



**General Certificate of Secondary Education
2019**

Religious Studies

Paper 6

An Introduction to Christian Ethics

[GRE61]

THURSDAY 23 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

**AVAILABLE
MARKS**

Answer **all** questions.

1 Personal and Family Issues

(a) (i) What is meant by the word homosexual?

Sexual attraction to a person of the same sex.
(AO1)

[1]

(ii) Name two different types of family.

Answers may include:

- Single parent family.
- Blended family.
- Step family.

Accept valid alternatives
(AO1)

[2]

(iii) Give one reason why a marriage might end in divorce.

Answers may include:

- Domestic abuse.
- Infidelity.
- Difficulties with money.

Accept valid alternatives
(AO1)

[1]

(iv) Give one quality a Christian might look for in a marriage partner.

Answers may include:

- Same religious faith.
- Character qualities, such as loyal, trustworthy, honest.
- Shared values.

Accept valid alternatives
(AO1)

[1]

(b) Explain Christian teaching on marriage.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of Bible and Church teaching on 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">• 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:

- Marriage is sacred and ordained by God; Jesus taught ‘The two will become one’ repeating God’s words (Genesis 2:24).
- Marriage is a commitment and the couple should stay together no matter what happens; Jesus spoke against divorce (Matthew 19:7-9).
- Marriage should be permanent and last a lifetime; Jesus taught ‘Man must not separate, then, what God has joined together’ (Mark 10:9).
- Paul taught that wives are to submit to their husbands, who are to love their wives as much as Christ loves the Church (Ephesians 5:25-33).

Accept valid alternatives
(AO1)

[5]

- (c) “Living with a partner is preferable to getting married.”
Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of the practicalities of co-habitation as opposed to marriage.

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

Answers may include:

- By living together, couples can share their lives together, even bringing up a family, without the planning and expense of a wedding ceremony.
- The relationship may not turn out to be as long lasting as anticipated; it is far easier for the couple to separate if they have not been married.
- Living together can also be seen as a sensible and practical way of really getting to know a partner before making a more serious commitment.

On the other hand:

- If a couple are in love, it is far more practical to get married, especially if they intend to have children. There is no need to over-spend on a wedding day.
- Although co-habitation is becoming more popular, society is based on family units where the parents of the children are married to each other.
- For many people, a marriage ceremony implies a deeper bond and greater level of commitment and is consistent with Christian teaching.

Accept valid alternatives

(AO2)

[5]

15

AVAILABLE
MARKS

2 Contemporary Issues in Christianity

AVAILABLE
MARKS

(a) (i) Name two different types of prejudice.

Answers may include:

- Gender/sexism.
- Race/racism.
- Disability.

Accept valid alternatives

(AO1)

[2]

(ii) Give two reasons why some people live in poverty.

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

- Unemployment.
- Working for a very low wage.
- They live in an area prone to natural disasters, such as drought or flooding.

Accept valid alternatives

(AO1)

[2]

(iii) Name a Christian organisation helping to fight poverty and injustice.

Answers may include:

- Christian Aid.
- Saint Vincent de Paul (SVDP).
- Salvation Army.
- Trocaire.

Accept valid alternatives

(AO1)

[1]

(b) Do you think Bible teaching on helping people in need is still relevant today?

Give reasons for your answer.

Target: Analysis of the relevance of Bible teaching for today.

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 teaching in the Bible is God’s word which is always relevant in any age and is never out-dated.
- Teachings reminding people that everyone is made in the image of God (Genesis 1:27) and that to help those in need is the same as helping Jesus (Matthew 25:31–46) are still very relevant today. They outline the standard God expects from people.
- In his teaching, Jesus specifically told people that giving to charity was expected as a religious obligation, and one that should be carried out in the proper manner.

On the other hand:

- It could be argued that some Bible teaching is not directly relevant today. For example, Amos taught about justice as there was a particular situation he had to address in Israel (Amos 5:24) which no longer applies today.
- In an increasingly pluralistic and secular age, Bible teaching is just one view among many, which a number of people choose to disregard. Therefore it is no longer relevant for many people.
- Some people do not see there is any reason or obligation for helping those in need, especially if they are managing on a limited income themselves.

Accept valid alternatives
(AO2)

[5]

AVAILABLE
MARKS

- (c) **“Christians should make more effort to buy fair trade products.”**
Do you agree with this statement? Give reasons for your answer.

**AVAILABLE
MARKS**

Target: Evaluation of the Christian responsibility to support fair trade.

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

Answers may include:

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

On the other hand:

- Some families are trying to manage on a very tight budget and have to consider price first. Fairly traded goods can work out more expensive.
- There may not be the choice or selection available. All consumers, whether Christians or not, have the right to buy what products they wish.

Accept valid alternatives

(AO2)

[5]

15

3 Developments in Bioethics

(a) Describe how IVF treatment can help a couple to have children.

Target: Knowledge of how IVF treatment can aid human reproduction.

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

Answers may include:

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

Accept valid alternatives
(AO1)

[5]

AVAILABLE
MARKS

(b) Explain why IVF treatment is a controversial issue for some Christians.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of different reactions, both positive and negative, that some Christians have to IVF treatment.

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

Answers may include:

- Some Christians do not accept the use of IVF to treat infertility as they believe this is interfering with God’s plan. If a couple cannot conceive naturally, then they should accept that God does not intend for them to become parents.
- During IVF, more embryos are created than are needed. The ‘spare’ embryos are used for research or destroyed. Many people feel this is going against Christian teaching on sanctity of human life.
- Some Christians think IVF treatment is acceptable if used between a married heterosexual couple; God intended couples to have children and modern technology can make this possible.
- For some Christians, the use of donated sperm or eggs is seen as a form of adultery.

Accept valid alternatives
(AO1)

[5]

- (c) **“Human surrogacy can be an act of Christian love.”**
Do you agree with this statement? Give reasons for your answer.

**AVAILABLE
MARKS**

Target: Evaluation of issues surrounding human 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:

- Christian love is something which is done without thought of reward and often involves making a sacrifice for someone else; to carry a baby through pregnancy for someone else could be seen as such an act of love.
- Not all surrogacy is for commercial gain or selfish motives; there are situations where a family member acts as a surrogate to enable a relative to have their own child.
- Surrogacy involves putting someone else’s needs above your own. As well as the period of pregnancy, a surrogate mother also faces the possibility of attachment to the baby and the stress this could cause when the baby is handed over.

On the other hand:

- Even though the surrogate may have entirely selfless motives, it can never be seen as an act of Christian love as it goes against Church and Bible teaching.
- Surrogacy involves bringing another person into the marriage relationship, which could be seen as adultery. This is not an act of Christian love.
- Christian love involves respecting the moral status of the embryo and the right to life. Surrogacy is not compatible with this.
- For some people, surrogacy is seen as a business and for commercial gain.

Accept valid alternatives
(AO2)

[5]

15

4 Euthanasia

(a) Describe how a religious faith can help someone cope with serious illness.

Target: Knowledge of Christian 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.	<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 person who is religious will have a hope of life after death; not having a fear of death can help a person cope with serious illness.
- A religious faith can help a person die with dignity as they know this is God's will and part of the plan he has for them.
- Christians can focus on the example of Jesus and how he faced suffering with dignity, relying on support from God through prayer.
- A strong faith can also help family members to cope with a loved one's illness and death.

Accept valid alternatives
(AO1)

[5]

AVAILABLE
MARKS

- (b) Do you think doctors should be allowed to help patients to die?
Give reasons for your answer.

AVAILABLE
MARKS

Target: Analysis of whether doctors should be permitted to give a patient an assisted death.

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:

- Everyone has the right to make decisions about their own death; they should not have to travel to a clinic overseas adding further stress to a difficult situation.
- The current laws in the UK should be changed so that doctors could legally act on a patient's desire to die without further suffering.
- Euthanasia can quickly and humanely end a patient's suffering and it can help to shorten the grief and suffering of the patient's loved ones; therefore helping a patient to die should be part of the care provided by a person's doctor, if that is their wish.

On the other hand:

- Christians believe that only God has the right to decide when life should end, so this would present a dilemma for Christian doctors. Reference could be made to relevant Bible or Church teaching.
- A patient might not be able to make a rational decision or might change their mind but be incapable of telling the doctors. Old people might feel they are a nuisance to others and ask for an assisted death when in their hearts they want to continue living.
- Euthanasia devalues life by making it disposable – it could be the first step on to a slippery slope. The relationship of trust between doctors and patients could be destroyed. Doctors should try to preserve life.

Accept valid alternatives
(AO2)

[5]

- (c) “Christians should always look for an alternative to euthanasia.”
Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of whether euthanasia is not an option for Christians in the case of terminal illness.

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

Answers may include:

- Many people, with or without a religious faith, can face a terminal illness with courage and dignity. Therefore, one alternative is simply letting nature or God decide when they will die. Some Christians see euthanasia as going against God’s plans.
- For some terminally ill patients, the last of their period spent on earth is seen as a precious or spiritually important time, to be spent enjoying life as much as possible with friends and family. For many it is a time to come closer to God.
- Hospice care is seen by many people as an alternative to euthanasia, where the emphasis is on relieving pain and care of the whole person, rather than physical healing.
- Candidates may refer to relevant biblical material, e.g. Genesis 1:27, Exodus 20:13.

On the other hand:

- For some people, including Christians, there is no satisfactory alternative to euthanasia, as they dread being a burden on friends and family, or do not wish to be remembered as someone terminally ill.
- While suicide is legal, taking one’s own life is not seen as a satisfactory alternative to euthanasia, as such an action could be unsuccessful and very distressing for family and friends.
- Some would argue that euthanasia, or an assisted death, is a basic human right of every adult who is capable of making decisions about their future. It should be considered part of medical care.

Accept valid alternatives

(AO2)

[5]

15

AVAILABLE
MARKS

Section B

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

**AVAILABLE
MARKS**

5 Abortion

- (a) Describe some of the decisions to be made when facing an unwanted pregnancy.

Target: Knowledge of some of the choices that could be made in the case of an unwanted pregnancy.

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 girl or woman concerned might consider having an abortion. In most circumstances, this will not be available in Northern Ireland and will involve travelling to mainland UK. The thoughts of a partner, if appropriate, may need to be taken into account, as will moral or religious views.
- Another decision could be to continue with the pregnancy and have the child adopted. The girl or woman involved would need to consider whether this could interfere with work or education.
- An option might be to accept the pregnancy, even though originally unwanted. Parenthood may not be planned, but it could be the best decision, either raising the child as a single parent or with the assistance of a partner.
- Further decisions will need to be made about where the mother will live and whether there will be family support available. Child care arrangements will need to be thought about, especially if it is necessary to continue with work or education.

Accept valid alternatives

(AO1)

[5]

(b) Explain why some Christians are against abortion.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of Christian arguments against 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:

- Abortion involves the deliberate removal and destruction of the foetus, which for many people is the same as killing a human baby.
- 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 this argument, e.g. Luke 1:39–44; Psalm 139:13–16(a).
- Abortion is seen by some as a denial of human rights to the weakest and most vulnerable human beings, which is not desirable for society as a whole.
- It can be argued that free access to abortion can lead to carelessness with contraception and an increase in sex outside a stable married relationship.

Accept valid alternatives
(AO1)

[5]

(c) “Northern Ireland should have the same abortion laws as the rest of the UK.”

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 the appropriateness of abortion legislation in NI and the rest of the UK.

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:

- Not all churches are totally opposed to abortion and would accept it might be the best option for ‘hard cases’ such as foetal abnormality, risk to the mother or in the case of rape.
- Northern Ireland is part of the UK and people living here receive NHS treatment. Therefore it is unfair that women living here do not have the same access to a safe and free abortion in their local hospital.
- The current law in Northern Ireland, only permitting abortion for a limited number of medical reasons, is being undermined anyway, as an increasing number of women and girls travel to England for an abortion. This practice is also discriminatory as only those with the money to travel and pay for a private clinic can take this option.
- Public opinion shows that an increasing number of people in Northern Ireland would be in favour of a change in the abortion laws here. It is every woman’s right to have access to an abortion.

On the other hand:

- Northern Ireland is still predominantly a Christian society. As abortion goes against Christian principles, our laws should not permit abortion to take place. Candidates may refer to the teaching of specific Christian churches on abortion or relevant Bible texts, e.g. Jeremiah 1:1–5.
- The 1967 Abortion Act has received numerous criticisms since it was introduced and many people would be unhappy about the same laws being introduced here.

- Some would argue that it is too easy to get an abortion on the grounds of potential damage to mental health, while others say there should be abortion on demand, without the consent of two doctors.

Accept valid alternatives
(AO2)

[10]

AVAILABLE
MARKS

20

6 Justice and punishment

(a) Describe some of the different aims of punishment.

Target: Knowledge of some of the aims of punishment.

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

Answers may include:

- Deterrence – This aim is achieved if a potential criminal realises they will be given a punishment that puts them off committing the crime.
- Protection – The rest of society need to be protected, so violent criminals may be detained in prison and those who commit financial crimes may be prevented from continuing in business.
- Vindication – Justice must be seen to be carried out, so those in society can have respect for the law and law enforcement.
- Retribution – This is sometimes called Lex Talionis or the law of payback. The idea is that the criminal has to pay something back for committing a crime, perhaps by a fine or other punishment.
- Reform – Ideally, a criminal should be changed or reformed into a law-abiding citizen as a result of time in jail, the fine imposed or whatever the punishment is.

Accept valid alternatives
(AO1)

[5]

AVAILABLE
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(b) Explain what the Bible teaches about justice and punishment.

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Target: Knowledge and understanding of relevant Bible teaching.

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 Old Testament teaches that justice is served if the punishment is appropriate to the crime: 'Eye for eye and tooth for tooth' (Exodus 21:24).
- Murder is condemned in the strongest terms and its prohibition is one of the 10 Commandments (Exodus 20:13). The Old Testament allows the death penalty for the crime of murder, as it is just for someone to lose their life if they have taken the life of another person (Genesis 9:6).
- However, in the New Testament, Jesus' teaching on justice and punishment has less emphasis on retribution and more emphasis on forgiveness and not seeking revenge: 'if anyone slaps you on the right cheek, let him slap the left cheek too' (Matthew 5 38–42).
- Paul, in his letter to the Romans, reminds Christians of their duty to obey the state authorities (Romans 13:1).

Accept valid alternatives
(AO1)

[5]

- (c) **“The death penalty is the best way to punish serious crimes.”**
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 in the debate about capital punishment.

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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
20

Answers may include:

- A person who takes the life of another deserves to forfeit their own life and society is protected from a dangerous criminal re-offending on their release.
- The death penalty is cheaper than keeping a person in prison for life.
- Having the death penalty for serious crimes, such as murder, sends out a clear message that certain behaviour is not acceptable. People will then be deterred from committing similar crimes.
- The Bible allows capital punishment for murder (Genesis 9:6).

On the other hand:

- The Bible teaches that any taking of human life is wrong. Only God has the right to take life.
- The death penalty could be seen by some people as an easy way out. It would be better for an offender to be imprisoned for life and have to live with the guilt of what they had done.
- Mistakes can be made and innocent people could be sentenced to death; the death penalty would not be the best way to deal with serious crime if there was any doubt about the prisoner's guilt.
- The death penalty makes the state as bad as the criminals they are trying to punish. It is inhumane, even for convicted murderers. Jesus taught that retribution was not the way to deal with wrong-doing.

Accept valid alternatives
(AO2)

[10]

7 War and Peace

(a) Describe some of the different types of pacifism.

Target: Knowledge of different types of pacifism.

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

Answers may include:

- Absolute pacifism – It is never right to take part in war, even in self-defence. Human life is so precious that nothing can justify deliberately killing another person, even in war.
- Conditional pacifism – This is the position of someone who is against the idea of war in general, but who accepts that sometimes there may be extreme circumstances where war is the better alternative.
- Selective pacifism – The opposition of certain types of war, such as one that involves weapons of mass destruction, such as nuclear weapons.

Accept valid alternatives

(AO1)

[5]

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(b) Explain how the Just War theory sets guidelines for armed conflict.

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Target: Knowledge and understanding of some of the conditions for a just 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 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:

- The purpose of the Just War theory is to guide a state when faced with potential threat and conflict situations; it is to help a country decide if it should go to war or not.
- St Thomas Aquinas suggested that there were conditions that had to be met before a war could be declared 'just' and it was acceptable to fight in such a war.
- These guidelines are as follows:
 1. The war must be declared by a legal authority.
 2. The cause of the war must be just.
 3. The war must be a last resort.
 4. The principle of proportionality must be observed.
 5. The war must have a reasonable chance of success.
 6. Only sufficient force must be used.

Accept valid alternatives
(AO1)

[5]

- (c) **“Wars always cause more problems than they solve.”**
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 the cost of war in human and economic terms.

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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

Answers may include:

- Many Christians are against war and adopt a pacifist position to war and violence following the teaching and example of Jesus, e.g. Matthew 26:52. The Quakers have pacifism as one of their core principles.
- Wars can never be justified, as they rarely, if ever, provide a permanent and satisfactory solution. After a war, all parties involved will likely have a huge cost to pay for repairing damage to homes, hospitals and schools.
- After a war there could also be significant and long-term damage to the environment and land used for supplying food.
- The cost of war in human terms is immense and can be very hard to calculate. The short term victims include those who have been injured or killed, lost loved ones, or been totally displaced from their homes and are living as refugees.
- There are also the long term problems of post-traumatic stress for both combatants and innocent civilians. Many children are affected by war, forced to fight as soldiers, orphaned or displaced as refugees; war is seriously detrimental to education.

On the other hand:

- War was sanctioned in the Old Testament; reference may be given to relevant biblical material, e.g. Ecclesiastes 3: 1,3 and 8.
- Many churches teach that there are occasions when war is necessary as a last resort as there is no other way of solving an issue. For example, many people would accept that war is necessary if it is an act of self-defence to stop an invasion from an enemy who has crossed a country's borders and invaded their territory.
- A pre-emptive strike, where an enemy is attacked to prevent an anticipated attack, may also be an effective solution and the only way for a country to stop an invasion.
- Some wars are fought because of human rights violations carried out by the government or a dictator. Going to war may be the only way to stop these abuses.
- Candidates may refer to specific examples, such as Saddam Hussein or Nazi Germany.

Accept valid alternatives
(AO2)

[10]

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