

GCSE

RELIGIOUS STUDIES A

Unit 4/405004 Roman Catholicism: Ethics
Mark scheme

4050
June 2014

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from aqa.org.uk

Methods of Marking

It is essential that, in fairness to students, all examiners use the same methods of marking. The advice given here may seem very obvious, but it is important that all examiners follow it as exactly as possible.

1. If you have any doubts about the mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
3. Remember, you must **always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material that is irrelevant to the question or to the stated target, however impressive that material might be.
5. If a one-word answer is required and a list is given, take the first answer (unless this has been crossed out).
6. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the student nearer those who have given a correct answer or those who have little idea?'
7. Read the information on the following page about using Levels of Response mark schemes.
8. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
9. No half marks or bonus marks are to be used under any circumstances.
10. Remember, the key to good and fair marking is **consistency**. Do **not** change the standard of your marking once you have started.

Marking using CMI+

All new GCSE Religious Studies papers will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of paper scripts being sent to examiners, students' responses are scanned and sent electronically to examiners. The software is easy to use, but it demands a different approach from examiners than traditional paper marking.

1. Instead of marking script-by-script you will mark item-by-item. An item is a part-question. Each time you log on to mark you will need to choose an item to mark.
2. Before you start marking your own allocation you will need to mark some pre-marked items known as seeds. These items are not intended to trick you; their function to ensure that you are still applying the standard set at the standardising meeting. If you have drifted away from the standard you will need to speak to your Team Leader before you can continue marking.
3. It is possible to annotate the scripts in various ways: underlining, highlighting and adding icons from a drop-down menu. Your Team Leader will instruct you on which types of annotation to use. Examiners must not add extra annotation as this can be confusing for teachers and students if they request Access to Scripts.
4. As you mark each response, enter the numerical mark you are going to award for in the box at the bottom of the screen. If you realise you have made a mistake you will be able to go back one script to change the mark you have entered.

5. In Part B, responses to all parts of B5 or B6 will appear as one item. Thumbnails to the right of the screen will allow you to scroll through the response quickly. Read the whole response, then use the comments tool to indicate a level and a mark for each part, and enter the total mark out of 24 in the box at the bottom of the screen.
6. Your marking will be monitored throughout the marking period. This is to ensure that you continue to mark to the same standard regardless of factors such as how many clips you have marked and what time of day you are marking at. Rather than sampling your marking once and adjusting your marks after the marking period, this approach allows senior examiners to ensure that your marking remains at the right standard throughout. This means that your Team Leader can bring you back to the right standard should you start to drift away slightly.
7. If your marking of a particular question is found to be out of line you will be temporarily stopped from marking that question. Almost all examiners, including Team Leaders, are stopped at some point during the marking period. If it happens to you, contact your Team Leader as soon as possible to discuss why you have been stopped.

Levels of Response Marking

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of students' responses. To facilitate this, levels of response marking has been devised for many questions.

Levels of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

The **assessed level** of response to each part of each question must be indicated in the left-hand margin (L1, L2, etc.), leaving the right-hand margin for the numerical award.

If a student demonstrates knowledge, understanding and / or evaluation at a certain level, he / she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a student's response.

Levels of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully, responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

Assessment of Quality of Written Communication

Quality of written communication will be assessed in all components and in relation to all assessment objectives. Where students are required to produce extended written material in English, they will be assessed on the quality of written communication. The quality of written communication skills of the student will be one of the factors influencing the actual mark awarded within the level of response. In reading an extended response, the examiner will therefore consider if it is cogently and coherently written, i.e. decide whether the answer:

- presents relevant information in a form that suits its purposes;
- is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- is suitably structured and that the style of writing is appropriate.

The assessment of the Quality of Written Communication (QWC) will continue to be included within the judgement of Levels of Response in the 6 mark evaluation questions. In line with past practice, responses will be assessed chiefly on the evaluation criteria relating to content, using the guidance comments to assist the application of those criteria. (These have now been inserted into the mark schemes for the convenience of examiners.) However the specific QWC criteria may be used in borderline cases e.g. between Levels 1 and 2, 3 and 4, or 5 and 6. So for example coherence may well be a deciding factor in a borderline Level 5/6 response.

Assessment of Spelling Punctuation and Grammar

Examiners need to award up to an additional 4 marks for Spelling, Punctuation and Grammar (SPaG), based on the performance criteria set out below. This assessment will be made from work presented in answer to the whole of Question B5 or B6 only. Examiners should make a judgment based on the overall standard of this question, bearing in mind that the last part of this question may contain more errors as students rush to finish the paper. If the rest of the question is of a high standard, they should not be penalised. However, answers that contain only a few lines on each part or use bullet points or notes throughout may not meet the threshold level.

Spelling, punctuation and grammar will be assessed in Questions B5 and B6. 4 marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The performance descriptions are provided below.

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	(4 marks)
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	(2-3 marks)
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	(1 mark)
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	(0 marks)

Students will be given credit for reference to diversity in belief and practice within Christianity.

PART A

A1 Religious Vocation

- (a) Give two examples, other than caring for the sick, of the work done by members of apostolic orders.**

Target: Knowledge of the work done by members of apostolic orders

Students may include the following points:

Prayer / education / serving the poor / working with elderly / assisting parishes or other Church organisations.

One mark for each correct example.

[2 marks] AO1

- (b) Explain why the Roman Catholic Church does not allow priests to get married.**

Target: Knowledge and understanding of why the Roman Catholic Church does not allow priests to get married

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level. 	4 marks

Students may include the following points:

It is following the example of Jesus who did not marry / it is easier to remain focused on Christ and his Church with undivided love / marriage and family life can take up a lot of time / there must be no competition between the love of a wife and family and the love of everyone in the parish / priests have to be able to move as directed by their bishop and this might be difficult to do if priests are married / celibacy is a sign of total dedication / the priest is less of a financial burden on his people if he does not have to support a wife and children / long standing tradition / church following 'old' traditions, etc.

[4 marks] AO1

(c) Explain what Christians can learn from the Parable of the Talents.**Do not retell the parable.****Target: Knowledge and understanding of what Christians can learn from the Parable of the Talents**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks

Students may include the following points:

Talents are gifts from God / everyone has been given different talents by God / Christians are expected to make use of their talents / talents must not be hidden / Christians will be judged on how they have used their talents / those who fail to use their talents in a responsible and productive way cannot expect to enter the kingdom of God / the more talents you are given, the more will be demanded of you by God / those who use their talents will be rewarded by God, etc.

For 3 marks-consequence/ judgement required.**[3 marks] AO1**

(d) ‘The Roman Catholic Church is wrong to stop women becoming priests.’

What do you think? Explain your opinion.

Target: Evaluation of whether or not the Roman Catholic Church is wrong to stop women becoming priests.

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons with slight development of one.	3 marks

Students may include the following points:

Not to allow women to become priests is discrimination / women’s position in society is very different today than at the time of Jesus / if women are created in God’s image then surely they can represent Christ at the altar / if God calls women to be priests then they should be allowed to answer this call / women are capable of making very good priests / tradition is not a good enough reason / women had an important role in the ministry of Jesus / in Galatians it says that in Christ there is no distinction between male and female / other Christian Churches allow women to be priests, etc.

The Church today cannot break the long tradition that only men can be priests / changing the tradition of only having male priests would cause a lot of upheaval in the Church / it could lead to a loss of confidence in the Church’s authority / many Anglicans left the Church over this issue / Jesus only appointed men as his apostles / if Jesus had wanted women to be his disciples he would have called them to this role / women can serve God in many other ways in lay life and in religious orders / only a man can truly represent Jesus at the altar / priests stand in place of Jesus and Jesus was a man, etc.

Two sided answers are creditable, but not required.

[3 marks] AO2

A2 Christian Marriage

- (a) Explain why the Roman Catholic Church believes that marriage is important.**

Target: Knowledge and understanding of why the Roman Catholic Church believes that marriage is important

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks

Students may include the following points:

It is a vocation and a solemn contract / the marriage contract is made holy in the sacrament / Christian marriage reflects God who is love / the main signs of the marriage service such as the vows, the exchange of rings and the nuptial blessing emphasise that marriage is permanent, exclusive and life-giving / children can be brought up in a Christian environment / the couple minister the sacrament to each other / marriage is a way of sharing life and love in a very special way / more solid commitment than living together, etc.

[3 marks] AO1

- (b) Explain briefly one role of the priest at a Roman Catholic wedding service.**

Target: Knowledge and understanding of the role of the priest at a Roman Catholic wedding service**Students may include the following points:**

Welcomes the congregation and the bride and groom / may celebrate mass / homily about the meaning of Christian marriage and the responsibilities of marriage / to question the couple so that they can declare publically that they understand the responsibilities of marriage and that they are free to undertake them / to witness the marriage on behalf of the Church and accept the mutual consent of the bride and groom / blesses the rings and tells the couple that the rings are a sign of their love and fidelity / gives the special marriage blessing which states that the husband's love should reflect the love Christ has for the Church and that marriage should be based on faithfulness, etc.

1 mark for a superficial comment or a single point.

2 marks for a development of the same point.

[2 marks] AO1

(c) Explain why people may wish to adopt or foster children.

Target: Knowledge and understanding of the reasons why people may wish to adopt or foster children

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks

Students may include the following points:

They want to make a difference to the lives of children who do not have parents to care for them / they may not be able to have children of their own and want to share their love and care for children in need / they are fortunate to have a good supportive family and they want to share it with others / they may feel it is their Christian duty to help others in need when they can / they may feel that they have the qualities of kindness, love and the ability to form good relations with children, etc.

[3 marks] AO1

(d) ‘Sex outside marriage is always wrong.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Christian teaching in your answer.

Target: Evaluation of the arguments for and against sex outside marriage

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two 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. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 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 two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

The Catholic Church teaches that sex is a special gift from God / it should only happen when a couple are married to each other / sex is a sign of total commitment that is only possible within marriage / sex before marriage is seen by the Catholic Church as morally wrong / when either a husband or wife have sex with someone else that is adultery / adultery can lead to the break-up of a marriage / sex is for the procreation of children and must only happen within marriage / the use of artificial methods of contraception are not allowed / sex before marriage is considered morally wrong / it can lead to unwanted pregnancies / sex before marriage does not always lead to happiness, etc.

Other views

Some Christians think it is not wrong for engaged couples to have sex as they are in a permanent relationship and intend to marry / many people today like to make their own decisions about how to behave / the fear of unwanted pregnancies need no longer be a problem or worry / it is a good thing to get to know if someone is compatible with someone else before they marry / peoples' views about sex before marriage are very different today than they were in the past / mature people should be able to make their own informed decisions about how they want to live their lives, etc.

[6 marks] AO2

A3 Respect for Human Life

- (a) **Explain briefly what is meant by the term in vitro fertilisation (IVF).**

Target: Knowledge of what is meant by the term in vitro fertilization

It is a scientific method of making a woman pregnant, which does not involve sex. Conception occurs via sperm and egg being placed in a petri dish.

1 mark for a superficial comment or a single point.
2 marks for a developed answer or more than one point.

[2 marks] AO1

- (b) **‘The Roman Catholic Church is right to oppose IVF treatments.’**

What do you think? Explain your opinion.

Target: Evaluation whether or not the Roman Catholic Church is right to oppose IVF treatments

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons with slight development of one.	3 marks

Students may include some of the following points:

Human embryos should have the right to life and respect / human life begins at the moment of conception / embryos should not be used as a means to an end / embryos have rights and should not be manipulated, frozen or left to die simply because they are not needed or may be defective in some way / defenceless embryos should not be used for the purpose of scientific progress if it means their destruction or misuse / the Vatican rejects IVF / all IVF techniques ‘proceed as if the human embryo were simply a mass of cells to be used, selected and discarded, etc.

For some IVF is the only way / infertility is an illness and can cause great sadness to couples who want children / those suffering from infertility should receive treatment as with any other illness / some Christians may argue that if no embryos are destroyed then there is nothing wrong with IVF / God asked human beings to have children and IVF treatments are simply using science to fulfil God’s plan / all couples should have the right to try for children, etc.

Two sided answers are creditable, but not required.

[3 marks] AO2

(c) 'Euthanasia should be allowed for people who want to die.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Christian teaching in your answer.

Target: Evaluation of the arguments whether euthanasia should be allowed for people who want to die

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two 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. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 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 two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include the following points:

Agree

Individuals should have a right to freedom and autonomy to make decisions that are rationally made / people should have the right to choose the time and nature of their own death / the person may be terminally ill, have a poor quality of life and be suffering / they may not wish their family to suffer watching someone they love in pain / showing mercy by ending the life of a person that is suffering is an act of love / euthanasia may be the lesser of two evils / euthanasia is not murder, it is giving death with dignity / euthanasia means that medical resources can be better used to help those who can benefit from them, etc.

Other Views

All life is sacred and should not be taken / God gives life and only God can take it away / every person has a divine purpose / suffering is part of Christian discipleship / goodness can come out of the mystery of suffering / humans are stewards of their lives, not owners of them / 5th (6th for non-Catholics) Commandment is unconditional / people could be pressurised to make the wrong decision / voluntary euthanasia could lead to the 'slippery slope' of involuntary euthanasia / Jesus came to help people not kill them / the hospice movement is an alternative Christian response to the terminally ill and provides the love, care and pain relief for those nearing the end of their lives, etc.

[6 marks] AO2

A4 Prejudice and Discrimination

Read the Following Passage:

‘So there is no difference between Jews and Gentiles, between slaves and free people, between men and women; you are all one in union with Christ Jesus.’
Galatians 3:28 GNB.

- (a) **Explain briefly what is meant by the term prejudice.**

Target: Knowledge and understanding of the term prejudice

Prejudice is an attitude of mind / it is a prejudgement / that is not based on fact / allow an example of a prejudgement, based on stereotypes, etc.

1 mark for a superficial comment or a single point.
2 marks for a developed answer or more than one point.

[2 marks] AO1

- (b) **Explain why the Roman Catholic Church teaches that gender prejudice is wrong.**

Target: Knowledge and understanding of why the Roman Catholic Church teaches that gender prejudice is wrong

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks

Students may refer to some of the following points:

Prejudice based on gender holds that one gender is better than another / all human beings are created in God's image / everyone is special to God / Jesus treated all people equally and fairly, irrespective of who they were / Jesus told people to love their neighbour and this cannot be done if people are biased on the basis of gender / in some parts of the Old Testament and also the New Testament men were considered to be more important than women but most people would not accept this view today / forming an opinion without knowing them / obedience to law / the Sex Discrimination Act 1975 stated that men and women had to be given equal opportunities in relation to work and promotion, etc.

[3 marks] AO1

(c) 'Christians should treat everyone the same.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Christian teaching in your answer.

Target: Evaluation of the arguments that Christians should treat everyone the same

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two 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. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 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 two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Jesus sets the example as to how people should be treated / the Parable of the Good Samaritan explains how people should be treated / Paul tells us that all people are equal in God's eyes, so people should not be treated differently / all people are made in the image of God so there is no reason for treating people differently / if people are not treated the same, the Golden Rule to treat others as we would like to be treated is broken / when people are not treated the same and are discriminated against, this leads to break down of relationships and seriously damages society, etc.

Other views

One would have to be a saint to do this all the time / people are more likely to look after their family and friends and treat them better than people they do not like / people who deliberately commit crime do not deserve to be treated the same as those who do not / terrorists who deliberately bomb to do serious damage to one's country or injure innocent people cannot expect to be treated the same as those who work for the good of the country and for others / some people, if their lives are to be made equally as good as others, will need to be given special help e.g. people with mental and physical disabilities, etc.

[6 marks] AO2

PART B**B5 Christian Responses to Global Issues****(a) Explain conditions necessary for a ‘Just War’.****Target: Knowledge and understanding of the conditions necessary for ‘Just War’**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level. 	4 marks
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> Two or three relevant and accurate points with detailed development of at least two. 	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	<p>The main difference between Level 5 and Level 6 is coherence.</p> <p>Level 6 answers will be well-structured with good development.</p> <p>Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.</p>	6 marks

Students may include the following points:

It must be waged by a legitimate authority i.e. those with the right to make decision on behalf of the nation / the cause should serious enough to justify the killing and suffering which a war causes / the war must be undertaken with a right intention of producing a just and lasting peace / war should be the last resort when all peaceful methods have been tried and failed / there must be a good chance of success / the methods used should be morally acceptable i.e. innocent people must not be indiscriminately killed and the weapons and force used must be proportional, which means that the use of chemical, biological and nuclear weapons are totally unacceptable, etc.

Not all conditions are required for a Level 6, nor does listing all of them without explanation deserve a Level 6. Expect and credit explanation of some conditions.

[6 marks] AO1

(b) 'Christians should be pacifists.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Christian teaching in your answer.

Target: Evaluation of the arguments whether or not Christians should be pacifists

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two 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. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 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 two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include the following points:**Agree**

Christians are called to bring peace to the world / Matthew 5:9 states that those working for peace will be called the children of God / according to some people Jesus was a pacifist / Matthew 5:29 stresses the importance of not seeking revenge / peace will come only if people refuse to fight in wars / Pax Christi is a Roman Catholic organisation working for peace/ the Quakers are opposed to violence and war / the 5th Commandment (6th for non-Catholics) bans killing / Jesus stopped Peter from using violence Matthew 26:52 / peace is the only option in the light of the terrible consequences of a possible nuclear war etc.

Other views

Most Christian Churches are not exclusively pacifist / the Roman Catholic Church accepts that wars may sometimes be necessary but only as a last resort / countries have a right to defend their citizens or citizens of another country / war as a form of self-defence is justified / people must be protected from terrorists / the 'Just War Theory' states how and when a war may be waged / Saint Paul in Romans 13:1-5 says that governments have been put in place of God and have the authority to defend their people / Christians are only human and may retaliate if attacked, etc.

[6 marks] AO2

(c) Explain how either CAFOD or Trocaire helps people in poor countries.

Target: Knowledge and understanding about how either CAFOD or Trocaire help people in poor countries

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level. 	4 marks
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> Two or three relevant and accurate points with detailed development of at least two. 	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	<p>The main difference between Level 5 and Level 6 is coherence.</p> <p>Level 6 answers will be well-structured with good development.</p> <p>Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.</p>	6 marks

Students may include some of the following points:

CAFOD / Trocaire work to bring justice and dignity to people in poor countries / they believe that all people have a right to have their basic rights met / they respond very quickly to sudden emergencies and disasters / food, clean water, medical supplies doctors, nurses, tents, blankets are supplied / recent examples where this type of aid has been given may be referred to / they help people to help themselves by providing development programmes such as: food production, water supplies, irrigation, vocational training, and adult education / particular projects may include a village well; a rural dispensary; a mother and child nutrition programme; providing help for victims of HIV / AIDS; helping women to gain access to education and jobs / this development aid work is based on the saying 'Give a person a fish and you feed him for a day, but teach them how to fish and you feed them for life' / campaigns to increase peoples' awareness in the UK / Ireland about the plight of the poor / they try to respond to the teaching of the Parable of the Sheep and Goats, etc.

[6 marks] AO1

- (d) 'Christians cannot do anything about the causes of hunger and poverty in the world.'

Do you agree? Give reasons for your answer showing that you have thought about more than one point of view. Refer to Christian teaching in your answer.

Target: Evaluation of the arguments that Christians cannot do anything about the causes of hunger and poverty in the world

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two 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. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 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 two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:**Agree**

The task is beyond the capabilities of Christians / hunger and poverty result from natural disasters which cannot be prevented / in many poor countries war and civil unrest use up money that could be targeted towards the relief of poverty and hunger but very little can be done to prevent these problems / not much can be done about the corrupt governments or rulers in poor countries who waste resources / many poor countries are in serious debt to rich countries but Christians cannot solve this problem / very little can be done about the unfair trade rules that benefit rich countries and restrict the development of poor countries / problems associated with poor health care are beyond the means of any one group, etc.

Other views

The problems may be great but it does not mean that Christians should give up and do nothing / the wealth and food that exists in the world needs to be shared more fairly / more just trading arrangements between rich and poor countries would also help / Catholic organisations like CAFOD and Trocaire believe that they are making a difference to lives of many people / the Parable of the Sheep and the Goats, Matthew 25:31-46, emphasises the importance of helping those in need and warns of the consequences of not doing so / the Vatican II document entitled 'The Church in the Modern World' states: 'feed the man dying of hunger, because if you do not feed him you are killing him / in Matthew 7:12 people are told to treat others as they would like to be treated / Christians can support Fair Trade organisations that address causes of poverty as well as their effects / campaign against exploitative firms that keep people in cycles of poverty, etc.

[6 marks] AO2**B5 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>

B6 Crime and Punishment and Christian Values**(a) Explain Christian views about the following two aims of punishment:**

- **deterrence and**
- **reform.**

Target: Knowledge and understanding of deterrence and reform as aims of punishment

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level. 	4 marks
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> • Two or three relevant and accurate points with detailed development of at least two. 	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	<p>The main difference between Level 5 and Level 6 is coherence.</p> <p>Level 6 answers will be well-structured with good development.</p> <p>Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.</p>	6 marks

Students may include some of the following information:**Deterrence**

Punishments that are fair, just and deter criminals are good / St Thomas Aquinas said that extreme punishments like capital punishment can be used to protect society / capital punishment would deter murderers / St Paul in Romans 13 states that if someone knows that they will receive harsh punishments they may not break the law / if criminals are deterred this is good for society / society will be a safer place / people will not have to live in fear / concern should be for the majority not the minority who commit crime / punishments that deter but are not just or lack the element of forgiveness are unacceptable / Matthew 5:38-

39 Jesus tells Christians that seeking 'an eye for an eye' is not the way he wants people to behave / Romans 12:17 Paul tells Christians 'Do not repay anyone evil for evil.' / consideration of motives and reasons for crime is important, etc.

Reform

Many criminals need help if they are to change their behaviour / Jesus helped outcasts like Zacchaeus and Levi to change their lives / the Parable of the Forgiving Father and Lord's Prayer emphasises the importance of forgiveness / punishment should not be for revenge / those who have committed crime should be helped to change for the good / the help criminals are given should prevent them from committing further crimes / reformatory punishments should reflect the Gospel message of helping those in need / 'Blessed are the merciful, for they will be shown mercy.' / Matthew 7:12 states: 'So always treat others as you would like them to treat you ...' / loving one's neighbour often involves giving criminals education and training to enable them to change / this type of punishment gives the offender a second chance / punishment is lacking if it does not tackle the underlying reason an individual commits crime / success of this type of punishment depends on criminals' willingness to accept forgiveness, accept that they have done wrong and be willing to change with help, etc.

A maximum of Level 4 if only one aim is discussed.

[6 marks] AO1

(b) ‘Murderers deserve the death penalty (capital punishment).’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Christian teaching in your answer.

Target: Evaluation of the Christian arguments for and against capital punishment

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two 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. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 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 two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:**Agree**

Capital punishment is a good deterrent / a life for a life is the correct retribution / it is the best way to remove the threat to society from murderers and terrorists / the value of the loss of innocent life is reflected in this punishment / the only retribution for the taking of a life is for the murderer's life to be taken / the Roman Catholic Church teaches that a country's leaders should have the right to carry out the death penalty / St. Thomas Aquinas argued that capital punishment could be used to preserve the peace of society / capital punishment helps the victim's family get over their loss / it is cheaper than imprisoning someone for life etc.

Other views

If mistakes are made by a court they cannot be rectified / capital punishment is not as effective a deterrent as is sometimes thought / countries that have abolished capital punishment have not seen an increase in the number of murders / terrorists who are executed are hailed as heroes / it devalues the sanctity of human life / the death penalty is inhumane / many murderers are not pre-planned but often result from domestic arguments / murderers often regard life imprisonment as worse than death / many Christians believe that capital punishment is un-Christian and can never be justified / Jesus came to save and reform sinners / a criminal that has been executed cannot be reformed / Jesus said 'an eye for an eye and a tooth and a tooth' was wrong / all human life is sacred / in Romans 12:17-19 Paul says 'Do not repay evil with evil ...' / God is the only true judge, etc.

[6 marks] AO2

(c) Explain the meaning of the Commandments:

- ‘You shall not steal’ and
- ‘Honour your father and mother’.

Target: Knowledge and understanding of the meaning of the commandments ‘You shall not steal’ and ‘Honour your father and mother.’

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level. 	4 marks
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> • Two or three relevant and accurate points with detailed development of at least two. 	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	<p>The main difference between Level 5 and Level 6 is coherence.</p> <p>Level 6 answers will be well-structured with good development.</p> <p>Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.</p>	6 marks

Students may include some of the following points:

The Commandment '**You shall not steal**' forbids robbery, unjust acquisition of goods and the reckless destruction of the environment / stealing shows lack of respect for others / forgery and corruption are wrong / failure to share natural resources is a form of theft / the unfair distribution of the world's wealth is a form of stealing / paying unjust wages is a form of stealing / people have a right to own private property and possessions / a society that did not have a rule about stealing could not function properly /stealing breaks down the honesty and trust that is needed for any social group to function / unnecessary pollution or exploiting of the earth's natural resources are examples of environmental theft, etc.

The Commandment '**Honour your father and mother**' marks the importance to God of the family / the term 'honour' means that children have three duties toward their parents / the duties are to love, respect and obey / it tells children to show respect to their parents / this respect is a sign of love and gratitude / obedience follows from respect / lack of respect and obedience will lead to unhappy and broken families / parents give their children the gift of life / they care for their childrens' spiritual and physical welfare / parents make many sacrifices for their children / children must show respect for parents in sickness and old age, etc.

Max Level 4 if only one is explained.

[6 marks] AO1

- (d) 'It is not difficult for Christians today to follow Jesus' teaching about being humble and merciful.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Christian teaching in your answer.

Target: Evaluation of the arguments whether or not it is difficult to follow Jesus' teaching about being humble and merciful in today's world

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two 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. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 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 two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:**Agree**

It is possible for Christians today to be humble and merciful / many actively live out these qualities in their lives / to be humble is to be meek and gentle / humble people know that they need God to help them / they put God and others before themselves / they do not have an exaggerated sense of their own importance in their dealings with others / humble people can be strong and assertive when they need to defend the rights of others / they do this with gentle caring / responsibilities are accepted according to the gifts they have / to be merciful is an essential quality of Christian behaviour / showing mercy is showing love and forgiveness / in the Lord's Prayer people ask God to forgive them as they forgive others / Matthew 8: 38 teaches that one should not seek revenge / the Parable of the Good Samaritan emphasises the importance of forgiveness and mercy / love of God and neighbour sometimes requires the ability to be merciful and forgiving, etc.

Other views

It is very difficult for Christians to be humble and merciful today / for many, these qualities are irrelevant / selfishness and materialism have replaced them / to be successful today one needs to be hard, ruthless and lacking in any kind of mercy / it is what people have in terms of material goods that make them feel special and important / to be weak is looked down upon and power and strength are celebrated / it does not matter how we get things as long as we get away with it / it is the survival of the fittest / being humble, gentle and merciful will not get one very far in the business world today / to succeed people must focus on their own interests and forget others / there is no room for mercy or forgiveness when the driving goals are to gain wealth and power, etc.

[6 marks] AO2**B6 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>