



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCSE

Religious Studies A

3061 (Full course)

Paper 2A

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Methods of marking

Difficulties may arise through the use of different methods of marking. It is, therefore, essential that, in fairness to candidates, everyone uses the same methods of marking. The advice given here may seem very obvious, but it will be helpful if everyone follows it as exactly as possible.

1. Mark clearly in red biro. You will need to change all scripts marked prior to the Standardising Meetings and change your original marks from pencil to red pen.
2. No half marks or bonus marks are to be used under any circumstances.
3. 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.
4. Indicate, **by ticking**, where you have awarded a mark for questions where there are no levels. For **levels of response**, examiners must record, in the left-hand margin, the level that has been awarded, e.g. L3, and in the right-hand margin, the mark that has been awarded for the question.
5. The numerical mark awarded for **each** response should be indicated in the right-hand margin.
6. A **separate** mark is to be awarded for the quality of written communication. Refer to the criteria given in the chart on page 5).
7. Do **not** credit material that is irrelevant to the question or to the objective, however impressive that material might be.
8. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the candidate nearer those who have given a correct answer or those who have little idea?'
9. Apply the principle of **salvage**, so that credit is given for what is correct, even if the order is misplaced in the answer.
10. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
11. **All** pages should bear some indication that they have been seen – even those pages that are left blank. Examiners should, for example, place either their initials, a tick or the word 'seen' on each page.
12. Remember, the key to good and fair marking is **consistency**. Do **not** change your marking style once you have started sending scripts to AQA.
13. Only write comments on scripts that can be justified by the mark scheme. It should be remembered that scripts may be returned to centres and candidates.

Levels of Response marking

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

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

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

If a candidate 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 candidate's response.

Levels of Response mark schemes include either **examples** of possible candidates' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that candidates 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

Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication.

Candidates will be required to:

- present relevant information in a form that suits its purposes;
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- use a suitable structure and style of writing.

Quality of written communication will be assessed in all components and in relation to all assessment objectives.

3 marks are available.

- 3 marks** The candidate 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.
- 2 marks** The candidate 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.
- 1 mark** The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
- 0 mark** The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.

Additional guidance to examiners

3 marks, to be added to the total of 80, are available for the quality of language, according to the three criteria given above.

How to assess quality of written communication

You may notice some of these criteria as you mark the paper. However, at the end of the paper, make a final check through the script, beginning with sections of extended writing.

Recommended procedure

1. If no accuracy can be found, 0 marks can be awarded for the quality of written communication.
2. Consider the extended writing first, in order to assess the quality of written communication.
3. Do not limit consideration to spelling alone. Assess grammar, punctuation and form and style. Try to form an overall impression as you read through a script.
4. Base your mark on the standard in the majority of the criteria within a level - a candidate might not maintain the same standard in each category of the criteria.
5. Recognise that the highest mark does not demand perfection and that the more a candidate has written, the more errors should be permitted.
6. High performance should not be awarded if a candidate has written little or nothing in answer to sections where extended writing is required.

Effects of Christianity on Behaviour, Attitudes and Lifestyles**Part A****A1 Abortion**

- (a) *What is abortion?*

Target: Knowledge and understanding of the term ‘abortion’ and Christian views on the issue of abortion

“Premature and deliberate termination / ending of a pregnancy.”

allow “Premature expulsion of foetus from womb” or any reference to termination of foetal life.

Need not be verbatim but accurate definition required as set out in AQA Teachers’ Guide.

(1 mark) AO1

- (b) *Give two situations when some Christians might think abortion is acceptable.*

Target: Knowledge and understanding of Christian acceptance of abortion

Award 1 mark per valid situation.

e.g. As a result of rape; continuation of pregnancy will endanger the life of the mother; handicapped foetus; continuation of pregnancy will have detrimental affect on physical / mental health of mother. Immature mother, etc.

(2 marks) AO1

- (c) *Why do some Christians think abortion is wrong?*

Target: Knowledge and understanding of Christian opposition / non-acceptance of abortion

1 mark for a valid reason or 1 reason and 1 for expansion / development.

e.g.

Because some Christians view it as murder.

(1 mark)

Some Christians view it as murder and this breaks the commandment ‘Do not kill’.

(2 marks)

(2 marks) AO1 / AO2

A2 Prejudice and Discrimination

- (a)
- Explain the difference between prejudice and discrimination.*

Target: Knowledge and understanding of difference between prejudice and discrimination

Award 1 mark for basic distinction between two terms.

e.g. "Prejudice is an attitude towards people but discrimination is an action".

Award full 2 marks for a clear elaboration or exemplification of a basic distinction.

e.g. "Prejudice is hating a person or group of people for no good reason but it is an attitude you keep to yourself. Discrimination is putting that prejudice into action such as refusing to employ someone because of the colour of their skin or their sex".

(2 marks) AO1 / AO2

- (b)
- Why would Christians regard prejudice and discrimination as wrong?*

Target: Knowledge and understanding of why Christians are opposed to prejudice and discrimination

Mark on levels for AO1 Levels 1 – 3. Credit 1 mark per level.

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Some relevant knowledge and understanding e.g. "It is against the teachings of Jesus" or "Christians believe God created all people so we must treat them with equality".	1 mark
Level 2	A clear knowledge and understanding. e.g. Prejudice and discrimination are unfair and unreasonable treatment of people. Christians believe that this goes against both the example of Jesus and the command of Jesus, 'Love your neighbour as yourself' or a list of Biblical ideas / Christian teachings relating to prejudice and discrimination with no explanation.	2 marks
Level 3	A clear knowledge and understanding with some development. "Christians believe that God created all people equally and that He made them in His own image. Christians believe that all people have the right to be treated equally and aim to follow the example of Jesus. Jesus loved all people and made no distinction between races, gender or conditions. He mixed with all kinds of people, and he commanded Christians to follow this example in obedience to the commandment 'Love your neighbour as yourself'.	3 marks

(3 marks) AO1

A3 Environment

Explain why Christians should be concerned about the environment. In your answer you should refer to at least one biblical passage.

Target: Knowledge of Christian attitudes to the environment and application of biblical teachings

Mark on levels for AO2 Levels 1 – 4. Credit 1 mark per level.

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Minimal application of knowledge and understanding. e.g. It was made by God. OR It does not belong to us but to God.	1 mark
Level 2	Some application of knowledge and understanding. e.g. The world is not ours to do with as we wish, we are custodians of it for future generations. We must take responsibility for how we use it so that future generations can benefit from it.	2 marks
Level 3	A clear application of knowledge and understanding with some development. e.g. Christians believe that we do not own the world and it is not ours to do with as we wish we also have a responsibility to pass it on to future generations. In Genesis God created man to be a steward of the world He had created, and stewardship implies we should look after what is put into our care.	3 marks
Level 4	A clear application of knowledge and understanding showing good development. Christians believe that they have a duty to look after the environment because in Genesis it states God made mankind stewards of the world which He created. Stewardship means that we are only custodians of the world for future generations and should leave it in a good state. Neither should we use the world selfishly nor pollute it, destroy it or over exploit its natural resources. If we do our actions will affect both the current generation and future generations, and to behave selfishly in this way is not loving your neighbour as yourself and therefore against one of the commandments of Jesus.	4 marks

N.B. Maximum of Level 2, if no clear reference to the concept and application of stewardship.

(4 marks) AO2

Part B**B4 Marriage and Divorce****(a) What did Jesus teach about divorce?**

Target: Knowledge and understanding of Jesus' teachings on divorce in Matthew 5 (and / or Mark 10)

N.B. This question is about Jesus' teaching on divorce. DO NOT credit reference to 1 Corinthians 7 or other Pauline teaching.

Mark on AO1 Levels 1-3. Credit 1 mark per level.

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Some relevant knowledge and understanding e.g. Jesus teaches that divorce is wrong or Jesus was against divorce.	1 mark
Level 2	A clear knowledge and understanding e.g. "Jesus regarded divorce as wrong, because he taught that marriage was for life; however Jesus did allow divorce if one partner had committed adultery" or "Jesus taught divorce was wrong and some Biblical exemplification", e.g. "What God has joined let no man put asunder".	2 marks
Level 3	A clear knowledge and understanding with some development e.g. "Jesus regarded divorce as wrong, because he taught that marriage was for life; however, Jesus did allow divorce if one partner had committed adultery. He also went on to say that if anyone divorced their wife for any cause other than adultery, then they were guilty of making that wife commit adultery if she were to marry again.	3 marks
		(3 marks) <i>AO1</i>

- (b) *How might the Christian beliefs of a married couple help them in their marriage?*

Target: Knowledge and understanding of how Christian beliefs affect relationships and responsibilities in marriage

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Minimal application of knowledge and understanding. e.g. simple statement of attitude or action above “Because they believe that they make their vows in front of God.”	1 mark
Level 2	Some application of knowledge and understanding. e.g. “The couple will be faithful to each other, because one of the 10 Commandments states the God does not approve of adultery.”	2 marks
Level 3	A clear application of knowledge and understanding with some development. (With reference to more than one Christian belief and teaching.) e.g. Christians believe that marriage is a sacrament which should not be broken and that vows which they make to each other are also made in front of God who blesses their marriage. This belief will make the couple take their vows seriously and they should try to uphold them, for example they should remain sexually faithful to each other as the bible teaches that adultery is wrong.	3 marks
Level 4	A clear application of knowledge and understanding with good development. (Deploying a range of Christian beliefs / teachings). e.g. Level 3 + “Christians are also taught that marriage is similar to the relationship which Christ has with the Church, this means that they should show a self-denying love towards each other. This type of love is more than sexual love, it is a love which is supportive and will stand both good times and bad and they should be prepared to forgive any wrong doing as Christ forgives us.”	4 marks

Answers should show reference to some or all of the following:

Their vows are made in front of God; Marriage is seen as a sacrament; Marriage is similar to the relationship Christ has with the Church; They have a willingness to forgive; to be faithful to each other; seek to avoid divorce; love one another; exercise patience and forbearance; submit to one another; etc.

(List is not exhaustive and any *valid* Christian response should be credited.). A mere list of valid ideas with no exemplification = Level 2, 2 Marks (Max).

(4 marks) AO2

- (c) *“Christians should encourage couples to keep their marriage vows instead of accepting the remarriage of divorcees in church.” Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.*

Target: Evaluation of topical situation; Sanctity of marriage verses remarriage of divorcees in Church

Mark on AO3 Levels 1 – 5. Credit 1 mark per level.

Levels of Response

0	Unsupported or no relevant evaluation.	0 marks
Level 1	Opinion supported by a simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons.	2 marks
Level 3	Opinion supported by one well-developed reason, or two elaborated reasons.	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

This question can be answered in several ways and there will be a wide variety of responses. Candidates may focus more on one part of the statement than on the other, e.g., remarriage of divorcees rather than upholding the sanctity of marriage. For upper levels both aspects of the statement need to be addressed. Any valid and justified response should be given credit.

Answers may include the following points:

- For** Marriage is for life; Vows made before God are special and therefore should be followed, e.g. for better for worse, till death us do part, in sickness and in health; God has joined the couple together not just the law ‘Those who God has joined together let no man divide’; Church has a duty to help and support those in difficult marriages by offering counselling etc. Divorce now a major problem affecting family life and the Church should take a moral lead in upholding family values. Some may argue that allowing remarriage of divorcees in Church devalues institution of marriage, etc.
- Against** Better to allow divorce than keep people in a violent marriage. People change over time and marriage might have been a mistake, better to allow divorce than continue loveless marriage. Jesus allowed divorce for adultery (Matthew 5) so Church should follow Jesus’ teaching. On remarriage of Divorcees, Some Churches allow it but note Roman Catholic Church does not. Everyone deserves a second chance just because first marriage ended in divorce should not preclude second church wedding. Church needs to move with the times and show a more forgiving nature towards divorcees.

(5 marks) AO3

B5 *Voluntary Agencies and Overseas Aid*

- (a)
- Explain why famine occurs in some countries.*

Target: Application of knowledge and understanding to question why famine occurs

Mark on AO2 Criteria. But note only 2 marks available.

*Levels of Response***0** Nothing relevant or worthy of credit. 0 marks**Level 1** Minimal application of knowledge and understanding.
e.g. Famine occurs in some countries because of drought or failure of crops. 1 mark**Level 2** Some application of knowledge and understanding.
e.g. 'Failure occurs in some less developed countries because their agriculture is not as developed as it is in richer countries and these poorer countries are easily affected by drought, flood or failure of crops' OR 'When crop failure occurs, poor countries have no reserves of cash or crops to fall back on and this leads to famine and starvation'. 2 marks**(2 marks)** *AO2*

- (b)(i)
- Give the name of one Christian voluntary aid agency which might help those who are suffering from the problems caused by famine.*

Target: Knowledge and understanding of Overseas relief agenciesAny **Christian** relief agency may be cited, but note it **must** be Christian.

Acceptable answers would be: Christian Aid; TEAR Fund; CAFOD; TROCAIRE:

Do not credit OXFAM; Live Aid etc

1 mark for correct identification

(1 mark) *AO1*

- (b)(ii) *Describe how this agency might help with short term aid.*

Target: Knowledge and understanding of short term aid

Mark on AO1 Criteria.

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Minimal answer showing only some relevant knowledge and understanding.	1 mark
Level 2	Full answer showing a clear knowledge and understanding.	2 marks

Credit any valid response relating to Short Term / Emergency Aid, e.g. Sending of emergency food supplies and establishment of emergency feeding centres. Clean water, provision of emergency shelter; medical supplies / treatment. Sanitation. Collection of money to fund appeals, etc.

N.B. If candidate has chosen Oxfam / Live Aid etc in part (i) **DO NOT PENALISE** if the answer to part (ii) is relevant.

(2 marks) **AO1 / AO2**

- (c) *Explain how long term aid may be of greater value to less developed countries than short term aid.*

Target: Application of knowledge and understanding of benefits of long term aid

Mark on AO2 Levels 1 – 4. Credit 1 mark per level.

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Minimal application of knowledge and understanding.	1 mark
Level 2	Some application of knowledge and understanding.	2 marks
Level 3	A clear application of knowledge and understanding with some development.	3 marks
Level 4	A clear application of knowledge and understanding with good development.	4 marks

This answer requires knowledge and comparison of the aids of both short-term aid and long term aid.

Answers may include reference to the following:

Short-term aid does not aim to solve the root of the problem but helps in the immediate aftermath of a disaster. Short-term aid assesses situation for more long-term aid. Long-term aid follows on from short-term emergency aid to make people more self sufficient and self-reliant. Long term projects are aimed at education in the affected country so that people of that country have greater hope of getting better jobs and breaking poverty cycle. Also education of developed countries to the needs of less developed. Improvement in agriculture and use of intermediate technology. Setting up of fair trade projects. Long term health care projects. Emphasises the importance of using local skills / educating local people to develop skills so that they become self-sufficient.

(4 marks) **AO2**

- (d) *“If Jesus came back to earth in 2003, he would be shocked to see that most Christians do not help the poor personally but just give money to charity.” Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.*

Target: Evaluation of statement; financial rather than practical help

Mark on AO3 Levels 1 – 5. Credit 1 mark per level.

Levels of Response

0	Unsupported or no relevant evaluation.	0 marks
Level 1	Opinion supported by a simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons.	2 marks
Level 3	Opinion supported by one well-developed reason, or two elaborated reasons.	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

For Jesus helped people himself therefore shouldn't we? It is easy to hide behind giving to charity and thinking we have fulfilled our obligation. Giving to charity removes you from the real problem. Is giving money to a charity really loving your neighbour as yourself or is it removing you from your responsibility.

Against We can't all go and help it is impractical. Situations in overseas countries vary and need clear expertise and practical skills which many people don't possess, therefore we could do more damage than good. Even financial help is helping those in need and Jesus would still approve.

(Any other reasonable view may be credited providing it specifically addresses the issue.)

(5 marks) AO3

Part C**C6 War and Nuclear Weapons**

- (a)
- State what is meant by a 'Just War'.*

Target: Clear knowledge and understanding of 'Just War Theory'

Mark on Levels for AO1 Levels 1 – 4. Credit 1 mark per level.

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit. e.g. A Just War is a war that must follow certain conditions OR one condition simply stated.	1 mark
Level 2	Some clear knowledge and understanding. e.g. 'For war to be called Just it must fulfil certain conditions, which are laid down in the Just War theory, this helps justify some but not all wars'. OR 'For a war to be called just it must fulfil certain conditions for example it must be started for a just or good reason e.g. in defence of a country. (or any other condition may be cited). OR two or more conditions simply stated.	2 marks
Level 3	A clear of knowledge and understanding with some development. e.g. 3 of the Conditions of a Just War stated, and some development of at least two conditions, or one condition well developed and other conditions stated.	3 marks
Level 4	A clear knowledge and understanding with good development. e.g. 4 Conditions stated with some development.	4 marks

N.B. mere rewriting of a basic list of conditions will score only a Maximum of Level 3.

(4 marks)**AO1**

- (b) **EITHER** *Explain the different views that Christians may hold about Britain possessing nuclear weapons.*
OR *Explain the different views that Christians may hold about protest.*

Target: Understanding / explanation of differing Christian views regarding either nuclear weapons or protest

Mark on AO2 levels. Levels 1 – 4. Credit mark per level.

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A minimal application of knowledge and understanding.	1 mark
Level 2	Some application of knowledge and understanding.	2 marks
Level 3	A clear application of knowledge and understanding with some development.	3 marks
Level 4	A clear application of knowledge and understanding with good development.	4 marks

This question is likely to draw a fair variety of responses. The question asks for an **explanation** of why / why not, **not just a list** of why / why not. Thus a list of reasons will score only minimal marks. Level 3 and above **must** show explanation and consideration of **both** sides of the issue.

For Nuclear Weapons

They have proved an effective deterrent in a nuclear age; the nuclear bomb cannot be disinvented, (therefore multilateral disarmament is unrealistic.) The state has a moral duty to protect its citizens and in a nuclear age this means possessing nuclear capability; Unilateral disarmament would lay Britain open to possible attack and / or inability to defend herself.

Against Nuclear Weapons

Nuclear weapons are weapons of mass destruction; the effects of Nuclear weapons cannot guarantee non-combatant immunity; effects of a nuclear war would be devastating on environment; risk of accidental firing; Deterrence is moral blackmail; if Britain took a lead in disarming (unilateral) other countries may follow, leading to multilateral, etc.

For Protest

Protest may raise awareness of a situation; empowers minority groups to have a voice; peaceful protest often better than violent action. Non co-operation may achieve aims / results in the long run without recourse to violence. Evidence of success in past, Martin-Luther King and bus boycotts verses racism. Non Christian example of Mahatma Ghandi verses British rule in India, etc.

Against Protest

Protests can be seen as civil disobedience verses Pauline teaching on obedience to ruling authorities; May not achieve aims quickly enough and violent action / war may be lesser of two evils. Risk of escalation into violence opponents may have opposite attitude and retaliate resulting in injury or loss of life, e.g. Tianamen Square, etc.

(4 marks) AO2

- (c) *Explain why some Christians might refuse to fight in a war. In your answer you should refer to biblical passages.*

Target: Application of knowledge and understanding to issue of Christians' non-participation in war

Mark on AO2 Levels. BUT NOTE ALLOCATION OF MARKS.

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A minimal application of knowledge and understanding.	1 - 2 marks
Level 2	Some application of knowledge and understanding.	3 - 4 marks
Level 3	A clear application of knowledge and understanding with some development.	5 - 6 marks
Level 4	A clear application of knowledge and understanding with good development.	7 marks

Answers are expected to make reference to biblical material, answers which do not will be given a minimum credit only (to maximum of Level 2 – 4 marks)

Answers might include reference to some or all of the following:

General points

They are pacifists and therefore against all war and violence; They are conscientious objectors. A specific war is wrong. They believe that fighting achieves nothing and will just encourage other side to seek revenge. Sanctity of life. etc.

Biblical points

Reference to Exodus 20 and commandment verses killing and application of ideas of war. Words of Jesus at his arrest "Those who live by the sword die by the sword" Matthew 26 vv.47-53. Jesus teaching about forgiveness in Matthews 5 vv.38-48, "love your enemy", etc. The Beatitudes Matthew 5, "Blessed are the peacemakers..." Romans 12 vv.9-21. 'Do not repay evil for evil...live in peace with everyone...revenge belongs to God'.

(7 marks) AO2

- (d) *“All types of war can be justified.” Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Christianity in your answer.*

Target: Evaluation of the (absolutist) statement that all types of war can be justified

Mark on AO3 Levels 1 – 5. Credit 1 mark per level.

Levels of Response

0	Unsupported or no relevant evaluation.	0 marks
Level 1	Opinion supported by a simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons	2 marks
Level 3	Opinion supported by one well-developed reason, or two elaborated reasons.	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
<i>Level 5</i>	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

This question requires an answer that looks at both sides of the argument.

Candidates who limit themselves to one-sided view, however well developed will score a maximum of level 3.

There will be a wide variety of responses, and any reasonable argument should be credited, but **the key** issue here is can all types of war be justified?

Therefore there will need to be clear evidence of some discussion of the Just War Theory and how it may be fulfilled in the case of a conventional, nuclear or terrorist war. Use of ‘chemical’ and ‘biological’ weapons could also be considered. No specific reference to types of war = Max Level 3. Do not credit repetitive material from part C.

For

Conventional Wars: can be justified providing they are declared within / fulfil the aims of Just War theory.

With respect to Nuclear War: a limited nuclear exchange might achieve its objectives and prevent further protracted loss of life if conventional weapons continued to be used; Example of the limited use of nuclear weapons in World War II brought war to a swifter end, e.g. Hiroshima etc.

With respect towards Terrorist Activity: Can only be justified if it is used to overthrow illegal or undemocratic political regime e.g. ANC verses Government of South Africa, re Apartheid.

Against

Conventional War: If war is merely to take over territory or to make a statement about aggressor’s power. Or fails to fulfil criteria of Just War theory. e.g. Non-Combatant immunity disregarded, etc.

Nuclear War: Might be seen to fail to fulfil the Just War conditions of proportionality, these are weapons of huge destructive capability; The good achieved will be questionable, the result may be more evil than the wrong it set out to right. It certainly would prove to be a last resort but the widespread effects will also affect the environment and non-combatants. You cannot win a nuclear war. Peace might be restored, but at what cost? Would anyone be left to enjoy it?

Terrorism: Breaks the rule of proper authority, many terrorist groups are breakaway factions who use violence for political ends. Indiscriminate targeting of innocent civilians, e.g. September 11th 2001; and / or Northern Ireland etc. Often ongoing and not always last resort.

(5 marks) A03

C7 *Punishment and Forgiveness*

- (a)(i)
- Explain why some Christians might argue in favour of capital punishment.*

Target: Application of knowledge and understanding of reasons why Christians may argue for and against Capital Punishment

Mark each part on AO2 Levels 1 – 4. Credit 1 mark per level.

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A minimal application of knowledge and understanding.	1 mark
Level 2	Some application of knowledge and understanding.	2 marks
Level 3	A clear application of knowledge and understanding with some development.	3 marks
Level 4	A clear application of knowledge and understanding with good development.	4 marks

This question will draw a considerable number of answers that may be very general, but it is *expected* that candidates credited with *higher* level (Level 4) will make *some* reference to specifically Christian reasons.

In Favour of Capital Punishment

It is a deterrent to others who may be tempted to kill; protects society, innocent people and police by making sure the murderer cannot do it again; it is deserved / justice must be done, e.g. In case of terrorists who have no thought for taking innocent life. 'Life imprisonment' does not always mean life. It shows that society totally abhors murder. Christian beliefs based on natural justice and Old Testament ideas to protect innocent life, etc.

- (ii)
- Explain why some Christians might argue against capital punishment.*

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A minimal application of knowledge and understanding.	1 mark
Level 2	Some application of knowledge and understanding.	2 marks
Level 3	A clear application of knowledge and understanding with some development.	3 marks
Level 4	A clear application of knowledge and understanding with good development.	4 marks

Against Capital Punishment

Hypocritical, law states murder is wrong but it is committing murder in the name of the state. Many murders are crimes of passion and not premeditated. Mistakes in justice system might lead to innocent people being put to death. Evidence suggests it is not a deterrent. Christians should show compassion and desire to reform not execute criminals. Human life is sacred, so even though life may have been taken does not give us the right to take life, only God has the right to take life, etc.

(8 marks) AO2

- (b) *Outline and explain Jesus' teachings about punishment and forgiveness.*

Target: Application and knowledge and understanding of Jesus' teaching on Punishment and Forgiveness

Mark on AO2 Levels. BUT NOTE ALLOCATION OF MARKS:
3 marks 1 per level up to Level 3 can be awarded for A01 criteria.

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A minimal application of knowledge and understanding.	1 – 2 marks
Level 2	Some application of knowledge and understanding.	3 – 4 marks
Level 3	A clear application of knowledge and understanding with some development.	5 - 6 marks
Level 4	A clear application of knowledge and understanding with good development.	7 marks

Note that the question has two parts (i) outline and (ii) explanation. Mere rewriting of a biblical passage with no explanation of application will score only minimal marks maximum Level 2 (3 marks). Higher Levels **must** demonstrate understanding and application of more than one biblical passage.

Reference to some biblical passages set in the specification is expected.

- e.g. Matthew 5.vv. 38-48. Do not take revenge, etc.
 Matthew 18.vv .23-35. Cannot expect to be forgiven if you do not show forgiveness.
 Luke 15 vv 11-23. Acknowledgement of faults leads to forgiveness.
 John 8 vv 11-11. Jesus forgives the woman AND tells her to go away and sin no more, he does not condone her actions.

With no specific reference to punishment, Max Level 3 5 marks.

(7 marks) AO1 / AO2

- (c) *“Christians should only approve of punishments that lead to the reform of a criminal.” Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.*

Target: Evaluation of statement about reform as the main Christian aim of punishment

Mark on AO3 Levels 1 –5. Credit 1 mark per level.

Credit any valid response, the list below is not exhaustive but some suggestions are:

Levels of Response

0	Unsupported or no relevant evaluation.	0 marks
Level 1	Opinion supported by a simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons.	2 marks
Level 3	Opinion supported by one well-developed reason, or two elaborated reasons.	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

For Christians follow teachings of Jesus, which point to reform. Jesus replaces Old Testament ‘eye for eye’ principle with Matthew 5 (38 – 48). Christians do not deny need for punishment but punishment should be constructive. Criminal brought to see error of their ways and repentance, forgiveness follows, e.g. reference to: “More joy in heaven over one sinner who repents than over 99 righteous persons” etc. Some offenders may be young and need to be educated to allow second chance. With reform criminals can rehabilitate and then go on to make valuable contributions to society, e.g. Drugs offender may go on to help others with drug problems, etc.

Against Christians need to balance the punishment of criminals with needs of society in some cases reform and release are not possible. Society needs protecting against violent criminals e.g. Terrorists / murderers / violent sex offenders. Some criminals have psychological disorders which imprisonment cannot reform, therefore they need to be kept out of society. Balance of reform of prisoner with theories of deterrence, vindication not always possible. Prisons can be viewed as schools of crime and people worse when they come out than when they went in. For very serious acts of terrorism and other premeditated murders the criminal has forfeited their right to reform and should be executed or receive life / permanent imprisonment, etc.

(5 marks) AO3