



Oxford Cambridge and RSA

**GCSE**

**Religious Studies**

**J625/01: Christianity Beliefs and teachings & Practices**

General Certificate of Secondary Education

**Mark Scheme for June 2025**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training: OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

### MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the RM Assessor messaging system.
5. **Crossed-Out Responses**  
Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

#### **Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM Assessor, which will select the highest mark from those awarded. (*The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.*)

**Multiple-Choice Question Responses**

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

**Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

**Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)**

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

**Short Answer Questions (requiring a more developed response, worth two or more marks)**

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space).

**Longer Answer Questions (requiring a developed response)**

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

7. There is a NR (**No Response**) option. Award NR (No Response):

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*

10. For answers marked by levels of response: Not applicable in F501

**To determine the level** – start at the highest level and work down until you reach the level that matches the answer

**To determine the mark within the level**, consider the following

| Descriptor  | Award mark  |
|---|---|
| On the borderline of this level and the one below     | At bottom of level  |
| Just enough achievement on balance for this level     | Above bottom and either below middle or at middle of level (depending on number of marks available)       |
| Meets the criteria but with some slight inconsistency | Above middle and either below top of level or at middle of level (depending on number of marks available) |
| Consistently meets the criteria for this level        | At top of level   |

## 11. Annotations

| Annotation  | Meaning  |
|---|--|
|    | Blank Page – this annotation <b>must</b> 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. |
|    | Noted  |
|    | Benefit of Doubt   |
|    | Tick   |
|    | Cross  |
|    | Level 1  |
|    | Level 2  |
|    | Level 3  |
|  | Level 4  |

## 11. 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:
  - i. 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.
  - ii. 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.
  - iii. 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 (e.g. grammar only) | Mark if candidate eligible for two thirds (e.g. 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.

## 12. 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**

|  |
|--|
| <b><i>High performance 3 marks</i></b>   |
| <p>Learners spell and punctuate with consistent accuracy<br/> Learners use rules of grammar with effective control of meaning overall<br/> Learners use a wide range of specialist terms as appropriate</p>  |
| <b><i>Intermediate performance 2 marks</i></b>   |
| <p>Learners spell and punctuate with considerable accuracy<br/> Learners use rules of grammar with general control of meaning overall<br/> Learners use a good range of specialist terms as appropriate</p>  |
| <b><i>Threshold performance 1 mark</i></b>   |
| <p>Learners spell and punctuate with reasonable accuracy<br/> Learners use rules of grammar with some control of meaning and any errors do not significantly hinder overall<br/> Learners use a limited range of specialist terms as appropriate</p>                 |
| <b><i>0 marks</i></b>  |
| <p>The learner writes nothing<br/> The learner's response does not relate to the question<br/> The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</p> |

## 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 |  |
|-----------------------|--|
| <b>AO1</b>            | Demonstrate knowledge and understanding of religion and belief including <ul style="list-style-type: none"> <li>• beliefs, practices and sources of authority</li> <li>• influence on individuals, communities and societies</li> <li>• similarities and differences within and/or between religions and their beliefs.</li> </ul> |
| <b>AO2</b>            | Analyse and evaluate aspects of religion, including their significance and influence.  |

| Question | Indicative content  | Marks  | Guidance  |
|----------|---|--|---|
| 1        | <p data-bbox="264 236 309 268">(a) <b>State three practices which take place at a Christian funeral.</b></p> <p data-bbox="342 308 683 339">Responses might include:</p> <ul data-bbox="342 387 1503 842" style="list-style-type: none"> <li>• Eulogy/speech</li> <li>• Recitation / reading of key bible texts e.g. John 11.25</li> <li>• Singing of hymns</li> <li>• Prayers for the departed</li> <li>• Requiem mass/ mass / Church Service</li> <li>• Preaching the Gospel / Sermon about how the deceased as a brother in Christ will be welcomed into heaven</li> <li>• Committal/blessing of the deceased</li> <li>• Burial / cremation</li> <li>• Led by priest/minister</li> <li>• Wearing black</li> <li>• Throwing handful of earth onto the coffin</li> </ul> | <p data-bbox="1597 236 1641 268"><b>3</b></p> <p data-bbox="1585 276 1653 308">AO1</p> | <p data-bbox="1686 236 2033 268">1 mark for each response.</p> <p data-bbox="1686 308 2045 379">No credit for 'wake' or 'after party'</p> |
| 1        | <p data-bbox="264 906 309 938">(b) <b>Give the meaning of the term moral evil.</b></p> <p data-bbox="342 978 683 1010">Responses might include:</p> <ul data-bbox="342 1058 1339 1321" style="list-style-type: none"> <li>• Evil caused by human actions</li> <li>• Suffering which is the result of human choices/free will</li> <li>• Acts of humans which are morally wrong</li> <li>• Acts of humans which break the commandments leading to suffering</li> <li>• Acts of humans which are very sinful</li> <li>• Evil which is not caused by natural events such as earthquakes or floods</li> <li>• Correct exemplification</li> </ul>  | <p data-bbox="1597 906 1641 938"><b>3</b></p> <p data-bbox="1585 946 1653 978">AO1</p> | <p data-bbox="1686 906 2022 1050">Marks should be awarded for any combination of statements, development and exemplification.</p>         |

| Question | Indicative content  | Marks    | Guidance                  |
|----------|---|----------|---------------------------|
| 1        | <p data-bbox="264 236 869 268">(c) Name <u>three</u> ecumenical communities.</p> <p data-bbox="342 304 680 336">Responses might include:</p> <ul data-bbox="394 379 875 571" style="list-style-type: none"><li data-bbox="394 379 488 411">• Taize</li><li data-bbox="394 419 568 451">• Corrymeela</li><li data-bbox="394 459 479 491">• Iona</li><li data-bbox="394 499 824 531">• The World Council of Churches</li><li data-bbox="394 539 875 571">• The Churches Together Movement</li></ul> | 3<br>AO1 | 1 mark for each response. |

| Level<br>(Mark) | <u><b>AO1</b></u>   |
|-----------------|---|
| 3<br>(5-6)      | <p>A <b>good</b> demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> <li>• Good understanding of the question shown by appropriate selection of religious knowledge</li> <li>• Selection of appropriate sources of wisdom and authority with detail and/or developed description</li> <li>• Good knowledge and understanding of different viewpoints within Christianity</li> <li>• Good knowledge and understanding of the influence on individuals, communities and societies</li> <li>• Good knowledge and understanding of the breadth and/or depth of the issues</li> </ul>               |
| 2<br>(3-4)      | <p>A <b>satisfactory</b> demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> <li>• Satisfactory understanding of the question shown by some use of religious knowledge</li> <li>• Selection of appropriate sources of wisdom and authority with superficial description</li> <li>• Satisfactory knowledge and understanding of different viewpoints within Christianity</li> <li>• Satisfactory knowledge and understanding of the influence on individuals, communities and societies</li> <li>• Satisfactory knowledge and understanding of the breadth and/or depth of issues</li> </ul> |
| 1<br>(1-2)      | <p><b>Limited/weak</b> demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> <li>• Limited understanding of the question shown by factual errors or generalised responses with little connection to the question</li> <li>• Points may be listed and/or lacking in relevant detail related to the issues</li> <li>• Weak knowledge and understanding of different viewpoints within Christianity</li> <li>• Weak knowledge and understanding of the influence on individuals, communities and societies</li> </ul>  |
| 0<br>(0)        | No response or no response worthy of credit.  |

| Question | Indicative content  | Marks    | Guidance  |
|----------|---|----------|---|
| 1        | <p data-bbox="250 228 297 261">(d) <b>Describe different Christian attitudes towards pilgrimage.</b></p> <p data-bbox="322 304 929 338">Learners might consider some of the following:</p> <p data-bbox="322 379 1559 477">Responses might demonstrate a general knowledge and understanding of what a pilgrimage is and this will probably be exemplified with reference to a journey to specific places of pilgrimage, e.g. Lourdes or Jerusalem.</p> <p data-bbox="322 518 1514 616">Responses might also demonstrate a general knowledge and understanding of the view that pilgrimage is a way of seeking closeness to God and physical as well as spiritual healing, or that life itself is a pilgrimage.</p> <p data-bbox="322 657 1559 914">Responses might describe the attitudes of different Christian groups to pilgrimage, for example, Roman Catholics, who find that visiting sites linked to Jesus or the saints, e.g. St. Bernadette at Lourdes or the Virgin Mary at Walsingham, can bring these events to life and help to support and deepen their faith. Pilgrimage is an opportunity to take time out of daily life and concentrate on spiritual truths linked to these places or people. The visit may even be counted as an action that can help a person to demonstrate their faith, to carry out penance or achieve the purification, salvation or healing they seek. For some, the journey itself is a way to show dedication to God and to grow through any trials they may face along the way.</p> <p data-bbox="322 956 1547 1053">Responses might describe the view of some Protestants that visiting pilgrimage sites is wrong, possibly because they disagree with the veneration of saints and the suggestion that this could bring a pilgrim spiritual support.</p> <p data-bbox="322 1094 1559 1224">Responses might refer to the attitude of other Christians who consider such visits as unnecessary, because what matters is spiritual truth, not physical places which could be seen as little more than religious tourist sites. God is always with them so there is no need to travel to a specific place to be aware of his presence.</p> <p data-bbox="322 1230 1547 1327">Further, some consider pilgrimage to be unnecessary because it is an attempt to work towards salvation; Jesus has achieved that already and only faith is required, so works such as pilgrimage have no value.</p> | 6<br>AO1 | <p data-bbox="1724 228 2033 341">Examiners should mark according to AO1 descriptors.</p> <p data-bbox="1724 379 2049 525"><b>Please refer to the Level of Response grid above when marking this question.</b></p> |

| Level (Mark) | <b>AO1</b>   | Level (Mark) | <b>AO2</b>  |
|--------------|--|--------------|---|
| 3<br>(3)     | <p>A <b>good</b> demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> <li>• Good understanding of the question shown by appropriate selection of religious knowledge</li> <li>• Selection of appropriate sources of wisdom and authority with detail and/or developed explanation</li> <li>• Good knowledge and understanding of different viewpoints within Christianity</li> <li>• Good knowledge and understanding of the influence on individuals, communities and societies</li> </ul>                              | 4<br>(10–12) | <p>A <b>good</b> attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• A variety of viewpoints explored with good use of reasoned argument and discussion</li> <li>• Good analysis and evaluation of the significance and/or influence of the issue on different Christian groups</li> <li>• Evidence of critical evaluation including comment on, and comparison of, arguments from different Christian groups</li> <li>• Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion</li> </ul> |
| 2<br>(2)     | <p>A <b>satisfactory</b> demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> <li>• Satisfactory understanding of the question shown by some use of religious knowledge</li> <li>• Selection of appropriate sources of wisdom and authority with superficial explanation and/or description</li> <li>• Satisfactory knowledge and understanding of different viewpoints within Christianity</li> <li>• Satisfactory knowledge and understanding of the influence on individuals, communities and societies</li> </ul> | 3<br>(7–9)   | <p>A <b>satisfactory</b> attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• Different viewpoints offered with some evidence of reasoned argument and/or discussion</li> <li>• Satisfactory analysis and evaluation of the significance and/or influence of the issue on some Christian groups</li> <li>• Evidence of comment on, and comparison of, arguments</li> <li>• Evidence of judgement on the issue in the stimulus and some conclusion to the discussion</li> </ul>  |
| 1<br>(1)     | <p><b>Limited/weak</b> demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> <li>• Limited understanding of the question shown by factual errors or generalised responses with little connection to the question</li> <li>• Points may be listed and/or lacking in relevant detail related to the issues</li> <li>• Weak knowledge understanding of different viewpoints within Christianity</li> </ul>  | 2<br>(4–6)   | <p>A <b>limited</b> attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• Different views may be stated but with little or no development</li> <li>• Limited analysis and/or evaluation of the significance and/or influence of the issue on some Christian groups</li> <li>• Response may contain some inaccuracies or misunderstanding of the issue in the stimulus</li> <li>• Little evidence of judgement on the issue in the stimulus</li> </ul>  |

|          |   |            |   |
|----------|---|------------|---|
|          | <ul style="list-style-type: none"> <li>Weak knowledge and understanding of the influence on individuals, communities and societies</li> </ul> |            |   |
|          |   | 1<br>(1–3) | <p>A <b>weak</b> attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>A single viewpoint may be stated with little or no support or justification or views may be stated as a list</li> <li>Response may be simplistic, purely descriptive and/or very brief</li> </ul> <p>No attempt to offer judgement on the issue in the stimulus</p> |
| 0<br>(0) | No response or no response worthy of credit   | 0<br>(0)   | No response or no response worthy of credit   |

| Question | Indicative content  | Marks  | Guidance   |
|----------|---|--|--|
| 1        | <p data-bbox="320 228 1529 268"><b>(e) 'The most important belief for Christians is that Jesus rose from the dead.'</b></p> <p data-bbox="320 300 992 331">Discuss this statement. In your answer, you should:</p> <ul data-bbox="320 371 1529 475" style="list-style-type: none"> <li>Analyse and evaluate the importance of points of view, referring to common and divergent views within Christianity</li> <li>Refer to sources of wisdom and authority.</li> </ul> <p data-bbox="320 507 931 539">Learners might consider some of the following:</p> <p data-bbox="320 579 1507 778"><b>AO1:</b><br/>Knowledge and understanding of the resurrection of Jesus and its meaning for Christians. Knowledge and understanding of other major Christian beliefs (possibly taken from one of the Creeds) such as belief in: a loving God; God the creator; the Trinity; the Incarnation; the virgin birth; the significance of Jesus' miracles and his crucifixion; salvation; the importance of evangelism and of showing Christian love.</p> <p data-bbox="320 818 1485 946"><b>AO2:</b><br/>The discussion should be a comparison of the significance for Christians of the belief(s) which the candidate has chosen and the belief that Jesus rose from the dead. Candidates might also discuss what exactly is meant by the belief that Jesus 'rose' from the dead.</p> <p data-bbox="320 986 1496 1385">With regard to the belief in Jesus' resurrection, the response might refer to its significance in demonstrating how Jesus overcame death and that it is the vindication of claims that he was the Messiah, the Son of God and truly both God and Man. This is how it was seen by the first Christians in the book of Acts (cf. Peter's sermon at Pentecost). The resurrection also confirms the acceptance by God of Jesus' sacrifice as being sufficient for the redemption of mankind. The resurrection also shows how the risen Christ is alive and working in the lives of Christians and the Church today. For Christians, the belief in the resurrection of Jesus as the first fruit, underpins their belief in their own resurrection, as referred to by St Paul in 1 Corinthians 15. St Paul clearly states that the resurrection is key to the Christian faith and that 'if Christ has not been raised then your faith is worthless' (1Cor 15:17) and Christians are to be pitied. It also spurs them on to evangelise, since believing that God raised Jesus from the dead is a condition of salvation (Rom 10:9).</p> | <p data-bbox="1574 228 1635 260"><b>15</b></p> <p data-bbox="1574 308 1635 371"><b>3</b><br/>AO1</p> <p data-bbox="1574 419 1635 483"><b>12</b><br/>AO2</p> <p data-bbox="1574 531 1635 635"><b>3</b><br/>SPaG<br/>()</p> | <p data-bbox="1680 228 2047 339">Examiners should mark according to AO1 and AO2 descriptors.</p> <p data-bbox="1680 379 2058 523"><b>Please refer to the Level of Response grid above when marking this question.</b></p> <p data-bbox="1680 563 2011 635">Please refer to the SPaG response grid on page 8.</p> |

| Question | Indicative content  | Marks | Guidance |
|----------|---|-------|----------|
|          | <p>For some Christians, the words ‘Jesus rose from the dead’ are important but are viewed metaphorically, as the resurrection and the ascension imply belief in a world view which is contradictory to a scientific understanding of the laws of nature and the universe. Instead they see the resurrection narratives as a way of explaining to people how Jesus is still present with them after his death. The letter of Paul to the Corinthians which predates the Gospels does not refer to the empty tomb, but to Jesus being ‘seen alive’ (1 Cor 15:6), which could be a vision rather than actual bodily presence. (John A T Robinson, former Bishop of Woolwich, believed in the resurrection but also that the bones of Jesus lie somewhere in Palestine.)</p> <p>A different view might be that whilst belief in the resurrection is important, the belief that Jesus was God incarnate is more significant as, without that, Jesus’ life is just the life of a man and his sacrifice on the cross would be meaningless. Jesus sets the example of how Christians should live, e.g. in the Sermon on the Mount or in his actions caring for the outcasts, not because he was a good man but because he was the incarnate Son of God.</p> <p>Underpinning all of these beliefs is one which other Christians might consider to be more significant, that of the Trinity. For Christians this is crucial to understanding how God became man in Jesus and is actively working in the world today in the person of the Holy Spirit. The Trinity underpins the Christian faith because it shows how God can be three persons but still one God; this distinguishes Christianity from other monotheistic faiths, whilst still rejecting polytheism.</p> <p>Alternatively, belief in Jesus as the example for Christians to follow could lead to the view that beliefs and doctrines are rather intellectual and removed from real life; what matters is putting those beliefs into action, perhaps through charitable work, e.g. responding to Jesus’ teaching in the parables of the Good Samaritan or the Sheep and the Goats.</p> <p>Some might suggest that it is not helpful to try to promote one Christian belief as more important than another, but that all are related and equally significant as pieces of the jigsaw of the Christian faith.</p> |       |          |

| Question | Indicative content  | Marks    | Guidance  |
|----------|---|----------|---|
| 2 (a)    | <p><b>Describe what Christians mean when they say that God is forgiving.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Letting go of wrong doing, not bearing grudges</li> <li>• His forgiveness is related to his patience, kindness and love.</li> <li>• Christians believe God wants to forgive those who ask.</li> <li>• God sent his son Jesus who died for the forgiveness of human sins.</li> <li>• Christians believe that although they deserve punishment from God for their sins, if they repent of their sins then God will accept their faults, forgive them and will not punish them.</li> <li>• God does not want anyone to perish. Nobody is beyond God's forgiveness.</li> <li>• When God forgives, he chooses not to remember our sins.</li> <li>• The parable of the Prodigal Son in Luke 15:11–32 teaches that God is like a loving and forgiving father who wants the best for his children.</li> <li>• In the Lord's Prayer Jesus taught his followers to ask for forgiveness from God.</li> <li>• Jesus also taught in the Lord's Prayer that God will (only?) forgive those who have forgiven others.</li> </ul> | 3<br>AO1 | Marks should be awarded for any combination of statements, development and exemplification. |
| 2 (b)    | <p><b>Outline the Christian belief in original sin.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• The original sin was the disobedience of Adam.</li> <li>• Original sin is the condition of sinfulness that all human beings are born into as they inherit a sinful nature as descendants of Adam.</li> <li>• Original sin is part of the doctrine of the Fall.</li> <li>• Genesis describes how original sin came into the world.</li> <li>• It reflects the human condition as being fallen from grace.</li> <li>• Original sin explains the naturally sinful and depraved nature of humans.</li> <li>• It means that no human can be saved or go to heaven through their own efforts.</li> <li>• Some Christians believe that original sin is removed through baptism.</li> </ul>  | 3<br>AO1 | Marks should be awarded for any combination of statements, development and exemplification. |

| Question                          | Indicative content   | Marks                      | Guidance   |
|-----------------------------------|--|----------------------------|--|
|                                   | <ul style="list-style-type: none"> <li>• Some Christians believe babies should be baptised as soon as possible to remove the original sin, so they are able to go to heaven if they die.</li> <li>• Original sin is a belief that is most prevalent in Roman Catholicism although other Christians also hold it.</li> <li>• Not all Christians believe in original sin.</li> <li>• Jesus is a second Adam whose death, because he was sinless, atones for the original sin of people.</li> </ul>   |                            |  |
| <p><b>2</b></p> <p><b>(c)</b></p> | <p><b>Describe what is meant by ‘praying in the spirit’.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Prayer led by the Holy Spirit (Ephesians 6:18 Romans 8.26)</li> <li>• Inspired prayer</li> <li>• Spontaneous prayer</li> <li>• Private prayer which is not guided by any liturgy</li> <li>• Praying in tongues (disputed by some) glossalia</li> <li>• Prayer in charismatic services without liturgy or set form.</li> <li>• Praying in the presence of God</li> <li>• Praying with the help of God</li> <li>• Silent prayer</li> <li>• being moved by the spirit to speak, for example Quakers, Brethren.</li> </ul> | <p><b>3</b></p> <p>AO1</p> | <p>Marks should be awarded for any combination of statements, development and exemplification.</p> |

| Level<br>(Mark) | <u><b>A01</b></u>   |
|-----------------|---|
| 3<br>(5-6)      | <p>A <b>good</b> demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> <li>• Good understanding of the question shown by appropriate selection of religious knowledge</li> <li>• Selection of appropriate sources of wisdom and authority with detail and/or developed description</li> <li>• Good knowledge and understanding of different viewpoints within Christianity</li> <li>• Good knowledge and understanding of the influence on individuals, communities and societies</li> <li>• Good knowledge and understanding of the breadth and/or depth of the issues</li> </ul>               |
| 2<br>(3-4)      | <p>A <b>satisfactory</b> demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> <li>• Satisfactory understanding of the question shown by some use of religious knowledge</li> <li>• Selection of appropriate sources of wisdom and authority with superficial description</li> <li>• Satisfactory knowledge and understanding of different viewpoints within Christianity</li> <li>• Satisfactory knowledge and understanding of the influence on individuals, communities and societies</li> <li>• Satisfactory knowledge and understanding of the breadth and/or depth of issues</li> </ul> |
| 1<br>(1-2)      | <p><b>Limited/weak</b> demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> <li>• Limited understanding of the question shown by factual errors or generalised responses with little connection to the question</li> <li>• Points may be listed and/or lacking in relevant detail related to the issues</li> <li>• Weak knowledge and understanding of different viewpoints within Christianity</li> <li>• Weak knowledge and understanding of the influence on individuals, communities and societies</li> </ul>  |
| 0<br>(0)        | No response or no response worthy of credit.  |

| Question | Indicative content  | Marks    | Guidance  |
|----------|---|----------|---|
| 2 (d)    | <p><b>Describe different Christian beliefs about the role of Christ in salvation.</b></p> <p>Learners might consider some of the following:</p> <p>Responses might offer knowledge and understanding of the concept of salvation and the central belief that Jesus Christ makes it possible for the sins of people to be wiped away: both their original sin inherited from Adam and those sins committed during their lives. Christ enables mankind to be reconciled with God, although his role might be understood or expressed in different ways.</p> <p>One specific belief is that salvation is accomplished through the sacrifice of Jesus Christ on the cross. Drawing on the Jewish practices of sacrifice, Jesus Christ is the lamb of God, without blemish, a perfect sacrifice acceptable to God. 'Behold the lamb of God ...' John1:29. In Rom 3.25 Paul says, 'God presented Christ as a sacrifice of atonement, through the shedding of his blood.' The sacrifice of Jesus Christ removes the consequences of sin for Christians.</p> <p>Another belief is that Christ's death is a ransom. A price or ransom had to be paid to release mankind from sin. Christians believe that God paid this through the sacrifice of his Son, Jesus Christ, on the cross. Mark 10.45 'For even the Son of Man (came) to give his life as a ransom for many.'</p> <p>Another belief is that salvation comes through the incarnation of God in Jesus Christ. 2 Cor 5:19 says that 'God was in Christ reconciling the world to himself.' The Word became flesh and lived a human life, setting the example of how it is possible to live a good life and be united with God. The parable of the sheep and the goats (Matt 25) suggests that by following Christ's teaching and example and showing love, the believer will be saved and rewarded with a place in the kingdom of God.</p> <p>Responses might link these different views with particular denominational stances. For example, Roman Catholics see the need for Christians to participate in the sacrifice of Jesus through the Eucharist, as he is present in the bread and wine; Evangelicals believe that faith in Jesus and what he accomplished through his sacrifice as Son of God is enough and only faith is required; other Christians (e.g. liberal Christians) believe that Christ's role was to give</p> | 6<br>AO1 | <p>Examiners should mark according to AO1 descriptors.</p> <p><b>Please refer to the Level of Response grid above when marking this question.</b></p> |

| Question | Indicative content   | Marks | Guidance |
|----------|--|-------|----------|
|          | a godly example to follow, so salvation depends on what a person does, as suggested by Jesus in Matt 25. |       |          |

| Level (Mark) | <b>A01</b>   | Level (Mark) | <b>A02</b>   |
|--------------|--|--------------|--|
| 3<br>(3)     | <p>A <b>good</b> demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> <li>• Good understanding of the question shown by appropriate selection of religious knowledge</li> <li>• Selection of appropriate sources of wisdom and authority with detail and/or developed explanation</li> <li>• Good knowledge and understanding of different viewpoints within Christianity</li> <li>• Good knowledge and understanding of the influence on individuals, communities and societies</li> </ul>                              | 4<br>(10–12) | <p>A <b>good</b> attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• A variety of viewpoints explored with good use of reasoned argument and discussion</li> <li>• Good analysis and evaluation of the significance and/or influence of the issue on different Christian groups</li> <li>• Evidence of critical evaluation including comment on, and comparison of, arguments from different Christian groups</li> <li>• Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion</li> </ul> <p><b><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></b></p> |
| 2<br>(2)     | <p>A <b>satisfactory</b> demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> <li>• Satisfactory understanding of the question shown by some use of religious knowledge</li> <li>• Selection of appropriate sources of wisdom and authority with superficial explanation and/or description</li> <li>• Satisfactory knowledge and understanding of different viewpoints within Christianity</li> <li>• Satisfactory knowledge and understanding of the influence on individuals, communities and societies</li> </ul> | 3<br>(7–9)   | <p>A <b>satisfactory</b> attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• Different viewpoints offered with some evidence of reasoned argument and/or discussion</li> <li>• Satisfactory analysis and evaluation of the significance and/or influence of the issue on some Christian groups</li> <li>• Evidence of comment on, and comparison of, arguments</li> <li>• Evidence of judgement on the issue in the stimulus and some conclusion to the discussion</li> </ul> <p><b><i>There is a line of reasoning presented which is mostly relevant and has some structure.</i></b></p>  |
| 1<br>(1)     | <p><b>Limited/weak</b> demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> <li>• Limited understanding of the question shown by factual errors or generalised responses with little connection to the question</li> <li>• Points may be listed and/or lacking in relevant detail related to the issues</li> <li>• Weak knowledge understanding of different viewpoints within Christianity</li> <li>• Weak knowledge and understanding of the influence on individuals,</li> </ul>                                   | 2<br>(4–6)   | <p>A <b>limited</b> attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> <li>• Different views may be stated but with little or no development</li> <li>• Limited analysis and/or evaluation of the significance and/or influence of the issue on some Christian groups</li> <li>• Response may contain some inaccuracies or misunderstanding of the issue in the stimulus</li> <li>• Little evidence of judgement on the issue in the stimulus</li> </ul>   |

| Level<br>(Mark) | <b><u>A01</u></b>                           | Level<br>(Mark) | <b><u>A02</u></b>   |
|-----------------|---|-----------------|---|
|                 | communities and societies                   |                 | <b><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></b>  |
|                 |   | 1<br>(1–3)      | A <b>weak</b> attempt to respond to the stimulus, demonstrating some or all of the following: <ul style="list-style-type: none"> <li>• A single viewpoint may be stated with little or no support or justification or views may be stated as a list</li> <li>• Response may be simplistic, purely descriptive and/or very brief</li> <li>• No attempt to offer judgement on the issue in the stimulus</li> </ul> <b><i>The information is communicated in a basic/unstructured way.</i></b> |
| 0<br>(0)        | No response or no response worthy of credit | 0<br>(0)        | No response or no response worthy of credit   |

| Question | Indicative content  | Marks   | Guidance  |
|----------|---|---|---|
| 2 (e)    | <p><b>‘All Christians should practise the Eucharist in the same way.’</b></p> <p>Discuss this statement. In your answer, you should:</p> <ul style="list-style-type: none"> <li>Analyse and evaluate the importance of points of view, referring to common and divergent views within Christianity</li> <li>Refer to sources of wisdom and authority.</li> </ul> <p>Learners might consider some of the following:</p> <p>AO1:</p> <p>Knowledge and understanding of the meaning of the word Eucharist<br/> Knowledge and understanding of the origin of the Eucharist in the Last Supper<br/> Knowledge and understanding of the words of Jesus at the Last Supper and different interpretations of them<br/> Knowledge and understanding of different denominational views about the meaning of the Eucharist<br/> Knowledge and understanding of different ways in which the Eucharist is practised and names used for the sacrament.</p> <p>AO2:</p> <p>On the one hand, as for all denominations the Eucharist is based on the words of Jesus at the Last Supper, it could be argued that there is no reason for difference in practice or views about what the meaning of the Eucharist is. It’s quite clear what Jesus did and said so why should there be differences? Differences weaken the faith, make it harder for non-Christians to understand the faith and possibly have a negative effect on any attempts at evangelism. Uniformity of belief and practice would make sense, removing confusion and arguments.</p> <p>On the other hand, different believers and denominations put different emphases on different parts of what Jesus said. For example, he said, “Do this in remembrance of me,” which suggests it is a commemoration and nothing else. However, some of his other words lead to a different emphasis. “This is my body and blood” can be taken literally, leading to the Roman Catholic idea that those</p> | <p><b>15</b></p> <p><b>3</b><br/>AO1</p> <p><b>12</b><br/>AO2</p> | <p>Examiners should mark according to AO1 and AO2 descriptors.</p> <p><b>Please refer to the Level of Response grid above when marking this question.</b></p> |

| Question | Indicative content  | Marks | Guidance |
|----------|---|-------|----------|
|          | <p>taking the Eucharist actually consume the body and blood of Christ (transubstantiation). For others, such as Anglicans, the elements do not become the body and blood of Christ in a physical way but he is spiritually present in them (consubstantiation). For other Christians, e.g. Baptists, Jesus simply used the bread and wine as symbols and at the Eucharist they remain symbolic. When they are consumed, they remind the believer of Jesus’ sacrifice but are not his real presence. For other Christians what is most important is the communal sharing of the bread and wine amongst the congregation, which is why it is often called Holy Communion rather than Eucharist. For others, the Eucharist is a communion for Christians today, uniting them with the millions across the world and with those who have gone before.</p> <p>These different views are reflected in how the Eucharist is practised so it is very difficult to see how all denominations could do this in the same way. For some denominations, the Eucharist is a highly ritualised service, with set liturgy and actions which reflect the sacramental theology of those denominations; for others, it is a simple service that reflects a less sacramental approach. Changing the practice would entail changing the whole approach and theological understanding of that group of believers, not just changing elements of the service and this would be very difficult.</p> <p>For some Christians Jesus’ command to remember him in bread and wine means every service of worship leads to a Eucharist. Other denominations, concerned about the danger of becoming over familiar with this very special service, only celebrate it at special services weekly or monthly. At one time in the Church of Scotland, it was only celebrated once every three months to emphasise its significance and avoid ‘vain repetition’. Some denominations, e.g. the Salvation Army, do not practise the Eucharist at all, instead encouraging the sharing of fellowship meals at home.</p> <p>For denominations which consider the wine and bread to become the body and blood at the time of the blessing, e.g. Roman Catholics, the elements must be carefully prepared and handled only by ordained priests. Other denominations such as the Baptists focus on the communal nature of the service and each communicant receives a cube of bread which is consumed at the same time and then a small glass of wine which is also consumed together. Usually, non-alcoholic wine is used to protect church members from the danger of intoxication especially any who have a history of alcoholism. (Protection of weaker brethren cf. Romans 15.1).</p> |       |          |

| Question | Indicative content  | Marks | Guidance |
|----------|---|-------|----------|
|          | <p>In conclusion therefore, it would only be possible for all Christians to practise the Eucharist in the same way if they all placed the same emphasis and interpretation on Jesus' words and the events of the Last Supper. As Christians have practised this for 2000 years, differences are bound to have emerged and to force all Christians to practise in the same way would just cause the sort of religious conflict experienced in previous centuries which thankfully, is much less evident today. In recent times, difference has been accepted and the ecumenical movement, for example, endeavours to help different groups to see the value of each other's practice and celebrate the differences rather than seek impossible and undesirable uniformity.</p> |       |          |

## AO Grid

| Question | AO1 | AO2 | SPaG | Total |
|----------|-----|-----|------|-------|
| 1a       | 3   |     |      | 3     |
| 1b       | 3   |     |      | 3     |
| 1c       | 3   |     |      | 3     |
| 1d       | 6   |     |      | 6     |
| 1e*      | 3   | 12  | 3    | 18    |
| 2a       | 3   |     |      | 3     |
| 2b       | 3   |     |      | 3     |
| 2c       | 3   |     |      | 3     |
| 2d       | 6   |     |      | 6     |
| 2e*      | 3   | 12  |      | 15    |
| Total    | 36  | 24  | 3    | 63    |

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