

Cambridge International AS & A Level

BIBLICAL STUDIES**9484/22**

Paper 2 The Development of Christianity

May/June 2026

MARK SCHEME

Maximum Mark: 50

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

This document consists of **16** printed pages.

General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: - the specific content defined in the mark scheme - the specific skills defined in the mark scheme or in the level descriptions - the standard of response required as exemplified by the standardisation scripts.
2	Examiners must award whole marks (not half marks, or other fractions).
3	Examiners must award marks positively . This means that: - marks are not deducted for errors or omissions - marks are awarded for correct/valid answers as defined in the mark scheme and also for other valid answers which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate - the quality of spelling, punctuation and grammar are judged only when the mark scheme indicates that these features are specifically assessed in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must consistently apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the full range of marks defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and must not award marks with grade thresholds or grade descriptions in mind.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
Highlighter	Highlighting areas of text
Off-page comment	Allows comments to be entered at the bottom of the RM marking window and then displayed when the associated question item is navigated to.
SEEN	Indicates that the point has been noted, but no credit has been given.

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.

Social Sciences and Humanities Subject Specific Marking Principles (for point-based marking)**Components using point-based marking:**

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

- a. DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)
- b. DO credit alternative answers/examples which are not written in the mark scheme if they are correct
- c. DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly)
- d. DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities, e.g. a scattergun approach to a question asking for n items
- e. DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted)
- f. DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion).

Presentation of mark scheme:

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

Assessment objectives**AO1 Knowledge and understanding**

Demonstrate knowledge and understanding of specified texts and Christian teachings, beliefs and practices as recorded in the Bible.

AO2 Analysis and evaluation

Analyse, evaluate and discuss evidence, points of view and issues in Christianity.

Table A: AO1 Knowledge and understanding (10 marks)

Use this table to give marks for each candidate response for **Questions 1(b), 2(b), 3(a) and 4(a)**.

Level	Description	Marks
Level 4	Detailed accurate knowledge with good understanding • Uses a range of detailed, accurate and relevant knowledge. • Demonstrates understanding through a well-developed response. • Fully addresses the question. • Good understanding of the context, if relevant.	9–10
Level 3	Mostly accurate knowledge with some understanding • Uses a range of mostly accurate and relevant knowledge. • Demonstrates understanding through a developed response. • Addresses most aspects of the question. • Some engagement with the context, if relevant.	6–8
Level 2	Partially accurate knowledge with limited understanding • Uses a range of knowledge which may be partially accurate. • Demonstrates limited understanding through a partially developed response. • Attempts to address the question. • Attempts to engage with the context, if relevant.	3–5
Level 1	Limited knowledge and basic understanding • Identifies a limited range of knowledge which may not be accurate. • Demonstrates basic understanding through a limited response. • Response is relevant to the topic, but does not directly address the question. • Little or no reference to the context, if relevant.	1–2
Level 0	No relevant material to credit.	0

Table B: AO2 Analysis and evaluation (10 marks)

Use this table to give marks for each candidate response for **Questions 1(c) and 2(c)**.

Level	Description	Marks
Level 5	Effective conclusion with analysis of points of view - Analyses the importance and/or strength of different points of view in detail. - Uses accurate evidence to support a sustained and well-structured discussion. - Effective conclusion to the question which evaluates knowledge and points of view.	9–10
Level 4	Coherent conclusion supported by evidenced points of view - Discusses different points of view in some detail. - Uses accurate evidence to support a well-structured discussion. - Coherent conclusion to the question which evaluates knowledge and points of view.	7–8
Level 3	Satisfactory conclusion with different points of view - Recognises different points of view and discusses at least one in some detail. - Uses accurate evidence to support discussion. - Satisfactory conclusion to the question which is linked to a range of knowledge and points of view.	5–6
Level 2	Basic conclusion with a supported point of view - Discusses one point of view. - Uses supporting evidence for one or more relevant points. The support may not be wholly relevant or accurate. - Attempted conclusion to the question which is linked to knowledge and/or a point of view.	3–4
Level 1	Limited interpretation with a point of view - States a point of view. - Little or no supporting evidence. - Attempted interpretation which may not directly address the question.	1–2
Level 0	No relevant material to credit.	0

Table C: AO2 Analysis and evaluation (15 marks)

Use this table to give marks for each candidate response for **Questions 3(b) and 4(b)**.

Level	Description	Marks
Level 5	Effective conclusion with analysis of points of view - Analyses the importance and/or strength of different points of view in detail. - Uses accurate evidence to support a sustained and well-structured discussion. - Effective conclusion to the question which evaluates knowledge and points of view.	13–15
Level 4	Coherent conclusion supported by evidenced points of view - Discusses different points of view in some detail. - Uses accurate evidence to support a well-structured discussion. - Coherent conclusion to the question which evaluates knowledge and points of view.	10–12
Level 3	Satisfactory conclusion with different points of view - Recognises different points of view and discusses at least one in some detail. - Uses accurate evidence to support discussion. - Satisfactory conclusion to the question which is linked to a range of knowledge and points of view.	7–9
Level 2	Basic conclusion with a supported point of view - Discusses one point of view. - Uses supporting evidence for one or more relevant points. The support may not be wholly relevant or accurate. - Attempted conclusion to the question which is linked to knowledge and/or a point of view.	4–6
Level 1	Limited interpretation with a point of view - States a point of view. - Little or no supporting evidence. - Attempted interpretation which may not directly address the question.	1–3
Level 0	No relevant material to credit.	0

Section AAnswer **three** questions.

Question	Answer	Marks
Either		
1(a)	Describe the vision of Cornelius in Acts 10:1–8. Award up to 5 marks for AO1 Knowledge and understanding. Award up to five marks max. for a comprehensive answer. Either direct quotation from the text or paraphrase is acceptable. All relevant material must be credited. • One afternoon at about three o'clock Cornelius, a gentile known for his generosity, had a vision. • He clearly saw an angel of God coming in and saying to him, 'Cornelius'. • He stared at him in terror and said, 'What is it, Lord?'. • The angel answered 'Your prayers and your alms have ascended as a memorial before God. Now send men to Joppa for a certain Simon who is called Peter'. • When the angel left, he called two of his slaves and sent them to Joppa.	5
1(b)	Explain the importance of baptism as initiation into the life and worship of the Christian community in Jerusalem. Use Table A: AO1 Knowledge and understanding (10 marks) to mark candidate responses to this question. Award up to 10 marks. Indicative content Answers may include some of the following ideas, but all relevant material must be credited, points may include: • Jesus and Cornelius were both baptised. • Baptism was seen as an outward symbol of an individual's inward conversion and repentance. • Baptism played a critical role in the early Christian community in Jerusalem. In the early Christian community, it served as a public declaration of faith. • Baptism marked the official entry of a new believer into the body of Christ and the local church in Jerusalem. • The act of baptism symbolised spiritual cleansing and renewal. • Baptism had particular dominance following Pentecost. In the early church, baptism was often associated with the receiving of the Holy Spirit. • Baptism demonstrates the unity and equality of all believers within the Christian community. • Baptism was seen as fulfilling Jesus' command, this continued in the community in Jerusalem and beyond.	10

Question	Answer	Marks
1(c)	'The conversion of the gentiles was more significant for the early church than the conversion of the Jews.' Discuss this claim. Use Table B: AO2 Analysis and evaluation (10 marks) to mark candidate responses to this question. Award up to 10 marks. Indicative content Candidates may propose, analyse and evaluate some of the following arguments. All relevant arguments must be credited. For the view: • The conversion of gentiles marked a significant shift in the scope of the Christian mission. It demonstrated that Christianity was not limited to Jewish people but was a universal faith. • The inclusion of gentiles prompted theological discussion regarding the nature of salvation. At Jerusalem, the extent to which gentile converts needed to adhere to Jewish laws was discussed (Acts 15), a council addressed whether gentile converts needed to adhere to Jewish laws, resulting in a different understanding of faith and grace. • The conversion of the gentiles helped Christianity to extend beyond Jerusalem to other cities and communities, and to spread throughout the Roman Empire and beyond, leading to the development of a new religious identity distinct from Judaism. • Paul was instrumental in the conversion of gentiles, which becomes a major theme of Pauline texts. Other views: • The early Church was initially a sect within Judaism. The apostles and first disciples were Jews, and their initial mission focused on Jewish communities. • Jewish converts provided a theological foundation and continuity with the Hebrew scriptures. Candidates may refer to the quotation of the Hebrew scriptures by apostles and converts, including prophecies about the Messiah, to illustrate their teaching. • The conversion of Jews was seen as a fulfilment of Old Testament prophecies regarding the Messiah. • Jewish converts, being familiar with the scriptures, were able to articulate the Christian message effectively within their own communities. This initial spread was vital for establishing early Christian doctrine. • The conversion of gentiles also added new tensions and difficulties for the early Christian communities.	10

Question	Answer	Marks
Or		
2(a)	Describe Peter's sermon at the house of Cornelius in Acts 10:34–43. Award up to 5 marks for AO1 Knowledge and understanding. Award up to five marks max. for a comprehensive answer. All relevant material must be credited. • God shows no partiality between Jews and gentiles. • Jesus Christ preached in Galilee and brought peace; he is Lord of all, not just the Jews. • God anointed Jesus with the Holy Spirit, his ministry was possible because of God's power. • He was killed by hanging on a cross. He was raised from the dead but only seen by some witnesses. • He commanded the apostles to preach and to testify that he is the one whom God appointed as judge of the living and the dead. • Those who believe in him receive forgiveness of sins.	5

Question	Answer	Marks
2(b)	Comment on similarities and differences between the preaching of Peter and of the preaching of Paul. Use Table A: AO1 Knowledge and understanding (10 marks) to mark candidate responses to this question. Award up to 10 marks. Indicative content Answers may include some of the following ideas, but all relevant material must be credited. • Their preaching styles and content reflect their distinct backgrounds, audiences, and theological emphases. • Peter primarily addresses Jewish audiences (e.g. Acts 2 (Pentecost sermon), Acts 3 (Solomon's Portico)). • Peter emphasises Jesus as the Messiah and the fulfilment of Jewish prophecy (e.g. Acts 2). • Peter uses more Old Testament references (e.g. Joel). • Peter is usually more conservative with respect to Jewish law and customs. • Paul primarily addresses gentile audiences (e.g. Acts 17 (Athens), Acts 19 (Ephesus)). • Paul emphasises the universality of the gospel (e.g. Acts 17). • Paul uses Hellenistic ideas (e.g. Acts 17:28, where he quotes Greek poets). • Paul advocates for freedom from Jewish law for gentiles (e.g. Acts 15). • Peter seems initially less adaptive and changes as the narrative progresses; Paul consistently tailors his message to different audiences. • Both preach and convert both gentiles and Jews. • Both use Old Testament narratives to support their preaching. • Both focus on Jesus' life, death and resurrection.	10

Question	Answer	Marks
2(c)	'The early church would not have spread without preaching.' Discuss this claim. Use Table B: AO2 Analysis and evaluation (10 marks) to mark candidate responses to this question. Award up to 10 marks. Indicative content Candidates may propose, analyse and evaluate some of the following arguments. All relevant arguments must be credited. For the view: • Preaching was the primary means by which the message of Jesus Christ was communicated to both Jews and gentiles. The apostles, especially Peter and Paul, travelled extensively to preach the gospel. • Preaching was important in nurturing early Christian communities. It provided doctrinal instruction and guidance. • The Book of Acts documents numerous instances where preaching led to conversions and the establishment of new Christian communities (e.g. Acts 2). • Through preaching, early Christians defended their beliefs against opposition (e.g. Paul's sermon at the Areopagus in Acts 17). Other views: • Early Christians often met in private homes (house churches), which spread Christianity through existing social networks. • The Diaspora (especially the synagogues across the empire) created natural networks for the spread of Christianity. • Miracles, such as healings and exorcisms, were seen as evidence of divine power, leading many to embrace Christian beliefs. • The willingness of early Christians to endure persecution and martyrdom for their faith served as a powerful testimony ('The blood of the martyrs is the seed of the church' – Tertullian (NB candidates are not required to know Tertullian)). • Persecution sometimes forced Christians to flee, spreading Christianity to new regions (e.g. the scattering of believers to Samaria after Stephen's martyrdom (Acts 8)).	10

Question	Answer	Marks
<u>Either</u>		
3(a)	Explain the problem with food offered to idols, as described in 1 Corinthians. Use Table A: AO1 Knowledge and understanding (10 marks) to mark candidate responses to this question. Award up to 10 marks. Indicative content Answers may include some of the following ideas, but all relevant material must be credited. • The issue appears primarily in chapters 8 and 10, where Paul addresses the question of whether it is acceptable for Christians to eat meat that has been sacrificed to idols. • For some Christians eating meat offered to idols was not problematic because idols had no existence or significance in the Christian worldview. • The main issue was not whether eating such meat was inherently sinful, but how it might affect the faith of other believers. Some Christians, particularly new converts for instance, might still have associated such meat with idolatry, even though they knew intellectually that idols were meaningless. • For some people eating meat offered to idols could lead them to stumble in their faith, either by feeling that they were compromising with idolatry or by being led back into practices that they had left behind. • Paul himself is willing to refrain from eating meat offered to idols if it will prevent causing harm to a fellow believer (1 Corinthians 8:13).	10

Question	Answer	Marks
3(b)	‘Abuses at the Lord's Supper were the biggest issue for Paul in his ministry to the Corinthians.’ Evaluate this claim. Use Table C: AO2 Analysis and evaluation (15 marks) to mark candidate responses to this question. Award up to 15 marks. Indicative content Candidates may propose, analyse and evaluate some of the following arguments. All relevant arguments must be credited. For the claim: • Paul discusses abuses at the Lord's Supper in 1 Corinthians, particularly in chapter 11. Paul criticises them for their behaviour. • In 1 Corinthians 11, Paul addresses abuses at the Lord's Supper during the worship of the Corinthian Church. It seems that the Corinthian Christians were coming together to celebrate the meal, but their behaviour was divisive, disrespectful, and inappropriate for the nature of the sacrament. • The Corinthians were divided into factions, leading to a lack of unity in the church. Some were prioritising their own social groups over others, particularly neglecting the poorer members of the community. • Some participants were treating the meal as an opportunity to feast rather than a sacred act of worship. Some would eat and drink excessively, while others went hungry. • Paul emphasizes that the Lord's Supper is a remembrance of Christ's sacrifice. • Abuses at the Lord's Supper reflected deeper issues of division and a lack of love within the Corinthian Church, prompting Paul to call for a return to reverence and unity. Other views: • Abuses at the Lord's Supper were significant but not necessarily the biggest issue Paul addresses. The letter tackles multiple problems within the Corinthian Church, including divisions, immorality, and questions about spiritual gifts. • Earlier in the letter, Paul writes about other issues in the Corinthian community. Each of these issues contributed to the overall problems in the Church. • Paul addresses divisions among the members (1:10–13) and factionalism in the church. • He reiterates the importance of keeping the church free from sin, urging them to celebrate their new identity in Christ and to live in a way that reflects that transformation. • He also deals with questions about marriage and sexual ethics (7:1–31). • While the abuses at the Lord's Supper were an important concern for Paul, they were part of a broader range of issues within the Corinthian Church. The lack of unity and the moral failures were maybe more central to his overall message.	15

Question	Answer	Marks
Or		
4(a)	Explain the significance of the Corinthian Church providing a collection for the Jerusalem community (1 Corinthians 16:1–6). Use Table A: AO1 Knowledge and understanding (10) marks to mark candidate responses to this question. Award up to 10 marks. Indicative content Answers may include some of the following ideas, but all relevant material must be credited. • The collection for the Jerusalem community, as described in various New Testament passages (notably in Paul's letters), holds great significance for the early Christian church. • For Paul, the collection was part of a broader mission to unify the gentile and Jewish church. It was a tangible expression of the unity between Jewish and gentile Christians. • The collection could exemplify the concept of the church as the body of Christ (e.g. 1 Corinthians 12). • The collection provided financial support to the Jerusalem Church, which was experiencing significant poverty, possibly due to economic hardship, famine (as mentioned in Acts 11:28). • The collection was a practical outworking of Pauline theology. It is not enough to preach unity and love; these principles have to be demonstrated through action. • The Jerusalem Church could be seen as the mother church for all Christians.	10

Question	Answer	Marks
4(b)	Evaluate whether gentile and Jewish mixed communities were successful in the early church. Use Table C: AO2 Analysis and evaluation (15 marks) to mark candidate responses to this question. Award up to 15 marks. Indicative content Candidates may propose, analyse and evaluate some of the following arguments. All relevant arguments must be credited. - Mixed communities in the early church involved the interaction between Jewish and gentile believers (and other groups such as God fearers) and the challenges of uniting these diverse communities. Successful - The early church, particularly through the ministry of Paul, emphasised that in Christ, there is neither Jew nor gentile (Galatians 3:28). This theological stance laid a foundation for inclusive communities. - The Council in Jerusalem (Acts 15) decided that gentile converts did not need to follow the full extent of the Mosaic Law. - Mixed communities were instrumental in the rapid expansion of Christianity beyond Jewish territories (e.g. the church in Antioch (Acts 11:19–26) from where Paul and Barnabas were sent out on missionary journeys). - Mixed communities demonstrated significant social and economic cooperation, such as shared responsibility and mutual aid. - The church today is a legacy of the mixed communities of the early church. Not successful - Jewish customs, such as dietary laws and circumcision, caused significant tension, for example the conflict between Paul and Peter in Antioch. - Integrating gentiles into predominantly Jewish communities meant that many practices clashed with Jewish traditions. - Mixed communities were also susceptible to false teachings and divisive doctrines. - Mixed communities were split by divisions, with members aligning themselves with different leaders such as Paul, Apollos, Cephas (Peter), and Christ (1 Corinthians 1:10–17). Other views - The challenges faced by mixed communities led to the development of church councils and synods, where theological and practical disputes were addressed collectively. - Councils (e.g. the Jerusalem Council) established a precedent for resolving conflicts within the church through dialogue and consensus.	15