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GCSE

# Religious Studies A

Unit 4 / 405004 Roman Catholicism: Ethics

Mark scheme

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4050

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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](http://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.

<b>High performance</b>	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]
<b>Intermediate performance</b>	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]
<b>Threshold performance</b>	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]
<b>Below Threshold</b>	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 Christian Marriage

- (a) Explain briefly the religious reasons why the bride and groom give rings to each other during a Roman Catholic marriage ceremony.

**Target: Knowledge and understanding of why the bride and groom give rings to each other during Roman Catholic marriage ceremony**

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

They are a sign that marriage is for life / a commitment of mutual love and fidelity / marriage is unending / marriage is exclusive / ring shows precious nature of marriage, etc.

1 mark for a superficial comment or a single point.

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

**[2 marks] AO1**

- (b) Explain why some marriages break down.

**Target: Knowledge and understanding of why some marriages break down**

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

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

Unfaithfulness / domestic violence / love in the marriage dies / when the couple got married they were too young and did not understand the commitments they were making / excessive drinking or drugs / inability to have children / work or money difficulties / loss of a child / ill health, etc.

**[3 marks] AO1**

**(c) 'The Roman Catholic Church should allow divorced people to remarry.'**

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

**Target: Evaluation of whether or not the Roman Catholic Church should allow divorced people to remarry**

Levels	Criteria	Quality of Written Communication & Guidance	Marks
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	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
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>NB Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> 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
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> 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
<b>Level 6</b>	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.	<b>Level 6 Guidance</b> 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**

Remarriage in the Catholic Church should be allowed where the original marriage ended in divorce because of domestic violence, adultery, or abuse against the children / where a husband or wife deserts his or her spouse for no good reason / people make mistakes and should be given another chance / God is forgiving and the Church should follow his example / God would want people to have another opportunity for happiness / some argue that Jesus in Matthew 5: 27-32 allows divorce in the case of adultery, etc.

**Other views**

The Roman Catholic Church teaches that divorce cannot end a valid marriage / marriage as a sacrament is permanent, exclusive and lifelong / Roman Catholics who marry freely agree to this / in Mark 10:9 Jesus says 'what God has joined together, let no man separate.' / and in Mark 10:11 he says that anyone who divorces his wife and marries another commits adultery / in 1 Corinthians 7:10-11 Paul says that a husband and wife should not get divorced / the vows clearly state that marriage is for life / the Roman Catholic Church teaches that divorce is damaging to family life and society, etc.

**[6 marks] AO2**

**A2 Christian Responses to Global Issues**

- (a) Explain briefly one of the causes of world poverty.**

**Target: Knowledge and understanding of one cause of world poverty**

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

Natural disasters such as floods, droughts, earthquakes and the lack of ability to recover from these / civil wars / money spent on weapons but not on development / some corrupt governments / severe debt problems / cash crops grown to make money to pay interest on debts / lack of wealth for development of projects such as irrigation systems, education and health programmes / lack of education and vocational training / rapid increasing populations / exploitation by multinational companies / lack of fair trading agreements, etc.

1 mark for a superficial comment or a single point.

2 marks for a developed answer.

**[2 marks] AO1**



**(b) Explain why Fairtrade is important for people in Less Economically Developed Countries (LEDCs).****Target: Knowledge and understanding of why Fairtrade is important for people in Less Economically Developed Countries (LEDCs)**

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

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

Fairtrade is essential to help the economies of poor countries / it creates more justice in world trading markets / Fairtrade works with producers in poor countries and guarantees them a fair price for the goods they produce / the money raised through Fairtrade helps to improve health care, education and infrastructure / the conditions under which Fairtrade goods produced are acceptable / Fairtrade goods are produced without the exploitation of workers, especially young children / the parable of the Sheep and the Goats teaches about the importance of helping those in need and Christians can do this by supporting Fairtrade, etc.

**[4 marks] AO1**

**(c) 'People in poor countries should solve their own problems.'**

**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 in poor countries should solve their own problems**

Levels	Criteria	Quality of Written Communication & Guidance	Marks
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	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
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>NB Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> 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
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> 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
<b>Level 6</b>	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.	<b>Level 6 Guidance</b> 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**

Trying to solve their problems may make them dependent and lazy / limited resources are sometimes wasted on wars or because of corruption / unless these problems are addressed it is pointless and wasteful to try to do anything to solve the problems poor people face / poor economic stewardship should not be condoned / people who work hard to make money in economically developed countries should be able to spend this money on themselves and not have to worry about others / people need solve the problems in their own society before they turn their attention to people in poor countries / if people concentrate too much in helping the poor in other parts of the world, they may neglect those in need in their own society, etc.

**Other views**

The people in poor countries do not have the means or resources to help themselves / unrealistic to expect they can do so / these people are unfortunate to be born in countries with limited resources and difficult climatic conditions / the majority of these people have no choice about how they live and can do very little about the problems they face / for Christians helping the poor is not an option but a responsibility / the Parable of the Sheep and Goats makes this clear / loving Christ means serving others, especially those in need / Jesus in his teaching stressed that people should treat others as they would like to be treated / Jesus praised the poor widow for putting the needs of others before her own / Christian charity has no limits, etc.

**[6 marks] AO2**

**A3 Christian Values**

Read the following Beatitudes.

Happy are those who are merciful to others; God will be merciful to them!		Happy are those who are persecuted because they do what God requires; the Kingdom of heaven belongs to them.
<i>Matthew 5: 7 GNB</i>		<i>Matthew 5: 10 GNB</i>

**(a) Explain what these two Beatitudes teach.**

**Target: Knowledge and understanding of what these two Beatitudes teach**

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

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

Showing mercy is displaying love and forgiveness / forgiveness and mercy are the special qualities of Christian behaviour / the Our Father reflects this teaching: 'forgive us our trespasses as we forgive those who trespass against us.' / the importance of this teaching is again emphasised in Matthew 5: 38 when Jesus says that people should not seek revenge on someone who wrongs them / God will show love and forgiveness to those who show these qualities to others (idea of reward) etc.

In this Beatitude Jesus teaches that those who live by God's teaching on what is morally right and just, may be insulted and suffer greatly, but they should be happy as they will be rewarded in heaven / those who suffer because of their faith will have their rewards in the next life / the path to leading a good life is hard but the reward is a life in heaven with God / it is not easy to live a good Christian life and follow the values given by Jesus but it is worth making the effort, etc.

Maximum of 2 marks if only one Beatitude is attempted.

**[4 marks] AO1**

**(b) Explain why Christians are taught not to tell lies.****Target: Knowledge and understanding of why Christians are taught not to tell lies**

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

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

One of the Commandments states that people should not tell lies about others / Christians are expected to be truthful in their public and private lives / lack of honesty can have serious consequences for family, friends and community / it forbids perjury which may lead to injustice / it forbids the defamation of character, which may ruin reputations / telling lies undermines trust, friendship and community, etc.

**[3 marks] AO1**

**(c) 'It is not difficult for Christians to live by the Ten Commandments.'****What do you think? Explain your opinion.****Target: Evaluation of whether or not it is difficult to live by the Ten Commandments**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks
<b>Level 3</b>	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:**

The Commandments make no unreasonable demands on people / Christians committed to their faith will not find it difficult to worship only one God, respect His name and to make the Sabbath a special day for worshipping God / they could be seen as positive rules rather than a negative check list / our moral and civil laws derive from the Commandments / life would be far more difficult and chaotic without them / many people, by the lives they live today, show it is not difficult to live by the Commandments, etc.

Values of modern life conflict with some of the Commandments / materialism and consumerism are important in today's society / the media may have a bad influence on some people / the commandments are ignored because success and money are more important today / many people, by the way they live their lives today, show it is difficult to live by the Commandments, etc.

**[3 marks] AO2****(d) Which one of the following is not one of the Ten Commandments?**

Put a tick (✓) in the box next to the correct answer.

Do not kill (murder)	<input type="checkbox"/>
Do not commit adultery	<input type="checkbox"/>
Do not gamble	<input type="checkbox"/>

**Target: Knowledge of which of the above is not a Commandment**

1 mark for selecting correctly.

Do not gamble.

**[1 mark] AO1**

**A4 Christian Healing****(a) Describe the Sacrament of the Anointing of the Sick.****Target: Knowledge of the Sacrament of Anointing the Sick**

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

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

Greeting and blessing with holy water / confession / short Gospel reading and homily / prayers for intercession / laying on of hands after recalling the words of the Letter of St James / the priest anoints the sick person's forehead and their hands with oil / Communion is given to the sick person / final prayers and blessing, etc.

**[3 marks] AO1**

**(b) 'There is no life after death.'****What do you think? Explain your opinion.****Target: Evaluation of whether or not there is life after death**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks
<b>Level 3</b>	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:**

For some, death is the end and there is no afterlife / belief in an afterlife goes against reason and scientific facts / no one has come back to say that there is a life after death / there is no scientific proof for life after death / no proof for belief / people believe in an afterlife to remove the terrible fear of the unknown, etc.

Belief, that death is not the end is central to Roman Catholic faith and teaching / Christian belief in resurrection and life after death / Apostles' Creed / death is not the end and there is an afterlife / Jesus proved that there was life after death by rising from the dead / Jesus said in John 11: 25 'He who believes in me will live, even though he dies.' / after death we are judged by God about how we lived our lives, etc.

**[3 marks] AO2****(c) Explain briefly what Christians mean by the sanctity of human life.****Target: Knowledge and understanding of what Christians mean by the sanctity of human life****Students may include some of the following points:**

Human life is sacred / God gives life and only God can take it away / we are made in the image and likeness of God / life is a gift from God / every life is unique and possesses a special value, 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**



**(d) 'Roman Catholics should be free to use all forms of contraception within marriage.'**

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

**Target: Evaluation of whether or not Roman Catholics should be free to use all forms of contraception within marriage**

Levels	Criteria	Quality of Written Communication & Guidance	Marks
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	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
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>NB Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> 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
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	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.	<b>Level 6 Guidance</b> 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**

Contraception allows a couple to decide when they should have children and how many / sex in marriage is not only about procreation but also about a couple showing love in a special way / economic reasons may force a couple to limit the size of their family / fear of unwanted pregnancies is removed / unwanted pregnancies may lead to abortion / controlling the size of one's family is a sign of being responsible / some Christian Churches allow married couples to use contraception / contraception is necessary to limit the size of families in economically developing countries / could prevent sexually transmitted diseases, etc.

**Other views**

Sex in marriage should be open to new life, but contraception prevents this / for this reason the Roman Catholic Church rejects all forms of physical or chemical methods of contraception / contraception undermines the meaning of sex within marriage / natural methods of contraception have improved, are also more reliable and are accepted by Roman Catholic Church / may encourage promiscuity / emergency contraception is seen as a way of securing an abortion, etc.

**[6 marks] AO2**

**PART B****B5 Christian Vocation****(a) Describe what happens during the Rite of Ordination.****Target: Knowledge of what happens during the Rite of Ordination**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> <li>At least two relevant and accurate points</li> <li>One point with development</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with one developed</li> <li>One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with development of at least two</li> <li>A single point that is exceptionally well-developed may reach this level</li> </ul>	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with detailed development of at least two</li> </ul>	5 marks
<b>Level 6</b>	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 <b>not</b> 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:**

Presentation of candidates for ordination / homily about the meaning of priesthood / examination or questioning of the candidate / the promise of obedience by the candidate to the bishop / prostration – a sign that the candidate is submitting himself to God / consecration – the priest is ordained by the bishop through laying on of hands and saying a prayer / investment – the priest receives the stole and chasuble / the bishop anoints the hands of the new priest / the bishop presents the new priest with the paten and chalice / the sign of peace / the new priest concelebrates the Mass with the bishop and other priests.

Students may use the above terms or their own words to describe the rite.

**[6 marks] AO1**

**(b) 'The Roman Catholic Church should allow women to be priests.'**

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

**Target: Evaluation of whether or not the Roman Catholic Church should allow women to be priests**

Levels	Criteria	Quality of Written Communication & Guidance	Marks
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	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
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>NB Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> 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
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> 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
<b>Level 6</b>	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.	<b>Level 6 Guidance</b> 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**

Women priests in other Christian Churches play a valuable and important role / the fact that they are women does not prevent them from fulfilling their vocation as priests / they are fully accepted by the members of these Christian Churches as priests / there is no reason Roman Catholic women, if they were given the opportunity, could not also fulfil such a role / there is a great shortage of priests in the Roman Catholic Church and if women were allowed to become priests this problem would be addressed / women have shown in every walk of society that they are as capable as men / if the Roman Catholic Church accepted women priests it would benefit from a rich source of talent of dedicated women who feel that priesthood is their calling from God / the Church is guilty of sexual discrimination by not allowing women to become priests / Paul wrote in Galatians (3:28) that in Christ there is no distinction between male and female, etc.

**Other views**

The Roman Catholic Church does not deny that women have many important roles to play in the Catholic Church but believes that only men should be ordained priests / tradition states that only men can be priests and the Church cannot change this / Christ only appointed men as apostles; if he had wanted women to be his apostles he would have called them to this role / the Church argues that only a male can truly represent Christ in the celebration of the Eucharist / priests stand in the place of Jesus and Jesus was a man / changing the tradition of having only male priests would cause a lot of upheaval in the Church / it could also lead to a loss of confidence in the Church's authority, etc.

**[6 marks] AO2**

**(c) Explain the role of lay people (laity) in the Roman Catholic Church.**

**Target: Knowledge and understanding of the role of lay people (laity) in the Roman Catholic Church**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> <li>At least two relevant and accurate points</li> <li>One point with development</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with one developed</li> <li>One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with development of at least two</li> <li>A single point that is exceptionally well-developed may reach this level</li> </ul>	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with detailed development of at least two</li> </ul>	5 marks
<b>Level 6</b>	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 <b>not</b> 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:**

Eucharistic ministers / readers / choir / music / prayer and worship / financial and leadership skills / cleaning / gardening / membership of groups such as CARE, SVP and Knights of Columba / they can teach and prepare young people for the sacraments / run youth clubs / they can apply Christ's teaching to the problems of society such as drugs, crime and looking after the hungry and homeless / the way they look after their own families and how they bring Gospel values to their own lives and families / support CAFOD/Trocaire / it is important that they use and develop their talents for the good of others, etc.

If students give a simple list they cannot get more than a Level 3.

**[6 marks] AO1**

**(d) 'Becoming a monk or nun is the best way to serve God.'**

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

**Target: Evaluation of whether or not becoming a monk or nun is the best way to serve God**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	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
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>NB Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> 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
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> 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
<b>Level 6</b>	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.	<b>Level 6 Guidance</b> 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**

A monk or nun take the vows of poverty, chastity and obedience / these vows enable them to live like Jesus and also to serve God better / a monk or nun has a duty to serve and care for others and they can do this without the restrictions of family life / some women and men live in contemplative orders such as the Carmelites and Cistercians / they live enclosed lives totally devoted to serving God through prayer for the needs of the Church and the world / Carmelite monks and nuns, such as the Sisters of Mercy, devote themselves to serving God in a variety apostolic roles in society / some monks may be priests in parishes, teachers, nurses, or they care for the poor and sick, etc.

**Other Views**

One does not have to become a nun or monk to be able to serve God well / some people may serve God better by not entering a religious life / Jesus did not select his first disciples from the priestly classes / Christians are not any less important or less able to serve God just because they did not become a nun or monk / all baptised people are set aside through their Christian vocation to love and serve God / they do this through prayer and service / lay people serve God in very important ways such protecting the environment, working to overcome injustice, prejudice, and addictions / lay people serve God by applying Jesus' teaching to the problems of the world and showing love to those in need / parents who work hard to provide loving homes and to bring their children up in the Christian faith are serving God in a very special way, etc.

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

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

<b>High performance</b>	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]
<b>Intermediate performance</b>	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]
<b>Threshold performance</b>	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]
<b>Below Threshold</b>	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 Christian Reconciliation****(a) Describe what happens during the Sacrament of Reconciliation.****Target: Knowledge of what happens during the Sacrament of Reconciliation**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> <li>At least two relevant and accurate points</li> <li>One point with development</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with one developed</li> <li>One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with development of at least two</li> <li>A single point that is exceptionally well-developed may reach this level</li> </ul>	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with detailed development of at least two</li> </ul>	5 marks
<b>Level 6</b>	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 <b>not</b> 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:**

Examination of conscience / choice of confessional or open situation where penitent meets the priest / greeting by priest / use of scripture / confession of sin and counsel from the priest / suitable penance given / act of contrition said by the penitent / absolution – the priest extends his hands or just his right hand and says, 'I absolve you from your sins, in the name of the Father, and of the Son and of the Holy Spirit.' / as these words are said, the priest makes the sign of the cross over the penitent / blessing from priest and dismissal, etc.

**[6 marks] AO1**

**(b) 'The Sacrament of Reconciliation is important to Roman Catholics today.'**

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

**Target: Evaluation whether or not of the Sacrament Reconciliation is important to Catholics today**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	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
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>NB Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> 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
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> 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
<b>Level 6</b>	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.	<b>Level 6 Guidance</b> 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**

Forgiveness was important in Jesus' ministry / he empowered his disciples to forgive sins and priests continue to do this today / penitents can confess their sins in the knowledge that they will be forgiven / an essential part of Sacrament of Reconciliation is it allows penitents to examine their consciences and admit to the priest that they have sinned / the priest will offer suitable counselling and help / when the priest forgives penitents' sins it enables them to be confident that their sins are forgiven and they can move on to rebuild their lives and relationships with God and others / feelings of guilt are removed / the sacrament celebrates the loving forgiveness of God and it is an important way to show true sorrow for one's sins, etc.

**Other views**

For some Catholics this sacrament is not relevant to their lives today as they no longer attend Church / others prefer to speak to God directly about their sins / they prefer to ask God for forgiveness rather than the priest / some find it difficult to talk to a priest about their very private and personal sins / others do not celebrate the sacrament because they find the experience of going to Sacrament of Reconciliation both frightening and embarrassing / some may have had bad experiences in the past when they went to celebrate the sacrament and they do not want to have these repeated / many children have grown up in homes where their parents have never celebrated the sacrament and it is therefore not important in their lives, etc.

**[6 marks] AO2**

**(c) Explain why some people commit crime.****Target: Knowledge and understanding of why some people commit crime**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> <li>At least two relevant and accurate points</li> <li>One point with development</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with one developed</li> <li>One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with development of at least two</li> <li>A single point that is exceptionally well-developed may reach this level</li> </ul>	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with detailed development of at least two</li> </ul>	5 marks
<b>Level 6</b>	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 <b>not</b> 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**

**(d) 'People who commit crimes should be forgiven.'**

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

**Target: Evaluation of whether or not people who commit crimes should be forgiven**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	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
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>NB Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> 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
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> 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
<b>Level 6</b>	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.	<b>Level 6 Guidance</b> 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**

Forgiveness was a very important part of Jesus' teaching / he changed the old law of 'an eye for an eye' and encouraged his followers to turn the other cheek / when he was on the cross he prayed that those who had crucified him would be forgiven / the Parable of the Unmerciful Servant (Matthew 18:23-35) teaches the importance of being merciful and forgiving / The Parable of the Forgiving Father (Luke 15:11- 32) teaches about God's compassion and unconditional forgiveness which Christians are expected to imitate / in the Our Father people ask God to forgive their sins as they forgive those who sin against them / if Christians want to be true to this teaching, they must be willing to forgive those who have committed crimes / they must be helped to realise they have done wrong and encouraged to reform, etc.

**Other Views**

It is not possible for those who are victims of crime and have been seriously hurt to forgive / it is natural to want to avenge the pain and hurt of this crime / terrible crimes like murder and rape cannot be forgiven / people who repeatedly commit crimes and show no remorse / terrorists who kill innocent people / the ideal of compassion and forgiveness that Jesus taught is very difficult to follow / if forgiveness is too readily given, then those who forgive may take advantage of this / minor crimes may be forgiven but those who deliberately commit serious crimes should not be forgiven, etc.

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

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

<b>High performance</b>	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]
<b>Intermediate performance</b>	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]
<b>Threshold performance</b>	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]
<b>Below Threshold</b>	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]