



**General Certificate of Secondary Education  
2022**

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## **Religious Studies**

**Paper 6**

**An Introduction to Christian Ethics**

**[GRE61]**

**FRIDAY 13 MAY, MORNING**

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**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 Euthanasia

**(a) (i) What is euthanasia?**

A gentle and easy death; mercy killing.  
Accept valid alternatives  
(AO1)

[1]

**(ii) Name an organisation that supports voluntary euthanasia.**

- Dignity in Dying
- Dignitas

Accept valid alternatives  
(AO1)

[1]

**(iii) Name a European country where euthanasia is legal.**

Answers may include:

- Switzerland
- The Netherlands/Holland
- Belgium

Accept valid alternatives  
(AO1)

[1]

**(iv) Give *two* reasons why a person might request euthanasia.**

Answers may include:

- The person is terminally ill.
- The person is in constant pain.
- They believe it is their right to choose when they should die.

Accept valid alternatives  
(AO1)

[2]

**(b) Using relevant examples, explain the difference between active and passive euthanasia.**

**AVAILABLE  
MARKS**

**Target: Knowledge and understanding of the difference between active and passive euthanasia.**

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"> <li>One relevant and accurate point.</li> </ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> <li>Two relevant and accurate points.</li> <li>Two or more relevant and accurate points with one developed.</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with development.</li> <li>Level 3 answers will be well-structured with good development.</li> </ul>	4–5

Answers may include:

- Active euthanasia is the deliberate and intentional death of the patient, usually at their own request. For example, a doctor may be asked to administer an overdose of pain killers.
- Assisted dying, where the patient is given a lethal dose of medication by a doctor, but must be able to administer it themselves, is also considered active euthanasia.
- Passive euthanasia is when a person does not directly take a patient's life; they are allowed to die as a result of life-saving treatment being withdrawn or not offered.
- Passive euthanasia might be brought about through the withdrawal of a feeding tube, medication or not giving emergency resuscitation. Many people would consider turning off a life-support machine as passive euthanasia.
- Active euthanasia is illegal in the UK; however, there are situations where passive euthanasia can occur.

Accept valid alternatives  
(AO1)

[5]

- (c) “Christians should accept that euthanasia is sometimes necessary.”  
Do you agree with this statement? Give reasons for your answer.

AVAILABLE  
MARKS

**Target: Evaluation of whether euthanasia can be acceptable from a Christian point of view.**

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 accept that euthanasia is necessary, as some people would not want to continue living if illness or disability seriously affected their quality of life and caused them to be in pain.
- Christians should accept that the idea of autonomy is important for many people, that they have the right to decide what happens to their body.
- The law in the U.K. already accepts that people have the right to end their own life, as suicide is no longer regarded as a crime; a person who cannot physically end his or her own life has the right to be assisted in this.
- Some might argue that doctors are ‘playing God’ if they keep a person alive with medical intervention when there is no hope of recovery; in cases like this, Christians should accept that euthanasia is necessary.

On the other hand:

- Christians maintain the ‘sanctity of life’, that all human life is given by God and only he has the right to end it. Euthanasia goes against the sanctity of human life, so Christians should not accept euthanasia.
- Any deliberate killing of another human being is wrong, whether through abortion, euthanasia or capital punishment.
- Humans are the only species created in the image of God (Genesis 1:28) so human life must be respected and not disposed of in the way animal life might be treated.
- If doctors and relatives could legally decide when a life should end, then there is fear that this could be abused; elderly people or those who are terminally ill might feel pressured into euthanasia. This should never be acceptable to Christians.

Accept valid alternatives  
(AO2)

[5]

15

## 2 Developments in Bioethics

AVAILABLE  
MARKS

(a) (i) Give *one* reason why a couple might be unable to have children.

Answers may include:

- The woman may not be able to produce eggs, or the man may not produce fertile sperm.
- Stress and lifestyle choices can lead to infertility.
- The couple are the same sex.

Accept valid alternatives

(AO1)

[1]

(ii) What is IVF treatment?

'In vitro fertilisation' literally meaning 'in glass'; eggs and sperm are fertilised outside the body.

Accept valid alternatives

(AO1)

[1]

(iii) Name the organisation that regulates developments in bioethics in the UK.

The Human Fertilisation and Embryology Authority (HFEA)

(AO1)

[1]

(iv) Give *two* reasons why some Christians are not in favour of IVF treatment.

Answers may include any two of the following:

- Embryos that are not implanted may be destroyed.
- The process introduces a 'third party' into the relationship.
- The gift of life comes from God alone and should not be created in the laboratory.

Accept valid alternatives

(AO1)

[2]

**(b) Do you think surrogacy is the best way to overcome infertility?  
Give reasons for your answer.**

**AVAILABLE  
MARKS**

**Target: Analysis of the effectiveness of surrogacy in tackling infertility.**

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:

- Surrogacy is the best way for a childless couple to become parents. Adopting a child can be a long and complicated process and some prospective parents might not meet the criteria. Surrogacy can be the quickest and easiest solution.
- Surrogacy can be a very effective way to tackle infertility if the woman is unable to produce eggs or carry a baby full-term.
- Surrogacy can be the best option for a same-sex couple wishing to become parents. If the process uses either eggs or sperm from one person in the relationship, then they will have some genetic link to their child.

On the other hand:

- Surrogacy is not the best solution for everyone. Many Christians, following church teaching, believe that surrogacy is immoral. It treats a child as a commodity and not as a creation in God's image.
- Surrogacy can cause complication and lead to identity issues for the child. There could be up to five different 'parents' leading to the creation of a child through surrogacy.
- Adoption is the best solution for a childless couple as it does not compromise Christian teaching on monogamous relationships or the sanctity of human life.

Accept valid alternatives  
(AO2)

[5]

- (c) “Every couple has the right to have a child.”  
Do you agree with this statement? Give reasons for your answer.

**Target: Evaluation of the rights of a couple to have a child.**

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:

- Adults have the right to be parents and enjoy family life to the full. This right is more important than the rights of an embryo.
- Adults wishing to become parents have full autonomy and full human rights, whereas an embryo is only a potential human life, especially up to the age of 14 days.
- The destruction of some unwanted embryos in the laboratory, as part of the process of IVF, can result in a good outcome as childless couples can know the joy of becoming parents.

On the other hand:

- The right to life is more important than a couple’s right to have a child and during fertility treatment, some embryos are destroyed.
- An embryo is a human being made in the image of God from the moment of conception and has the right not to be destroyed. The commandment ‘Do not kill’ (Exodus 20:13) is appropriate here.
- Parenthood should not be seen as everyone’s right; it is a privilege or a gift from God.

Accept valid alternatives  
(AO2)

[5]

15

AVAILABLE  
MARKS

### 3 Prejudice and Discrimination

AVAILABLE  
MARKS

(a) Describe some of the different types of prejudice and discrimination.

**Target: Knowledge of some of the different types of prejudice and discrimination.**

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"> <li>One relevant and accurate point.</li> </ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> <li>Two relevant and accurate points.</li> <li>Two or more relevant and accurate points with one developed.</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with development.</li> <li>Level 3 answers will be well-structured with good development.</li> </ul>	4–5

Answers may include:

- **Race** – Racial prejudice involves forming an opinion about someone from a different race without any real knowledge of them. It usually involves the belief that people from a different race are inferior. This type of prejudice is sometimes called racism.
- **Religion** – Religious prejudice is the belief that a person is inferior because they hold different religious beliefs or do not follow any religion at all. People may face religious discrimination by other people's attitudes to their religious symbols or items of dress.
- **Gender** – This means treating someone unfairly because of their sex, whether they are male or female. Gender prejudice and discrimination can come from the assumption that men and women have certain roles in the home and in society.
- **Disability** – A disability is a physical or mental impairment. People with disabilities often face prejudice and discrimination as people assume that their disability will affect their contribution to work, education or society.

Accept valid alternatives  
(AO1)

[5]

**(b) Explain Christian teaching on prejudice and discrimination.**

**AVAILABLE  
MARKS**

**Target: Knowledge and understanding of Christian teaching on prejudice and discrimination.**

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

Answers may include:

- In Genesis, humankind is created in the image of God; all humans share a spiritual likeness to God.
- In the New Testament, Paul taught that race, colour and national identity were irrelevant to the church.
- Jesus seemed to be in favour of racial equality; in the parable of the Good Samaritan, a member of the hated race helps a man in need. Jesus broke the barriers of sex and race by talking to a Samaritan woman and he showed no prejudice when he healed the servant of the Roman Centurion.
- All the main churches condemn discrimination. They encourage their members to become socially inclusive, open to the enrichment that can come from people from different cultures and to challenge racism and discrimination. Reference may be made to specific church statements.

Accept valid alternatives  
(AO1)

[5]

- (c) **“Churches should take more action to fight injustice.”**  
**Do you agree with this statement? Give reasons for your answer.**

**AVAILABLE  
MARKS**

**Target: Evaluation of whether churches need to be more active in challenging injustice.**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</b>	<b>Marks</b>
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 believe in one God, the creator of humankind; Christians believe that any discrimination based on social status or physical difference is wrong. The church should be putting this teaching into practice and actively challenging poverty, prejudice and discrimination.
- Churches should try to follow the example of Jesus who reached out to everyone in the community regardless of their background and broke down barriers of gender, race and religion.
- Some of the key people campaigning for equality have been Christians (For example, Desmond Tutu) so churches should try and follow this example.

On the other hand:

- Churches are already doing enough through their support of organisations such as Embrace N.I., Trocaire and The Salvation Army, for example. Action such as this shows the church challenging discrimination in practical ways.
- The church must remember its priorities – to nurture people’s faith and provide a place for worshipping God, rather than campaigning on social issues.
- Any action taken by churches may only have a limited effect, as churches cannot change laws or the attitudes of the rest of society.

Accept valid alternatives  
(AO2)

[5]

15

#### 4 Crime and Punishment

(a) Describe what is meant by restorative justice.

**Target: Knowledge of how restorative justice works.**

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"> <li>One relevant and accurate point.</li> </ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> <li>Two relevant and accurate points.</li> <li>Two or more relevant and accurate points with one developed.</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with development.</li> <li>Level 3 answers will be well-structured with good development.</li> </ul>	4–5

Answers may include:

- Meetings are organised to give offenders the chance to make voluntary compensation to their victims; these meetings are carried out by a specially trained mediator.
- The offender must listen to the victim's story and respond to it; this can help the victim to get over the crime.
- A practical gesture may be made by the offender, such as a financial payment or the offer to do some work in the local community.
- The idea is that victims, offenders and the community all need to work together to bring restoration.

Accept valid alternatives  
(AO1)

[5]

AVAILABLE  
MARKS

**(b) Do you think all Christians should be against capital punishment?  
Give reasons for your answer.**

**AVAILABLE  
MARKS**

**Target: Analysis of Christian teaching and views on capital punishment.**

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 be against capital punishment as the Bible teaches that human life is created by God and must be respected (Genesis 1:27).
- The death penalty goes against the commandment not to kill (Exodus 20:13) and is making the state no better than the criminal being put to death.
- Christians should look to the teaching and example of Jesus, as he did not agree with violence and was more in favour of forgiveness and reform.
- The teaching of all the main churches is not in support of the death penalty, so Christians should follow this example.

On the other hand:

- Old Testament teaching suggests that God does allow capital punishment for the crime of murder 'Human beings were made like God, so whoever murders one of them will be killed by someone else' (Genesis 9:6).
- In the New Testament, Paul taught 'Everyone must obey state authorities, because no authority exists without God's permission' (Romans 13:1). This could suggest that the state has the right to administer capital punishment.
- Some Christians may be in favour of capital punishment as a last resort in cases of very serious crime. It is the best way to protect society and bring justice and closure to victims and their families.

Accept valid alternatives  
(AO2)

[5]

- (c) **“Reform should be the most important aim of punishment.”**  
**Do you agree with this statement? Give reasons for your answer.**

**AVAILABLE  
MARKS**

**Target: Evaluation of which should be the most important aim of punishment.**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</b>	<b>Marks</b>
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:

- Reform recognises that people can change for the better and be given a second chance. This approach is the most consistent with Jesus’ teaching and the Christian message.
- Aiming to reform those who break the law is the only effective solution to crime, otherwise criminals are likely to re-offend as soon as they have served their sentence.
- Punishment which aims to hurt an offender, take revenge or make them suffer is barbaric and not the approach of a civilised society.

On the other hand:

- A very important aim of punishment has to be keeping innocent people safe. Protection should be the top priority rather than trying to reform a criminal.
- Teaching law breakers a lesson and making them suffer is more important than reform. It is important for innocent victims of crime to feel that appropriate revenge has been taken.
- Deterrence is another very important aim of punishment. There is little point in reforming a criminal if other people are not put off from committing a similar crime.

Accept valid alternatives  
(AO2)

[5]

15

## Section B

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

### 5 Personal and Family Issues

(a) Describe some of the reasons why families are important.

**Target: Knowledge of the contributions made by families to individuals and society.**

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"><li>• One relevant and accurate point.</li></ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"><li>• Two relevant and accurate points.</li><li>• Two or more relevant and accurate points with one developed.</li><li>• A single point that is exceptionally well-developed may reach this level.</li></ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"><li>• Two or three relevant and accurate points with development.</li><li>• Level 3 answers will be well-structured with good development.</li></ul>	4–5

Answers may include:

- Families are an important unit for providing care and support for other family members. Families provide some of the best care for the most vulnerable members of society, such as the very young and elderly.
- The family unit is important for passing on moral values to children, teaching the difference between right and wrong. It is through families that religious traditions and teachings are passed on to the children.
- It can be argued that strong family units are an effective way to create a more stable community.
- On an individual level, families can provide companionship, an opportunity to enjoy social events and take part in leisure activities together. Family units can help people to be happier and get the most out of life.

Accept valid alternatives  
(AO1)

[5]

AVAILABLE  
MARKS

(b) Explain why a Christian couple might decide not to have sex before they are married.

AVAILABLE  
MARKS

Target: Knowledge and understanding of why some Christians might not be in favour of sex before marriage.

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"> <li>One relevant and accurate point.</li> </ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> <li>Two relevant and accurate points.</li> <li>Two or more relevant and accurate points with one developed.</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with development.</li> <li>Level 3 answers will be well-structured with good development.</li> </ul>	4–5

Answers may include:

- Many Christians believe that sexual intercourse is a sacred act that needs the security and commitment of marriage. This is consistent with Bible teaching that sex should take place within marriage (Genesis 2:24).
- Church teaching agrees with the idea that ideally sex should be saved for marriage.
- Waiting until marriage for sex avoids the risk of an unwanted pregnancy or STI.
- People can become emotionally hurt by having sex in a relationship which is not a life-long commitment.

Accept valid alternatives  
(AO1)

[5]

(c) “The Christian idea of committing to a partner for life is no longer realistic.”

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 the Christian teaching on committing to one partner for life is still realistic.**

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:

- Divorce is becoming increasingly common nowadays so many people would agree that committing to a partner for life is unrealistic; life expectancy is a lot longer than in the past and people can change.
- Some couples nowadays prefer not to marry at all and live together without getting married.
- For some couples, the pressures of everyday living may place too much strain on the marriage. These may include debt, unemployment or bereavement.
- The media and society also seem to reinforce the idea that the Christian teaching of commitment for life is outdated. Divorce is often seen as acceptable, or even inevitable.

On the other hand:

- Many marriages today are happy and successful and there is no reason why commitment for life should no longer be considered appropriate.
- With effort put into a relationship, there is no reason why it should not be lifelong.
- A couple need to have realistic expectations, and make sure right from the start that they are committing to each other for the right reasons.
- The Bible teaches that marriage should be permanent, and this should be taken seriously by all Christian couples. Jesus said, 'What God has joined man must not separate' (Matthew 19:6).

Accept valid alternatives  
(AO2)

[10]

20

## 6 Abortion

### (a) Outline Christian views on abortion.

**Target: Knowledge of Christian teaching on abortion.**

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"> <li>One relevant and accurate point.</li> </ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> <li>Two relevant and accurate points.</li> <li>Two or more relevant and accurate points with one developed.</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with development.</li> <li>Level 3 answers will be well-structured with good development.</li> </ul>	4–5

Answers may include:

- Abortion involves the deliberate removal and destruction of the foetus, which for many people is the same as killing a human baby. Therefore, abortion goes against Christian teachings about respect for human life.
- Human life begins at the moment of conception. Candidates may use relevant Bible references to support the argument that abortion is unacceptable for Christians, e.g. Luke 1:39–44; Psalm 139:13–16(a).
- Some may refer to church teaching and Christian opinion which takes a more liberal view, such as that of the Methodist Church.
- For some Christians, abortion is a compassionate act which recognises the rights of the potential parents involved in the dilemma.

Accept valid alternatives  
(AO1)

[5]

AVAILABLE  
MARKS

**(b) Explain how a woman's life might be affected by an unplanned pregnancy.**

**AVAILABLE  
MARKS**

**Target: Knowledge and understanding of the possible effects of an unplanned pregnancy.**

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

Answers may include:

- It could be very difficult for a teenage mother to continue with her education or do as well as she should. A teenage father may feel under pressure to leave full time education and get a job to support the baby.
- Relationships can be difficult, especially for young parents living at home with a baby. They may feel lonely and not see friends very often.
- Future career plans might have to be altered or delayed, depending on the help and support available for child-minding.
- An unplanned teenage pregnancy could result in financial hardship.

Accept valid alternatives

(AO1)

[5]

(c) “There is always an alternative to abortion.”

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 some of the possible alternatives to abortion.**

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:

- There is always an alternative to abortion, which is not necessarily a quick and easy solution to an unwanted pregnancy. It can have physical side effects and leave long-lasting emotional scars on a woman.
- There are other alternatives that do not involve the destruction of the foetus, such as adoption. This option enables childless couples to bring up a child.
- Abortion might seem to be the answer to an unplanned pregnancy that interferes with plans for a career or education. An alternative could be to have the baby and delay these plans until later.
- Raising the child as a single parent would be better than an abortion as the baby has a chance of life.
- Abortion goes against the Christian teaching about respect for human life. The Catholic Church argues that human life begins at the moment of conception.
- Candidates may use relevant Bible references to support the argument that there are alternatives to abortion. e.g. Luke 1:39–44, Psalm 139:13–16(a).

On the other hand:

- Abortion might be the only option in cases where the woman's life may be at risk, the baby might face severe disabilities or in the case of rape.
- It is not fair to expect a woman who has been raped to prolong the trauma by carrying the baby for nine months then giving birth. Abortion is needed in circumstances such as this.

- Adoption is not an easy choice to make; the pregnancy might be a difficult one and the woman might get attached to the child.
- An unplanned pregnancy may interfere with a young girl's education; ending the pregnancy with an abortion would allow her to continue with her studies.

Accept valid alternatives  
(AO2)

[10]

**AVAILABLE  
MARKS**

20

## 7 Modern Warfare

AVAILABLE  
MARKS

(a) Describe what the Bible teaches about war and peace.

**Target: Knowledge of Bible teaching on war and peace.**

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"> <li>One relevant and accurate point.</li> </ul>	1
Level 2	A clear knowledge and understanding with some development.	<ul style="list-style-type: none"> <li>Two relevant and accurate points.</li> <li>Two or more relevant and accurate points with one developed.</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with development.</li> <li>Level 3 answers will be well-structured with good development.</li> </ul>	4–5

Answers may include:

- The idea of a 'holy war' carried out on the authority of God is prominent in the Old Testament. The Israelites had to fight their way into the Promised Land to take possession of the country God had given to them.
- The Old Testament also speaks of how war is inevitable; Ecclesiastes 3:1 and 8 states: 'Everything that happens in this world happens at the time God chooses...the time for war and the time for peace.'
- However, in the Sermon on the Mount, Jesus taught that violence should not be repaid with more violence and replaced the Jewish principle of 'Eye for eye and tooth for tooth' with a higher standard – that violence should never be returned. At his arrest, Jesus said 'All who take the sword will die by the sword' (Matthew 26:52).

Accept valid alternatives  
(AO1)

[5]

**(b) Explain some of the reasons why countries go to war.**

**Target: Knowledge and understanding of reasons why wars and armed conflicts occur.**

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"> <li>• One relevant and accurate point.</li> </ul>	1
Level 2	A clear knowledge and understanding with some development and/or analysis.	<ul style="list-style-type: none"> <li>• Two relevant and accurate points.</li> <li>• Two or more relevant and accurate points with one developed.</li> <li>• A single point that is exceptionally well-developed may reach this level.</li> </ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> <li>• Two or three relevant and accurate points with development.</li> <li>• Level 3 answers will be well-structured with good development.</li> </ul>	4–5

Answers may include:

- A country may go to war with another to gain power and control over resources and trade.
- A country may decide to defend itself from invasion by an aggressive invader; wars can break out because one country has been under the rule of another for some time and wants to be free from that country.
- Sometimes a war starts as one country wants to defend a smaller and weaker nation.
- Some wars begin when a country wants to take back land which they consider to be theirs.

Accept valid alternatives  
(AO1)

[5]

- (c) **“Pacifism is always the best approach to conflict.”**  
**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 pacifism is the best approach to conflict.**

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 reject all fighting and war, believing that pacifism is the best approach to conflict. The life and teaching of Jesus support this pacifist approach.
- If killing is wrong, then war must be wrong as war is basically a matter of killing. The Bible says, 'Do not kill' (Exodus 20:13); this is taken to mean in all situations, including war, so pacifism is the best approach.
- In the Sermon on the Mount Jesus taught that violence should not be repaid with more violence (Matthew 5:39)
- Peace treaties, negotiations and economic sanctions could replace armed conflict, so it could be argued that the methods used by pacifists are more realistic.
- There are different types of pacifism; candidates may refer to one type of pacifism being more effective than the others.

On the other hand:

- There are always examples in the news of violent and aggressive attacks by one country on another; the only way to stop this is by armed conflict, so pacifism is not always the best approach.
- Pacifist methods – peaceful demonstrations, strikes, sanctions, etc. – are not immediately effective and may not be the best solution in all cases of conflict.

- Sometimes dictators need to be challenged; examples from recent history show that pacifism would not have worked against Hitler or Saddam Hussein, for example. This is still true in the 21st century.
- In the Bible, God gives his approval for wars to be fought; this shows that armed conflict can sometimes be justified.
- Just War theory (Thomas Aquinas) states that sometimes war is necessary but the scope of violence should be measured/limited.

Accept valid alternatives

(AO2)

[10]

**Total**

**AVAILABLE  
MARKS**

20

**100**