



*Rewarding Learning*

**General Certificate of Secondary Education**

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**Religious Studies**

Paper 6

An Introduction to Christian Ethics

**[GRE61]**

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**Assessment**

**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 teachers with an indication of the nature and range of students' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to students' 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 students' responses***

In marking the question paper, teachers 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 students 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 students may produce. In the event of unanticipated answers, teachers are expected to use their professional judgement to assess the validity of answers.

### ***Positive marking***

Teachers are encouraged to be positive in their marking, giving appropriate credit for what students know, understand and can do rather than penalising students for errors or omissions. Teachers 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 students 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 students to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, teachers 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, teachers are expected to use their professional judgement. The following guidance is provided to assist teachers.

- **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 student presents something relevant or worthy of credit; elementary knowledge and understanding.

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

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

AO2 (5 mark responses):

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

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

**Level 3:** The student 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 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, teachers should refer to the more detailed guidance which is provided on the next page:

AO2 (10 mark responses):

**Level 1 (Basic):** The student 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 student 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.

Note: In 10 mark responses, students can only achieve Level 3 or above if they refer to Christian teaching in their answer.

## Section A

Answer **all** questions.

AVAILABLE  
MARKS

### 1 Personal and Family Relationships

(a) (i) Name one way in which families can support each other.

Answers may include:

- Talk to each other
- Offer help if a family member is in trouble
- Caring for physical needs

Accept valid alternatives

(AO1)

[1]

(ii) Name two problems that can arise in family life.

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

- Money shortage
- Sibling rivalry
- Disagreements between parents/adults in the family
- Rules for children/young people in the family

Accept valid alternatives

(AO1)

[2]

(iii) What is meant by the following terms?

#### **Nuclear family**

Two parents with their children living in the same household.

Accept valid alternatives

(AO1)

[1]

#### **Blended family**

A family where there may be step-brothers and sisters.

Accept valid alternatives

(AO1)

[1]

**(b) Explain why some Christians choose to be celibate.**

**AVAILABLE  
MARKS**

**Target: Knowledge and understanding of Christian views on celibacy.**

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

Answers may include:

- A person may wish to devote their life to Christian work and feels that not having a partner or family would be best. Sometimes a Christian may choose celibacy for themselves, even though their church may not demand it.
- Some denominations, such as the Roman Catholic Church, make celibacy an essential requirement of being a priest or a member of a religious order.
- A Christian believing that marriage is the only place for a sexual relationship may choose chastity as they have not found a marriage partner.
- Some Christians who are homosexual may feel that they should not express their sexuality in a physical relationship and choose celibacy instead.

Accept valid alternatives  
(AO1)

[5]

- (c) **“Same-sex couples should be allowed to get married.”**  
**Do you agree with this statement? Give reasons for your answer.**

**AVAILABLE  
MARKS**

**Target: Evaluation of the issue of same-sex marriage.**

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

Answers may include:

- If two people love each other and want to commit to their partner in an exclusive and life-long relationship, they should have this right, regardless of their sexuality.
- Same-sex couples are allowed to marry and have their union legally recognised in many countries of the world, including Northern Ireland.
- Every person is a creation of God and their sexuality is part of who they are, not a sinful lifestyle choice.

On the other hand:

- Some may argue that God created man and woman to complement each other and the biblical ideal for marriage is that it is a union between a man and a woman; therefore, same-sex couples should not be allowed to get married.
- Some may believe that there are direct references in the Bible to homosexuality being wrong, therefore same-sex marriage should not take place.
- Same-sex couples who want to make their union official can opt for a civil partnership as an alternative to marriage.

Accept valid alternatives

(AO2)

[5]

15

## 2 Matters of Life and Death

AVAILABLE  
MARKS

(a) (i) Give one argument in favour of prison as a punishment.

Answers may include:

- Law-abiding members of the community are kept safe.
- It sends out a message that crime will not be tolerated.

Accept valid alternatives

(AO1)

[1]

(ii) Give one argument against prison as a punishment.

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

- Prison is not an effective means of reform.
- It is very expensive to keep someone locked up, especially for a long sentence.

Accept valid alternatives

(AO1)

[1]

(iii) Give three alternatives to sending law breakers to prison.

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

- Capital punishment
- Restorative justice
- Community service
- Fines
- Tagging; curfew

Accept valid alternatives

(AO1)

[3]

**(b) Do you think Bible teaching on punishment is still relevant for today?  
Give reasons for your answer.**

**AVAILABLE  
MARKS**

**Target: Analysis of the continuing relevance of Bible teaching on punishment.**

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

Answers may include:

- The Old Testament teaching that supports capital punishment is not relevant today. The teaching ‘Whoever murders a man will be killed by his fellow man’ (Genesis 9:6) has largely been replaced in modern thinking with emphasis on reform and rehabilitation. There are 36 capital offences listed, many of which we would not consider to be deserving of the death penalty.
- Candidates may refer to teaching on revenge, from either the Old Testament or the New, and consider to what extent this is relevant.
- Paul’s teaching ‘Everyone must obey the state authorities’ (Romans 13:1) is no longer relevant when we have many corrupt leaders.
- With society becoming increasingly secularised, Bible teaching is no longer relevant for the majority of the population.

On the other hand:

- The Bible is God’s word and all teaching is still relevant for today.
- Christians can follow the message of forgiveness from Jesus’ teaching, but still accept that the death penalty might be needed, especially for serious crimes, such as murder.
- All the commandments are relevant for Christians in any age; ‘Do not commit murder’ (Exodus 20:13) can guide Christians in their views today.

Accept valid alternatives  
(AO2)

[5]

- (c) **“People who break the law need help, not punishment.”**  
**Do you agree with this statement? Give reasons for your answer.**

**AVAILABLE  
MARKS**

**Target: Evaluation of the effectiveness of different methods of punishment.**

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

Answers may include:

- There are many reasons why people break the law, but it is rarely because someone is wicked or evil. Sometimes poverty, debt, unemployment or an addiction problem might lead to someone breaking the law. People in these circumstances need to be helped.
- The main aim in dealing with people who break the law has to be reform. This is unlikely to happen if a person is punished, and not given any help. There is more of a chance that a person will re-offend. This is consistent with Jesus’ teaching on forgiveness.
- Candidates may refer to schemes which are trying to help offenders come to terms with what they have done and make amends, such as restorative justice.

On the other hand:

- Some people are evil and commit the most awful crimes, inflicting pain and suffering on others. These people need to be taught a lesson to try and deter them from committing similar crimes. People who cause others to suffer deserve to be punished so they themselves suffer.
- Consideration has to be given to the protection of society and innocent people must be kept safe. If this means a long prison sentence, or the death penalty, this is acceptable.
- Justice must be seen to be done, so people have respect for law and order. When punishments are too lenient or non-existent, people do not respect the law.

Accept valid alternatives  
(AO2)

[5]

15

### 3 Contemporary Issues in Christianity

AVAILABLE  
MARKS

(a) Describe the work of one Christian organisation fighting poverty.

**Target: Knowledge of the work of a Christian organisation fighting poverty.**

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

Answers may include:

#### Salvation Army

- The Salvation Army is a Christian church and charity. They work with some of the most disadvantaged people in our communities; including homeless people, older people, unemployed people, those suffering from drug and alcohol addiction.
- The work of the Salvation Army includes fundraising activities, running charity shops and recycling schemes and providing opportunities for volunteers.
- The Salvation Army serves meals to people who would otherwise be on their own, supports those who are struggling financially, and runs activities and classes in community centres to provide support to help people into employment.

#### Christian Aid

- Christian Aid work to help vulnerable people have a decent life by seeking to follow the teaching of Jesus, who commanded his followers to love their neighbour and work for a better world.
- They give people survival essentials when they are without shelter or refuge, and help them find the strength and resources they need to flourish and protect themselves from shocks and disasters.
- Christian Aid enables people to stand up for their rights and to build stable, secure lives.

**Trócaire**

- Trócaire works in partnership with the Catholic Church and civil society organisations in over 20 developing countries globally. Their work includes humanitarian response, providing emergency aid and supporting recovery in countries affected by natural disaster or conflict.
- Trócaire fight poverty and injustice by working with women and men to eliminate inequalities that keep women poor and marginalised.
- Trócaire campaign for justice and human rights, by supporting people and communities to demand government accountability and to challenge human rights violations.

**Saint Vincent de Paul**

- Their goal is to fight poverty in all its forms through practical assistance to people in need.
- The lives of hundreds of thousands of people in our society today are affected by problems associated with poverty, such as low income and the effects of debt, unemployment, educational disadvantage and poor health. Candidates may refer to examples of the work of SVP in tackling these problems.
- SVP are working to make Ireland a fairer place, where caring for vulnerable people is valued and supported; where individuals, families and communities can participate fully in work and society.

Accept valid alternatives  
(AO1)

[5]

**AVAILABLE  
MARKS**

**(b) Explain what the Bible teaches on responsibility to people in need.**

**AVAILABLE  
MARKS**

**Target: Knowledge and understanding of Bible teaching on responsibility to people in need.**

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

Answers may include:

- “Love your neighbour as yourself.”(Matthew 22:39) The teaching and example of Jesus shows that any kind of prejudice, racism, discrimination or simply treating people in an inferior way is not acceptable.
- “Let justice flow like a stream and righteousness like a river that never goes dry.”(Amos 5:24) The Old Testament prophet Amos preached God’s message to the people of Israel; those with wealth or influence were corrupt and unfair, taking advantage of the more vulnerable people in society, such as the poor, foreigners, widows and orphans.
- In the teaching of The Sheep and the Goats (Matthew 25:31–46), Jesus taught that people should help those in need, whether they are hungry, thirsty, sick or alienated from society. To help those in need is the same as helping Jesus: “I tell you, whenever you did this for one of the least important of these followers of mine, you did it for me!”

Accept valid alternatives  
(AO1)

[5]

- (c) “There is very little that churches can do to fight poverty”.  
Do you agree with this statement? Give reasons for your answer.

**Target: Evaluation of the effectiveness of church action in fighting poverty.**

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:

- Global poverty is a massive problem, often associated with many complex issues, such as war, debt, natural disasters, lack of education and population growth. Such problems need to be addressed by governments and world leaders and are too vast for churches to tackle with any effectiveness.
- Churches have financial limitations compared to international agencies and also a lack of trained people who can make an effective difference.
- Some may argue that the action of churches may be limited in fighting local poverty because not everyone recognises the role of churches in getting involved to change people’s lives. Any help that can be offered might be seen as interfering and unwanted.

On the other hand:

- There is a lot of action that churches can take. Many are directly involved through fundraising, container ministries or sending teams overseas. Motivated by Jesus’ example of helping those in need, churches can be very effective.
- Many churches support the work of Christian organisations fighting poverty, such as Trócaire and Christian Aid. Sometimes there is a particular focus at certain times of the year, such as Lent or Christian Aid week.
- Churches can also raise awareness of their members, through the sermon or other talks. Churches can also encourage members of their congregation to pray for others in the local community and worldwide.

Accept valid alternatives  
(AO2)

[5]

15

AVAILABLE  
MARKS

**4 Modern Warfare**

**AVAILABLE  
MARKS**

**(a) Describe how children can be affected by war.**

**Target: Knowledge of the impact of armed conflict on children.**

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

Answers may include:

- Children are among the most vulnerable members of society. War may result in children being orphaned with no-one to care for them. Witnessing violence and the death of family members can be especially traumatic for children.
- The issue of children used as soldiers is a human rights concern. Tens of thousands of children – some as young as 9 or 10 years old – are given weapons and forced to fight for the government armed forces or paramilitaries. They are often put in the frontline of the fighting, rather than risk the lives of the trained adult soldiers.
- War results in huge numbers of refugees, displaced from their homes. Children are especially vulnerable and as well as having their lives disrupted, will often miss out on education when months or years have to be spent in a refugee camp.

Accept valid alternatives  
(AO1)

[5]

**(b) Do you think all countries should give up their nuclear weapons?  
Give reasons for your answer.**

**AVAILABLE  
MARKS**

**Target: Analysis of arguments for or against nuclear weapons as a deterrent to war.**

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

Answers may include:

- Some people believe that countries that develop nuclear weapons are playing a dangerous game. The growth of nuclear weapons, and the number of countries having them makes their use more, not less, likely.
- The use of such weapons could never be justified under any circumstances; other countries know this and so the deterrence argument does not work.
- The vast amounts of money spent on nuclear weapons could be better spent on healthcare, education, alleviating poverty, etc.
- Nuclear weapons cannot be justified as a deterrent to war.

On the other hand:

- When a country has nuclear weapons it will stop other countries using theirs. It does seem to work as there has not been a world war since 1945.
- There are such awful consequences of using nuclear weapons that no country will want to be the first to use them and face similar attack.
- They are an effective deterrent to war.
- Nuclear weapons give a country a means to bargain – they will give up their weapons if others do the same.

Accept valid alternatives  
(AO2)

[5]

(c) “All Christians should be pacifists.”

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

AVAILABLE  
MARKS

Target: Evaluation of the role of pacifism within Christianity.

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:

- All Christians should be pacifists as the Bible says ‘Do not kill’; this is taken to mean in all situations, including war.
- Christians should reject all fighting and war, as the life and teaching of Jesus supports a pacifist approach to life. In the Sermon on the Mount, Jesus taught that violence should not be repaid with more violence.
- At his arrest, Jesus said: ‘All who take the sword will die by the sword’ (Matthew 26:52). In wartime, Christians should help the wounded rather than kill the ‘enemy’.

On the other hand:

- All Christians do not have to be pacifists. There is only one Christian Church, the Quakers, which has officially adopted pacifism. Other churches leave their members to make up their own minds on the issue.
- The Bible is not against war. References in the Old Testament support war when it is sanctioned by God ‘There is the time for war and the time for peace’ (Ecclesiastes 3:8)
- Many Christians are guided in their thinking on war by the Just War Theory of Thomas Aquinas. This permits war if certain conditions are met and does not require a total pacifist approach.

Accept valid alternatives

(AO2)

[5]

15

**Section B**

**AVAILABLE  
MARKS**

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

**5 Personal and Family Issues**

**(a) Describe some of the alternatives to marriage.**

**Target: Knowledge of options available to couples as an alternative to marriage.**

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

Answers may include:

- Some couples choose to live together without being married; they are together as a couple and having a sexual relationship. A couple who chooses to live together draw up a legal agreement known as a cohabitation contract. This outlines the rights and obligations of each person towards each other.
- A civil partnership is an alternative to marriage but without the same traditional and religious connotations. Civil partnerships were introduced in the UK to allow same-sex couples to obtain the same rights and responsibilities as civil marriage, before same-sex marriage was made legal. In Northern Ireland, both opposite and same sex couples can enter into a civil partnership.
- For some people, an alternative to marriage is living together with no formal or legal ceremony, perhaps because they see this as unnecessary in their relationship, or as a waste of money.

Accept valid alternatives  
(AO1)

[5]

**(b) Explain Christian teaching on divorce.**

**AVAILABLE  
MARKS**

**Target: Knowledge and understanding of Christian teaching on divorce.**

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

Answers may include:

- Candidates may refer to Old Testament teaching: “I hate divorce” says the Lord God of Israel’ (Malachi 2:16).
- Jesus taught that God’s ideal for marriage was that it should be a permanent union: ‘No human being must separate then what God has joined together’ (Mark 10:9). However, Jesus appeared to allow divorce if there had been unfaithfulness in the marriage (Matthew 19:9).
- Paul was not in favour of divorce; if a couple separated they were not to remarry (1Corinthians 7:10–11).
- The teaching of the Roman Catholic Church is that the Sacrament of Marriage can never be ended by a divorce. Many Protestant Churches are not in favour of divorce and see it as a last resort.

Accept valid alternatives  
(AO1)

[5]

(c) “Marriage partners who have a religious faith are more likely to have a successful relationship.”

Do you agree or disagree? Give reasons for your answer. You should refer to Christian teaching in your answer.

**Target: Analysis and evaluation of the role of religious faith in a marriage relationship.**

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:

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

On the other hand:

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

Accept valid alternatives  
(AO2)

[10]

20

**6 Matters of Life and Death**

**AVAILABLE  
MARKS**

**(a) Outline some of the reasons why a woman might want an abortion.**

**Target: Knowledge of reasons for abortion.**

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

Answers may include:

- A woman may want an abortion if continuing with the pregnancy could endanger her life.
- If the baby will be born with severe disabilities, or will be unlikely to survive for very long after the birth (fatal foetal abnormality) then abortion could be preferable.
- Abortion might be the best option in the event of an unplanned pregnancy, especially if the potential mother is still very young and still in full time education.
- If a woman is raped and becomes pregnant, then offering her an abortion is a humane and practical way of helping.

Accept valid alternatives  
(AO1)

[5]

**(b) Explain why many Christians are in favour of the Hospice movement.**

**AVAILABLE  
MARKS**

**Target: Knowledge and understanding of the compatibility of the Hospice movement with Christian teaching.**

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

Answers may include:

- Many Christians are not in favour of euthanasia and would regard the Hospice movement as an alternative, based on Christian principles.
- The aims of the Hospice movement include helping people come to terms with their death, improving their quality of life and dying in contentment. For many Christians, this is a much better alternative than euthanasia.
- Hospices also help families of patients accept the coming bereavement. They aim to carry out the teaching of Jesus ‘Love your neighbour as you love yourself’. (Matthew 22:37–39)
- The Hospice movement was started by a Christian doctor, Cecily Saunders. She believed that the palliative care provided by hospices should be available to all, regardless of belief, culture or ability to pay. This is consistent with Christian teaching.

Accept valid alternatives  
(AO1)

[5]

- (c) **“All decisions about life and death should be left to God.”**  
**Do you agree or disagree? Give reasons for your answer. You should refer to Christian teaching in your answer.**

**Target: Analysis and evaluation of who has authority to make decisions about life and death.**

**AVAILABLE  
MARKS**

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

- Most Christians maintain belief in the ‘sanctity of life, therefore decisions about life and death must be left to God.
- All human life is given by God and only he has the right to end it; therefore any deliberate killing of another human being is wrong, whether through abortion, euthanasia or capital punishment.
- Humans are the only species created in the image of God (Genesis 1:28) so human life must be respected and not disposed of in the way animal life might be treated.
- If doctors and relatives could legally decide when a life should end, then there is fear that this could be abused; e.g. elderly people would feel pressured into euthanasia, babies would be aborted instead of being offered for adoption.

On the other hand:

- There is the idea of autonomy; many people feel that they have the right to decide what happens to their body.
- Atheists deny the existence of God and many argue that the quality of life is all that matters when making decisions about life and death.
- The law in the U.K. already accepts that people have the right to end their own life, as suicide is no longer regarded as a crime; a person who cannot physically end his or her own life has the right to be assisted in this.
- A pregnant woman has the right to make a decision about the life she is

carrying; she should be regarded as a person in her own right and not just a container for the foetus.

Accept valid alternatives  
(AO2)

[10]

**AVAILABLE  
MARKS**

20

7 Bioethics

AVAILABLE  
MARKS

(a) Describe some of the ways in which an infertile couple may have a family.

Target: Knowledge of possible ways to overcome human infertility.

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

Answers may include:

- There are various ways a couple might try to overcome infertility, such as medicines, surgery or natural methods. These include trying to avoid a stressful and unhealthy lifestyle.
- Assisted conception is the most popular method used today. Techniques include IVF (in vitro fertilisation) and IUI (intrauterine insemination). IUI is also known as artificial insemination.
- Surrogacy might be a choice for some couples. Surrogacy is when an embryo is placed in the uterus of a host (or surrogate) mother. The surrogate's eggs may have been used, or she may have no genetic link to the baby she is carrying.
- Alternatively, a couple might choose adoption or fostering as the best way to have a family.

Accept valid alternatives  
(AO1)

[5]

**(b) Explain why Christians may differ in their views on reproductive technology.**

**AVAILABLE  
MARKS**

**Target: Knowledge and understanding of Christian teaching that can be applied to bioethics.**

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

Answers may include:

- Some Christians are not in favour of the use of fertility treatment as they see this as interfering with God’s plan. The only acceptable alternative to fertility treatment or surrogacy would be adoption.
- 1 Samuel 1:9–18 Hannah was desperate to have a child; her prayer was answered and she gave birth to a son. This incident can teach Christians that God is in control and that the response to a distressing situation should be prayer. Some believe this should be the response to the situation of being childless, rather than fertility treatment.
- Exodus 20:13 “Do not commit murder.” For many Christians, this commandment teaches that the taking of all human life is wrong. If life begins at conception, then the destruction of ‘spare embryos’ can surely be seen as murder.
- Some Christians see fertility treatment as a means of preventing suffering and distress for couples who cannot conceive naturally.
- Some may argue that there is no specific biblical teachings on these issues and are therefore willing to accept reproductive technologies.
- Many Christians accept reproductive technologies as they bring children into loving relationships with their parents.

Accept valid alternatives

(AO1)

[5]

(c) “Recent developments in bioethics create more problems than they solve.”

Do you agree or disagree? Give reasons for your answer. You should refer to Christian teaching in your answer.

**Target: Analysis and evaluation of some of the advantages and disadvantages of fertility treatments.**

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:

- The process of fertilising more eggs than are needed can lead to the creation of ‘spare’ embryos that are not needed for implantation. Many Christians see the destruction of these embryos as committing murder as life begins at conception, with every embryo being a potential human.
- It can be necessary to use donated sperm and eggs, usually from an anonymous donor. Some people see this as a form of adultery as a ‘third party’ is needed in the creation of new life.
- There have been cases where the surrogate mother has bonded with the child and refused to give the baby to the commissioning couple. This has caused legal difficulties over ownership of the child.
- IVF treatment can have a low success rate. It can be very expensive (either for the NHS or the couple themselves) and lead to a great deal of strain on the couple if they face a number of unsuccessful treatments.
- Adopting a child is a choice for some couples, but is not an option for everyone, nor is the child their genetic offspring.

On the other hand:

- Childlessness can cause great distress to a couple who want to raise a family. IVF treatment can help them to have children who may be genetically theirs.
- God commanded Adam and Eve to ‘be fruitful and multiply’ (Genesis

1:28). Developments in bioethics allow infertile couples to have children and therefore fulfil God's plan.

- Using embryos for research and experimentation can help doctors towards a greater understanding of treatments for diseases, including Alzheimer's disease, cancer and heart disease. As a result of IVF techniques being developed to help infertile couples, other advances in medical science have been made.
- For some couples, surrogacy is their only means by which they can have a child, as IVF treatment has proved unsuccessful and they are not in a position to be able to adopt. Surrogacy also offers the possibility for the baby to share the same genetic characteristics as one or both parents, unlike adoption.

Accept valid alternatives  
(AO2)

[10]

AVAILABLE  
MARKS

20