

Cambridge O Level

BIBLICAL STUDIES**2035/12**

Paper 1 The Portrayal of God in the Bible

May/June 2024

MARK SCHEME

Maximum Mark: 60

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **15** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work **just** meets the level statement, award the lowest mark.

Annotation:

- Ticks have no defined meaning for levels of response marking.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

Level descriptions for AO1 Knowledge and understanding

- Demonstrate knowledge of specified texts and corresponding Christian teachings, beliefs and practices.
- Demonstrate understanding of these texts, teachings, beliefs and practices in both biblical and modern contexts, including areas where there are different views within Christianity.

These level descriptions are used for part **(a)** questions in **Questions 3, 4 and 5** and all part **(b)** questions.

| Level | Description | Marks |
|--------------|---|--------------|
| Level 3 | Accurate and relevant knowledge and understanding <ul style="list-style-type: none"> • Answers the question, using detailed, accurate and relevant knowledge. • Demonstrates clear understanding through a well-developed and substantial response. • A well-structured format. | 5–6 |
| Level 2 | Some accurate and relevant knowledge and understanding <ul style="list-style-type: none"> • Partially answers the question, using some accurate and relevant knowledge. • Demonstrates some understanding through a partially developed response, covering some of the points. • Responds in a mostly structured format. | 3–4 |
| Level 1 | Limited accurate and relevant knowledge and understanding <ul style="list-style-type: none"> • Attempts to answer the question, using limited accurate and relevant knowledge. • Demonstrates limited understanding through an underdeveloped response through limited coverage of the points or a response in general terms. • Attempts to present the information in a structured format. | 1–2 |
| Level 0 | No relevant material to credit. | 0 |

Level descriptions for AO2 Evaluation

Use evidence and reasoned discussion of a range of points of view to make judgements about issues within Christianity arising from the texts.

These level descriptions are used for all part (c) questions.

| Level | Description | Marks |
|--------------|---|--------------|
| Level 4 | <p>Clear and well-reasoned evaluation in response to the question</p> <ul style="list-style-type: none"> • Considers more than one point of view in detail. • Fully answers the question, using relevant evidence to support a well-structured discussion. • Concludes with a clear and well-reasoned judgement. | 7–8 |
| Level 3 | <p>Clear evaluation in response to the question</p> <ul style="list-style-type: none"> • Considers more than one point of view. • Answers the question, using some relevant evidence to support a well-structured discussion. • Concludes with a clear judgement. | 5–6 |
| Level 2 | <p>An evaluation in response to the question</p> <ul style="list-style-type: none"> • Considers one point of view; any other attempts to state a point of view are descriptive. • Partially answers the question, using partially relevant evidence to support a structured discussion. • Concludes with a judgement. | 3–4 |
| Level 1 | <p>Limited evaluation in response to the question</p> <ul style="list-style-type: none"> • Descriptive response with an attempt to state a point of view, describing material linked to the question or topic. • Attempts to answer the question, using limited relevant evidence to support a discussion. • Limited or no judgement present. | 1–2 |
| Level 0 | No relevant material to credit. | 0 |

SECTION A

| Question | Answer | Marks |
|-----------|---|----------|
| 1(a)(i) | <p><u>Genesis 3:6, NRSVA</u></p> <p>So when the woman saw that the tree was good for food, and that it was a delight to the eyes, and that the tree was to be desired to make one wise, she took of its fruit and ate; and she also gave some to her husband, who was with her, and he ate.</p> <p>State who persuaded the woman to eat the fruit.</p> <ul style="list-style-type: none"> • The serpent • The Devil • Satan <p>Award one mark for a correct response. Accept any other valid answers.</p> | 1 |
| 1(a)(ii) | <p>Outline how the woman was persuaded to eat the fruit.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • the fruit looked good to eat <p>The serpent told the woman:</p> <ul style="list-style-type: none"> • she would not die • her eyes would be opened / gain wisdom • she would be like God • she would know good and evil <p>Award one mark for each response up to a maximum of two marks.</p> | 2 |
| 1(a)(iii) | <p>State <u>three</u> punishments that God gave as a result of this event.</p> <p>Any three from:</p> <ul style="list-style-type: none"> • the serpent had to go upon its belly • the serpent had to eat dust all the days of its life • the serpent would have enmity between it and the woman and her offspring • the woman would increase in the pain of childbirth • the woman would be ruled over by her husband • the man would have to work the cursed ground • they were evicted from the garden <p>Award one mark for each correct answer up to a maximum of three marks.</p> | 3 |

| Question | Answer | Marks |
|----------|--|----------|
| 1(b) | <p>Explain what this passage might teach Christians about God’s relationship with humanity.</p> <p>Use the level descriptions for AO1 Knowledge and understanding to mark candidates’ response to this question.</p> <p>Answers may include some of the following ideas, but all valid material must be credited.</p> <p>God’s relationship with humanity is believed by some Christians to have changed at the moment of the fall. Some Christians believe that before the fall, humans had a perfect relationship with God (seen by God walking in the garden, for example). After the fall, there was a gap created that could only be restored by Jesus. This is seen in the punishments given by God and the banishment from the garden.</p> <p>Candidates might comment on the symbolism of the punishments and the shame of nakedness. They might observe that the passage shows that God values free will and this shows something of the love God has for humanity.</p> <p>Some Christians do not take as literal a view of the passage and might argue that the passage seeks to explain why humans and God are so distant and why sin seems to be more in control of the world than harmony.</p> | 6 |
| 1(c) | <p>Assess the view that the story of the fall has no relevance to Christians today.</p> <p>Use the level descriptions for AO2 Evaluation to mark candidates’ response to this question.</p> <p>Answers may include some of the following ideas, but all valid material must be credited.</p> <p>Some candidates might suggest that the story of the fall has no relevance to Christians today because Genesis 2–3 are clearly accounts that hold no scientific truth. They are the attempts of the biblical writers to make sense of the world around them in a pre-scientific age. They might also argue that sin did not take hold of the earth through one event and that life is made up of many moments of choice, some of which go against God’s ways.</p> <p>Candidates might suggest in arguing that the story does have relevance today that it explains the gap between God and humanity. They might argue that God could not have created sin and so the story explains why the world needed Jesus. They might argue that although the passage is not literally true, it holds symbolic truth and so it represents humanity’s (or each person’s) turn away from God.</p> <p>Some might suggest that, whether or not the story is accurate, the passage should not be the focus for Christians today. What is important is how Christians respond to the world around them: how they avoid sin and overcome suffering. A counterargument might observe that the story of the fall helps to explain human nature, so should not be dismissed outright.</p> | 8 |

| Question | Answer | Marks |
|-----------|--|----------|
| 2(a)(i) | <p><u>1 Samuel 16:6, NRSVA</u></p> <p>When they came, he looked on Eliab and thought, ‘Surely the LORD’s anointed is now before the LORD.’</p> <p>Explain why the LORD did not choose Eliab.</p> <ul style="list-style-type: none"> • God does not choose by appearance or height • God does not see as mortals see • God looks on the heart. <p>Award one mark for each relevant point, up to a total of two marks.</p> | 2 |
| 2(a)(ii) | <p>State where David was when Samuel asked to meet him.</p> <ul style="list-style-type: none"> • Keeping the sheep / with the sheep <p>Award one mark for the correct response. Accept any other valid answer.</p> | 1 |
| 2(a)(iii) | <p>State how David is described when he was sent for and brought in to Samuel.</p> <ul style="list-style-type: none"> • Ruddy (healthy, fine appearance) • With beautiful eyes (his eyes sparkled) • Handsome <p>Award one mark for each correct answer.</p> | 3 |
| 2(b) | <p>Explain the importance for Christians of the appointing of David.</p> <p>Use the level descriptions for AO1 Knowledge and understanding to mark candidates’ response to this question.</p> <p>Answers may include some of the following ideas, but all valid material must be credited.</p> <p>Christians see God’s power and plan at work in the appointing of King David. God guides Samuel to make the decision for him and as a result of his choosing, David is filled with the spirit of the LORD.</p> <p>Candidates may identify God’s plan in Christian terms: David is the great king out of whose line will come Jesus, who is the true keeper of sheep.</p> <p>Candidates might also discuss the idea that God chooses and calls individuals, such as David, to roles that are chosen in a special way (shown by anointing). They might make reference to vocation in Christian life today.</p> | 6 |

| Question | Answer | Marks |
|----------|---|-------|
| 2(c) | <p>‘Those who are specially chosen by God should set a better example than others in the world.’ Discuss.</p> <p>Use the level descriptions for AO2 Evaluation to mark candidates’ response to this question.</p> <p>Answers may include some of the following ideas, but all valid material must be credited.</p> <p>Some candidates will agree with the statement and argue that those who have a particular vocation from God are required to make more of an effort to live a spotless life. Especially guided by the Spirit, they should be role models to people. They might point to the passage to suggest that what is important is what is on the inside, not the outward appearance.</p> <p>Candidates, in disagreeing with the statement, might argue that all people have to exercise their free will properly to live moral lives. Not only is everybody human, including those who are called and chosen, nobody should use the excuse of not being called to be immoral. Jesus’ teaching made it very clear that all should aim for perfection.</p> <p>Some candidates might argue that all are specially chosen for something by God, even if it is not for active ministry. A counterargument might point to the importance of central religious figures and how leaders should be judged differently.</p> | 8 |

SECTION B

| Question | Answer | Marks |
|----------|--|----------|
| 3(a) | <p>Outline God’s test of Abraham, up until the angel speaks for the first time.</p> <p>Use the level descriptions for AO1 Knowledge and understanding to mark candidates’ response to this question.</p> <p>Responses might include some of the following in quotation or paraphrase, but all valid material must be credited.</p> <p><u>Genesis 22:1–12</u></p> <p>God instructed Abraham to take his only son Isaac to the land of Moriah and offer him as a burnt offering on a mountain there. Abraham took Isaac and two of his young men with him, he cut the wood for the offering and set out. On the third day, Abraham saw the place and left the two young men with the donkey and went on with Isaac.</p> <p>Isaac carried the wood and Abraham carried the fire and the knife. They walked on and Isaac asked where the lamb was for the offering. Abraham replied that God would provide the lamb himself.</p> <p>They reached the place God had shown Abraham. He built an altar there, bound Isaac and laid him on the altar and took the knife to kill Isaac. But the angel of the Lord called to him and said, ‘Do not lay your hand on the boy or do anything to him; for now I know that you fear God, since you have not withheld your son, your only son, from me.’</p> | 6 |
| 3(b) | <p>Explain different Christian views about whether God tests his people today.</p> <p>Use the level descriptions for AO1 Knowledge and understanding to mark candidates’ response to this question.</p> <p>Answers may include some of the following ideas, but all valid material must be credited.</p> <p>Some Christians believe that, just like in the passage, God actively tests his people today. People are tested in terms of both their faith and their actions. Some Christians might describe life as a test and their afterlife as the consequences of this test.</p> <p>Some believe that a loving God would not test his people. God wants all people to be able to access him, whatever their needs and certainly does not want people to suffer as part of a test. Others believe that God cannot test his people because it is clear that people around the world have different levels of hardship and God would not create injustice like this.</p> <p>Some Christians believe that the tests that humans have to go through come about through their own decisions and actions. People create situations and then need to overcome them for the good of all.</p> | 6 |

| Question | Answer | Marks |
|----------|--|-------|
| 3(c) | <p data-bbox="304 248 1310 315">To what extent does the story of God’s test of Abraham help Christians in their lives today?</p> <p data-bbox="304 349 1326 416">Use the level descriptions for AO2 Evaluation to mark candidates’ response to this question.</p> <p data-bbox="304 450 1302 517">Answers may include some of the following ideas, but all valid material must be credited.</p> <p data-bbox="304 551 1310 786">Some candidates might argue that Christians have much to learn from this passage. It is important to be obedient to God, whatever he asks, whether or not Christians understands. Not only is obedience important but the understanding that trusting in God might not seem easy at times but God will never ask anything unreasonable of people. Candidates might also observe that Christians today can learn more about the sacrifice of Jesus from this passage from the symbolism that is shared by the two.</p> <p data-bbox="304 819 1318 1055">Others might argue that the passage creates more questions than it answers. Candidates might observe that the psychological impact of the event on both Abraham and Isaac was too much for a loving God to inflict and therefore, if the passage is not merely symbolic, it indicates a God who is not worthy of worship. They might wonder why Abraham does not question this level of cruelty in the request from God, although a counterargument might observe that this is the point of the story.</p> | 8 |

| Question | Answer | Marks |
|----------|--|-------|
| 4(a) | <p>Describe what happened each time Moses stretched his hand out over the sea.</p> <p>Use the level descriptions for AO1 Knowledge and understanding to mark candidates' response to this question.</p> <p>Responses might include some of the following in quotation or paraphrase, but all valid material must be credited.</p> <p><u>Exodus 14:21–29</u></p> <p>First time: The Lord drove the sea back by a strong east wind all night and turned the sea into dry land and the waters were divided. The Israelites went into the sea on dry ground, waters forming a wall for them either side. The Egyptians followed them – all of Pharaoh's horses, chariots and drivers. Then, at morning, the Lord threw the Egyptians into panic and clogged their chariot wheels. This made the Egyptians want to flee from the Israelites as they realised that God was fighting for them.</p> <p>Second time: the waters returned to their normal depth, over the Egyptians, their chariots and chariot drivers. Not one of the army of Pharaoh survived. The Israelites walked across dry ground with the waters forming a wall either side of them.</p> | 6 |
| 4(b) | <p>Contrast different views about what this event might teach Christians about the nature of God.</p> <p>Use the level descriptions for AO1 Knowledge and understanding to mark candidates' response to this question.</p> <p>Answers may include some of the following ideas, but all valid material must be credited.</p> <p>Some Christians might think that the passage shows a God who protects his people from slavery and enemies. They might point to the way that God guides Moses in what to do.</p> <p>Other Christians might say that the passage suggests that God is a God who kills innocent lives: most of the army would simply have been following orders. They might say that the passage bears no relevance today to Christian understandings of the nature of God.</p> <p>Some Christians could say that it demonstrates a powerful God who is a miracle-worker – even the wind and sea obey him.</p> | 6 |

| Question | Answer | Marks |
|----------|---|----------|
| 4(c) | <p>Assess the view that God no longer acts in the world through miracles.</p> <p>Use the level descriptions for AO2 Evaluation to mark candidates' response to this question.</p> <p>Answers may include some of the following ideas, but all valid material must be credited.</p> <p>Some candidates may argue that God's miracles are not needed since the time of Jesus. Jesus came and restored the balance between God and humanity, lost by the fall, and humans have been left to make their own choices about how to proceed in life.</p> <p>Others may suggest that God's miracles do still continue but they are very different from the miracle of the parting of the Red Sea: God works much more in the individual lives of his people.</p> <p>Some might argue that the view cannot be true because a God of love would not abandon his people in the way that the question could suggest. A counterargument might observe that God has not abandoned his people but has created a world where people must show faith to get miracles – as seen in the story of Jesus.</p> | 8 |

| Question | Answer | Marks |
|----------|---|-------|
| 5(a) | <p>Describe the coming of the Holy Spirit on the day of Pentecost, not including Peter's speech.</p> <p>Use the level descriptions for AO1 Knowledge and understanding to mark candidates' response to this question.</p> <p>Responses might include some of the following in quotation or paraphrase, but all valid material must be credited.</p> <p><u>Acts 2:1–13</u></p> <p>On the day of Pentecost, all the disciples were together in one place. Suddenly, what seemed like the rush of a violent wind came from heaven and it filled the house where they were sitting. Divided tongues, as of fire, appeared among them, and a tongue rested on each of them. All were filled with the Holy Spirit and began to speak in other languages.</p> <p>There were devout Jews from every nation under heaven living in Jerusalem and the sound made a crowd gather and be bewildered because each heard them speaking in the native language of each. Amazed and astonished, they asked: 'Are not all of these Galileans ... how is it that we hear, each of us, in our own native language?' While some were amazed, others sneered, saying, 'They are filled with new wine.'</p> | 6 |
| 5(b) | <p>Explain the relevance of this passage for Christian practice today.</p> <p>Use the level descriptions for AO1 Knowledge and understanding to mark candidates' response to this question.</p> <p>Answers may include some of the following ideas, but all valid material must be credited.</p> <p>The passage describes the visible coming of the Holy Spirit into the world. Many Christians describe it as the birth of the church and so the passage might inspire Christians to recognise the Spirit in the church around them.</p> <p>The Holy Spirit comes in mystical ways: something like wind and divided tongues of fire that appear. This might make Christians realise that they must pray to God the Holy Spirit.</p> <p>Some Christians are inspired by the idea of speaking in tongues, as seen in this passage, and this is visible in their worship. These Christians, through the speaking in tongues or other expressions of the Holy Spirit, might pray for the Holy Spirit to be active in their worship and show himself to the people.</p> <p>Other Christians pray in particular ways for the Holy Spirit to be visible to the people, such as in the services of baptism and confirmation. Others emphasise the need to seek the Holy Spirit in daily life.</p> | 6 |

| Question | Answer | Marks |
|----------|---|-------|
| 5(c) | <p>‘Sending the Holy Spirit is the most important part of God’s plan for humanity.’ Discuss.</p> <p>Use the level descriptions for AO2 Evaluation to mark candidates’ response to this question.</p> <p>Answers may include some of the following ideas, but all valid material must be credited.</p> <p>Some candidates might agree with the statement because the Holy Spirit is the guarantee for Christians that God has not abandoned his people. They might argue that the daily reminder of God being active and present in the world is the most important message that Christians need. It is a reminder that they have not been abandoned, even after Jesus returned to heaven. They might further argue that the Holy Spirit encourages Christians to be active in their religious lives and not lose sight of the message of God. The Holy Spirit therefore plays a key role in God’s overall plan for humanity.</p> <p>Other candidates might disagree and suggest a different message as being more important. Some might point to the message of loving one another, brought by Jesus. Others might suggest that the sacrifice and salvation brought by Jesus is more important and central to God’s plan for humanity. Others could point to the overall picture of grace that is fundamental to Christian belief. Whichever is chosen should be argued carefully, including counterarguments where appropriate, and should not focus on the quotation of texts or examples.</p> | 8 |