The Irish Churches Peace Project aimed to bring about reconciliation between Catholics and Protestants / emphasising that forgiveness is at the heart of the Lord's Prayer / The Corrymeela Community aims to bring about reconciliation / by healing religious and political divisions in the community.
- Personal acts of reconciliation eg some Christians may use confession, etc.

0 2 . 4 Explain two religious reasons why Christians celebrate Easter.

Refer to sacred writings or another source of Christian belief and teaching in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

First reason

Simple explanation of a relevant and accurate reason – 1 mark

Detailed explanation of a relevant and accurate reason – 2 marks

Second reason

Simple explanation of a relevant and accurate reason – 1 mark

Detailed explanation of a relevant and accurate reason – 2 marks

Relevant and accurate reference to sacred writing or another source of Christian belief and teaching – 1 mark

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

- Christians celebrate festivals because they help Christians to remember / the important events underlying their faith / and to keep them fresh in their minds / collective declaration of faith.
- Easter is the most important Christian festival because it celebrates the resurrection of Jesus from the dead / Jesus had conquered death.
- Paul mocked the power of death, saying that it no longer has the power to terrify Christians / because whereas that which is buried in the grave is perishable / what is resurrected will be immortal.
- Christian teaching is that death entered the world through the sin of Adam / Jesus' sacrifice on the cross atones for that sin / so humanity can overcome death through that atonement.
- Some will refer to the narrative of Jesus' crucifixion, and its emphasis that Jesus had really died and had therefore really risen from the dead.
- Some will refer further to the narrative of Jesus' entombment / the guard set on the tomb / and the resurrection on the third day / as evidence for the factual nature of the narrative and the reality of the resurrection / and the basis for celebration of that narrative.
- The resurrection of Jesus is seen by Christians as the fulfilment of scripture / and the whole focus of the New Testament narrative / Jesus as the Son was sent by God / to teach, preach and heal / and to show how believers should behave / in order to inherit eternal life / hence Easter celebrates the entirety of the Christian message.
- Some might refer to the resurrection narratives (eg Luke 24) and the Ascension as the 'proof' of Jesus having risen from the dead / and the fact that all of these sayings and ideas are at the heart of the celebration of Easter.
- Reference might be made to the 'why?' of the different celebrations of the Church within Easter, eg the eating of eggs to symbolise new life through Christ, etc.

Sources of authority might include:

‘So it is with the resurrection of the dead. What is shown is perishable, what is raised is imperishable. It is sown in dishonour, it is raised in glory. It is sown in weakness, it is raised in power. It is sown a physical body, it is raised a spiritual body.’ (1 Corinthians 15:42-44)

‘O Death, where is your sting? O grave, where is your victory? But thanks be to God, who gives us the victory through our Lord Jesus Christ.’ (1 Corinthians 15:55,57)

‘Sin came into the world through one man and death through sin, and so death spread to all men because all men sinned.’ (Romans 5:12)

‘For as in Adam all die, even so in Christ shall all be made alive.’ (1 Corinthians 15:22)

‘“Father, into thy hands I commit my spirit.” And having said this he breathed his last.’ (Luke 23:46)

‘Jesus said to her [Martha], “I am the resurrection and the life; he who believes in me, though he die, yet shall he live, and whoever lives and believes in me shall never die. Do you believe this?” She said to him, “Yes, Lord; I believe that you are the Christ, the Son of God, he who is coming into the world.” ‘ (John 11:25)

‘On the third day he rose again from the dead.’ (Apostles’ Creed)

0 2 . 5 'Only adults should be baptised into the Christian religion.'

Evaluate this statement.

In your answer you should:

- refer to Christian teaching
- give reasoned arguments to support this statement
- give reasoned arguments to support a different point of view
- reach a justified conclusion.

[12 marks]

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

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. Maximum of Level 2 if there is no reference to religion.	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

- Most adults are able to make reasoned choices, whereas most children are not / so cannot make reasoned choices about baptism.
- The question supports believers' baptism and rejects infant baptism / given the importance of baptism as a Christian ceremony, adults should choose for themselves rather than let their parents or somebody else choose for them.
- Some might argue that what saves a Christian is not being baptised but living as Jesus commanded / that can be achieved only by understanding what Jesus taught / which cannot be done as an infant.
- The baptism of believers is more powerful than that of infants / because the ceremony underlines the importance of what the adult individual is choosing / which is to be fully acknowledged as a child of God / and to receive God's saving grace.

- Believers' baptism usually involves total immersion in water to symbolise the washing away of sins / which is hardly a suitable ritual for an infant / so it is best to avoid infant baptism and let children wait until they can decide for themselves.
- A ceremony with the importance of baptism will be more meaningful to the individual Christian if it is understood / only the mature individual can decide when it is understood fully.
- Without sincerity of belief in baptism, the ceremony has little meaning / sincerity can be judged by the individual's testimony during the service of baptism.
- Jesus himself was baptised as an adult / which is a clear indication that baptism should be chosen by adults, etc.

Arguments in support of other views

- The fact that Jesus chose baptism as an adult does not mean that everybody should be baptised only when they are adults / Jesus did not specify when you should be baptised / infant baptism is not referred to specifically in the New Testament / but some biblical references imply that it happened (eg Acts 2:38-39).
- For many Christians, baptism is a sacrament: an outward sign of an inward grace / so there is no reason why God's grace should not be given to those who are too young or who are otherwise unable to choose baptism for themselves.
- Symbolic actions are important in Christianity / eg the bread and wine symbolising Jesus' body and blood / and baptism symbolises clearly that a child is part of the Christian Church, the body of Christ.
- God's grace can be given by baptism at any age / so some argue that this should be at as young an age as possible / at baptism, the infant receives God's grace as a member of the Church / and the infant is then believed to be freed from sin / and is introduced to the support of the Christian community.
- This means that an infant's inability to choose baptism is not important / since baptism can be chosen for the infant by its parents or guardians.
- Some believe that by being baptised as an infant, a child is cleansed of the 'original sin' of Adam and Eve / and can go to heaven after death / so again, this can be seen as a reasonable choice made by parents and guardians for an infant.
- Some Christians do not accept baptism / some denominations do not have baptism / so in their view no one should be baptised into the Christian religion, etc.