



GCSE

Religious Studies A

Unit 2 / 405002 Christianity: Ethics

Mark scheme

4050

June 2016

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.

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, ie 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 eg 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 Global Concerns

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

Target: Knowledge and understanding of what is meant by emergency aid

Students may include some of the following points:

Emergency aid:

Short term aid / aid that is meant to provide an immediate source of support at a time of crisis / caused by factors such as a natural disaster, war, an outbreak of disease such as ebola / aid that is aimed at saving lives / that is aimed at limiting the effects of the catastrophe / example of emergency aid 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) Describe problems that people living in Less Economically Developed Countries (LEDCs) may face.**

Target: Knowledge of the problems that those living in LEDCs may have to face

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:

Extreme poverty caused by lack of work opportunities or being trapped into some form of slavery / lack of education / lack of technology needed to advance society / poor health care / diseases such as cholera caused by insanitary conditions, contaminated water supplies or HIV caused through ignorance and lack of contraception and (in the case of children) inheriting it / many orphans resulting from HIV / homelessness caused by inability to pay rent, or having to become refugees because of war / starvation, malnutrition, rickets etc. caused by lack of food or poor diet / corruption creates misuse of resources / crime such as stealing to survive etc.

[4 marks] AO1

(c) 'People should be able to use natural resources as they want.'

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 be able to use natural resources as they want

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.	<p>Level 6 Guidance</p> <p>The keywords are 'well-argued' and 'apply...effectively'.</p> <p>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.</p> <p>However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.</p>	6 marks
----------------	---	---	---------

Students may include some of the following points:

Agree

According to Genesis, God told the first humans to rule over the world and subdue it / this is to be understood in terms of domination / God made everything for humans to enjoy / humans are at the top of the evolutionary pyramid, so have the right to use the rest of the world as they wish / natural resources improve quality of life, health etc. so humans ought to use them / human resourcefulness will find something else if a natural resource runs out / people should live to the full now and not worry about what might never happen or about future generations etc.

Other views

Genesis and other texts are to be understood in terms of responsibility rather than privilege / stewardship rather than domination / humans are meant to look after the earth for God / they do not own it / God saw that his creation was good and humans, created in the image of God, should keep it that way / it is selfish to live purely for the present and without a thought for others both now and in the future / once natural resources are used up, the quality of life will be diminished etc.

[6 marks] AO2

A2 The Use of Medical Technology

- (a) Which one of the following is a type of fertility treatment?

Target: Knowledge of a type of fertility treatment

Artificial insemination.

Correct answer = 1 mark

[1 mark] AO1

(b) ‘Couples should be allowed to have designer babies.’

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 couples should be allowed to have designer babies

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 is natural for couples to want the ‘perfect’ baby / they may have several children of one sex and would like one of the other to ‘complete’ the family / one of them may have a genetic defect and they don’t want their child to suffer physically or be bullied / they have a sex-linked genetic disorder / they may need a saviour sibling to cure a sick child / God gave doctors their skills and they should be used to the full / choosing the baby’s gender, appearance etc. is using God-given free will / not for anyone else to interfere with couple’s right to choose etc.

Other views

Playing God / God intends skills and freedom of choice to be used responsibly and creating designer babies may not be a responsible act / it may be selfish as the parents may be thinking of themselves not of the child / children are gifts, not commodities to be ordered on the internet or from a clinic / it distorts what should come from a loving relationship into a commercialised and lucrative business for the doctor or clinic involved / the whole process goes against natural law / it dissociates the procreative from the unitive (breaching Roman Catholic teaching that children should be the result of a loving act of sexual intercourse) / what if something goes wrong and the baby is not what the couple wanted / would lead to discrimination and a two-tier society based on wealth, ie on the ability to pay for a designer baby etc.

[6 marks] AO2

(c) **‘Treating faulty genes (somatic cell therapy) is an act of Christian kindness.’**

What do you think? Explain your opinion.

Target: Evaluation of whether treating faulty genes is an act of Christian kindness

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 an extension of Jesus’ healing ministry, which was itself based on kindness / it fulfils the command to love one’s neighbour / in some cases, eg SCID (severe combined immuno-deficiency) it saves children’s lives / it brings joy to the parents and grandparents / in other cases, eg treatment of macular blindness, it improves quality of life / it is not necessary to destroy embryos, so there is no harm done to other living beings etc.

Playing God / such conditions are very rare and treatment is costly so it would be kinder to act as a responsible steward and use the money to help a wider group of people whose quality of life is poor / it might not work at the outset or it might stop working at some later stage, so long term it is not kind to the patient or his or her family / because only somatic cells are corrected, any child born to the individual who has been treated may inherit the condition and the suffering that goes with it etc.

[3 marks] AO2

A3 Social Responsibility

- (a) **Explain two ways in which Christians might help to end discrimination against disabled people.**

Target: Knowledge and understanding of two ways in which Christians might help to end discrimination against disabled people

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:

Discourage discrimination by encouraging acceptance of the belief that all are of equal status in God's eyes through its teaching in sermons etc. based on the principles of Gal. 3:27 / encouraging positive attitudes towards disabled people through promoting awareness of the work done by Jean Vanier and L'Arche / encouraging activities shared by those with disabilities and those without eg through the St Vincent de Paul Society (SVP) / campaigning for disabled sports to be treated in the media etc. on a par with other sports, eg the 2014 Winter Olympics which combined the two and encouraged people to view disability in a different light / through Christian civil servants and politicians encouraging disabled children to be part of mainstream education wherever possible so that children without disability grow up without prejudice / campaigning for the provision of better facilities for those with disabilities in all churches, pubs, shops etc. so that the disabled do not feel excluded / discouraging the promotion of the ideal body or intellect / voting for someone who will promote the rights of the disabled / pray for an end to discrimination etc.

Maximum Level 3 for explanation of one way.

[4 marks] AO1

(b) Explain different ways in which some women may experience gender discrimination.

Target: Knowledge and understanding of different ways in which some women may experience gender 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

Students may include some of the following points:

In marriage, where the husband sees her role purely as looking after the needs of him and the children / in the workplace, eg finding it hard to gain promotion or facing sexual harassment / finding it hard to obtain employment in a sphere that has traditionally been regarded as for men / being the butt of jokes about driving etc.

N.B. There must be more than one way for Level 3.

[3 marks] AO1

(c) Explain Christian attitudes to remarriage after divorce.**Target: Knowledge and understanding of Christian attitudes to remarriage after divorce**

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:

Many Christians, particularly Roman Catholics, oppose remarriage after divorce on the basis of New Testament teaching / according to the Gospels, Jesus taught that remarriage was a form of adultery / Paul was opposed to remarriage (1 Corinthians 7) / the marriage vows taken in the first marriage cannot be revoked and repeated with someone else / marriage is a sacramental covenant between the couple and God, and cannot be ended by anything other than annulment or death / 'the remarried spouse is... in a situation of public and permanent adultery' according to the Catechism of the Catholic Church (CCC) / remarriage can cause confusion or upset for any children from the original marriage / can encourage a more casual attitude to marriage etc.

Many Christians think that Jesus' teaching was an ideal not a law / Paul's views on remarriage were, like his views on sexual relationships and marriage, affected by his belief that the Second Coming was imminent / they take circumstances into account / life in the 21st century is very different from life in the 1st century / remarriage gives both partners in the new relationship a new start to life / some would see this as reflecting Jesus' willingness to give a second chance / sometimes second marriages seem closer to the Christian ideal than the first ones / Methodist and many other Protestant Churches are willing to conduct second marriages / in the Anglican Church, it depends on the views of the vicar and his bishop etc.

Students may gain Level 4 by focusing on attitudes that accept remarriage or that reject it, or by giving both viewpoints.

[4 marks] AO1

(d) ‘Christians should always put their family first.’

What do you think? Explain your opinion.

Target: Evaluation of whether Christians should always put their family first

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:

Close-knit and loving families are the basis of a flourishing and stable society / parents have a duty to the children whom they brought into the world / adults have a duty to elderly parents / in recognition of the many sacrifices made for them and out of sheer love / the 5th (4th) Commandment and New Testament teaching on family relationships implies that the family should be a priority / despite his agony on the cross, Jesus committed his mother to the care of John / it is wrong for a spouse or partner to spend so much leisure time away from the family that they feel overlooked / involvement in church or voluntary work and financial support of charities are admirable as long as they do not impact on the family / family can be understood in terms of the Christian family and concern for the interests of one’s Christian brothers and sisters is promoted in the New Testament etc.

A Christian’s first duty is to God and so he is the most important / this was seen in Jesus’ reply to a man who wanted to follow him, but only once his duty to his father had been completed (Luke 9:60) / love of God precedes love of neighbour in Jesus’ statement about the greatest commandments, ie God should be regarded as more important than humans / some people have felt called by God to leave their families in order to fulfil a particular role, eg in a monastic community, as part of a human shield in the second Gulf war or a peace camp protesting against nuclear weapons / Jesus left his family to fulfil his calling / in some situations family might come second to someone else who could even be a stranger / eg the example given by Fletcher in Situation Ethics of a woman killing her baby to save a group / people can choose their friends but they cannot choose their family etc.

[3 marks] AO2

A4 The Right to Life

- (a) Explain briefly one alternative to abortion for Jenny.**

Target: Knowledge and understanding of one alternative to abortion

Students may include one of the following alternatives:

Go into mother and baby unit for young people / to keep the baby.

Get help from her family to look after the child / which means her education will not be disrupted / will also create a close bond between the baby and other family members.
Give up idea of going to college / or get baby into a nursery / bring it up herself / and give it the love it needs.

Adoption if she really does not want to keep the baby / this means that life is being preserved / the child will be brought up in a loving home / a couple (who may be infertile) will experience the joy of having a child that is legally theirs.

Fostering / will enable the mother to decide when her situation is more secure whether or not she wants to bring up the child herself or whether she is happy for it to be adopted.

One mark for a superficial comment or a single point.
Two marks for a developed answer.

[2 marks] AO1

(b) 'An embryo does not have a right to life.'

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 an embryo has a right to life

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

The embryo is just a bundle of cells for some time / not alive, so it can have no rights / the right to life is not absolute, so even if its interests should be considered, there might be overriding interests / rights come from being a human person and many Christians think that the embryo is not a person, so does not have rights until later on in the pregnancy / 'the right of the embryo to full respect clearly increases throughout a pregnancy' (Methodist Church) / the fact that early miscarriages are so common argues against embryos having a right to life / law relating to viability, etc.

Other views

Right from conception a unique human being comes into existence / its genetic structure is complete from the very beginning / embryo's right to life should therefore be respected right from the start / this life is of inestimable value to God / 'before I formed you in the womb I knew you' (Jeremiah 1:5) / 'for you created my inmost being; you knit me together in my mother's womb...your eyes saw my unformed body' (Psalm 139: 13-16) / 'human life must be respected and protected absolutely from the moment of conception' (Catechism of the Catholic Church) / idea of ensoulment / some do not think its rights start at conception, but they believe it has a right to life at an early stage, eg after 14 days, when the heart starts beating etc.

NB Relevant arguments which refer to the foetus should be credited.

[6 marks] AO2

(c) Explain Christian attitudes to non-voluntary euthanasia.**Target: Knowledge and understanding of Christian attitudes to non-voluntary euthanasia**

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:

Non-voluntary active euthanasia breaks the 6th (5th) Commandment and is tantamount to murder / it sets aside the principle of sanctity of life / it does not treat the person as a human being / it is disrespectful / it is based on an assumption that might be unjustified about what is in the person's best interests / it is an action taken without the person's consent / the withdrawal of nutrition and hydration breaches human rights / may be carried out for ulterior or selfish motives, eg easing the pressure on hospital beds or enabling relatives to get on with their lives / illegal, but the New Testament teaches Christians to keep the law etc.

Non-voluntary passive euthanasia permissible in some situations / where life support or other treatments would just prolong the dying, be burdensome etc. / distinction between ordinary and extraordinary means in the Catechism of the Catholic Church / where quality of life would almost certainly be extremely poor, non-voluntary euthanasia (whether active or passive) might be in the person's best interests / shows compassion to both the person and the family / 'clothe yourselves with compassion and kindness' / may be the most loving decision / the person might have made clear in previous conversations with family what his or her wishes would be if such a situation arose, so it would not be totally without consent / sanctity of life not absolute etc.

There is no requirement to include different views.

For Level 4, the issue of non-voluntary euthanasia must be addressed. Christian views relating to views on euthanasia generally may be credited up to Level 3.

[4 marks] AO1

PART B**B5 Conflict****(a) Explain why some people commit crime.****Target: Knowledge and understanding of why some people commit crime**

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:

Out of need and desperation: eg a woman stealing from a supermarket to feed her children suffering from near starvation or to clothe them / single parent caring for large family / debt, eg to a loan shark.

Temper: eg attacking someone in A & E because of delay in treatment / extreme provocation.

Greed and selfishness, eg faking one's death to gain the life insurance money / entering dishonest tax returns.

Peer pressure: eg a teenager proving that he or she is not 'chicken' by committing a crime.

Lack of education or not being taught the difference between right and wrong.

To fund an addiction: eg stealing money from family or selling goods obtained through burglary.

An act of rebellion against authority, eg parents who are viewed as restrictive / school / society as a whole.

Jealousy: eg murdering a partner's lover.

Revenge: eg damaging the property of a neighbour who has caused some annoyance.

Boredom: eg those who cannot afford to join a gym etc. / who are unemployed and have lots of time on their hands.

Influence of the media: eg imitating criminal behaviour that is shown in films.

Environment or dysfunctional family conditions: eg following the example of violence or disrespect for others' property set by parents or neighbours.

Prejudice and racism: eg harassing or assaulting those of a different racial group.

Protest: eg trespass on land where trees are about to be cut down for a new road to be built.

Acting out of personal conviction: eg breaking into animal research centres

The belief of many Christians that because of original sin, human beings are flawed and more likely to be sinful, which may lead to criminal acts etc.

[6 marks] AO1

(b) ‘The death penalty (capital punishment) is the best punishment for murder.’

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 the death penalty is the best punishment for murder

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**

Fulfils aim of retribution / it is a proportionate punishment for what is a very grave crime / 'an eye for an eye... a life for a life' / sanctioned for murder throughout the Old Testament / 'Whoever sheds the blood of man, by man shall his blood be shed; for in the image of God has God made man' (Genesis 9:6) / 'the traditional teaching of the Church does not exclude recourse to the death penalty, if this is the only possible way of effectively defending human lives against the unjust aggressor' (Catechism of the Catholic Church) / only the death penalty enables families to see justice as having been done and feeling able to move on / provides society with the full protection against very dangerous individuals that other forms of punishment cannot give / acts as a deterrent etc.

Other views

Takes no account of the reasons for the act of murder / or for the emotional or psychological state of the murdered or his / her intellectual capacity / Situation Ethics would claim that in some cases (eg the 1944 attempt on Hitler's life), murder is the most loving action and so to carry out the death penalty on the murderer would be unjust / it is more revenge than retribution / society getting its own back / this attitude diminishes both society and the family of the victim / lowers the state to the level of the murderer / cuts out all possibility of reform for the offender / punishes and scars for life the offender's family / Jesus rejected the lex talionis ('an eye for an eye and a tooth for a tooth') / Jesus' life and teaching exemplifies the willingness to forgive and give second chances / the adulterous woman (John 8:3-11) / the parable of the unmerciful servant, preceded by his answer to Peter's question (Matthew 18:21-35) / the repentant criminal on the cross (Luke 23:42-43) / the teaching in the Sermon on the Mount (Matthew 5:38-48) / Paul's teaching about not seeking vengeance but overcoming evil with good (Romans 12:17-21) / overall, the Catechism of the Catholic Church is opposed to the death penalty / it states that the instances where the death penalty is absolutely necessary are 'very rare, if not practically non-existent' / clear evidence from the USA that it does not act as a deterrent / possibility of executing the innocent, eg Timothy Evans etc.

[6 marks] AO2

(c) Explain why some Christians are pacifists.**Target: Knowledge and understanding of why some Christians are pacifists**

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:

Some think that Jesus was a pacifist, based on his teaching of ‘turn the other cheek’ (Matthew 5:39) / Jesus’ rejection of violence in Gethsemane / ‘those who draw the sword will die by the sword’ (Matthew 26:52) / ie violence encourages further violence / ‘blessed are the peacemakers’ (Matthew 5:9) / violence shows a lack of love for one’s neighbour / breaches 6th (5th) Commandment / violence encourages negative qualities in the individual who uses it and in society as a whole / war inflicts terrible suffering on all involved / innocent people are harmed physically and emotionally, possibly for life / ruins the economy of countries / money is spent on weapons that would be better spent on education, health etc. / war encourages bad stewardship / brought up as Quaker or pacifist / personal experience of violence not solving issues / own reflections lead to pacifist stance / disagree with the context in which violence is required, eg with a particular war etc.

[6 marks] AO1

(d) ‘The Just War theory is out of date.’

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 the Just War theory is out of date

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**

The nature of warfare has changed since this theory was developed and even since the restatement by the American Catholic bishops / civilians are always harmed, whether in the process of warfare (through attacks on populated areas etc.) or through the effects of war (the loss of loved ones etc.) / consequences are difficult to predict and often wars do not lead to a future for people that is better than what they had before / the suffering inflicted by modern warfare goes against Biblical teaching / the 6th (5th) Commandment / overcoming evil with good / 'every act of war directed to the indiscriminate destruction of whole cities or vast areas with their inhabitants is a crime against God and man' (Catechism of Catholic Church) / nature of modern warfare, eg nuclear warfare, contrary to criteria / idea of legitimate authority very loosely interpreted or even ignored / determination to win leads to use of weapons that do not fulfil proportionality etc.

Other views

It is even more relevant than in the past as a way of judging the decisions of politicians and the military who often seem all too keen to solve problems through war / Christians have a duty to put pressure on decision-makers to think through all the criteria / eg whether going to war really is a last resort / modern weaponry should make it more possible to avoid harming civilians / so-called 'theatre' nuclear weapons are for use on the 'battlefield' and not for the kind of indiscriminate use that was seen in 1945 / adhering to the principles of the Just War theory has resulted in there being no nuclear conflict since World War II and an attempt to dismantle the chemical and biological weapons being developed by some nations / 'blessed are the peacemakers': it may be that the most effective way of making peace is through conflict and the application of the Just War theory criteria is the best means of achieving this 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 Personal Responsibility**(a) Explain why some people use illegal drugs.****Target: Knowledge and understanding of reasons for the use of illegal drugs**

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:

Rebellion: against authoritarian parents or system.

Peer pressure: the need to feel accepted by, and one of, a group.

Upbringing and environment: being surrounded by drug use makes it seem just an aspect of everyday life.

Depression: caused by situations such as unemployment / unhappy home life / abuse.

Stress: due to demanding workload / exam pressures.

Boredom: those with time on their hands due to unemployment may not be able to afford other activities / may not have the capacity within themselves for using spare time positively. Escapism: from an intolerable situation / eg homelessness.

For the effects of the drug: the buzz / the 'spiritual experiences' / pain relief.

Addiction: the person is already hooked onto the drug / psychological and physical dependence.

Religious reasons: some religious groups see it as a part of religious practice / eg Rastafarians, Nihang Sikhs etc.

[6 marks] AO1

(b) 'People should be allowed to smoke tobacco wherever they like.'

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 be allowed to smoke tobacco wherever they like

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

Right to autonomy being taken by the law placing restrictions on smoking areas / God created people with free will and so they should be able to exercise freedom of choice / nanny state mentality that tells people what is and is not best for them to do / adults should be trusted to make their own decisions about where to smoke / it makes people feel excluded from full social activity / it treats smokers like outcasts / smoking tobacco is legal etc.

Other views

Paul claimed that everything is permissible but not everything is beneficial, so in this case, restrictions are needed because of potential harm / Paul himself was prepared for forego his own rights if exercising them was likely to create problems for others / people's freedom of choice is not being removed; they are still free to smoke, but the interests of others have also to be considered / dangers of passive smoking eg children in cars / 'the body is a temple of the Holy Spirit' applies to others' bodies as well as one's own, and to risk harming them shows disrespect / love of neighbour entails considering the interests and well-being of family and others / medical proof that it hurts others shows that their interests cannot be considered / those making laws have to consider the best interests of the majority / UK restrictions on smoking in public places etc.

NB Maximum Level 4 if there is no reference to *wherever they like*.

[6 marks] AO2

(c) Explain why Christians think that adultery is wrong.

Target: Knowledge and understanding of why Christians think that adultery 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, 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:

Breaks the 7th (6th) Commandment / Jesus condemned lust, which he equated with adultery (Matthew 5:27) / could have eternal consequences for the adulterer (Matthew 5:29) / breaks the marriage vow of fidelity that was made to the spouse before God / goes against the idea of 'one flesh' (Mark 10:8) / Jesus said 'what God has joined together, let man not separate' (Mark 10:9) and this includes adultery / encourages deception and may lead to other sins, eg the story of David and Bathsheba (2 Samuel 11) / shows moral weakness and lack of self-control on the part of the adulterer / may lead to the breakdown of the marriage / results in a lack of trust / an act of betrayal / inflicts terrible hurt on the spouse / may lead to lifelong harm for any children in the marriage financially but above all, emotionally / children may become incapable of making lasting, trusting and meaningful sexual relationships etc.

Allow credit for answers that refer to Jesus' teaching on remarriage after divorce as entailing adultery (Mark 10:11-12).

[6 marks] AO1

(d) 'The UK's legal age of consent for sexual intercourse should remain at 16 years.'

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 the UK's legal age of consent for sexual intercourse should remain at 16 years

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**

This is the minimum age for marriage and the Church teaches that sexual intercourse should take place only within marriage / Paul taught that if sexual urges were strong, they should be satisfied within marriage, which implies that sexual activity should be within that context and not before / the age for marriage is fixed at 16 to protect younger teenagers and this applies also to the age of consent / research suggests that in fact, most teenagers do not have sexual relationships before the age of 16 / pre-marital sex is seen by many Christians as treating the body disrespectfully / the body is a temple of the Holy Spirit / reducing the age of consent would encourage pre-marital sex to be seen as the norm and put pressure on teenagers to conform to expectation / victims of child abuse have spoken out against lowering the age as they felt it would make younger teenagers more vulnerable / the Bible stresses the importance of protecting the vulnerable / may not be ready for the emotional commitment / may be hurt if they are involved in a sexual relationship before they are ready / the dangers of a slippery slope etc.

Other views

For those who believe the media, lowering the age to 15 would be more in keeping with reality as many teenagers, it is claimed, have sexual relationships before 16 / it would make it easier for schools etc. to give the kind of advice that would reduce teenage pregnancy and STDs / young people grow up much more quickly now and are sufficiently mature at 15 to decide if they are ready for a sexual relationship / evidence suggests that in countries where the age of consent is lower, the average age of the first sexual encounter is in fact higher / lowering the age would reduce the 'forbidden fruit' temptation / in Biblical times and until the 19th century, when the current age of consent was fixed, sexual activity at an earlier age was commonplace etc.

NB Credit in other views arguments for raising the legal age of consent.

[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]