



# Cambridge O Level

---

**BIBLICAL STUDIES**

**2035/01**

Paper 1 The Portrayal of God in the Bible

**For examination from 2024**

MARK SCHEME

Maximum Mark: 60

---

**Specimen**

---

This document has **14** 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 descriptions for the question
- the specific skills defined in the mark scheme or in the generic level descriptions 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 descriptions.

**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 descriptions 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.

<b>Level</b>	<b>Description</b>	<b>Marks</b>
Level 3	<p><b>Accurate and relevant knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Answers the question, using detailed, accurate and relevant knowledge.</li> <li>• Demonstrates clear understanding through a well-developed and substantial response.</li> <li>• A well-structured format.</li> </ul>	5–6
Level 2	<p><b>Some accurate and relevant knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Partially answers the question, using some accurate and relevant knowledge.</li> <li>• Demonstrates some understanding through a partially developed response, covering some of the points.</li> <li>• Responds in a mostly structured format.</li> </ul>	3–4
Level 1	<p><b>Limited accurate and relevant knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Attempts to answer the question, using limited accurate and relevant knowledge.</li> <li>• Demonstrates limited understanding through an underdeveloped response through limited coverage of the points or a response in general terms.</li> <li>• Attempts to present the information in a structured format.</li> </ul>	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.

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

**SECTION A**

Question	Answer	Marks
1(a)(i)	<p><b><u>Isaiah 52:13, NRSVA</u></b></p> <p><b>‘See, my servant shall prosper; he shall be exalted and lifted up, and shall be very high.’</b></p> <p><b>Outline how Isaiah describes the suffering servant.</b></p> <p>Any <b>three</b> from:</p> <p>The servant:</p> <ul style="list-style-type: none"> <li>• will be marred in appearance</li> <li>• will be beyond human form</li> <li>• will have no form or majesty</li> <li>• will be a man of suffering and acquainted with infirmity.</li> </ul> <p>Award one mark for each response.</p> <p>Accept any other valid points.</p>	<b>3</b>
1(a)(ii)	<p><b>Outline how Isaiah says that people would react to the suffering servant.</b></p> <p>Any <b>three</b> from:</p> <ul style="list-style-type: none"> <li>• he would be despised and rejected</li> <li>• many nations would be startled by his appearance</li> <li>• kings would shut their mouths because of him</li> <li>• people would not desire him or even look at him</li> <li>• people would hold him of no account.</li> </ul> <p>Award one mark for each response.</p> <p>Accept any other valid points.</p>	<b>3</b>

Question	Answer	Marks
1(b)	<p><b>Explain what Isaiah’s prophecy about the suffering servant might teach Christians today.</b></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 suffering servant is said to be a prophecy of the Christian Messiah, Jesus. Christians might read in this prophecy a description of the suffering that Jesus would undergo for humanity and this might teach Christians that Jesus’ suffering was foretold in the Scriptures – he was part of God’s plan to save humanity.</p> <p>Jesus’ suffering was extreme because only extreme suffering fully showed the extent to which God would endure hardships for his people. However, his suffering exalted him beyond compare – this is how he saved the world.</p> <p>Christians might also read into this passage the emphasis that God’s salvation came through a human being and that Jesus was fully human.</p>	<b>6</b>
1(c)	<p><b>‘Jesus was more of a saviour than a prophet.’ Discuss.</b></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 this statement on the basis that Jesus came to earth primarily to reverse the sin of Adam and Eve (original sin) and this was his primary goal. They might observe that God’s plan of salvation was clear in the Old Testament, as seen in passages such as Isaiah 52–53, and salvation from sin was the primary need of humanity. They might also point towards other actions that Jesus performed which brought salvation to individuals, such as his miracles.</p> <p>Some candidates might disagree with the statement and suggest that Jesus worked in similar ways to the prophets. He spoke to the needs of his time and aimed to bring about change in the world. They might point towards texts from the syllabus that show how the prophets responded to the needs of their time and how Jesus also responded to the situation he was born into.</p> <p>Some candidates might observe that Jesus’ work as a prophet was part of his work as a saviour because, by being a prophet, he saved the society of his day.</p>	<b>8</b>

Question	Answer	Marks
2(a)(i)	<p><b><u>Exodus 14:1–2, NRSVA</u></b></p> <p><b>Then the LORD said to Moses: ‘Tell the Israelites to turn back and camp in front of Pi-hahiroth, between Migdol and the sea ...’</b></p> <p><b>State <u>two</u> reasons why the Lord says he will harden Pharaoh’s heart.</b></p> <ul style="list-style-type: none"> <li>• To gain glory over Pharaoh.</li> <li>• So that the Egyptians will know that he is Lord.</li> </ul> <p>Award one mark for each correct answer.</p>	<b>2</b>
2(a)(ii)	<p><b>Outline what the Israelites said to Moses when they saw the Egyptians advancing on them.</b></p> <ul style="list-style-type: none"> <li>• Was it because there were no graves in Egypt that you have taken us away to die in the wilderness?</li> <li>• What have you done to us, bringing us out of Egypt?</li> <li>• Is this not the very thing we told you in Egypt, ‘Let us alone and let us serve the Egyptians’?</li> <li>• It would have been better for us to serve the Egyptians than to die in the wilderness.</li> </ul> <p>Award one mark for each relevant point up to a maximum of four marks.</p> <p>Accept any other valid points.</p>	<b>4</b>
2(b)	<p><b>Explain what this story might teach about God and his relationship with people.</b></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 shows that God is always prepared to guide his people and bring about salvation, however possible. By hardening Pharaoh’s heart, it is seen that God is in control of all people, not just the Israelites, so God exists in the lives of all.</p> <p>God delivers his people from the large numbers of troops by whatever means possible. Those who remain faithful to God will be delivered and God will protect them.</p> <p>God uses spokespeople to help his work, for example Moses. His relationship with people is sometimes seen through great leaders.</p> <p>God uses his angel to work on earth. Again, his relationship with people is seen in the world through messengers as well as works of great power.</p> <p>God’s relationship with people is one of love and justice and the desire to help, however bad the situation.</p>	<b>6</b>



Question	Answer	Marks
2(c)	<p><b>Assess the view that the God of Exodus would not have let Pharaoh kill the Israelites.</b></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 view because whatever happens, God will help his people and so, however powerful Pharaoh was, God was prepared to support the Israelites. They might observe that he had delivered them from the land of Egypt and appointed Moses as a leader to guide them. They might make reference to the part that this passage plays in his overall plan of salvation.</p> <p>Other candidates might disagree with the view because of the importance of human free will. The Israelites might have made choices that ended up with the large army overpowering them; for example, they may have refused to cross the Red Sea when the waters were parted.</p> <p>Some candidates might observe that God would not have set up a situation where the Egyptians were simply a tool to save the Israelites and where the deaths of so many of them were inevitable.</p>	<b>8</b>

**SECTION B**

Question	Answer	Marks
3(a)	<p><b>Describe what happened in the account in Genesis when the Lord could not find a helper for the man.</b></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 2:20–24</u></p> <p>After the Lord had created all types of animals and still had not found a helper for the man, he caused a deep sleep to fall on the man. As the man slept, God took one of his ribs and closed up its place with flesh. The rib that was taken, God made into a woman and he brought her to the man.</p> <p>The man said, 'This at last is bone of my bones and flesh of my flesh; this one shall be called Woman, for out of Man this one was taken.'</p>	<b>6</b>
3(b)	<p><b>Explain why this passage might not be taken literally by some Christians.</b></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 should not be taken literally because it is the second creation story and seems to give a different account of the creation of woman than the first story, where God seemed to make man and woman together in his image.</p> <p>Some might think that the account in Genesis should not be taken literally because it suggests that all humanity comes from one set of parents, Adam and Eve, which does not seem feasible to some.</p> <p>Some might point towards scientific theories about the origins of humanity, such as evolution and suggest that there is enough evidence to point towards this explaining the origins of humans, and therefore the account in Genesis should not be taken literally.</p>	<b>6</b>

Question	Answer	Marks
3(c)	<p><b>Assess the view that Genesis has nothing to teach Christians about the creation of humanity.</b></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 stories in Genesis come from a pre-scientific age where the stories might have been created to express basic truths without expressing the literal truth. Therefore, the creation of humanity can perhaps be explained using other theories, such as evolution.</p> <p>Some candidates might suggest that even if the detail in Genesis is not accurate, it is true to say that God is responsible for the creation of humanity and that he did so carefully and this is expressed in Genesis.</p> <p>Some candidates might disagree with the statement because they take the passage literally. They might argue that the Bible is God's word and therefore has to be seen as teaching Christians eternal truths, even if science suggests other approaches.</p>	<b>8</b>

Question	Answer	Marks
4(a)	<p><b>Outline the description of Goliath in 1 Samuel.</b></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>1 Samuel 17:4–7</u></p> <p>Goliath of Gath, a Philistine, is described as a champion – his height was six cubits and a span. He wore a helmet of bronze and was armoured with a coat of mail, weighing five thousand shekels of bronze.</p> <p>He had greaves of bronze on his legs and a javelin of bronze slung between his shoulders. The shaft of his spear was like a weaver's beam and the spear's head weighed six hundred shekels of iron. He had a shield-bearer before him.</p>	<b>6</b>

Question	Answer	Marks
4(b)	<p><b>Explain how Christians might apply the story of David and Goliath in their lives today.</b></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 might learn from the story that God's people will always prevail if they remember that God is on their side and therefore make an effort to be close to God in their daily lives so that he can work for them whatever they come up against.</p> <p>They might use the idea of David being an unseasoned youth to remind them of the great gap between David and Goliath and the difference that being a part of God's family can make to life.</p> <p>They might point in particular to the faithfulness of David to illustrate these points.</p> <p>Christians might use David's lucky shot to show that God can help the fortunes of his people. For Christians, David using a simple weapon also shows the importance of not displaying great power and force when fighting for the truth but instead being open to all possible approaches to a situation.</p>	<b>6</b>
4(c)	<p><b>'A king is nothing more than a representative of God on earth.' Discuss.</b></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 this statement because kings inherit their roles and therefore there is a sense of being chosen or predestined by God. God is in ultimate control of the universe and kings are a part of this. Candidates might point to traditions such as anointing or prayers that are said at coronations. Candidates might also suggest that although David did not inherit the throne, he is clearly king because God wills it.</p> <p>Some candidates might disagree with the statement because kings have a wide range of roles to play. It is most likely that they represent people to God, rather than the other way around. In the Old Testament, kings are portrayed as the head of a nation, not a representative of God.</p> <p>Some candidates may observe that the Messianic kingship of Jesus is very different to that of earthly kings. Jesus is a king but not a king like David or Saul or a modern king.</p>	<b>8</b>

Question	Answer	Marks
5(a)	<p><b>Outline the vision of Cornelius in Acts, including Cornelius’s reaction.</b></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 10:3–8</u></p> <p>One afternoon, about three o’clock in Caesarea, Cornelius had a vision. He clearly saw an angel of God coming and saying his name.</p> <p>He stared at the angel in terror and said, ‘What is it, Lord?’</p> <p>The reply came: his prayers and his alms have ascended as a memorial before God.</p> <p>Men should be sent to Joppa for Simon Peter who was staying with Simon the tanner, whose house is by the seaside.</p> <p>Cornelius called two of his slaves and a devout soldier from those who served him as soon as the angel left and told them everything before sending them to Joppa.</p> <p>Some candidates might use in their answer the version found in Acts 10:30–33.</p>	<b>6</b>
5(b)	<p><b>Explain the importance of this vision in the development of the early church.</b></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>This vision serves to remind the readers of Acts that God continues to guide salvation history and his people in different ways. The early church was able to progress by means of this vision. The fact that Cornelius shared the vision with his slaves and soldier shows how visions can be used to help to evangelise.</p> <p>In particular, this vision brings Peter to Cornelius and, along with Peter’s own vision, helped the early church to understand its relationship with the Jewish law. This law stated that certain foods were unclean but, as a result of this vision, Peter came to realise that God had made all foods clean.</p> <p>Peter also came to the house of Cornelius and ate there, showing that the barriers between Jews and gentiles were to be broken down in the church, and allowing the message of Jesus to spread far and wide.</p>	<b>6</b>

Question	Answer	Marks
5(c)	<p><b>To what extent should Christians always wait for God’s guidance before making a big decision?</b></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 this idea because of the example shown in this passage and throughout the Bible, where a significant change in direction is brought about by a vision or encounter with God. It is only with the clear, unambiguous message of God that significant decisions should be made. If a Christian has and shows faith, he or she should pray for and wait for God’s direct help before acting.</p> <p>Some candidates might disagree because direct revelation is rare and so Christians should use their free will, combined with their understanding of how to live a good Christian life (e.g. read the Bible, go to church, pray, etc.) to help them to make a decision.</p> <p>Some candidates might observe that, although visions are rare, God’s guidance is not rare in the lives of Christians. Christians should always pray to God for help before making any life-changing decisions and they should understand that God will respond in whatever way is appropriate.</p>	<b>8</b>