



*Rewarding Learning*

**General Certificate of Secondary Education  
2024**

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## **Religious Studies**

**Paper 6**

**An Introduction to Christian Ethics**

**[GRE61]**

**FRIDAY 10 MAY, MORNING**

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**MARK  
SCHEME**

## **General Marking Instructions**

### ***Introduction***

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

### ***Assessment objectives***

Below are the assessment objectives for Religious Studies.

#### **Candidates must:**

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

### ***Quality of candidates' responses***

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

### ***Flexibility in marking***

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

### ***Positive marking***

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

### ***Awarding zero marks***

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

### ***Types of mark schemes***

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

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

### **Levels of response**

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

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

AO1 (5 mark responses):

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

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

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

AO2 (5 mark responses):

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

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

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

### **Quality of written communication**

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

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

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is limited.

Level 3: Quality of written communication is good.

Level 4: Quality of written communication is very good.

Level 5: Quality of written communication is excellent.

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

AO2 (10 mark responses):

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

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

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

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

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

**Section A**

**AVAILABLE  
MARKS**

Answer **all** questions.

**1 Human infertility**

**(a) (i) What is human infertility?**

- The inability to conceive children.

Accept valid alternatives

(AO1)

[1]

**(ii) Give *two* reasons why Christians might not be in favour of surrogacy.**

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

- Surrogacy involves IVF treatment which some Christians disagree with, e.g. doomed embryos.
- Surrogacy involves a third person and some see this as a form of adultery.
- The mother can't bond with the child during pregnancy.

Accept valid alternatives

(AO1)

[2]

**(iii) Give *two* alternatives to fertility treatments.**

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

- Fostering
- Adoption

Accept valid alternatives

(AO1)

[2]

**(b) Explain how fertility treatment can help infertile couples to conceive.**

**AVAILABLE  
MARKS**

**Target: Knowledge and understanding of the process of fertility treatments to enhance the chances of conception for an infertile couple.**

<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:

- IVF involves a human egg and sperm being brought together in a test tube or petri dish by doctors.
- If the egg is fertilized successfully, then doctors will place the embryo in the woman's uterus, where it will continue to grow and develop in the usual way.
- IVF can use eggs and sperm from a heterosexual couple or donor egg or sperm to allow conception to happen.
- The IVF procedure is not always successful, so doctors will fertilise more than one egg so the healthiest embryo can be chosen for implantation.
- Surrogacy allows an infertile couple to conceive by using a surrogate mother to carry the pregnancy either through AID or IVF.
- Doctors can explore the underlying infertility issue and can provide treatment through medication or surgery.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) “All Christian couples should do everything they can to have a child.”  
Do you agree with this statement? Give reasons for your answer.

AVAILABLE  
MARKS

**Target: Evaluation of the ethical issues surrounding new reproductive technologies.**

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:

- Fertility treatment can sometimes help couples to have children which brings them great happiness and allows them to fulfil promises made in the sacrament of marriage.
- Fertility treatment allows a Christian couple to fulfil God’s command to “Be fruitful and multiply, fill the earth and subdue it.” (Genesis 1:28).
- Some fertility treatments such as IVF involve the creation of spare embryos which if used for research could potentially cure diseases in the future.

On the other hand:

- Treatment does not always work and is very expensive.
- Many Christians see the creation of spare embryos as committing murder as they believe life begins at conception, with every embryo being a potential person. All human life is sacred because people are created in the ‘image of God’.
- Some Christians believe that the use of donor eggs or sperm compromises their religious beliefs on marriage as they see it as a form of adultery. There can be identity issues with the child as they may have more than two biological parents or not be genetically related to a parent.
- Many infertile Christian couples will accept God’s will and not use fertility treatment – they may believe that having a child is not a right to be demanded.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

## 2 Crime and punishment

AVAILABLE  
MARKS

### (a) (i) What is capital punishment?

- The death penalty.
- To be sentenced and put to death for a crime.

Accept valid alternatives

(AO1)

[1]

### (ii) Give *two* arguments in favour of capital punishment.

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

- It is an effective deterrent: it stops people from committing serious crimes.
- God authorises the death penalty: the Bible speaks in favour of the death penalty for murder.
- It is the most effective way to deal with the worst criminals and keeps society safe.
- It protects society from serious criminals.
- It is true retribution: justice and payback for someone who has committed an evil act.

Accept valid alternatives

(AO1)

[2]

### (iii) Give *two* arguments against capital punishment.

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

- Innocent people could be put to death.
- It breaks the commandment 'Do not kill'.
- Life in prison is just as effective at protecting society.
- It does not deter criminals according to many studies.

Accept valid alternatives

(AO1)

[2]

**(b) Do you think restorative justice is an effective way to deal with crime? Give reasons for your answer.**

**AVAILABLE MARKS**

**Target: Analysis of the effectiveness of restorative justice to deal with crime.**

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:

- It gives the victim an opportunity to confront the offender with the real human impact of the offence.
- It allows the victim to get answers to questions that only the offender can answer.
- The victim may receive an apology for the offender which will benefit both parties.
- It allows the criminal to be seen as a person and explain their actions.
- Many Christians support restorative justice because it is consistent with Jesus' teaching on repentance and forgiveness.

On the other hand:

- The victim may feel further traumatised, disempowered and unheard.
- If the criminal does not apologise or seem sorry the victim might feel re-victimised.
- It cannot be used for all crimes. Mediation could not be used in a case of child sexual abuse for example.
- It could be seen as an easy way out for the criminal, e.g. a reduced sentence if the criminal engages with the programme.

Accept valid alternatives

Mark in levels  
(AO2)

[5]

(c) “For Christians, the most important aim of punishment is deterrence.”  
Do you agree with this statement? Give reasons for your answer.

AVAILABLE  
MARKS

**Target: Evaluation of deterrence as the most important aim of punishment.**

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

Answers may include:

- The main aim of punishment should be to prevent the criminal from committing the same crime by removing them from society.
- Punishment will show others in society that they too could face the same punishment, and it should deter them from committing similar crimes. Thus reducing the rate of crime.
- Punishments should be proportionate to the crime committed and if criminals are punished severely then it will put them off committing the same crime again.

On the other hand:

- Many Christians are concerned with the welfare of prisoners. They believe the main aim should be to reform the criminal to allow them to become a law abiding citizen.
- Protection should be the most important aim of punishment as people deserve to be safe at all times.
- For some Christians, the most important aim of punishment is retribution because it gives the victim a greater sense of justice.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

### 3 Modern warfare

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

**Target: Knowledge of different types of pacifism.**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0
Level 1	Something relevant or worthy of credit; elementary knowledge.	<ul style="list-style-type: none"> <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:

- Absolute pacifism (or total pacifism) – this is the belief that it is never right to take part in war, even in the case of self defence because the killing of another can never be justified.
- Conditional pacifism (or relative pacifism) – this is where someone is against the idea of war in general but accepts that sometimes there may be extreme circumstances where war may be the better alternative.
- Selective pacifism – the opposition to certain types of war, such as one that involves weapons of mass destruction.

Accept valid alternatives

Mark in levels

(AO1)

[5]

AVAILABLE  
MARKS

**(b) Explain the economic cost of war.**

**AVAILABLE  
MARKS**

**Target: Knowledge and understanding of the economic cost of a war on a nation.**

<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:

- War destroys homes, crops, power supplies, industry, schools and hospitals. All of these vital services have to be replaced once the war is over. This uses up vast amounts of money and resources that poor countries cannot afford.
- War uses excessive amounts of natural resources and during war there can be deliberate destruction of a natural resource, such as the burning of oil wells.
- War can have a huge economic impact on some countries when tourism is affected.
- Money could be used more productively in society rather than being spent on defence, e.g. the health service and education.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) “For Christians, the use of weapons of mass destruction is the greatest evil.”

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

**Target: Evaluation of the ethics involved in using weapons of mass destruction.**

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 use of nuclear weapons can never be justified due to their destructive and long lasting power. Christians believe that all life is sacred and nuclear weapons violate the sanctity of life.
- Jesus was a pacifist and Christians should consider the use of any weapons as being immoral.
- Neighbouring countries who are not involved in the war will be badly affected for many years.
- Nuclear weapons cost too much money. Money could be spent on healthcare or education instead.

On the other hand:

- Nuclear weapons are an effective deterrent. There has been no use of nuclear weapons since 1945 due to the fear of mutually assured destruction.
- Citizens may feel safer if their country has nuclear weapons. If a country can afford it, they should protect their citizens by having nuclear weapons. Their threat of being used is enough to protect the country from attack.
- Their use brought an end to the Second World War, e.g. the bombings of Hiroshima and Nagasaki in 1945.
- Other things should be the ‘greatest evil’ for Christians, e.g. poverty kills more people than nuclear weapons.

Accept valid alternatives

Mark in levels

(AO2)

[5]

AVAILABLE  
MARKS

15

#### 4 Personal and family issues

- (a) Describe the options available to Christian couples who are experiencing difficulties in their marriage.

**Target: Knowledge of the sources of help available for a Christian couple experiencing marital problems.**

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

Answers may include:

- The couple can seek support from family and friends who know the couple well and can assist them with their difficulties.
- Some Christian denominations recognise that divorce can be unavoidable and may be the best option for a couple who are experiencing marital difficulties.
- There are many organisations such as RELATE and Accord which offer guidance and support to the couple and any family or friends.
- Trial separation to spend time apart and reflect on the issues faced in their marriage and prepare for their future.
- The couple could attend counselling sessions, either together or separately to seek professional help and guidance.
- The couple could pray.

Accept valid alternatives

Mark in levels

(AO1)

[5]

AVAILABLE  
MARKS

**(b) Do you think that cohabitation is a better alternative to marriage?  
Give reasons for your answer.**

**AVAILABLE  
MARKS**

**Target: Analysis of cohabitation as an alternative to 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:

- Cohabitation is a good way for a couple to test if they are compatible before they make the commitment of marriage.
- Living together is a good way to get to know your partner.
- A couple may choose to live together instead of marriage because they have been put off by a bad experience of marriage in the past or they cannot afford to get married.
- They do not want to make a commitment, or do not feel ready to do so.
- Perhaps legally they cannot marry, e.g. one of them is already married.

On the other hand:

- Cohabitation is not as much of a commitment as marriage. The Catholic Church teaches that marriage is a sacrament, therefore it has permanent effect.
- Marriage is a deeper commitment as the couple involve God in their relationship as well as family and friends as witnesses.
- In a marriage ceremony, the couple make vows to one another which demonstrates their commitment for life.
- The purpose of marriage is to be life-long, exclusive and a good environment in which to raise children.

Accept valid alternatives

Mark in levels  
(AO2)

[5]

(c) “In a Christian family, children have a duty to be obedient to their parents.”

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

Target: Evaluation of children’s duty to be obedient to their parents.

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 commandment “Honour your father and mother” (Exodus 20:12) should be followed by all children.
- Ephesians 6:1 states that, “Children it is your Christian duty to obey your parents, for it is the right thing to do.”
- Parents have provided children with nurture, love and support and deserve obedience from their children.

On the other hand:

- Some parents do not deserve obedience or respect due to the way they treat their children. St Paul taught ‘Parents do not treat your children in such a way as to make them angry. Instead bring them up with discipline and instruction.’ (Ephesians 6:4)
- Parents have a responsibility to protect and nurture their children. It is their responsibility to ensure a good parent-child relationship as they chose to have them.
- In any family, Christian or not, children should obey their parents out of respect and to promote the welfare of everyone in society.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

AVAILABLE MARKS

## Section B

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

AVAILABLE  
MARKS

### 5 Developments in bioethics

- (a) Outline the role of the Human Fertilisation and Embryology Authority in regulating developments in bioethics.

**Target: Knowledge of the role of the Human Fertilisation and Embryology Authority in regulating developments in 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.	<ul style="list-style-type: none"> <li>Two relevant and accurate points.</li> <li>Two or more relevant and accurate points with one developed.</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	2–3
Level 3	A detailed answer showing very good development.	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with development.</li> <li>Level 3 answers will be well-structured with good development.</li> </ul>	4–5

Answers may include:

- The HFEA is a legal body that inspects all clinics that provide fertility treatments and are involved in the storage of human eggs, sperm or embryos.
- The HFEA ensures that everyone who uses a fertility clinic receives high quality care.
- HFEA provide guidance to clinics and research centres on how to meet their legal requirements.
- The HFEA also regulates human embryo research.

Accept valid alternatives

Mark in levels

(AO1)

[5]

**(b) Explain some of the moral issues Christians have with the destruction of embryos.**

**AVAILABLE  
MARKS**

**Target: Knowledge and understanding of the moral issues associated with the destruction of embryos.**

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

Answers may include:

- The Roman Catholic Church teaches that life begins at conception, therefore they see an embryo as a person with rights that need to be protected.
- “Since it must be treated from conception as a person, the embryo must be defended in its integrity, cared for, and healed, as far as possible, like any other human being.” Pope John Paul II (Catechism of the Catholic Church, 1992)
- Other Christians argue that large numbers of embryos, possibly up to 50%, naturally fail to implant and are discarded naturally. Therefore, it is not acceptable to give rights to something that may not last longer than a few days or weeks, therefore, the destruction of embryos is morally acceptable.
- The Church of England stance on embryology was established at the July 2003 General Synod. They affirmed the sanctity of the human embryo and the need to treat it with profound respect and are not permitted to develop beyond the UK legal limit of 14 days.”

Accept valid alternatives

Mark in levels  
(AO1)

[5]

(c) “Modern society would be better off without new reproductive technologies.”

Do you agree or disagree? Give reasons for your answer showing that you have considered more than one point of view. You should refer to Christian teaching in your answer.

**Target: Analysis and evaluation of the ethical issues surrounding new reproductive technologies.**

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:

- Some Christians are opposed to new reproductive technologies because they believe they are interfering with God’s plan. If a couple cannot conceive naturally or they have a high chance of having a child with a serious medical complication, then they should not pursue new reproductive technologies.
- During IVF and other reproductive technologies, more embryos are created than are needed. The ‘spare’ or ‘doomed’ embryos are used for research or destroyed. Many people believe that this is going against Christian teaching on the sanctity of human life.
- For some Christians, the use of donated egg or sperm or use of a surrogate is a form of adultery.
- Hannah’s 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. God hears peoples’ prayers and answers them in the way He thinks is best.

On the other hand:

- Some fertility treatments such as IVF involve the creation of spare embryos which can be used for research and could potentially cure diseases in the future.
- New reproductive technologies allow a Christian couple to fulfil God’s command to “Be fruitful and multiply, fill the earth and subdue it.” (Genesis 1:28)

- New reproductive technologies allow for the creation of saviour siblings where a couple conceive a child in order to save the life of their sibling.
- Sex selection allows a couple to responsibly conceive a child knowing that they will not inherit a genetic condition.
- Surrogacy also offers the possibility for the baby to share the same genetic characteristics as one or both parents, unlike adoption.
- Surrogacy can enable same-sex couples to have a child. Two men in a relationship may commission a surrogate mother, with one of them providing the sperm.

Accept valid alternatives

Mark in levels

(AO2)

[10]

**AVAILABLE  
MARKS**

20

**6 Matters of life and death**

**AVAILABLE  
MARKS**

**(a) Outline how the Hospice movement cares for the terminally ill.**

**Target: Knowledge of the role and work of the Hospice movement in caring for terminally ill patients.**

<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:

- The Hospice movement was set up to help people face and come to terms with their death. A key aim is to improve the quality of life of patients and allow them to die with dignity.
- To help people die in contentment rather than sadness or bitterness.
- To help families of patients come to terms with the coming bereavement, and to see their relatives appreciate or even enjoy the final time of their lives. They also offer respite for families who are caring for a terminally ill patient.
- To provide a much better alternative than euthanasia or dying alone.

Accept valid alternatives

Mark in levels

(AO1)

[5]

**(b) Explain why most Christians are against euthanasia.**

**AVAILABLE  
MARKS**

**Target: Knowledge and understanding of why most Christians are against euthanasia.**

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

Answers may include:

- Church teaching agrees that euthanasia devalues the sanctity of human life and see it as breaking the commandment ‘Do not commit murder’ (Exodus 20:13).
- Many Christians refer to Genesis 1:27 ‘So God created human beings making them to be like himself.’
- Bible teaching clearly demonstrates that human beings cannot choose when they die: ‘Everything that happens in this world happens at the time God chooses. He sets the time for birth and the time for death’ (Ecclesiastes 3:1–2).
- Facilities such as the Hospice movement are encouraged and supported by Christians as they allow the dying to be cared for in a loving and dignified manner.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) **“All women have a right to a safe and legal abortion.”**  
**Do you agree or disagree? Give reasons for your answer showing that you have considered more than one point of view. You should refer to Christian teaching in your answer.**

**Target: Analysis and evaluation of the arguments for and against the legalisation of abortion for all.**

**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:

- Access to safe and legal abortions may save the lives of women who might otherwise choose illegal backstreet abortions.
- A woman should have the right to choose what happens to her body.
- A woman's right to a safe and legal abortion should not be dependent on geography or politics.
- A safe and legal abortion should be available to all women regardless of their financial status.
- Not all churches are totally opposed to abortion and would accept that it may at times be the 'lesser of two evils', e.g. in the case of fatal foetal abnormality or rape.

On the other hand:

- Some people believe that as abortion is the deliberate destruction of the foetus it is the same as killing a human baby.
- Some Christians argue that the woman's rights are inferior to the rights of the foetus.
- Abortion goes against Christian teachings about respect for the sanctity of human life. Some Christians believe that life begins at the moment of conception, e.g. "You created every part of me; you put me together in my mother's womb." (Psalm 139:13)
- It can be argued that legal access to abortion can lead to a carelessness with contraception and an increase in sex outside a married relationship.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

## 7 Contemporary issues in Christianity

AVAILABLE  
MARKS

- (a) Describe the work of *one* Christian organisation fighting poverty and injustice.

**Target: Knowledge of the work of one Christian organisation fighting poverty and injustice.**

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 reference to any one of the following organisations:

### Christian Aid

- Christian Aid was founded by British and Irish churches after World War Two to help refugees.
- They aim to raise awareness of poverty throughout the world and offer practical ways to help end poverty. They provide people with survival essentials when they are without shelter or refuge.
- They seek to fight injustice by highlighting and challenging the structures and systems that favour the rich and powerful over the poor and marginalised.
- They are involved in supporting people to stand up for their rights and to build stable, secure lives they can enjoy living.

### St Vincent de Paul

- The Society of St Vincent de Paul (SVP) was founded in Ireland in 1844. It is the largest voluntary charitable organisation in Ireland. The organisation's goal is to fight poverty in all its forms through practical assistance to people in need.
- Financial assistance is provided on a means tested basis for families or individuals who find themselves in poverty.
- Volunteers in the community can help make connections and assist through various outlets: charity shops, homework clubs and prayer groups.
- SVP works to make Ireland a fairer place, where caring for vulnerable people is valued and supported and where individuals, families and communities can participate fully in work and society.

**Salvation Army**

- The Salvation Army is a Christian Church and charity. They work with some of the most disadvantaged people in our communities.
- Support is provided for homeless people, older people, unemployed people, those suffering from drug and alcohol addiction, victims of human trafficking and major emergencies.
- Many services are provided by volunteers such as: hot food, temporary accommodation, financial support, activities and community classes.

**Trócaire**

- Trócaire works in partnership with the Catholic Church and civil organisations globally.
- Trócaire provides emergency aid and supports countries affected by conflict or natural disasters.
- They support communities to demand government accountability and to challenge human rights violations and injustices.
- Trócaire work with men and women in many communities on women's empowerment as they aim to educate and eliminate inequalities that keep women poor and marginalised.
- Each Lent, Trócaire has a major fundraising and awareness campaign.

Accept valid alternatives

Mark in levels

(AO1)

[5]

AVAILABLE  
MARKS

**(b) Explain some of the causes of prejudice.**

**AVAILABLE  
MARKS**

**Target: Knowledge and understanding of reasons why a person demonstrates prejudicial attitudes.**

<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's upbringing may cause them to become prejudiced. If parents had prejudices of their own, there is a chance that these opinions will be passed on to the next generation.
- One bad experience with a person from a particular group can cause a person to think of all people from that group in the same way. This is called 'stereotyping' and can lead to prejudice.
- The media has a powerful influence on people in the 21st century and can often be responsible for promoting a stereotype of a particular group.
- Ignorance is another cause of prejudice. Some people do not know enough about others and make unfounded judgements about them.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) “Christians have a responsibility to support campaigns for justice both locally and globally.”

Do you agree or disagree? Give reasons for your answer showing that you have considered more than one point of view. You should refer to Christian teaching in your answer.

**Target: Analysis and evaluation of the responsibility of Christians to support campaigns for justice locally and globally.**

AVAILABLE  
MARKS

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

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

AVAILABLE MARKS

Answers may include:

- Many Christians believe it is part of their religious duty to help those living in unjust situations, both locally and globally. They follow the example of Jesus, who reached out to the vulnerable in society.
- Christians should pray for those living in unjust situations as well as offering practical help.
- Christians should act with compassion towards less fortunate people. They believe that life is sacred and that God loves every human being. Everyone should be treated equally.
- Jesus himself taught the importance of helping those who are poor and in need. The Church also teaches about the preferential option for the poor – this means that in order to improve life for the poor, we should speak for the voiceless and defend the defenceless. We see this clearly in the parable of the Sheep and Goats. “I tell you, whenever you did this for one of the least important of these followers of mine, you did it for me.” (Matthew 25:31–46)
- The Old Testament prophet Amos preached God’s message to the people of Israel. He had a lot to say about social justice and the way certain groups of people in society were treated. 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. “Let justice flow like a stream and righteousness like a river

- that never goes dry.” (Amos 5:24)
- Many Christians believe people should use their influence to help those who have less than they have. Humans have a duty to help each other as all are members of a global family.

On the other hand:

- Christians have a responsibility to help their families first as ‘charity begins at home.’
- In some situations, it may be too dangerous to become involved in campaigns for justice globally. Many Christians believe they should protect themselves.
- Many Christians have been imprisoned, tortured or detained for trying to fight against injustices globally.
- Some Christians believe they can have greater impact locally through methods such as petitions, peace walks and lobbying government officials.
- Supporting campaigns for justice such as Fair Trade can be expensive and not all Christians can afford it.
- Some argue that it is the responsibility of the State to support campaigns for justice, not individual Christians.
- Some people argue that supporting campaigns for justice is futile. In some countries, help given doesn’t reach the people who need it due to corrupt governments or poor infrastructure.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE  
MARKS