
GCSE

Religious Studies A

Unit 2 / 405002 Christianity: Ethics
Mark scheme

4050
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Version/Stage: V1 Final Mark Scheme

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.

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 Personal Responsibility

- (a) What is meant by the term ‘heterosexual’?**

Target: Knowledge of what is meant by the term ‘heterosexual’

Students may include one of the following points:

A relationship between a man and a woman / between those of different genders, etc.

1 mark for a correct answer.

[1 mark] AO1

(b) 'Christians should never have sex before marriage.'**What do you think? Explain your opinion.****Target: Evaluation of whether or not Christians should ever have sex before marriage**

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:

Pre-marital sex often lacks the commitment that Christians believe is essential to any sexual relationship / without commitment there is the risk of exploitation / one or both may suffer terrible hurt / reduces self-esteem / unwanted pregnancy and STDs more likely, especially if the pre-marital sex is casual / pre-marital sex without commitment that is intended to be for life trivialises what is a precious gift from God / an abuse of 'the temple of the Holy Spirit' / the New Testament teaches Christians to avoid sexual immorality and this is taken by some Christians to include pre-marital sex / Jesus taught that lust was tantamount to adultery and many pre-marital sexual relationships are founded on lust / Paul taught that if Christians felt strong physical urges, they should marry, not that they should indulge them outside marriage, etc.

Sex was given by God for people to enjoy / the Song of Songs celebrates sexual relationships as things to be enjoyed in themselves / Jesus' teaching on lust may have been meant to apply to those already married, as in his time people married soon after puberty so it is not relevant to pre-marital sex / Paul's teaching on sex was given in an age of extreme sexual licence, so some restrictions for Christians coming from a pagan culture were needed / in the past, pre-marital sex often led to pregnancy and STDs but in the modern world this need not be an issue, etc.

NB Two-sided answers are creditable but not required for full marks.

[3 marks] AO2

(c) Give two different types of socially accepted drugs.

Target: Knowledge of two different types of socially accepted drugs

Students may include some of the following points:

Alcohol / tobacco (or a tobacco product or a general reference to smoking) / caffeine (or a product that contains caffeine), etc.

NB Credit responses making the point that marijuana is legal in some countries and therefore socially accepted.

1 mark for each correct answer.

[2 marks] AO1

(d) 'People should take only medically prescribed drugs.'

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

Target: Evaluation of whether people should take only medically prescribed drugs

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. NB 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, ie 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

Only those with medical training know what is safe or appropriate medication to take / many people suffer permanent damage or even die through accidental overdose from drugs bought over the counter / alcohol, cigarettes and illegal drugs are harmful, both to those using them and to family, friends and society / this is a misuse of God's precious gift of life / the body is a temple of the Holy Spirit / Paul's teaching that although all things are permissible, not all things are beneficial / many warnings in the Bible against alcohol, eg 'wine is a mocker, strong drink a brawler' etc.

Other views

Some medically prescribed drugs are as dangerous, if not more harmful, than some other drugs / even those with medical training may not get the dosage right or give the appropriate medication, so the individual might in fact make a more informed decision / some illegal drugs are thought to help certain medical conditions as effectively as medically prescribed drugs and are permitted in some countries / red wine said to be good for the heart / the use of alcohol is permitted and even encouraged in some parts of the Bible / Paul advised Timothy to take a little wine to help his digestion / Psalm 104 celebrates wine as God's way of giving joy to the heart etc.

[6 marks] AO2

A2 The Use of Medical Technology

- (a) Explain briefly what is meant by surrogacy.**

Target: Knowledge and understanding of what is meant by surrogacy

Students may include some of the following points:

When a woman carries a child on behalf of someone else / the surrogate mother may be implanted with the commissioning couple's embryo created through IVF (partial surrogacy) / an embryo may be created using her egg and the commissioning father's sperm / she may be inseminated with the commissioning father's sperm (total surrogacy) / when born, the child is handed over to the commissioning couple / the process may involve payment of expenses or a fee (the latter is illegal in the UK) etc.

1 mark for superficial comment or a single point.

2 marks for a developed answer or more than one point.

[2 marks] AO1

(b) Explain briefly why a surrogate mother might be used.

Target: Knowledge and understanding of reasons why a surrogate mother might be used

Students may include some of the following points:

Pregnancy and childbirth would endanger the woman's life and health / the woman has no uterus or has a form of infertility that requires surrogacy (is unable or finds it difficult to carry or have a child) / pregnancy and childbirth would interfere with the woman's career, eg concern about being able to continue in a career such as modelling / a homosexual couple want a child genetically linked to one of them / a surrogate willing to do this as an act of generosity etc.

1 mark for superficial comment or a single point.

2 marks for a developed answer or more than one point.

[2 marks] AO1

(c) 'Everyone should have the right to receive fertility treatment.'

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

Target: Evaluation of the right of everyone to receive fertility treatment

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. NB 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, ie 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

Fertility treatment is assisting nature / treating infertility is no different from treating other medical problems / infertility causes unimaginable misery / has been compared to bereavement / Old Testament stories of Rachel and Hannah vividly describe their pain at apparently being infertile / this kind of treatment is a responsible use of God-given skills, whatever the cause of the problem / same-sex couples are as capable of providing loving and stable homes as heterosexual couples, so should be enabled to have children genetically related to one of them / the belief that having children is a key feature of married life applies equally to same-sex married couples / post-menopausal women in a new relationship or getting married for the first time should not be victims of age discrimination / Jesus told his followers not to be judgemental / offering fertility treatment to those who need it fulfils Biblical teaching / Paul told those to whom he was writing to always try to be kind to each other and to everyone else, etc.

Other views

Some believe there is no automatic right to a child so the statement about the right to receive fertility treatment is inappropriate / or perhaps not the highest priority / a child is a gift / infertility causes great suffering but it also provides the opportunity to show Christian love by fostering or adopting children in need of a loving home or by performing some other service to society (Catechism of the Catholic Church) / the demands are focused more on what the potential parents want and not on the needs of the child / possible emotional or psychological problems for the children of same-sex couples / a post-menopausal woman may lack the energy, patience, etc. needed once the children are in their teens / the Bible's and Church's teaching on protection of the vulnerable should be the first concern, and the most vulnerable are the children / fertility treatment can prove very costly and the success rate is variable, so this can put great emotional strain on the couples undergoing it, etc.

[6 marks] AO2

A3 Contraception, Abortion and Euthanasia**(a) Explain why some Christians agree with the use of contraception.****Target: Knowledge and understanding of why some Christians agree with contraception**

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, eg 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 some of the following points:

Having sex as an expression of love or for pleasure, not to have a child / irresponsible to bring an unwanted child into the world / prevents poverty, etc. for families on low income / enables families to space out their children so that all receive the attention needed / prevents the spread of STDs through use of barrier methods / the individual's right to choose / the embryo not a person / so using the morning-after pill, IUD etc. is not an act of killing / control of world population etc.

[3 marks] AO1

(b) Explain why some Christians do not agree with abortion.

Target: Knowledge and understanding of reasons why some Christians do not agree with abortion

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, eg 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 some of the following points:

Sanctity of life / the embryo has the right to life from conception / life to be 'protected with the utmost care from conception' (Vatican II) / the embryo is not just a bundle of cells / it is a human being with potential / at fertilisation, the new being's DNA is fixed with all the information needed to make a unique individual / infinitely precious / of value from the start / 'before I formed you in the womb I knew you' (Jeremiah 1:5) / 'I am fearfully and wonderfully made' (or any quotation or paraphrase of Psalm 139:13-16) / 'as soon as the sound of your greeting reached my ears, the baby in my womb leaped for joy' (Luke 1:44) / breaks 6th (5th) Commandment / 'do not kill your children by abortion' (Didache) / only God has the right to give and take life, etc.

[4 marks] AO1

(c) 'For those who are dying, hospice care is always better than euthanasia.'

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

Target: Evaluation of whether it is always better to die in a hospice than to die by euthanasia

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. NB 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, ie 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:

Agree

Hospice care gives the terminally ill a greater sense of self-worth / their lives still have point and are sacred, however restricted / quality of life can be experienced through the various activities and the personal care / Jesus said that he had come to enable people to have life in its fullness and this is the aim of the hospice movement / the Bible and the Church teach the importance of protecting the vulnerable / 'clothe yourselves with compassion and kindness' / expression of Christian love / 'love your neighbour' / the Golden Rule / all this is put into practice in hospices / God alone has the right to give and take life, which is allowed to happen in a hospice situation / in contrast, euthanasia is murder and breaches the 6th (5th) Commandment / effective pain relief and other forms of palliative care reduce the suffering and distress that are used as a key argument for needing euthanasia / counselling and spiritual guidance for those who want it mean that the person can approach death in a positive state of mind, content to let it come naturally / goodbyes to the family are not rushed but gradual / the dying person is relieved that the family will be left with positive memories free from regret and guilt / and that if needed, care is provided for the families after the person's death so they do not have to struggle to come to terms with it alone, etc.

Other views

Some dying people want only their family and their family doctor to be involved in their dying and would feel uncomfortable with hospice care / the pain and other symptoms cannot always be relieved sufficiently through palliative care and intolerable suffering cannot be what God would want for people made in his image / for the person who wants to put an end to what seems a meaningless life devoid of any real quality, euthanasia is a better option / it shows more respect for the person's autonomy / God gave humans free will and so they have the right to make responsible decisions for themselves / 'the right to a good death is a basic human freedom' (Bishop Spong) / this is achieved better by euthanasia administered at home, surrounded by family than by slowly deteriorating and waiting for death to come / the final help a doctor can give is euthanasia (Thomas More) / Biblical teachings used by those in favour of hospice care apply just as much to euthanasia / euthanasia is a more dignified way of dying / sanctity of life is not absolute in some Christians' eyes, etc.

[6 marks] AO2

A4 Global Concerns

- (a) **Explain briefly one way, other than recycling, in which people can help to protect the environment.**

Target: Knowledge and understanding of one way other than recycling in which people can help to protect the environment

Students may include some of the following points:

Campaigning against pollution, etc. / eg collecting signatures for petition against a factory polluting the air / which draws attention to the threat to the environment / which may persuade the polluters to do something about it.

Cutting down on use of energy / eg by not leaving computers on standby or using low energy light bulbs / which will decrease demand on supplies.

Make less use of heavily polluting transport / reduce carbon footprint.

Group response such as the Green Pilgrimage initiative / world faiths producing a plan to make pilgrim sites less destructive of the environment.

International conferences / eg to produce agreements on reducing emissions / to contain the damage to the ozone layer, etc.

1 mark for a superficial answer, eg giving one other way of protecting the environment.

2 marks for development of the same point, eg either giving more detail about the way or explaining how it helps to protect the environment.

[2 marks] AO1

(b) 'Protecting the environment is not a duty for all Christians.'**What do you think? Explain your opinion.****Target: Evaluation of whether protecting the environment is a duty for all Christians**

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:

It is not a duty if the Christian is too poor as the priority is to look after oneself and one's family / it is not a duty if Christians' efforts would be pointless, either because the problem is simply too big or because they would make no difference / it is not a duty if Christians are simply clearing up the pollution etc. created by others or doing something that simply saves the polluter money, because that means that they are allowed to evade their responsibilities and do not have to do something about it themselves / something is only a duty if moral responsibility is entailed, and that means in this case having the scientific knowledge, understanding and skills that only some Christians will possess / the New Testament teaches that God gives people different gifts so not all will have what is needed to deal with environmental problems, etc.

The belief that they are stewards of creation, responsible for caring for it, means that doing their bit towards saving the world is the duty of all Christians / oak trees grow from acorns / every action, however, small, contributes to the whole so even Christians with limited means etc. should do their bit / Old Testament laws included rules about how Jews should care for the environment and the principles behind them apply also to all Christians / Christians have a duty towards their children and grandchildren and to future generations and so protecting the world is a must, etc.

NB Two-sided answers are creditable but not required for full marks.

[3 marks] AO2

- (c) Outline the work of one of the following voluntary aid agencies:
CAFOD, Christian Aid, Tearfund, Trocaire.
 You may use examples to support your answer.

Target: Knowledge of the work carried out by one of CAFOD, Christian Aid, Tearfund or Trocaire

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, eg 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 some of the following points:

Involvement in provision of emergency aid in response to natural disasters and other crises, eg food, clothing, shelter / involvement in long term aid projects aimed at creating viable and self-sufficient communities, eg well digging, education, agricultural and medical advice and training / use of local partners enables communities to retain self-respect and is based on the idea that those who live in the communities best know what is needed / projects to help war victims, eg drama workshops to work through trauma / funding students to attend universities in UK / setting up village co-operatives / creating awareness in this country through education / pressuring wealthy nations to drop debt and reform trade rules / Tearfund is also engaged in evangelism, etc.

[4 marks] AO1

(d) Explain how Christian teachings might make Christians want to help the poor.

Target: Knowledge and understanding of how Christian teachings might make Christians want to help the poor

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, eg 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 some of the following points:

Love your neighbour and the parable of the Good Samaritan encourage Christians to see every human being as a neighbour / the parable of the sheep and the goats is a reminder that humans will be judged on their response or lack of response to those in need / and in helping others they are helping Christ / these ideas are to be found in the Catechism of the Catholic Church: 'God blesses those who come to the aid of the poor and rebukes those who turn away from them: "Give to him who begs from you, do not refuse him who would borrow from you"; "you received without pay, give without pay." It is by what they have done for the poor that Jesus Christ will recognize his chosen ones' / the teaching of 1 John that a person who can help the needy but chooses not to do so cannot possibly love God / and love should be shown not only in words but also in action / Paul's teaching that 'God loves a cheerful giver' is encouragement to give generously and willingly, not grudgingly or out of a sense of duty, etc.

NB Maximum Level 2 for a list of teachings with no application.

[4 marks] AO1

Part B**B5 Social Responsibility****(a) Explain why some marriages break down.****Target: Knowledge and understanding of reasons for marital breakdown**

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, eg 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:

Infidelity results in trust and confidence being lost and a deep sense of hurt and betrayal / unemployment, redundancy, etc. can create a loss of self-worth and depression, which can result in a breakdown in communication / the inability to have children causes death comparable to bereavement and can create barriers between the couple / mental illness or some form of addiction can put intolerable pressures on the spouse and threaten the wellbeing of the children / verbal or physical abuse poses a danger to the spouse and any children / one partner working away for a long period of time can cause intolerable loneliness for the spouse, possible temptation to be unfaithful or can lead to a sense of alienation, etc.

NB There is no requirement to include Christian content in answer to this question.

[6 marks] AO1

- (b) 'All Christians should have a Christian rather than a civil marriage ceremony when they get married.'

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

Target: Evaluation of whether or not all Christians should have a religious rather than a civil marriage ceremony when they get married

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. NB 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, ie 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

Marriage is a sacrament / the couple are opening their future together to the grace of God / they are seeking God's blessing and support in the new life ahead of them / the vows made set the standard and ideals for the marriage / in sickness and in health, etc. / the intention that their marriage is for life / in Roman Catholic ceremonies there is the promise to be open to God's gift of children / family and friends are reminded in some religious ceremonies of their duty to support the couple throughout their married life, etc.

Other views

Marriage essentially a legal contract so a religious ceremony is not important / religious ceremonies often chosen, not because of the religious significance, but because it is seen as traditional, every girl's dream, provides nice photos, etc. / many Christians have civil ceremonies for a variety of reasons and do not think a religious ceremony will add anything to their marriage / same-sex couples and those where one of the partners has been divorced may not be able to have a religious ceremony in the denomination to which they belong / it is the declaration that the intention to marry is freely chosen that is essential / many civil ceremonies now include secular versions of vows that effectively mean they are very similar to religious ceremonies / it is the attitude of the couple at their marriage that matters, not the type of ceremony, etc.

[6 marks] AO2

(c) Explain how one well-known Christian has tried to overcome discrimination.

Target: Knowledge and understanding of how one well-known Christian has tried to overcome discrimination

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, eg 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:

Martin Luther King

His promotion of non-violence has encouraged countless other people to adopt the same approach and this has reduced the desire for revenge that can spark discrimination / his leadership, organisation of the bus boycott, and his support for freedom rides meant that transport authorities had to treat all races equally, at first on a local scale but eventually nationally / his civil rights marches and speeches attracted media attention worldwide, which made people and governments question their assumptions and practices / his march that resulted in black people being given the right to vote encouraged the ideal of equal opportunity, which ultimately enabled the election of a black President of the USA / his winning of the Nobel Prize for Peace and the manner of his death led to a greater desire for justice for all.

Desmond Tutu

His consistently non-violent stance and his emphasis on the importance of forgiveness have encouraged an atmosphere in which people of different races and religions can be open with one another / this was especially encouraged by his role as chairperson of the Truth and Reconciliation Committee / his use of his influential position as Archbishop, his campaigns and his appeal to other countries to isolate South Africa through boycott of its goods, etc. forced those in power to dismantle apartheid / he continues to work for reconciliation and forgiveness in other countries where there is discrimination / he is particularly involved in seeking justice for the Palestinians.

Gee Walker

Stated publicly that she forgave the two men who killed her son, a crime motivated by racism / she has founded the Anthony Walker Trust whose aim is to reduce discrimination and hate crime through supporting education and arts events and by working with local communities and the criminal justice system / as part of its agenda, it offers support to victims of racism, organises conferences for schools and works with those who have committed hate crimes / the law bursary established by her Trust provides funding and an internship for local law students and promotes equality of opportunity / her public and repeated explanations of why she and her family have forgiven her son's murderers encourage debate in the wider community / her plan to meet one of the murderers in 2015 may reduce the man's racial hatred.

Jean Vanier

His establishing of L'Arche for those with learning difficulties and their carers has led to people with disabilities feeling less isolated / this is reinforced by monthly prayer and support meetings (Faith and Sharing) and by shared pilgrimages (Faith and Light) / Intercordia creates awareness among university students, some of whom may be influential in the future, of the injustice suffered by many people in the developing world and encourages action to be taken, etc.

NB Many examples may be given. If in doubt about them, escalate.

[6 marks] AO1

(d) 'People should never be prejudiced.'

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

Target: Evaluation of whether or not people should ever be prejudiced

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. NB 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, ie 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 should include some of the following points:**Agree**

The UN and other international secular bodies all stress the equal status of all human beings with no exceptions / prejudice is irrational / the teaching of all mainstream Christian denominations denounces it / Biblical teaching makes it clear that prejudice of any kind is sinful / all humans are created by God and are equally valued by him so Christians should reflect this in their thinking and judgements / the story of Jonah makes the folly and the wrongness of prejudice abundantly clear – the racial prejudice of Jonah the Jewish prophet contrasts with the attitude of the pagan sailors and clashes with the unconditional love and mercy of God towards the Ninevites / Jesus accepted people as they were, without any preconceptions, eg tax collectors, the adulterous woman / women accompanied him throughout his ministry, flouting the conventions of the day / Paul's teaching that in Christ there is neither Jew nor Gentile, etc. / this may have been a rejection of the Jewish prayer in which men thanked God that they were Jews, male and free, etc.

Other views

People are first and foremost human beings and fallible / it is very difficult not to feel prejudice in certain situations / in some circumstances, eg when dealing with someone known to be dangerous, prejudice against him or her might seem reasonable / those who are themselves victims of discrimination are very likely to be prejudiced against those responsible and others who are like them (eg racially, of the same religion) / in some parts of the world people are persecuted and it is easy to be prejudiced against the group or nation that persecutes / the subtle influence of the media can affect how people think without them realising it / they are also influenced profoundly by upbringing, the community, their peers / some Christian denominations have in the past taught prejudiced beliefs and values, eg the Dutch Reformed Church in South Africa, and some of the church leaders may still preach those views, 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.	[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]

B6 Conflict

(a) Explain Christian attitudes to retribution and protection as aims of punishment.

Target: Knowledge and understanding of Christian attitudes to retribution and protection 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, eg 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:

Retribution

Some Christians claim that retribution ensures that justice is done / justice is an important concept in Christianity / ‘let justice roll on like a river’ (Amos 5:24) / the offender is given the punishment his offence deserves / it is intended to be proportionate punishment / ‘an eye for an eye...’ / this Old Testament law was intended to discourage revenge and set a limit on the punishment / the victims of crime feel able to move on if they can feel that the punishment has been proportionate to the offence / the situationist view that love and justice are the same thing means that retribution can be seen as a Christian aim.

Some Christians reject retribution as an aim of punishment because they believe that it encourages revenge / this underlies phrases such as ‘lock the prison door and throw away the key’ and the eagerness shown by some Americans to witness the execution of their next of kin’s murderer / Jesus rejected the eye for an eye approach as incompatible with love, mercy and forgiveness / some Christians think they should apply this in their lives / turning the other cheek and loving and forgiving someone who has caused hate are a rejection of retribution / while not rejecting it, Christian love is about more than justice etc.

Protection

The Bible stresses the importance of protecting the vulnerable, and victims of crime often feel vulnerable / other vulnerable members of society such as the elderly and children need protection / society as a whole has the right to feel safe and secure / in the Parable of the Good Samaritan, the Samaritan protects the victim of crime from further harm / protecting society and its individuals shows compassion for those who otherwise might feel afraid and at risk / the offender might need protection from himself and may be given this through prison programmes that take him out of the temptations of the outside world and at the same time address his problems etc.

NB: Maximum Level 4 if only one of the aims is addressed.

When explaining Christian attitudes to retribution, students may focus on attitudes favouring the aim of retribution, on attitudes that reject it as an aim, or give a mixture of both.

[6 marks] AO1

- (b) 'From a Christian viewpoint, reformation is a better aim of punishment than deterrence.'

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

Target: Evaluation of whether from a Christian viewpoint reformation is a better aim of punishment than deterrence

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. NB 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, ie 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

Deterrence does not really have the offender in mind / it is often using him or her as a way of scaring off potential offenders / this is exploitative / deterrence will not reduce crime significantly as many offences are committed under extreme pressure or provocation / reformation addresses the needs of the offender / this is much more likely to reduce recidivism / shows compassion and love, which is lacking in the deterrent approach / Jesus encouraged change in the outlook of tax-collectors, prostitutes and other sinners. rather than frightening them with warnings of divine judgement and damnation /he said to the adulterous woman 'Neither do I condemn you' / the Christian Gospel is about forgiveness and a new start and this is more likely to be achieved through a reformative rather than a deterrent approach / reformation is an expression of Christian love / 'love your enemy' / depends on what is meant by better, etc.

Other views

More likely that the offender will not repeat the offence, which is what Christians would want / if the penalty for murder is death, then the offender cannot kill again, and this is therefore an effective deterrent / putting potential offenders off committing murder will lead to a safer society, which Christians are committed to working towards / reformation may not impact on potential offenders / the idea behind deterrence is often that of fear and there is nothing like fear to encourage people not to break the law / the idea of deterrence lies behind Paul's warnings about the consequences of law-breaking in Romans 13: 3-4 / the use of a deterrent punishment is more likely to 'redress the disorder caused by the offence', which is the primary purpose of punishment according to the Catechism of the Catholic Church, etc.

[6 marks] AO2

(c) Explain some of the causes of war.**Target: Knowledge and understanding of causes of 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, eg 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:

Defence of one's country or of an ally from invasion by another country, eg when Britain went to war with Hitler after the occupation of Poland / removal of an oppressive ruler, eg the suggestion that the Gulf War should extend beyond the liberation of Kuwait to remove Saddam Hussein / the prevention or halting of war crimes, eg the war against Pol Pot and the Khmer Rouge / greed, eg the desire to acquire another nation's mineral or other valuable resources / assertion of power, which may be the result of the leader's megalomania or may more generally be the desire to assert one's own country as supreme / to gain more land or regain territory that was lost in a previous war, eg in the Middle East / ideology, which may be political or religious in nature, eg the Vietnam war, etc.

NB There is no requirement to include Christian content or to give examples in answer to this question.

[6 marks] AO1

(d) 'Terrorism 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 arguments in your answer.

Target: Evaluation of whether or not terrorism is always wrong

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. NB 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, ie 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 causes terrible feelings of fear and insecurity / it encourages distrust, prejudice and hatred in a way that nothing else does / it leads to huge amounts of physical, emotional and psychological suffering / the damage done is permanent / no concern is shown for the vulnerable in society / this contravenes Biblical and Church teaching to give the innocent and vulnerable especial protection / it does not show love of neighbour / or compassion / Jesus taught that to reflect God's nature and to do his will entailed loving one's enemies / Jesus advocated turning the other cheek as a response to suffering hurt, etc.

Other views

It depends on what is meant by terrorism / passive resistance might be interpreted as terrorist activity / some see themselves as freedom-fighters rather than terrorists / terrorism that consists of disrupting the infrastructure but does not threaten human life is not essentially different from something like strike action / some would accept terrorism that is not indiscriminate, but is directed at strategic targets / some feel that the oppression and injustice suffered by them, their families and communities is so great that terrorism is the only way of making the rest of the world address it / other methods, eg appeals made at world summits, have achieved nothing / Biblical and Church teaching stress the importance of justice / justice is God's will for the world / those who interpret their faith as permitting it will not see it as wrong 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.	[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]