



Rewarding Learning

**General Certificate of Secondary Education
2025**

Religious Studies

Paper 6

An Introduction to Christian Ethics

[GRE61]

TUESDAY 13 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**

Candidates must answer **all** questions in this section.

1 Contemporary issues in Christianity

(a) (i) What is absolute poverty?

Answers may include:

- When it is impossible to meet the basic needs of life.

Accept valid alternatives

(AO1)

[1]

(ii) What is relative poverty?

Answers may include:

- When households have less money than average households.

Accept valid alternatives

(AO1)

[1]

(iii) Give two causes of poverty.

Answers may include:

- Low paid jobs
- High cost of living
- Obstacles to working mothers
- Limiting long-term illnesses
- Lack of access to clean water
- Inequality or social injustice
- No access to basic healthcare
- Conflict

Accept valid alternatives

(AO1)

[2]

(iv) Name a Christian organisation that fights against poverty.

- Christian Aid
- St. Vincent de Paul
- Salvation Army
- Trócaire

Accept valid alternatives

(AO1)

[1]

(b) Explain how poverty affects peoples' lives.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the impact of poverty on peoples' lives.

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:

- Poverty can lead to reduced access to basic necessities such as a balanced diet, clean water and adequate housing. Physical health can suffer due to this leading to malnutrition, illness and a lower quality of life.
- Educational opportunities could be limited which would lead the cycle of poverty to continue as parents may not be able to provide their children with access to quality education.
- Working in a low paid job or having to work a number of different jobs to earn enough money can damage family relationships.
- Poverty can lead to social exclusion and lack of participation in various aspects of society. This could be due to embarrassment, discrimination or stigmatisation. People may feel isolated or marginalised which will affect their mental and emotional well-being.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) “Bible teaching on helping the poor is more important today than ever.”
Do you agree with this statement? Give reasons for your answer.

AVAILABLE
MARKS

Target: Evaluation of the relevance of Bible teaching to help fight against poverty and injustice.

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:

- There are many more social and economic challenges in today’s society, such as conflict and the cost-of-living crisis. The Bible teaching to help the poor is relevant as it encourages us to support and help our ‘neighbour’ as we are taught to ‘love our neighbour as ourselves.’ (Matthew 22:39)
- The Bible highlights the concept of stewardship and our responsibility to alleviate the suffering of the poor. In the face of current global issues of poverty, inequality and humanitarian crisis, we have a duty to care for the vulnerable.
- This is outlined in the Parable of the Sheep and Goats (Matthew 25:31–46) where we are encouraged to assist those in need, equating such actions with service to Christ himself.

On the other hand:

- Bible teaching on helping the poor is too demanding for many people today. Many families are living in relative poverty and do not have the capability of helping others. Charity begins at home and people have a responsibility to care for their loved ones before strangers.
- Individual acts of charity cannot do enough to address the root causes of poverty. Today’s society is complex and government policies, improvement in education and healthcare are necessary to combat inequality and provide opportunities for economic empowerment.
- Bible teaching on other issues is more important today than ever, e.g. teaching on war or the sanctity of life.

Accept valid alternatives

Mark in levels
(AO2)

[5]

15

2 Modern warfare

**AVAILABLE
MARKS**

(a) (i) Give *two* causes of war.

Answers may include:

- Territorial disputes.
- Religious disputes.
- Defence of a country or region when under attack.
- Protect another state from an attack from an aggressor.

Accept valid alternatives

(AO1)

[2]

(ii) List any *three* conditions of the Just War Theory.

Answers may include:

- There must be a just cause.
- War must be lawfully declared by a government with the authority to declare war.
- The war must be fought to promote good or avoid evil.
- A Just War can only be declared as a last resort.
- There must be a reasonable chance of success.

Accept valid alternatives

(AO1)

[3]

**(b) Do you think countries should keep nuclear weapons as a deterrent?
Give reasons for your answer.**

**AVAILABLE
MARKS**

Target: Analysis of the benefits of nuclear weapons as a deterrent.

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:

- Countries holding nuclear weapons can be an effective deterrent from engaging in conflict. The threat of mutually assured destruction works.
- Countries may feel better protected if they are known to have nuclear weapons as aggressors would be less likely to attack them.
- Evidence has shown that nuclear weapons work as a deterrent. They haven't been used since 1945 and another world war has been avoided since then.

On the other hand:

- If used, all weapons of mass destruction cause catastrophic and indiscriminate harm which can never be justified.
- Countries could put the money spent on nuclear weapons to much better use, e.g. healthcare.
- Nuclear weapons could cause long term environmental damage.
- The use of nuclear weapons would make it difficult to find peaceful resolutions to the conflict.

Accept valid alternatives

Mark in levels

(AO2)

[5]

(c) **“Pacifism is the only true Christian response to conflict.”**
Do you agree with this statement? Give reasons for your answer.

**AVAILABLE
MARKS**

Target: Evaluation of pacifism as a Christian response to conflict.

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

Answers may include:

- Christian belief in the sanctity of human life means that there is no justification for war, all life is precious and of equal value.
- Death is inevitable in war which goes against the Commandment “Do not kill.”
- Many Christians, particularly the Quakers believe that war is wasteful and they refuse to engage in war, helping the injured instead.
- Christians follow the life and teachings of Jesus who lived a pacifist approach to life. For example, “If anyone slaps you on the right cheek, turn to them the other cheek also.” (Matthew 5:39)

On the other hand:

- The Bible states that war is inevitable: “a time for war and a time for peace.” (Ecclesiastes 3:8)
- The Just War Theory is accepted by Christians as a means of ensuring war is just and innocent civilians are protected.
- Sometimes war can be the lesser of two evils, for example to remove a corrupt dictator.
- Christians understand that a state has a duty to protect its citizens.
- Most Christian Churches agree that war is sometimes necessary.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

3 Abortion

(a) Outline the reasons why some people support abortion.

Target: Knowledge of arguments used to support abortion.

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

Answers may include:

- There is a strong emphasis on women's reproductive rights, advocating for a woman's autonomy over her own body.
- A woman should be able to make a decision about her pregnancy based on her individual circumstances, e.g. health, career, relationship stability.
- Families facing financial hardship may not be able to provide a stable and supportive environment for a child.
- Situations where a pregnancy poses health risks to the mother or if the child is expected to have severe medical issues, abortion can be a compassionate option.
- Some people argue that there are times when abortion may be necessary and can be described as the lesser of two evils, e.g. in the case of rape or foetal abnormality.

Accept valid alternatives

Mark in levels

(AO1)

[5]

AVAILABLE
MARKS

(b) Explain why many Christians are against abortion.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of Christian teaching against abortion.

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

Answers may include:

- Christian teaching varies among denominations, however most agree that abortion lessens respect for human life.
- Christians believe that all human life is sacred and begins at the moment of conception based on Jeremiah 1:5 which states that God knew him before he was formed in the womb.
- Many Christian churches oppose abortion and consider it a grave sin based on the Commandment “Thou shall not murder.” (Exodus 20:13)

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) “There are always alternatives to abortion.”
Do you agree with this statement? Give reasons for your answer.

AVAILABLE
MARKS

Target: Evaluation of alternatives to abortion.

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:

- Adoption is an option which provides the child with a loving home and family. This addresses concerns about the well-being of the mother and the child.
- Fostering is also an option if the mother needs time to accept the unplanned pregnancy and be in a place in her life where she can support a child.
- As an alternative to abortion, pro-life campaigners and religious organisations offer emotional, financial, and medical support to women facing unplanned pregnancies to help them keep the child.

On the other hand:

- Adoption is not a realistic option. It may be mentally and emotionally challenging to continue with the pregnancy, and it may not be in the best interest of the woman.
- Support for women facing unplanned pregnancies varies. A woman may feel abortion is her only option due to financial, family or religious reasons.
- Sometimes women may feel that there is no alternative to abortion, e.g. in cases of fatal foetal anomaly (FFA) a termination of the pregnancy might be the only option for the woman.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

4 Personal and family issues

**AVAILABLE
MARKS**

(a) Outline some reasons why the family unit is important in society.

Target: Knowledge of the importance of the family unit in society.

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:

- Within the family, individuals learn essential values, morals, and social norms, providing a crucial framework for their behaviour and interactions within their community.
- The family unit is a primary source of emotional support. Relationships within the family often form the basis for emotional well-being, offering a sense of security, love, and belonging.
- Families play a key role in the transmission of religious values. Traditions, beliefs, and customs are often passed down through generations within the family context, contributing to the preservation and continuity of religious beliefs.
- Families provide the necessary environment for the physical, emotional, and intellectual development of children, who are the future members of society.

Accept valid alternatives

Mark in levels

(AO1)

[5]

**(b) Do you think married Christians should be allowed to divorce?
Give reasons for your answer.**

**AVAILABLE
MARKS**

Target: Analysis of Christian teaching about divorce.

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:

- Couples have made vows to commit to one another ‘until death do us part’ so divorce should not be allowed. It may be challenging at times but the couple have promised to work through any issues.
- The Bible disagrees with divorce, “No human being must separate what God has joined together.” (Mark 10:9) The Catholic Church teaches that marriage is a sacrament, therefore it is conferred for life.
- All Christian denominations recognise the sanctity of marriage, and believe it should be a lifelong commitment.
- Religious teachings stress the importance of love, patience and forgiveness which are believed to help couples overcome challenges and maintain a lifelong union.

On the other hand:

- In today’s society it is unrealistic to be married for life due to increasing rates of unfaithfulness. Jesus taught that divorce was acceptable in the case of unfaithfulness. (Matthew 5:32)
- People can fall out of love with one another, and it is better for them to separate than live an unhappy life because of an unrealistic promise they made.
- It is clear from increasing divorce rates that more marriages cannot last a lifetime.
- If a person is in an abusive, controlling or unhappy marriage it is best for them to separate or divorce.

Accept valid alternatives

Mark in levels

(AO2)

[5]

- (c) **“Celibacy is not a realistic option for the 21st century.”**
Do you agree with this statement? Give reasons for your answer.

**AVAILABLE
MARKS**

Target: Evaluation of the relevance of celibacy in contemporary society.

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:

- Contemporary society places a significant emphasis on personal relationships and companionships. The desire for emotional and physical intimacy is a fundamental aspect of human nature which makes celibacy challenging.
- It may feel unnatural to some to go against expectations of society to marry and procreate.
- Some people may argue that a celibate life is lonely and isolating which can adversely affect mental and emotional wellbeing.
- The media and social media make living a celibate lifestyle more challenging as they present sexual imagery and sexual exploration as the norm.

On the other hand:

- A person who chooses to devote their life to Christian work may feel celibacy is a better option so that a partner or family does not distract them from this.
- Some denominations, such as the Roman Catholic Church demand celibacy from those who have entered the priesthood or a religious order.
- Some homosexual Christians may choose celibacy as they believe they should not express their sexuality in a physical relationship.
- Some people today choose temporary celibacy, i.e. until they meet the right person.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

Section B

**AVAILABLE
MARKS**

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

5 Developments in bioethics

(a) Outline the reasons why some people support surrogacy.

Target: Knowledge of the arguments in support of 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:

- In cases where a couple struggles with infertility or medical complications, surrogacy can provide a viable solution to having a child.
- Surrogacy can be seen as an act of compassion and selflessness. A surrogate mother offers her body and time to help another couple experience the joy of parenthood.
- Surrogacy allows same-sex couples to have a child and create a family unit.
- Surrogacy is a new reproductive technology which allows for pro-creation and fulfilling God’s command to ‘go forth and multiply, fill the earth and subdue it.’ (Genesis 1:28)

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Explain why dealing with infertility may be difficult for Christian couples.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the challenges faced by Christian couples who have infertility issues.

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

Answers may include:

- A Christian couple might struggle with the ethical implications of treatment, e.g. 'doomed embryos' and the use of donors.
- There may be guilt or blame attached to one partner, e.g. if one is infertile.
- A Christian couple may face judgment or criticism from family or friends who do not agree with the use of reproductive technologies.
- They may have financial concerns as reproductive technologies can be very costly.
- Strain on physical health as some reproductive technologies involve procedures that may be painful and cause discomfort, for example, egg retrieval or daily injections as part of the IVF procedures.
- Emotional and mental wellbeing may be affected as there may be disappointments or loss during the procedures. Embryos created may not be a high enough quality for implantation. The procedures may not result in a successful pregnancy or birth.
- Relationship issues with a donor or surrogate mother.

Accept valid alternatives

Mark in levels
(AO1)

[5]

(c) **“Biblical and Church teaching is outdated in relation to developments in new reproductive technologies.”**

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 Bible and Church teaching on 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:

- Christian denominations have varying stances on reproductive technologies, with some being more permissive and others more restrictive. There are no clear or consistent guidelines for Christians today.
- Many Christian denominations hold that embryos have intrinsic worth and should not be created, discarded, or manipulated for purposes other than achieving a successful pregnancy. This is out of touch with scientific progress and limits the options available to infertile couples.
- As new challenges from developments in new reproductive technologies emerge, it is important that Church teaching is regularly updated to reflect these.
- Infertility is an illness which can cause great suffering and sadness, Christians should be able to receive treatment without judgement regardless of their religious denomination.
- Some Christians argue that new reproductive technologies need to be embraced as there are many benefits, e.g. embryo experimentation has the potential to discover a cure for an illness.

On the other hand:

- Biblical and Church teachings provide moral guidance and principles that are timeless, e.g. sanctity of life, offering a moral foundation in a rapidly changing technological landscape.
- Most Christian denominations uphold the sanctity of human life from

conception. They emphasise that life is a gift from God to be treated with reverence and respect not created in a laboratory.

- Many Christian denominations express concerns about certain reproductive technologies focusing on the potential for the destruction of embryos, the detachment of procreation from marriage or the commodification of human life.
- Like other ethical issues, there could be a slippery slope effect where if the teachings were changed it would pave the way for unethical experimentation and advancement, e.g. designer babies.
- Many Christians today argue that Bible teaching is not outdated with developments in new reproductive technologies. For example, in Samuel 1:9–18, Hannah’s story gives encouragement to those struggling with infertility. Hannah gives an example of how to trust God in difficult circumstances, e.g. infertility.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE
MARKS

6 Punishment

(a) Describe what is involved in restorative justice.

Target: Knowledge of restorative 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:

- Restorative justice is a problem-solving approach to crime which involves three parties: the victim, the offender and the community.
- All parties must agree to take part in the restorative justice process.
- Meetings are organised to give offenders the chance to make voluntary compensation to their victims; these meetings are carried out by a specially trained mediator.
- The victim has an opportunity to express how the crime has impacted on them.
- The offender must listen to the victim's story and respond to it; this can help the victim come to terms with the trauma associated with the crime.
- A practical gesture may be made by the offender, such as a financial payment or the offer to do some work in the local community.

Accept valid alternatives

Mark in levels

(AO1)

[5]

AVAILABLE
MARKS

(b) Explain why some Christians are in favour of capital punishment.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of reasons why some Christians support capital punishment.

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

Answers may include:

- Capital punishment is an effective deterrent. The severity of the punishment is seen as discouraging potential offenders from committing capital crimes.
- Some argue that capital punishment offers retribution and justice. They believe that individuals who commit serious crimes deserve proportionate punishment, for example, as shown in Genesis 9:6: “he who sheds the blood of man, by man shall his blood be shed.”
- The Old Testament ‘An eye for an eye’ (Exodus 21:24) can be argued as supporting capital punishment.
- It offers protection of society by permanently removing dangerous criminals from the population.
- Money used for keeping someone in prison for life could be put to better use in the Health Service or Education.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) **“Reforming criminals should be the only aim of punishment.”**
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 effectiveness of different aims of punishment in the treatment of 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:

- Central to Christian teaching is the concept of forgiveness and redemption. Jesus frequently taught and demonstrated mercy, compassion and forgiveness. In the Sermon on the Mount, Jesus teaches non-retaliation and avoiding revenge. (Matthew 5:38–42)
- The success of many mediations after restorative justice demonstrates that reforming a criminal has many benefits for the individual and for the community.
- Reformative punishment holds individuals accountable for their actions while offering a path to make amends.
- Christianity emphasises the intrinsic value and dignity of every human being created in God’s image and likeness. (Genesis 1:27) A focus on reform as punishment offers the opportunity for change.

On the other hand:

- Certain Biblical passages, such as “an eye for an eye” (Exodus 21:24) are seen as supporting retribution as part of God’s plan for justice and therefore are a more effective response to dealing with criminals.
- Some Christians argue that while forgiveness and an opportunity to reform are vital, individuals should be held accountable for their actions and justice should be served by the state who have been given authority from God. (Romans 13:1)
- Deterrence is the most effective way of dealing with criminals: there must be a clear system of punishment to deter the criminal or future

- criminals and to ensure the protection of society.
- Some argue that certain crimes are unforgiveable and criminals do not deserve the opportunity to reform.

Accept valid alternatives

Mark in levels

(AO2)

[10]

**AVAILABLE
MARKS**

20

7 Euthanasia

(a) Describe, using examples, the different types of euthanasia.

Target: Knowledge of the different types of euthanasia.

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

- Active euthanasia is the intentional death of the patient at their own request. For example, a doctor may be asked to administer an overdose of pain killers with the sole aim of ending the patient's life.
- Passive euthanasia is when a person does not directly take a patient's life; they are allowed to die as a result of life-saving treatment not being offered or withdrawn, e.g. by removing a patient's feeding tube.
- Voluntary euthanasia is where a person makes a conscious decision to die and asks for help to do so. For example, many people from the UK have ended their lives at Dignitas in Switzerland.
- Involuntary euthanasia is when a person wants to live, but someone else (e.g. a doctor or a family member) decides that it would be in the person's best interest if their life was ended. For example, if a person has had an accident that will lead to imminent and painful death a decision might be made to end their life even if the person wanted to live.

Accept valid alternatives

Mark in levels

(AO1)

[5]

AVAILABLE
MARKS

(b) Explain how having a religious faith can help a person who is terminally ill.

**AVAILABLE
MARKS**

Target: Knowledge and understanding of the role of faith in helping someone deal with a serious illness.

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

Answers may include:

- A religious faith can help people face and come to terms with their death as they see that it is part of God’s plan for them. It can give their life hope and meaning.
- Religious faith offers spiritual comfort and solace. Belief in an afterlife in the presence of God gives those facing death the hope of a positive future after death.
- Reflecting on the suffering and death of Jesus may help people die in contentment rather than sadness or bitterness.
- Prayer can help the individual and their family at the most difficult moments.
- Believers facing terminal illness may find solace in the belief that God’s compassion and mercy extends to the most difficult moments, offering a sense of comfort and reassurance.

Accept valid alternatives

Mark in levels

(AO1)

[5]

- (c) **“Euthanasia is a loving and compassionate act.”**
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 arguments for and against euthanasia.

**AVAILABLE
MARKS**

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

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

AVAILABLE MARKS

Answers may include:

- A person who has requested euthanasia would like to die a painless death rather than continuing to suffer and live in pain. It is compassionate to allow this to happen.
- If the person is terminally ill then they will die, it is compassionate to allow this to happen sooner so that the person does not suffer unnecessarily.
- Christians accept that life comes from God but there is nothing in the Bible that dictates that a person has to be kept alive. A loving Christian response would be to allow the person to die with dignity at the time of their choosing.
- It will allow the terminally ill person and their family to say their goodbyes and comfort them knowing they are no longer in pain.

On the other hand:

- Christians believe that God is one who gives life, so he should be the only one to decide when it ends. (Psalm 139:13)
- It is compassionate to care for the sick and terminally ill rather than give up on them, e.g. Genesis 1:27.
- Christians believe that human life is sacred and should be protected until natural death.
- A person may request euthanasia because they are in pain and are afraid. There are other more loving and compassionate options

- available such as the Hospice.
- Many Christians believe that euthanasia is murder and therefore goes against the Commandment “You shall not murder.” (Exodus 20:13)
- Accept valid alternatives
Mark in levels
(AO2)

[10]

AVAILABLE
MARKS

20