



Rewarding Learning

**General Certificate of Secondary Education
2022 Reserve Series**

Religious Studies

Paper 6

An Introduction to Christian Ethics

[GRE61]

FRIDAY 1 JULY, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for Religious Studies.

Candidates must:

- AO1** demonstrate knowledge and understanding of religion, including beliefs, practices and sources of authority; and
- AO2** analyse and evaluate aspects of religion and belief, including their significance and influence.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

AO1 (5 mark responses):

Level 1: The candidate presents something relevant or worthy of credit; elementary knowledge and understanding.

Level 2: The candidate presents a clear knowledge and understanding with some development.

Level 3: The candidate presents a detailed answer showing very good development.

AO2 (5 mark responses):

Level 1: The candidate presents opinion supported by one simple reason.

Level 2: The candidate presents opinion supported by two simple reasons or one developed reason.

Level 3: The candidate presents a well-argued response with evidence of informed insights.

Quality of written communication

Quality of written communication is assessed in the extended writing questions worth 10 marks in Section B of each examination paper. These questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is limited.

Level 3: Quality of written communication is good.

Level 4: Quality of written communication is very good.

Level 5: Quality of written communication is excellent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance which is provided on the next page:

AO2 (10 mark responses):

Level 1 (Basic): The candidate presents some information in a simple form. **Basic arguments** are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure. Basic use of specialist vocabulary.

Level 2 (Limited): The candidate presents one or two relevant points. **Limited arguments** are given to analyse and evaluate personal responses and informed insights, some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure. Limited use of specialist vocabulary.

Level 3 (Good): A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. **Good reasoned arguments** are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing and some coherent structure evident. Good use of specialist vocabulary.

Level 4 (Very good): Different points of view must be considered, but the consideration does not need to be balanced i.e. one view could be much briefer than the other. **Well-formed and reasoned arguments** are given to analyse and evaluate personal responses and informed insights, accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary.

Level 5 (Excellent): The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. **Very well-formed and reasoned arguments** are given to analyse and evaluate personal responses and informed insights, highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary.

COVID-19 Context

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

Section A

Answer **all** questions.

AVAILABLE
MARKS

1 Contemporary issues in Christianity

(a) (i) **What is meant by the word ‘prejudice’?**

A negative view of someone based on an unfounded belief; literally to ‘pre-judge’.

Accept valid alternatives

(AO1)

[1]

(ii) **Give two reasons why some people are prejudiced toward others.**

Answers may include any two of the following:

- Fear of something unfamiliar
- Learnt from an early age
- The result of ignorance

Accept valid alternatives

(AO1)

[2]

(iii) **Name a Christian organisation fighting poverty and injustice in our local society.**

St Vincent de Paul; Salvation Army

Accept valid alternatives

(AO1)

[1]

(iv) **Name a Christian organisation fighting global poverty and injustice overseas.**

Christian Aid; Trócaire

Accept valid alternatives

(AO1)

[1]

(b) Explain the difference between absolute and relative poverty.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the difference between absolute and relative poverty.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none">• One relevant and accurate point.	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none">• Two relevant and accurate points.• Two or more relevant and accurate points with one developed.• A single point that is exceptionally well-developed may reach this level.	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none">• Two or three relevant and accurate points with development.• Level 3 answers will be well-structured with good development.	4–5

Answers may include:

- Absolute poverty is the severe deprivation of basic human needs, including food, safe drinking water, sanitation facilities, health, shelter and education.
- Relative poverty is where people have a much lower standard of living than others in their society. They may have to miss out on many of the luxuries others take for granted, such as owning a car or having a holiday abroad.
- Relative poverty is less likely to be life-threatening than absolute poverty, but it is still a serious issue. People living in relative poverty may not be able to participate fully in the society in which they live.

Accept valid alternatives
(AO1)

[5]

(c) “Christians should support Fair Trade.”

Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of whether Christians should support Fair Trade.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Answers may include:

- Christians should always try to support Fair Trade as the aims are compatible with Christian teaching or equality and respect.
- There is a wide variety of Fair Trade goods available in shops today, including chocolate, bananas and biscuits. It is easy for everyone to make the effort.
- Fairly traded goods stop the producers in developing countries from being exploited for profit; the fair payments they receive can help to secure a better future for themselves and their children.
- Fair Trade products ensure that people’s rights are respected and helps to monitor working conditions.

On the other hand:

- Some families are trying to manage on a very tight budget and have to consider price first. Fairly traded goods can work out to be more expensive.
- There may not be the choice or selection available as the range of Fair Trade products is limited.
- All consumers, whether Christians or not, have the right to buy what products they wish and should not feel obligated to buy one product in particular.

Accept valid alternatives
(AO2)

[5]

15

AVAILABLE
MARKS

2 Abortion

AVAILABLE
MARKS

(a) (i) What is meant by the word ‘abortion’?

Premature expulsion of the foetus from the womb
Accept valid alternatives
(AO1)

[1]

(ii) Give *two* arguments against abortion.

Answers may include any two of the following:

- Abortion is the same as murder.
- The unborn child has the right to life.
- There is always an alternative to abortion, such as adoption.
- Abortion violates the sanctity of life.

Accept valid alternatives
(AO1)

[2]

(iii) Give *two* arguments in favour of abortion.

Answers may include any two of the following:

- A woman has the right to make decisions about her body.
- Every child should be wanted.
- Abortion is sometimes necessary, e.g. rape or fatal foetal abnormality.

Accept valid alternatives
(AO1)

[2]

(b) Do you think Christian teaching on the sanctity of life is still relevant for today?

Give reasons for your answer.

Target: Analysis of the relevance today of Christian teaching on the sanctity of life.

**AVAILABLE
MARKS**

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Answers may include:

- Christian teaching on the sanctity of life is that all human life is given by God and is therefore to be respected. This idea is based on Bible teaching, e.g. 'God created human beings, making them to be like himself' (Genesis 1:27).
- Christian teaching which comes directly from the Bible is always relevant in any age. The Bible is seen by Christians as the Word of God.
- Christian teaching on sanctity of human life is very relevant today when considering the approach many moral issues involving respect for life, such as abortion, assisted dying and reproductive technology.

On the other hand:

- Christian teaching on sanctity of life is no longer relevant in society today; many people do not view the Bible as divine inspiration, but as an out-dated text which does not address modern issues.
- For many people, their own personal autonomy is more important than the sanctity of life. For example, many believe that a person who is terminally ill has the right to decide when they should die; in the case of an unwanted pregnancy a woman has the right to make decisions about her own body.

Accept valid alternatives
(AO2)

[5]

(c) “Abortion would not be necessary if there was better support for women facing unplanned pregnancy.”

Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of whether better support for women facing unplanned pregnancy would make abortion unnecessary.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Answers may include:

- Many people see abortion as the only option worth considering in the event of an unwanted pregnancy. However, there are a range of other options available, such as adoption and abortion need not be inevitable.
- If there was better practical and financial support and counselling services available to women and their partners, then abortion might not be such a popular choice.
- More information needs to be made available about the negative consequences of abortion and that it is not necessarily a quick and easy solution. Some women are left with medical complications and depression following abortion.

On the other hand:

- Abortion is always necessary. It is the right of every woman to have access to free, legal and safe abortion in the country where she lives.
- Women and their partners should be fully informed about their choices and options when facing an unwanted pregnancy, but this is not a substitute for access to abortion.
- There are a number of organisations already offering support, such as Life N.I. (a pro-life group), Marie Stopes International (a pro-choice group) and advice from GPs and other health care professionals.

Accept valid alternatives
(AO2)

[5]

15

AVAILABLE
MARKS

3 Modern warfare

(a) Describe some of the challenges facing refugees.

Target: Knowledge of some of the challenges facing refugees.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> Two relevant and accurate points. Two or more relevant and accurate points with one developed. A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> Two or three relevant and accurate points with development. Level 3 answers will be well-structured with good development. 	4–5

Answers may include:

- A refugee is a person forced to leave their country to escape war, persecution or natural disaster; one of the immediate challenges facing refugees is to escape a life-threatening situation and keep their family safe.
- Refugees can initially face the challenge of having little or no access to clean water, food, shelter and health care.
- Once refugees have arrived in a place of safety, they face the challenge of resettling in a different country, possible learning a new language, and finding accommodation and employment.
- Refugees may face the challenge of being separated from their family or loved ones, perhaps unsure of their whereabouts.
- Refugees may face poverty, prejudice and discrimination and lack of opportunity in their new place of residence.

Accept valid alternatives
(AO1)

[5]

AVAILABLE
MARKS

(b) Explain any *three* conditions of the Just War theory.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of any three conditions of the Just war theory.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> Two relevant and accurate points. Two or more relevant and accurate points with one developed. A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> Two or three relevant and accurate points with development. Level 3 answers will be well-structured with good development. 	4–5

Answers may include an explanation of any three of the following:

- The war must be declared by a legal authority, for example, the government of a country or a sovereign.
- The cause of the war must be just and fought with the intention to establish good or correct evil.
- The war must be a last resort; a country should go to war only after all diplomatic negotiations have been tried and failed.
- The principle of proportionality must be observed; there cannot be any excessive destruction.
- The war must have a reasonable chance of success; it is immoral to go to war unless the objective can be achieved.
- Only sufficient force must be used, and every effort should be made to ensure civilians are not hurt.

Accept valid alternatives
(AO1)

[5]

(c) “Christians should never fight in wars.”

Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of whether Christians should fight in wars.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well-formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Answers may include:

- Some Christians choose to be pacifists as the Bible says ‘Do not kill’; this is taken to mean in all situations, including war.
- Some Christians reject all fighting and war, believing that the life and teaching of Jesus supports a pacifist approach to life. In the Sermon on the Mount, Jesus taught that violence should not be repaid with more violence.
- Some Christians believe that in wartime they should help the wounded rather than kill the ‘enemy’.

On the other hand:

- The Quakers are the only Christian church who officially rejects all fighting and violence. All the main churches accept that sometimes armed conflict is necessary and can be the lesser of two evils, e.g. to protect people from an aggressor.
- The Bible does not reject war and fighting but accepts that sometimes it is inevitable (Ecclesiastes 3:1).
- In history, there is the tradition of a ‘Holy War’ as a war fought with God’s authority to achieve a religious goal.

Accept valid alternatives
(AO2)

[5]

15

AVAILABLE
MARKS

4 Marriage and divorce

(a) Outline Bible and church teaching on divorce.

Target: Knowledge of Bible and church teaching on divorce.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> Two relevant and accurate points. Two or more relevant and accurate points with one developed. A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> Two or three relevant and accurate points with development. Level 3 answers will be well-structured with good development. 	4–5

Answers may include:

- Jesus taught that marriage is a sacred bond that should not end in divorce: ‘No human being then must separate what God has joined together’ (Mark 10:9). Reference may also be made to Matthew’s gospel, where Jesus taught ‘Any man who divorces his wife for any reason other than her unfaithfulness commits adultery if he marries some other woman’ (19:9).
- The Roman Catholic Church teaches that marriage is a sacrament and an indissoluble bond; therefore, divorce is not recognised.
- Other churches teach that while divorce is not desirable, it can be seen as a last resort when all other attempts to save the marriage have failed.

Accept valid alternatives
(AO1)

[5]

AVAILABLE
MARKS

(b) Do you think divorce could be the best solution to an unhappy marriage?

Give reasons for your answer.

Target: Analysis of whether divorce could be the best solution to an unhappy marriage.

**AVAILABLE
MARKS**

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Answers may include:

- A marriage where there are constant rows and disagreements could be very stressful for both partners and their children; a divorce could lead to a happier home situation.
- Many people would see divorce as a preferable option to living with a marriage partner who was violent, abusive or who had an addiction problem.
- A couple who might find it impossible to share the same house might become friends if they agree to separate.

On the other hand:

- Marriage is for life and therefore divorce is never the best solution. The Bible is against divorce: 'No human being then must separate what God has joined together' (Mark 10:9). In the teaching of the Catholic Church, marriage is a sacrament which can not be ended by divorce.
- The best solution to an unhappy marriage is counselling, not divorce. The couple should make every effort to stay together and sort out what is making the relationship an unhappy one.
- In the event of an unhappy marriage, professional help could be sought from a specialist organisation, e.g. Relate or Accord.

Accept valid alternatives

(AO2)

[5]

(c) “If a couple share the same religious beliefs, their marriage is more likely to be successful.”

Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of whether couples who share the same religious beliefs are more likely to have a successful marriage.

Levels	Criteria	Comments	Marks
0	Unsupported opinion or no relevant evaluation.		0
Level 1	Opinion supported by one simple reason.	The candidate presents some relevant information.	1
Level 2	Opinion supported by two simple reasons or one developed reason.	Reasoned arguments are given to analyse and evaluate personal responses.	2–3
Level 3	A well-argued response with evidence of informed insights.	Well formed and reasoned arguments are given to analyse and evaluate personal responses.	4–5

Answers may include:

- Those with a strong religious faith are more likely to have shared beliefs and values.
- A Christian couple will take biblical teaching on the permanency of marriage more seriously; marriage is a commitment and the couple should stay together no matter what happens; Jesus spoke against divorce (Matthew 5:32).
- A couple with a strong faith may look to their religious community for support if their marriage is in difficulties.
- Many churches encourage attendance at marriage preparation classes to ensure that potential problems might be discovered before getting married.

On the other hand:

- A marriage can fail for many different reasons and there is no guarantee that a strong religious faith will help a couple stay together.
- There is a growing acceptance of divorce, even among couples with a strong religious faith.
- Nowadays many churches recognise that an unhappy marriage should end; some will allow divorcees to remarry in church.

Accept valid alternatives
(AO2)

[5]

AVAILABLE
MARKS

15

Section B

**AVAILABLE
MARKS**

Candidates must answer **two** questions from this section.

5 Developments in bioethics

(a) Describe some of the benefits of in vitro fertilisation (IVF) treatment.

Target: Knowledge of some of the benefits of in vitro fertilisation (IVF) treatment.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> Two relevant and accurate points. Two or more relevant and accurate points with one developed. A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> Two or three relevant and accurate points with development. Level 3 answers will be well-structured with good development. 	4–5

Answers may include:

- IVF treatment can help people who may experience problems in conceiving a child. In a clinic or laboratory, the egg and sperm are placed in a test tube or petri dish to form embryos. One or more of these is then transplanted in the woman’s womb.
- If the quality or quantity of the man’s sperm is poor, or if the woman has difficulty producing eggs, then IVF can help to overcome these problems. IVF also allows for donated sperm and eggs to be used, if necessary.
- IVF treatment can bring benefits to a same sex couple, enabling them to have a child, using donated sperm and/or eggs and the possible use of a surrogate mother.
- IVF treatment can also bring benefits through screening embryos for inherited diseases.

Accept valid alternatives
(AO1)

[5]

(b) Explain the work of the Human Fertilisation and Embryology Authority (HFEA) in regulating bioethics.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the work of the Human Fertilisation and Embryology Authority (HFEA) in regulating bioethics.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> • One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> • Two relevant and accurate points. • Two or more relevant and accurate points with one developed. • A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> • Two or three relevant and accurate points with development. • Level 3 answers will be well-structured with good development. 	4–5

Answers may include:

- The Human Fertilisation and Embryology Authority is a government organisation which regulates the developments in human reproductive technology.
- It has the responsibility for licensing and monitoring the clinics that carry IVF procedures.
- They provide relevant advice and information to patients, doctors and clinics.
- The HFEA closely monitors legislation on reproductive technology and embryo research.
- The HFEA regulate information surrounding sperm, egg and embryo donation.

Accept valid alternatives
(AO1)

[5]

(c) “Christian couples should adopt or foster, rather than using reproductive technology.”

Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view. You should refer to Christian teaching in your answer.

Target: Analysis and evaluation of whether Christian couples should adopt or foster, rather than using reproductive technology.

AVAILABLE
MARKS

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Opinion supported which may be by one or two simple reasons.	The candidate presents some information in a simple form. Basic arguments are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure. Basic use of specialist vocabulary.	1–2
Level 2	Opinion supported by two simple reasons with one developed.	The candidate presents one or two relevant points. Limited arguments are given to analyse and evaluate personal responses and informed insights. Some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure. Limited use of specialist vocabulary.	3–4
Level 3	Opinion supported by two developed reasons with reference to religion.	A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. Good reasoned arguments are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing with some coherent structure evident. Good use of specialist vocabulary.	5–6

Level 4	Evidence of reasoned consideration of different points of view, showing informed insights and knowledge and understanding of religion.	Different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary.	7–8
Level 5	A well-argued response, with evidence of reasoned consideration of different points of view, showing informed insights and ability to apply knowledge and understanding of religion effectively.	The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. Very well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary.	9–10

AVAILABLE MARKS

Answers may include:

- Some Christians do not accept the use of surrogacy and IVF treatment for infertility as it is seen as interfering with God’s plan.
- During IVF, more embryos are created than are needed and many are destroyed. For some Christians, this is in opposition to teaching on sanctity of human life and is therefore wrong: ‘Do not commit murder’ (Exodus 20:13).
- A Christian couple should consider adoption or fostering as a loving way of providing a home for a child who needs one. This approach is more consistent with Christian teaching.

On the other hand:

- It is God’s intention for a husband and wife to have children, so marriage should be life-giving. Therefore, it is not wrong for a couple having problems with fertility to use reproductive technology to have a family.
- Some Christians see the skills of doctors and scientists as God-given and intended to be used to prevent human suffering.
- For many couples, adopting a child is not an option available to them, perhaps because of their age or other factors. Some couples might not want the potential stress and disappointment of growing to love a foster child they may have to give up in the future.

Accept valid alternatives
(AO2)

[10]

20

6 Family issues

(a) Describe *three* different types of family.

Target: Knowledge of any three different types of family.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> Two relevant and accurate points. Two or more relevant and accurate points with one developed. A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> Two or three relevant and accurate points with development. Level 3 answers will be well-structured with good development. 	4–5

Answers may include:

- Nuclear family – A household where two parents live with their children.
- Extended family – A family grouping that might include other family members and more than two generations, e.g. grandparents.
- Single parent family – This is where one parent is bringing up a child or children alone, perhaps due to divorce, death of a partner or as the result of their own choice.
- Blended family – The family grouping that may result following divorce and remarriage, if the couple have children from a previous relationship.
- Grandparent family – Where the grandparents are bringing up the child(ren) of their son or daughter and acting in the role of parents.

Accept valid alternatives

(AO1)

[5]

AVAILABLE
MARKS

(b) Explain Bible teaching on family responsibilities.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of Bible teaching on family responsibilities.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none">• One relevant and accurate point.	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none">• Two relevant and accurate points.• Two or more relevant and accurate points with one developed.• A single point that is exceptionally well-developed may reach this level.	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none">• Two or three relevant and accurate points with development.• Level 3 answers will be well-structured with good development.	4–5

Answers may include:

- Christianity teaches that family members have duties towards one another; they should support each other through difficult times, showing a special responsibility to family members who are sick or elderly.
- The Bible teaches that parents have an obligation to treat their children in a way that is fair and reasonable. Christian parents also believe it is their duty to bring their children up in the Christian faith (Ephesians 6:4).
- Children have the responsibility of being obedient to their parents and doing what is asked of them: 'Children, it is your Christian duty to obey your parents, for this is the right thing to do' (Ephesians 6:1).
- 'Respect your father and your mother' (Exodus 20:12) is one of the Ten Commandments, showing the importance in the Bible of respect for parents.
- The Christian family must be founded in love (Ephesians 5:25–33).

Accept valid alternatives

(AO1)

[5]

(c) “Religious values are the most important thing parents can teach to their children.”

Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view. You should refer to Christian teaching in your answer.

Target: Analysis and evaluation of whether religious values are the most important thing parents can teach to their children.

AVAILABLE
MARKS

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Opinion supported which may be by one or two simple reasons.	The candidate presents some information in a simple form. Basic arguments are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure. Basic use of specialist vocabulary.	1–2
Level 2	Opinion supported by two simple reasons with one developed.	The candidate presents one or two relevant points. Limited arguments are given to analyse and evaluate personal responses and informed insights. Some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure. Limited use of specialist vocabulary.	3–4
Level 3	Opinion supported by two developed reasons with reference to religion.	A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. Good reasoned arguments are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing with some coherent structure evident. Good use of specialist vocabulary.	5–6

Level 4	Evidence of reasoned consideration of different points of view, showing informed insights and knowledge and understanding of religion.	Different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary.	7–8
Level 5	A well-argued response, with evidence of reasoned consideration of different points of view, showing informed insights and ability to apply knowledge and understanding of religion effectively.	The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. Very well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary.	9–10

AVAILABLE MARKS

Answers may include:

- It is the duty of a Christian family to bring up the next generation to follow the Christian faith. It is therefore essential that parents teach their children Christian values, such as love and forgiveness.
- Teaching religious values can give a child a sound moral code to live by, as well as a feeling of identity, as these values are an important part of the faith community to which they belong.
- Passing on religious values to children can also include the importance of religious observances, ways of worship and the reading of sacred texts. e.g. following the Ten Commandments. All of these are an important part of a child's upbringing.

On the other hand:

- Some people believe it is important to bring up children with moral values and a sense of right and wrong, without this teaching being specifically religious.
- From a young age, children should be taught life skills that will help them stay safe and develop into responsible adults, such as looking after physical, mental and emotional health. For example, young children could be taught not to trust strangers, older children the dangers of drug and alcohol misuse. These life skills are more important than religious values.
- It could be argued that character values, such as being kind, friendly and sociable, are more important than specifically religious values.

Accept valid alternatives (AO2)

[10]

20

7 Crime and punishment

(a) Describe *three* different aims of punishment.

Target: Knowledge of any three different aims of punishment.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> Two relevant and accurate points. Two or more relevant and accurate points with one developed. A single point that is exceptionally well-developed may reach this level. 	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> Two or three relevant and accurate points with development. Level 3 answers will be well-structured with good development. 	4–5

Answers may include any three from:

- Deterrence – The aim is to deter criminals from committing a crime, as the punishment is undesirable.
- Protection – Innocent people need to be protected, so those who commit dangerous acts towards others are deprived of their liberty.
- Vindication – This is where a punishment given to a lawbreaker is seen by the rest of society as fitting for the crime. People then have a respect for law and order.
- Retribution – This is sometimes called *Lex talionis* or the law of payback; society is justified in taking revenge on the criminal by imposing a punishment.
- Reform – Ideally, the aim of any punishment should be to change a criminal into an honest, law-abiding citizen.

Accept valid alternatives
(AO1)

[5]

AVAILABLE
MARKS

(b) Explain some of the benefits of restorative justice.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of some of the benefits of restorative justice.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none">• One relevant and accurate point.	1
Level 2	A clear knowledge and understanding with some development and/or analysis.	<ul style="list-style-type: none">• Two relevant and accurate points.• Two or more relevant and accurate points with one developed.• A single point that is exceptionally well-developed may reach this level.	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none">• Two or three relevant and accurate points with development.• Level 3 answers will be well-structured with good development.	4–5

Answers may include:

- A benefit of restorative justice is that it is an alternative to some of the conventional ways of dealing with crime, such as a fine or custodial sentence; because of this, it has been proven to be more effective in some situations.
- Restorative justice involves the offender, victim and community, thus addressing the circumstances which contributed to the crime.
- The process of the victim and offender talking through what has happened, with the assistance of a facilitator, can help to heal broken relationships and give empowerment to victims.
- Restorative justice can help to keep young people and first-time offenders out of the criminal justice system; money is saved when offenders are not prosecuted and sent to prison.
- Restorative justice helps offenders to understand the impact of their crimes on others. As a result, there is less chance of someone re-offending.
- Restorative justice embraces the Christian principles of forgiveness and mercy.

Accept valid alternatives
(AO1)

[5]

- (c) **“Anyone who takes the life of another deserves to be put to death.”**
Do you agree or disagree? Give reasons for your answer showing that you have considered different points of view. You should refer to Christian teaching in your answer.

Target: Analysis and evaluation of whether those who take the life of another deserve to be put to death.

**AVAILABLE
MARKS**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Opinion supported which may be by one or two simple reasons.	The candidate presents some information in a simple form. Basic arguments are given to analyse and evaluate personal responses and informed insights. Inaccurate use of spelling, punctuation and grammar; inappropriate style of writing with no coherent structure. Basic use of specialist vocabulary.	1–2
Level 2	Opinion supported by two simple reasons with one developed.	The candidate presents one or two relevant points. Limited arguments are given to analyse and evaluate personal responses and informed insights. Some accurate use of spelling, punctuation and grammar; style of writing just appropriate with limited coherent structure. Limited use of specialist vocabulary.	3–4
Level 3	Opinion supported by two developed reasons with reference to religion.	A Level 3 response could be one-sided. One developed reason and one with slight development would reach this level. There must be relevance to religion, but this could be slight/general. Good reasoned arguments are given to analyse and evaluate personal responses and informed insights. Mainly accurate use of spelling, punctuation and grammar; a reasonably mature style of writing with some coherent structure evident. Good use of specialist vocabulary.	5–6

Level 4	Evidence of reasoned consideration of different points of view, showing informed insights and knowledge and understanding of religion.	Different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. Well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Accurate use of spelling, punctuation and grammar; a mature style of writing with a mainly coherent structure. Very good use of specialist vocabulary.	7–8
Level 5	A well-argued response, with evidence of reasoned consideration of different points of view, showing informed insights and ability to apply knowledge and understanding of religion effectively.	The difference between Level 4 and Level 5 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the points of view may not be completely balanced, and a non-religious counter-argument is still acceptable. Very well-formed and reasoned arguments are given to analyse and evaluate personal responses and informed insights. Highly accurate use of spelling, punctuation and grammar; a sophisticated style of writing set within a coherent structure. Excellent use of specialist vocabulary.	9–10

AVAILABLE MARKS

Answers may include:

- A person who takes the life of another deserves to forfeit their own life. The Bible allows capital punishment for murder (Genesis 9:6).
- The Old Testament allowed revenge to be taken on an offender that was proportional to the crime: 'Life for life' (Exodus 21:24).
- It is cheaper than keeping a person in prison for life; other people will be deterred from committing similar crimes and society is protected from a dangerous criminal re-offending.
- Some may wish to argue that the death penalty should be re-instated for other serious crimes, not just murder, e.g. rape, terrorist acts.

On the other hand:

- Jesus taught his followers to forgive rather than take revenge (Matthew 5:39); they are to aim for a higher standard than that demanded by the Old Testament.
- The death penalty does not deter people from committing serious crimes.
- Capital punishment is an inhumane way of punishing a criminal, even for convicted murderers.
- The death penalty is not the ultimate punishment; life imprisonment without the chance of early release can be more of a punishment than the death penalty.

Accept valid alternatives (AO2)

[10]

20