

New
Specification



Rewarding Learning

**General Certificate of Secondary Education
2018**

Religious Studies

Paper 6

An Introduction to Christian Ethics

[GRE61]

THURSDAY 24 MAY, AFTERNOON

**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.

Section A

Answer **all** questions.

**AVAILABLE
MARKS**

1 Abortion

(a) (i) What is abortion?

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

[1]

(ii) Give two arguments Christians may have against abortion.

Answers may include any **two** of the following:

- It is murder.
- There is always an alternative, such as adoption.
- It goes against Christian teaching on the sanctity of life.

Accept valid alternatives
(AO1)

[2]

(iii) Give two problems that may be caused by an unplanned pregnancy.

Answers may include any **two** of the following:

- Plans for education/career may have to be changed.
- Financial difficulties.
- May have an impact on other members of the family.

Accept valid alternatives
(AO1)

[2]

(b) Explain some of the alternatives to abortion.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of alternatives to 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">• 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 woman might decide to have the child adopted; the foetus' right to life is respected and the baby will be brought up as a wanted child by loving adoptive parents.
- Another option is for the woman to accept parenthood, have the child and raise it herself. This may be with the support of the child's father, or it may involve being a single parent and bringing up the child on her own.
- If a young girl is facing an unplanned pregnancy, and perhaps is still at school, she may choose not to give up the legal rights to the child, but have family help in raising the child, perhaps from a parent or grandparent.

Accept valid alternatives
(AO1)

[5]

(c) “Churches need to accept that it is every woman’s right to have a safe and legal abortion.”

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

Target: Evaluation of pro-choice arguments concerning women’s rights.

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:

- Candidates may give specific references to biblical or church teaching in opposition of abortion.
- Churches should accept that women need access to abortion in order to have full rights over their own bodies, including the right to decide whether or not to give birth.
- A woman might not be able to cope with having a child if she has been raped, is too young or if there are health risks. Churches need to show compassion in cases such as these.
- A foetus is only a potential human being but there can be no doubt about the humanity of the mother.

On the other hand:

- Some people argue that all human life is of equal value; even a foetus or an embryo has a right to life. A foetus is not just a part of a woman’s body, but is a unique and individual human being.
- Churches are right to emphasise the importance of all human life and stand against any attempts to undermine this.
- A foetus is the deliberate killing of an innocent human being; killing is always wrong.

Accept valid alternatives
(AO2)

[5]

15

AVAILABLE
MARKS

2 Crime and Punishment

AVAILABLE
MARKS

(a) (i) What is capital punishment?

When a person receives the death penalty or execution for crimes committed.

Accept valid alternatives

(AO1)

[1]

(ii) Give one argument Christians may have against capital punishment.

Answers may include any **one** of the following:

- It is the same as murder.
- It does not lead to the reform of criminals.
- An innocent person may be killed by a miscarriage of justice.

Accept valid alternatives

(AO1)

[1]

(iii) Give one argument in favour of capital punishment.

Answers may include any **one** of the following:

- It gives society protection from a dangerous criminal.
- It is cheaper than keeping someone in prison for the rest of their life.
- It can deter others from committing the same crime.

Accept valid alternatives

(AO1)

[1]

(iv) Name two of the aims of punishment.

Answers may include any **two** of the following:

- Protection
- Reform
- Vindication
- Retribution
- Deterrence

Accept valid alternatives

(AO1)

[2]

(b) Do you think Christians should support schemes for restorative justice? Give reasons for your answer.

**AVAILABLE
MARKS**

Target: Analysis of some of the advantages and/or limitations of restorative justice.

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:

- Restorative justice gives the offender the opportunity to confront the results of their crime and make amends. This is consistent with Christian teaching about forgiveness.
- Offenders who go through restorative justice are less likely to reoffend.
- One of the aims of punishment is reform and restorative justice can help to bring this about. This is also compatible with Christian principles.

On the other hand:

- Even though restorative justice could be supported by individual Christians and churches, it is not the right approach for all crimes.
- Some criminals may never reform, so restorative justice could be a waste of time.
- Society needs to be protected from violent and dangerous criminals. Christianity also emphasises the need for justice and sometimes this can best be served with a prison sentence.

Accept valid alternatives
(AO2)

[5]

- (c) “Longer prison sentences would make society safer for everyone.”
Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of advantages/disadvantages of longer prison sentences.

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:

- People who commit serious crimes, such as assault or murder, can be back in society in a few years. Longer sentences would keep these criminals off the streets for longer.
- It could be argued that our present system is too lenient and that there is no incentive for offenders not to re-offend.
- Candidates may argue that longer prison sentences could also be used as a deterrent to others. Life sentences should mean the prisoner dies in prison.

On the other hand:

- There are various aims of punishment and an important one is to try to reform the offender. It could be argued that long prison sentences do not bring about reform.
- Some criminals will commit an offence no matter what the punishment is as they have no respect for law and order or the rest of the community.
- Some crimes are not pre-meditated and they will occur no matter what the punishment.

Accept valid alternatives
(AO2)

[5]

15

AVAILABLE
MARKS

3 Family Issues

(a) Describe three different types of family.

Target: Knowledge of 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.

Accept valid alternatives

(AO1)

[5]

AVAILABLE
MARKS

(b) Explain why some Christians are not in favour of divorce.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of Church/Bible 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:

- Christians believe that marriage was designed by God and is therefore sacred; the Roman Catholic Church teaches that marriage is a sacrament and a bond that can never be broken.
- Christians also see marriage as permanent. The wedding service says it is the 'lifelong union of a man and a woman' and the couple vow to be committed to each other 'till death us do part'. All churches teach that divorce is not desirable.
- Candidates may refer to relevant Bible teaching, such as Genesis 2:24 and Jesus' teaching on divorce in Matthew 19:7-9 and Mark 10:9.

Accept valid alternatives

(AO1)

[5]

(c) “With the decline of religion the family unit is becoming less important in our society.”

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

Target: Evaluation of whether the family unit is still important.

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:

- In our society an increasing number of people choose to live together without being married or bring up children as a single parent, showing that church teaching about the family unit is becoming less important; moral values are changing.
- Pressures of modern living, such as unemployment, money worries, changing roles and addiction problems have caused many families to separate
- Some families experiencing problems such as abuse, domestic violence or neglect, can be described as a dysfunctional family with little positive contribution to make in society.

On the other hand:

- The family unit is still very important in our society; the early learning environment for most children is within the family where they have their first experiences of love and discipline.
- Family members support each other through difficult times as well as celebrating special events together. Most families take responsibility for their members who are sick or elderly.
- Although family life has changed through the centuries, it continues to be important.

Accept valid alternatives
(AO2)

[5]

15

AVAILABLE
MARKS

4 Developments in Bioethics

AVAILABLE
MARKS

(a) Describe how the Human Fertilisation and Embryology Authority (HFEA) sets guidelines for bioethics.

Target: Knowledge of the main roles of the HFEA.

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.

Accept valid alternatives
(AO1)

[5]

**(b) Do you think IVF treatment should be freely available to everyone?
Give reasons for your answer.**

**AVAILABLE
MARKS**

Target: Analysis of some arguments for limiting the availability of free IVF for everyone.

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:

- The Health Service is under a great amount of pressure at the moment, so valuable resources should be prioritised.
- People who want IVF treatment should be prepared to pay for it themselves.
- Candidates may argue that some people may qualify for free treatment, for example a childless married couple. However, it should not be available for same sex couples, single people or women post child bearing age.

On the other hand:

- It is everyone's right to have a child, if that is their wish. Being childless and desperately wanting a family could place a strain on a person's health and mental well-being, so IVF can be seen as an essential treatment.
- It is unfair to allow treatment to those who can afford to pay, but to deny it to those who cannot.
- It could also be seen as discriminatory to only allow IVF to certain people, such as married heterosexual couples.

Accept valid alternatives
(AO2)

[5]

(c) **“All Christians should oppose human surrogacy.”**
Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of some of the arguments for/against surrogacy.

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:

- Human surrogacy is immoral as it involves a child being treated as a commodity, rather than a unique creation of God (Genesis 1:27).
- Surrogacy can involve the technique of IVF, which is considered by many people to be immoral as it involves the destruction of embryos (Exodus 20:13).
- It can involve the introduction of a ‘third person’ into a marriage relationship; this can be seen as adultery which goes against Bible teaching.

On the other hand:

- Some surrogacy arrangements are a loving act where friends or family members help a loved one to have a child; there is no money involved and the child is not treated as a commodity. Christians could accept surrogacy in such a situation.
- Surrogacy can lead to a great amount of pleasure for a number of couples, especially for those who may be infertile. Some Christian couples may see raising a family as a way of serving God and surrogacy is the only means of doing this.
- Some candidates may argue that surrogacy in itself is not incompatible with Christian teaching; rather it depends on the motives of those involved.

Accept valid alternatives
(AO2)

[5]

15

Section A

60

**AVAILABLE
MARKS**

Section B

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

5 Modern Warfare

(a) Describe some of the causes of war and conflict.

Target: Knowledge of why some wars and conflicts start.

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 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]

**AVAILABLE
MARKS**

(b) Explain Bible teaching about war.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of Bible and church teaching on war.

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 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]

(c) **“War can never be justified.”**

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 arguments for and against armed conflict.

**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:

- If killing is wrong, then war must be wrong as war is basically a matter of killing: “You shall not kill.”
- The example and teaching of Jesus support a pacifist approach to life which does not involve armed conflict. 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.
- Non-violent action has been proved to be both effective and bringing long term success, following the examples given by people such as Martin Luther King and Mahatma Gandhi.

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.
- Non-violent, pacifist methods of taking action, such peaceful demonstrations, strikes and sanctions are not immediately effective.
- Sometimes dictators need to be challenged; examples from recent history show that pacifism would not have worked against Hitler or Saddam Hussein. 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 (Ecclesiastes 3:1, 3, 8).
Accept valid alternatives
(AO2)

[10]

AVAILABLE
MARKS

20

6 Contemporary Issues in Christianity

**AVAILABLE
MARKS**

(a) Describe what the Bible teaches about prejudice and discrimination.

Target: Knowledge of Bible teaching on 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"> • 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:

- 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.
- Jesus showed no prejudice when he healed the servant of the Roman Centurion.

Accept valid alternatives
(AO1)

[5]

(b) Explain why some people are prejudiced towards others.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of some of the reasons for prejudice.

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:

- Some people have been brought up with racist opinions, learnt from their parents.
- Sometimes people try to blame others for their problems, such as unemployment, and pick on those who are of a different race or nationality.
- Some racism is the result of ignorance and misunderstanding about the culture of others.
- A person may have had a bad experience with someone of a different race which leaves them with a negative impression.

Accept valid alternatives
(AO1)

[5]

- (c) “Churches should spend more time preaching about Jesus, rather than getting involved in social issues.”
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 main role of churches should be more focussed on evangelism rather than social issues.

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

AVAILABLE
MARKS

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:

- The church has to remember its priorities – to spread the message of Christianity, to nurture people’s faith and provide a place for worshipping God.
- Not everyone in society, regardless of their circumstances wants help from the church; well-meant intentions might be seen as interfering.
- Many people in society are not Christians and would not look to the church for advice on social issues. Community groups would probably have more of a role to play than the church.

On the other hand:

- The Bible shows that it is right for Christians to get involved with social issues. Amos spoke against oppression of the poor; Jesus had a humble birth and made a point of reaching out to the marginalised in society.
- Some of the key people campaigning for equality and taking a stand on social issues have been Christians (For example, Desmond Tutu) so churches should try and follow this example.
- Churches do not just exist for the good of their congregations, or to preach the message of Christianity; they need to be active in the local community.

Accept valid alternatives (AO2)

[10]

20

7 Euthanasia

(a) Outline some of the different types of euthanasia.

Target: Knowledge of some of the main types of 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"> 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:

- Active – This is where the patient is given medication, orally or by injection, which causes their death. This may involve a lethal injection.
- Passive – The stopping of life sustaining treatment that ultimately leads to the patient’s death. This may be the non-resuscitation of a patient.
- Voluntary – Where the patient is able to make decisions about their medical care and has requested euthanasia. This is illegal in the UK and would involve travel to a country where assisted dying is legal.
- Involuntary – This occurs in a situation where a patient is not able to express their wishes and a decision is made for them. This may involve a life support machine being turned off.

Accept valid alternatives
(AO1)

[5]

AVAILABLE
MARKS

(b) Explain Christian teaching about sanctity of life.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of Bible and church teaching on respect for human life.

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:

- Humans are the only species created in the image of God (Genesis 1:27) so human life must be respected and not disposed of in the way animal life might be treated.
- Only God has the right to decide when a life should end; life and death decisions must be left to God.
- The Bible teaches that human life is special to God even when a baby is in the womb. Jeremiah was called to be a prophet before he was born (Jeremiah 1:5) and Luke describes how John the Baptist recognised he was in the presence of someone greater, when Mary visited Elizabeth (Luke 1:41).

Accept valid alternatives
(AO1)

[5]

- (c) “If more money was spent on hospices, there would be no need to legalise euthanasia.”
Do you agree or disagree? Give reasons for your answer. You should refer to Christian teaching in your answer.

Target: Analysis and evaluation on the role of hospice care in the debate about legalising Euthanasia.

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:

- Many people would argue that hospices provide a much better alternative to facing terminal illness than euthanasia; there is no reason why anyone should fear a painful and distressing death as trained medical staff provide medication and pain relief.
- Hospices care for the whole person and are concerned with a patient's mental, emotional and spiritual health, as well as their physical symptoms, thereby improving the overall quality of life of patients. Consequently, there is no need to legalise euthanasia.
- All the main churches support the hospice movement as it operates on principles compatible with Christianity. They argue that government funding needs to be given as a greater priority than legalising euthanasia.
- Hospices also help the families of a patient come to terms with their loved one's condition. Relatives are helped to enjoy the final time they have together.

On the other hand:

- Despite the care offered by hospices, dying can be a painful and distressing process. Some people feel it is their right to decide when their life should end, particularly if they are suffering.
- Everyone has the right to decide how they should die. Some people

would prefer this to be quick rather than the result of a long illness and gradual deterioration.

- Euthanasia gives people the dignity of autonomy and control over their own lives.
- Some people would not want their loved ones to see them suffering or unable to look after themselves. Euthanasia can offer a more dignified alternative.

Accept valid alternatives
(AO2)

[10]

Section B

Total

**AVAILABLE
MARKS**

20

40

100