



Rewarding Learning

**General Certificate of Secondary Education
2023**

Religious Studies

Paper 6

An Introduction to Christian Ethics

[GRE61]

MONDAY 15 MAY, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

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

Assessment objectives

Below are the assessment objectives for Religious Studies.

Candidates must:

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

Quality of candidates' responses

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

Flexibility in marking

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

Positive marking

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

Awarding zero marks

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

Types of mark schemes

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

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

Levels of response

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

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

AO1 (5 mark responses):

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

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

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

AO2 (5 mark responses):

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

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

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

Quality of written communication

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

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

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is limited.

Level 3: Quality of written communication is good.

Level 4: Quality of written communication is very good.

Level 5: Quality of written communication is excellent.

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

AO2 (10 mark responses):

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

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

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

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

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

Section A

**AVAILABLE
MARKS**

Answer **all** questions.

1 Personal and family issues

(a) (i) Suggest one way members of a family can support each other.

Answers may include:

- Financially.
- Emotionally.

Accept valid alternatives
(AO1)

[1]

(ii) Give one reason why a family might experience conflict.

Answers may include:

- Addictions.
- Unreasonable behaviour.

Accept valid alternatives
(AO1)

[1]

(iii) List two reasons why a person may choose to remain celibate.

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

- Vocation.
- To prevent sexually transmitted infections.
- Haven't found the right person.
- Following teachings of their Religion.
- Death of a partner.
- Negative past experiences.

Accept valid alternatives
(AO1)

[2]

(iv) What is cohabitation?

Answers may include:

The state of living together/and having a sexual relationship without being married.

Accept valid alternatives
(AO1)

[1]

(b) Explain Christian attitudes towards same-sex relationships.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of attitudes towards same-sex relationships, considering the range of Christian views.

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:

- Bible teaching is in favour of heterosexual relationships, e.g. Genesis 2:24 states “a man leaves his father and mother and joins himself to his wife and they become one body.”
- Some Christians follow Bible teaching opposing homosexual relationships. For example, Leviticus 18:22: “You shall not lie with a male as with a woman: it is an abomination” and Saint Paul’s teaching against homosexuality in the New Testament.
- The Catholic Church teaches that it is not sinful to have feelings or an inclination for a person of the same sex, but such people are called to live a celibate life.
- The Methodist Church in Ireland promote understanding and tolerance for those whose sexual orientation is towards those of their own gender although they do not permit same-sex marriages in their churches.
- Some Christians, e.g. Quakers fully support same-sex marriages and believe the quality of the marriage is more important than whether the couple are heterosexual or homosexual.

Accept valid alternatives
(AO1)

[5]

- (c) “A nuclear family is the best environment in which to raise children.”
Do you agree with this statement? Give reasons for your answer.

AVAILABLE
MARKS

Target: Evaluation of different types of families and their care.

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 may argue that a traditional two parent family is the best environment for children to grow up.
- Being biologically related to both parents is an important aspect of identity for children.
- Stability is provided for the children and one another in the relationship.
- There are clear parental roles which provides children with consistency in caretaking.

On the other hand:

- There are many other family types which allow children to be loved, grow and develop.
- A same-sex couple, single parent or other type of family can teach children important values such as tolerance and respect.
- Love and care are the most important aspects of a child's life so as long as they experience these, the type of family to which they belong is irrelevant.
- Other cultures demonstrate that an extended family is best for children as they have support from a wide range of sources which has lasting benefits.

Accept valid alternatives
(AO2)

[5]

15

2 Euthanasia

AVAILABLE
MARKS

(a) (i) What is meant by the following terms?

Active euthanasia

Active euthanasia refers to a deliberate action to end the life of the patient to eliminate the suffering that they have to endure.

(AO1)

[1]

Passive euthanasia

Passive euthanasia refers to the situation where treatment is stopped (for example, a feeding tube is removed) and the patient is allowed to die.

(AO1)

[1]

Voluntary euthanasia

Where a patient expresses a wish to die to avoid suffering.

(AO1)

[1]

(ii) Give two reasons why some people are against euthanasia.

Answers may include:

- It violates the command Do not murder.
- The hospice is an alternative.

Accept valid alternatives

(AO1)

[2]

(b) Do you think belief in God helps a person cope with a serious illness? Give reasons for your answer.

AVAILABLE MARKS

Target: Analysis of the role of faith in dealing with a serious 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:

- A person with belief in God will have hope of life after death which will reduce the fear of dying.
- A religious faith can help someone come to terms with their suffering as they see purpose in it as it is part of God's plan.
- Christians look to the example of Jesus who suffered and did so with dignity and they are encouraged to do the same.
- Prayer can be very helpful in coming to terms with an illness and in facing death.

On the other hand:

- Belief in God may not help a religious believer cope with a serious illness. The illness may make them question their faith e.g. why would a loving and powerful God allow this to happen?
- Belief in God / the afterlife may make people who are seriously ill fear death e.g. eternal punishment in hell.
- Some may argue that belief in God could lead to disappointment if prayers go unanswered.
- Some may argue that it is only trust in science and medicine that can help a person with a serious illness, not a belief in God.

Accept valid alternatives
(AO2)

[5]

- (c) **“Euthanasia allows a person to die with dignity.”**
Do you agree with this statement? Give reasons for your answer.

**AVAILABLE
MARKS**

Target: Evaluation of whether euthanasia gives a patient a dignified death or not.

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 feel that they have the right to decide what happens to their body, in particular when they feel they have lost their dignity.
- 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.
- Many people argue that quality of life and dignity are the most important aspects when making any decisions about matters of 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.
- 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.

On the other hand:

- All human life is given by God and only he has the right to end it; therefore, the deliberate destruction of a life cannot be described as dignified.
- 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.
- 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.
- 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.

Accept valid alternatives
(AO2)

[5]

**AVAILABLE
MARKS**

15

3 Contemporary issues in Christianity

(a) Outline some of the causes of global poverty.

Target: Knowledge of the causes of global poverty.

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

Answers may include:

- Natural disasters will hit poorest people hardest and they will struggle to recover from the impact of a disaster such as an earthquake.
- Unfair trade as many farmers in LEDCs are not paid a fair price for their product and have very low incomes that don't reflect the work required to produce their product.
- Debt: many developing countries required loans to fund development. However, the interest becomes unaffordable and reduces what a country can spend on further development.
- War: money funding weapons could have been spent elsewhere. If people who usually work as farmers are caught up in fighting or become refugees, they cannot grow and harvest food. War also destroys a country's infrastructure.

Accept valid alternatives
(AO1)

[5]

AVAILABLE
MARKS

(b) Explain how individuals and communities can support campaigns for justice.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of ways in which individuals and communities can respond to and support campaigns for justice.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> One relevant and accurate point. 	1
Level 2	A clear knowledge and understanding with some development.	<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:

- Individual Christians can support fair trade by buying fair trade products. This will help producers in developing countries achieve better working and trading conditions.
- Individuals and communities can support the work of an organisation fighting poverty and injustice by organising fundraising events or donating money, e.g. Christian Aid, St Vincent de Paul, Salvation Army or Trócaire.
- Individuals and communities can support other campaigns for justice such as those promoted by Amnesty International to fight against human rights abuses worldwide, e.g. use social media to sign petitions to lobby governments.
- Groups of people can take part in demonstrations to raise awareness of injustice or to campaign for change in government policy.

Accept valid alternatives
(AO1)

[5]

- (c) “Christians should do more to help people in need.”
Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of Christian responsibility to help people in need.

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 can make small changes which will transform the lives of others, e.g. buying fair trade goods and donating to charities.
- Many Christians give up their time by volunteering for organisations such as Christian Aid and Trócaire which are working to fight against the effects of poverty.
- Christians should campaign for social justice and lobby the government to make changes which tackle global poverty and give dignity to all.
- Jesus taught us through the parable of the sheep and goats that we have a duty to ‘feed the hungry’.

On the other hand:

- Charity begins at home and people have a responsibility to look after their own needs before helping others.
- World poverty is a problem that cannot be solved by Christians.
- Only governments have the power to legislate to make a real difference.

Accept valid alternatives

(AO2)

[5]

15

AVAILABLE
MARKS

4 Developments in bioethics

(a) Describe some of the ethical issues surrounding human surrogacy.

Target: Knowledge of the ethical issues surrounding human surrogacy.

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

Answers may include:

- Some people are against surrogacy because it can involve the introduction of a ‘third person’ into a marriage. This is seen by some as an intrusion into the marriage or as adultery which goes against Bible teaching.
- Many are against surrogacy as it involves the child being treated as a commodity rather than as a unique creation of God.
- Surrogacy can involve using IVF, which is considered immoral by many people as it involves the destruction of human embryos.
- Some argue that surrogacy prevents the mother from bonding with the child during a surrogate pregnancy.
- Commercial surrogacy can lead to people being exploited and the surrogate mother being taken advantage of by the commissioning couple.

Accept valid alternatives
(AO1)

[5]

**AVAILABLE
MARKS**

**(b) Do you think embryos should be used for experimentation?
Give reasons for your answer.**

**AVAILABLE
MARKS**

Target: Analysis of the arguments for and against embryo experimentation.

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 process of fertilizing more eggs than are needed for IVF can lead to the creation of 'spare' embryos that are not needed for implantation. Some Christians are concerned about what happens to these embryos.
- Some Christians believe that life begins at the moment of conception and see embryo experimentation as intrinsically wrong. All human life is sacred because people are created in the 'image of God'.
- Creating embryos for experimentation de-values the sanctity of human life.

On the other hand:

- Experimenting on embryos could provide us with the cure for a terminal illness and infertility which would bring about lasting happiness for all of society. The end justifies the means.
- Experimenting on embryos that have been created for IVF and not used would be destroyed anyway so it is better if they serve a purpose.
- The Warnock Report agreed that it was ethical for embryos to be used for experimentation for up to fourteen days after fertilisation.

Accept valid alternatives

(AO2)

[5]

- (c) “Money spent treating human infertility could be put to better use.”
Do you agree with this statement? Give reasons for your answer.

Target: Evaluation of whether money spent treating human infertility could be put to better use.

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 National Health Service (NHS) is faced with great financial pressure and the limited money it has available could be used for other important services, e.g. cancer treatment.
- IVF treatment is very expensive and has a low success rate. Money should be spent in areas of health care where treatments have a higher rate of success, reducing waiting lists for patients who need urgent care.
- People who require IVF treatment could opt to pay for the treatment themselves or adopt children as an alternative.

On the other hand:

- Everyone has the right to a child, and everyone should be eligible to be treated by the NHS.
- Infertility can have a negative impact on a person’s health and wellbeing. IVF is an essential treatment for someone who desperately wants a child.
- Asking couples to pay for their own treatment discriminates against those who cannot afford to pay for the treatment themselves.

Accept valid alternatives
(AO2)

[5]

15

AVAILABLE
MARKS

Section B

**AVAILABLE
MARKS**

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

5 Modern warfare

(a) Describe the human cost of war.

Target: Knowledge of the human cost of war.

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

Answers may include:

- There are innocent victims in every war. Civilians are caught up in the fighting and could fall victim to weapons of mass destruction if hospitals, schools, factories, etc are attacked. Many civilians suffer violent deaths or face life changing injuries.
- Due to war, many people must flee their homes for their own safety. When fleeing violence and persecution, people don't have time to take their belongings and are faced with life in a refugee camp.
- Children are often used as soldiers as they are easy to manipulate or are forced to join armed groups. Many children are taken from their families and have to work as armed guards or messengers.

Accept valid alternatives
(AO1)

[5]

(b) Explain why some Christians choose to be pacifists.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of arguments for 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:

- Christians should be pacifists as the Bible says ‘Do not kill’; this is taken to mean in all situations, including war.
- The life of Jesus supports a pacifist approach so Christians should reject all fighting and war.
- 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’.

Accept valid alternatives
(AO1)

[5]

(c) “It is better for countries to have nuclear weapons than not to have them.”

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 nuclear deterrence as a method of preventing war.

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:

- Nuclear weapons are an effective deterrent.
- It is immoral for a country not to protect their citizens by whatever means possible.
- There has been no use of nuclear weapons since 1945 which shows that they are necessary to prevent wars.
- Nuclear weapons give a country a means to bargain – they will give up their weapons if others do the same.

On the other hand:

- Nuclear weapons violate the sanctity of life. Only God has the authority to end life.
- Nuclear weapons are an unreliable way for a state to protect itself.
- Proliferation could mean there is more chance that nuclear weapons will be used, not less.
- No religious group or faith supports their existence because of the consequences of their use. For example, the commandment prohibits murder.
- Nuclear weapons cost too much money. Money could be spent on healthcare, education or world poverty instead.
- The use of such weapons could never be justified under any circumstances, e.g. nuclear weapons violate the conditions of the Just War theory.

Accept valid alternatives (AO2)

[10]

20

6 Crime and Punishment

(a) Outline some of the main aims of punishment.

Target: Knowledge of the aims behind punishments.

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:

- 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.
- Deterrence – This aim is achieved if a potential criminal realises they will be given a punishment that puts them off committing the crime.
- 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
MARKS

(b) Explain how Biblical teaching on repentance and forgiveness influences Christians.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of biblical teaching on repentance and forgiveness in guiding Christians.

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

Answers may include:

- Jesus' teaching shows that mercy and forgiveness are key features of a Christian way of life.
- It is clear sinners must repent if they want to be forgiven. This means that they must show that they are sincerely sorry for their wrongdoing.
- The Parable of the Lost Son teaches about the importance of repentance. "Father, I have sinned against heaven and against you. I am no longer worthy to be called your son; make me like one of your hired servants." If people are sorry for their sins, they will be forgiven. This is evident from the father in the parable of the lost son when he unconditionally forgives his son.
- In the Lord's Prayer, the words "Forgive us our debts as we also have forgiven our debtors" are used. This implies that forgiveness must be an essential component of the Christian approach to punishment because God only forgives people if they have forgiven others.
- In the Parable of the Unmerciful Servant (Mt 18:21–35) we are also informed of the fact that in order for Christians to receive God's forgiveness, we must be prepared to forgive others. Christians have a duty to forgive those who offend them.
- It is clear from Biblical teaching that Christians should choose an alternative approach to punishment: Restorative Justice.

Accept valid alternatives
(AO1)

[5]

(c) “Capital punishment is the most effective approach for dealing with dangerous criminals.”

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 capital punishment as the most effective form of punishment for dangerous criminals.

AVAILABLE
MARKS

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

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

AVAILABLE MARKS

Answers may include:

- A person who takes the life of another deserves to forfeit their own life and society is protected from a dangerous criminal re-offending on their release.
- 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).
- Capital punishment gives justice and payback to someone who has committed an evil act.
- It is cheaper than life imprisonment.

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 dangerous criminals.

Accept valid alternatives
(AO2)

[10]

20

7 Marriage and divorce

(a) Describe Christian teaching on marriage.

Target: Knowledge of Christian 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:

- Christians believe that marriage is a permanent, lifelong commitment. In Mark 10:9, Jesus said “What God has joined together, let no one separate.”
- Christians believe that marriage is an exclusive relationship and adultery is not permitted (Exodus 20:14).
- Christians believe that marriage was ordained by God. Genesis 2:24 states ‘a man leaves his father and mother and is united to his wife, and they become one flesh.’
- Many Christian denominations believe that marriage should be between a man and a woman and refuse to allow same-sex couples to marry in their churches.

Accept valid alternatives
(AO1)

[5]

AVAILABLE
MARKS

(b) Explain why some marriages end in divorce.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the challenges of marriage and why some marriages end in divorce.

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none">• One relevant and accurate point.	1
Level 2	A clear knowledge and understanding with some development 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:

- Marriages can end in divorce because one partner has been unfaithful and has not been committed to his/her spouse.
- Domestic abuse such as verbal, physical, or emotional abuse can lead to separation and divorce.
- Infertility can cause marriages to fail as one partner may blame the other for not being able to have children.
- The couple could fall out of love. They may feel that they are incompatible or have married at a very young age and drift apart over time.
- One partner who has an addiction to alcohol, drugs or gambling can put pressure on a marriage and lead to divorce.

Accept valid alternatives
(AO1)

[5]

- (c) **“Christian views on sexual relationships are outdated.”**
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 role and importance of Christian teachings on sexual relationships.

**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:

- Society has become increasingly secular with many people rejecting traditional religious views on issues such as celibacy. Many people believe that they have the freedom to decide how to live their lives and should not have to follow religious teaching from biblical times.
- The idea that marriage is for life is no longer widely accepted, e.g. divorce is more common.
- Some Christians believe that biblical teaching against same-sex relationships is no longer relevant and they support equal marriage.

On the other hand:

- Christian teaching states that marriage is the only place for a sexual relationship, e.g. ‘a man leaves his father and mother and is united to his wife, and they become one flesh’ (Genesis 2:24). Many Christians today respect and follow this teaching by remaining celibate until they meet the right person and get married.
- Biblical teaching is the Word of God, and many Christians will always consider this teaching to be relevant. Saint Paul promoted celibacy (1Corinthians 7:8) and taught that people should not have sex until they are married (1Corinthians 6:9).
- Some argue that the idea of celibacy isn’t outdated due to social reasons. People believe that chastity is a better alternative to casual sex

and unwanted pregnancy or STIs can be avoided.
Accept valid alternatives
(AO2)

[10]

AVAILABLE
MARKS

20