**Potential questions for Eduqas Christianity**

**Theme 1**

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|  | a/ b | Question |  |
| 1A | A | Examine the Birth Narratives of Matthew and Luke | 20 |
| 1A | A | Explain why it might be difficult to harmonise the Birth narratives of Matthew and Luke | 20 |
| 1A | A | Compare the kenotic model and substantial presence model of incarnation | 20 |
| 1A | A | Explain the insights of redaction criticism to the Birth Narratives of Matthew and Luke | 20 |
| 1A | B | ‘The Birth Narratives provide little insight into the doctrine of incarnation’ | 30 |
| 1A | B | ‘Redaction criticism is needed to understand the Birth Narratives of Matthew and Luke’ | 30 |
| 1A | B | ‘The Birth narratives do not support the doctrine of the incarnation’ | 30 |
| 1A | B | ‘The Birth Narratives cannot be seen as credible in the 21st century’ | 30 |
| 1B | A | Compare the views of Bultmann and NT Wright on the resurrection | 20 |
| 1B | A | Explain how the Bible presents the resurrection of Jesus | 20 |
| 1B | A | Explain NT Wright’s argument in support of the truth of Jesus’ resurrection | 20 |
| 1B | A | Examine Bultmann’s interpretation of the resurrection | 20 |
| 1B | B | ‘Bultmann’s theology is helpful for Christians today’ | 30 |
| 1B | B | ‘The resurrected body is a spiritual body’ | 30 |
| 1B | B | ‘The gospel accounts of Jesus’ resurrection are an unreliable guide to the historical events’ | 30 |
| 1B | B | ‘The resurrection is a myth’ | 30 |
| 1C | A | Explain how the Bible is a guide to the meaning and purpose of life | 20 |
| 1C | A | Examine how the Bible is used by Christians as a source of authority and moral advice | 20 |
| 1C | A | Explain how the Bible is used as a guide for living | 20 |
| 1C | A | Explain how the Bible is used as a source of comfort and encouragement | 20 |
| 1C | B | ‘The Bible has little value in the 21st century’ | 30 |
| 1C | B | ‘The Bible is still a valuable source of guidance and encouragement in the 21st century’  | 30 |
| 1C | B | ‘The Bible has little to teach modern believers about morality’ | 30 |
| 1C | B | ‘The Psalms are a complete guide to life for Christians’ | 30 |
| 1D | A | Explain the development of the Biblical canon | 20 |
| 1D | A | Examine different views on the Bible as the inspired word of God | 20 |
| 1D | A | Explain objective interpretations of the Bible as the Word of God | 20 |
| 1D | A | Explain Calvin’s doctrine of accommodation | 20 |
| 1D | B | ‘The Bible is the inspired word of God’ | 30 |
| 1D | B | ‘The Bible has too many inconsistencies to be considered the inspired word of God’ | 30 |
| 1D | B | ‘Both the contents and the order of the Bible are inspired by God’ | 30 |
| 1D | B | ‘Modern Christians should not accept objective views of Biblical inspiration’ | 30 |
| 1E | A | Explain CH Dodd’s understanding of the kerygma of the early church | 20 |
| 1E | A | Examine the key aspects of the kerygma | 20 |
| 1E | A | Explain the historical challenges to the kerygma as presented in the speeches in Acts | 20 |
| 1E | A | Explain Bultmann’s challenges to the kerygma | 20 |
| 1E | B | ‘The kerygma is irrelevant to modern Christians’ | 30 |
| 1E | B | ‘The speeches in Acts are not an accurate historical record’ | 30 |
| 1E | B | ‘The kerygma must be demythologised for modern Christians’  | 30 |
| 1E | B | ‘The speeches in Acts are a reliable guide to the beliefs of the early church’ | 30 |
| 1F | A | Explain NT Wright’s approach to and conclusions about the person of Jesus | 20 |
| 1F | A | Explain Crossan’s approach to and conclusions about the person of Jesus | 20 |
| 1F | A | Compare the conclusions of Wright and Crossan on the person of Jesus | 20 |
| 1F | A | Examine different pictures of Jesus from Crossan and Wright | 20 |
| 1F | A | Compare Jesus as True Messiah and as a social revolutionary | 20 |
| 1F | B | ‘Jesus is both the True Messiah and a social revolutionary’ | 30 |
| 1F | B | ‘Critical realism is a helpful tool for understanding Jesus’ | 30 |
| 1F | B | ‘’The apocryphal gospels provide little help in understanding Jesus’ | 30 |
| 1F | B | ‘Jesus is the True Messiah’ | 30 |
| 1F | B | ‘Jesus is most effectively viewed as a social revolutionary’ | 30 |

**Theme 2**

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|  | a/ b | Question |  |
| 2A | A | Explain Sallie McFague’s responses to the view that God is male. | 20 |
| 2A | A | Examine issues concerning male language about God. | 20 |
| 2A | A | Explain Sallie McFague’s account of God as mother | 20 |
| 2A | A | Explain the traditional Christian view that God is impassable. | 20 |
| 2A | A | Explain Moltmann’s key ideas in ‘The Crucified God’ | 20 |
| 2A | A | Examine the implications of a suffering God | 20 |
| 2A | B | ‘God is best described as Mother rather than father’ | 30 |
| 2A | B | ‘It is unacceptable to refer to God as Mother’. | 30 |
| 2A | B | ‘The concept of God as Mother helps Christians to understand more about the nature of God’ | 30 |
| 2A | B | “It is theologically impossible for God to suffer.” | 30 |
| 2A | B | ‘Christianity accepts that God can suffer’ | 30 |
| 2A | B | ‘God is impassable’ | 30 |
| 2A | B | ‘The idea that God can suffer is coherent with Biblical themes and Christian thought’ | 30 |
| 2B | A | Explain why there is need for a doctrine of the Trinity in Christianity | 20 |
| 2B | A | Explain the filioque controversy | 20 |
| 2B | A | Examine the relationship between the three parts of the Trinity. | 20 |
| 2B | A | Explain what the doctrine of the Trinity claims about the nature of Christ | 20 |
| 2B | B | ‘The doctrine of the Trinity means that Christianity is not monotheistic’.  | 30 |
| 2B | B | ‘The doctrine of the Trinity does not destroy Christianity’s monotheism’. | 30 |
| 2B | B | ‘It is impossible to understand the Christian view of God without accepting the doctrine of Trinity’ | 30 |
| 2B | B | ‘The doctrine of Trinity makes it very difficult to understand what Christians believe about God’. | 30 |
| 2C | A | Explain **two** theories of the Atonement that you have studied. | 20 |
| 2C | A | Explain why Christianity needs a theory of the Atonement | 20 |
| 2C | A | Explain how atonement theories express a conflict between the wrath and love of God | 20 |
| 2C | A | Examine the Christus Victor/ Penal Substitution/ Moral Example theory of the Atonement | 20 |
| 2C | B | “The belief that God would sacrifice Jesus for human sin shows that God is cruel.” | 30 |
| 2C | B | “‘The three theories of the Atonement are totally contradictory | 30 |
| 2C | B | “Theories of the atonement are largely compatible”. | 30 |
| 2C | B | “Most, if not all of the atonement theories present a cruel God”. | 30 |
| 2C | B | “Penal Substitution shows that God is loving, not cruel | 30 |
| 2D | A | Explain how Luther’s doctrine of justification differed from that of the Roman Catholic church | 20 |
| 2D | A | Explain E.P Sanders’ view of the role of works in justification. | 20 |
| 2D | A | Compare the views of Luther, the Roman Catholic Church and E.P Sanders in relation to justification. | 20 |
| 2D | A | Examine Luther’s arguments for justification by faith alone. | 20 |
| 2D | B | “The New Testament letters teach justification by faith alone”.  | 30 |
| 2D | B | “The New Testament letters do not teach justification by faith alone”. | 30 |
| 2D | B | “Good deeds are necessary for salvation.” | 30 |
| 2D | B | “Faith and works are both important aspects of justification”. | 30 |
| 2D | B | “Faith alone is necessary for salvation | 30 |
| 2D | B | “The New Testament supports arguments for justification by faith alone.” | 30 |
| 2D | B | “Faith and works are both necessary aspects of justification.” | 30 |
| 2E | A | Examine the key features of the life of the Early Church in Acts | 20 |
| 2E | A | Explain how the early church acts as a model for churches today | 20 |
| 2E | A | Examine the role of churches in providing worship and sacraments, religious teaching, and fellowship  | 20 |
| 2E | A | Examine the role of churches in providing mission, service and outreach, | 20 |
| 2E | B | ‘The main role of the church is to provide religious teaching’ | 30 |
| 2E | B | ‘The main role of the church is to provide worship and sacraments | 30 |
| 2E | B | ‘Modern churches should be more like the early church’ | 30 |
| 2E | B | ‘The early church is a poor model for modern churches’ | 30 |
| 2F | A | Explain Christian teachings on love of God and neighbour | 20 |
| 2F | A | Examine key Christian moral principles | 20 |
| 2F | A | Explain Christian teachings on the conscience | 20 |
| 2F | A | Explain Christian teachings on regard for truth and the need for forgiveness | 20 |
| 2F | B | ‘Love of neighbour is the most important moral principle in Christianity’ | 30 |
| 2F | B | ‘Christians should model their behaviour on the love shown by God’ | 30 |
| 2F | B | ‘Conscience is the only moral guide Christians need’ | 30 |
| 2F | B | ‘Forgiveness is the most important moral principle in Christianity’ | 30 |

**Theme 3**

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|  | a/ b | Question |  |
| 3A | A | Examine Christian attitudes to wealth | 20 |
| 3A | A | Explain Biblical teachings on the dangers of wealth | 20 |
| 3A | A | Examine asceticism within Christianity | 20 |
| 3A | A | Explain the key features of the prosperity gospel | 20 |
| 3A | A | Compare Christian teachings on stewardship and the ascetic ideal | 20 |
| 3A | B | ‘Christians should follow the ascetic ideal’ | 30 |
| 3A | B | ‘Wealth is a sign of God’s blessing’ | 30 |
| 3A | B | ‘Stewardship is not compatible with the ascetic ideal’ | 30 |
| 3A | B | ‘Christians should not be wealthy’ | 30 |
| 3B | A | Examine the challenges of Christian migration to the UK | 20 |
| 3B | A | Examine the reverse mission movement | 20 |
| 3B | A | Explain any 2 challenges of Christian migration to the UK | 20 |
| 3B | A | Explain how and why the reverse mission movement operates in the UK | 20 |
| 3B | B | ‘The UK is a modern mission field’ | 30 |
| 3B | B | ‘UK churches have reacted successfully to the challenges of Christian migration’ | 30 |
| 3B | B | ‘UK Christianity needs the reverse mission movement to survive’ | 30 |
| 3B | B | ‘Christian migration has significantly impacted worship in UK churches’ | 30 |
| 3C | A | Examine arguments for and against the ordination of women | 20 |
| 3C | A | Compare Daly and Ruether’s responses to the role of women in Christianity | 20 |
| 3C | A | Explain Ruether’s response to gender in the Christian church | 20 |
| 3C | A | Explain Daly’s response to gender in the Christian church | 20 |
| 3C | B | ‘All Christian churches should support female leadership’ | 30 |
| 3C | B | ‘Women should leave Christianity if they want equality’ | 30 |
| 3C | B | ‘Christianity and gender equality are not compatible’ | 30 |
| 3C | B | ‘Feminist theology has changed Christianity for the better’ | 30 |
| 3D | A | Examine the arguments regarding the UK as a Christian country | 20 |
| 3D | A | Explain the arguments for and against faith schools | 20 |
| 3D | A | Examine how Christian beliefs can conflict with UK law | 20 |
| 3D | A | Examine the perceived challenges to Christianity in the UK | 20 |
| 3D | B | ‘Britain is no longer a Christian country’ | 30 |
| 3D | B | ‘Faith schools should no longer exist in the UK’ | 30 |
| 3D | B | ‘Christianity in the UK has been damaged by the challenges of secularisation’ | 30 |
| 3D | B | ‘UK law should better reflect Christian beliefs’ | 30 |
| 3E | A | Compare the views of Richard Dawkins and Alister McGrath on the relationship between religion and science | 20 |
| 3E | A | Explain Richard Dawkins view on the relationship between religion and science | 20 |
| 3E | A | Explain Alister McGrath’s view on the relationship between religion and science | 20 |
| 3E | A | Examine different views on the limits of science and the ‘God of the gaps’ argument | 20 |
| 3E | B | ‘Religion and science are incompatible’ | 30 |
| 3E | B | ‘Scientists should be atheists’ | 30 |
| 3E | B | ‘Scientific discoveries have contributed to positive developments in Christian belief’ | 30 |
| 3E | B | ‘Science has reduced the role of God in Christianity’ | 30 |
| 3F | A | Examine the inclusivist and exclusivist views found in the Bible | 20 |
| 3F | A | Compare the contributions of Rahner and Hick to Christian inclusivism | 20 |
| 3F | A | Explain the differences between tolerance of religious diversity religious pluralism | 20 |
| 3F | A | Compare Christian universalism and pluralistic universalism | 20 |
| 3F | B | ‘Committed Christians cannot be pluralistic’ | 30 |
| 3F | B | ‘There is only one true path to God and salvation’ | 30 |
| 3F | B | ‘Al religions teach something of the truth’ | 30 |
| 3F | B | ‘The Bible is clearly exclusivist’ | 30 |

**Theme 4**

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|  | a/ b | Question |  |
| 4A | A | Compare the views of Augustine and Zwingli on infant baptism | 20 |
| 4A | A | Explain Karl Barth’s position on believers baptism | 20 |
| 4A | A | Compare Augustine and Zwingli on the role of baptism in salvation | 20 |
| 4A | A | Examine arguments for infant and believers’ baptism | 20 |
| 4A | B | ‘Baptism is meaningless without consent’ | 30 |
| 4A | B | ‘Infant baptism is necessary for salvation’ | 30 |
| 4A | B | ‘Infant and adult baptism are more than symbolic’ | 30 |
| 4A | B | ‘There is no salvation without baptism’ | 30 |
| 4B | A | Explain different Protestant understandings of the Eucharist.  | 20 |
| 4B | A | Compare any two different Protestant understandings of the Eucharist. | 20 |
| 4B | A | Compare Transubstantiation and Consubstantiation.  | 20 |
| 4B | A | Compare Eucharistic practice in contemporary Christian communities. | 20 |
| 4B | A | Examine two different ways in which Christians understand the Eucharist | 20 |
| 4B | A | Examine Roman Catholic teaching about the nature of the Eucharist | 20 |
| 4B | A | Examine the importance of the Eucharist in the life of contemporary Christian communities. | 20 |
| 4B | B | “There is no common ground between Christian understandings of the Eucharist”. | 30 |
| 4B | B | “There is really very little disagreement between different Christian groups when it comes to understanding the meaning and nature of Eucharist.” | 30 |
| 4B | B | “The different Eucharistic practices across Christian groups are entirely due to their different theoretical beliefs about the sacrament.” | 30 |
| 4B | B | “The celebration of the Eucharist may look different in different churches but it has the same meaning for all Christians.” | 30 |
| 4C | A | Compare Christmas celebrations in the Western and Eastern Orthodox churches | 20 |
| 4C | A | Examine key features of Christmas celebrations in the Western and Eastern Orthodox churches | 20 |
| 4C | A | Compare Easter celebrations in the Western and Eastern Orthodox churches | 20 |
| 4C | A | Examine key features of Easter celebrations in the Western and Eastern Orthodox churches | 20 |
| 4C | B | ‘Easter is clearly the most important Christian festival’ | 30 |
| 4C | B | ‘Festival celebrations show Eastern and Western churches as more different than similar’ | 30 |
| 4C | B | ‘Christmas/Easter is a different festival for Western and Eastern Orthodox churches | 30 |
| 4C | B | ‘The point of festivals is the beliefs they remember, rather than the way they are celebrated’ | 30 |
| 4D | A | Explain the development of the ecumenical movement and World Council of Churches since 1910 | 20 |
| 4D | A | Examine the rationale, mission and work of the World Council of Churches | 20 |
| 4D | A | Explain the relationship between the World Council of Churches and the Catholic Church | 20 |
| 4D | A | Explain the development of Christian ecumenism since 1910 | 20 |
| 4D | B | ‘The World Council of Churches has failed in its mission’ | 30 |
| 4D | B | ‘The Christian Church will not be united until the Catholic Church joins the World Council of Churches | 30 |
| 4D | B | ‘The World Council of Churches has been more successful in Diakonia than any other area’ | 30 |
| 4D | B | ‘The World Council of Churches should focus on Ecumenical relations above all else’ | 30 |
| 4E | A | Explain the development of the Charismatic movement from 1960 | 20 |
| 4E | A | Examine the impacts of the Charismatic movement on Christian worship | 20 |
| 4E | A | Explain the challenges to charismatic experience | 20 |
| 4E | A | Explain the main beliefs of the Charismatic movement | 20 |
| 4E | B | ‘The Charismatic movement has caused positive change in modern Christianity’ | 30 |
| 4E | B | ‘The Charismatic movement is a threat to modern Christianity’ | 30 |
| 4E | B | ‘Charismatic experiences are best explained naturally, and have little religious value’ | 30 |
| 4E | B | ‘Charismatic experiences show that the Holy Spirit is active in the modern world’ | 30 |
| 4F | A | Explain the basis of, and reasons for, the development of South American Liberation Theology. | 20 |
| 4F | A | Examine the basis of Liberation Theology with reference to the work of Gustavo Gutierrez | 20 |
| 4F | A | Examine the basis of Liberation Theology with reference to the work of Leonardo Boff | 20 |
| 4F | A | Examine the response of the Roman Catholic Church to South American Liberation Theology. | 20 |
| 4F | B | ‘Liberation theology is more a political than a religious movement’ | 30 |
| 4F | B | 'The response of the Roman Catholic Church to liberation theology was mainly negative’ | 30 |
| 4F | B | ‘Jesus was the first Liberation Theologian’ | 30 |
| 4F | B | ‘The Catholic Church should allow more influence for Liberation Theology’ | 30 |