

GCSE 2004  
*June Series*



## Mark Scheme

### **Specification A Paper 2A: *Effects of Christianity on Behaviour, Attitudes and Lifestyles*** *(Subject Code 3061/3066)*

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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.

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*Dr Michael Cresswell Director General*

## 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, 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.

**Paper 2A: Effects of Christianity on Behaviour, Attitudes and Lifestyles****A1 Peace and Authority**

**(a)(i) Explain what is meant by the term pacifism.**

**Target: Knowledge and understanding of pacifism, issue of authority to the state and relevant biblical material**

1 mark for a simple explanation of the term.  
e.g. 'Opposition to war.'

2 marks for a clear explanation of the term.  
e.g. Pacifism is the total opposition to war and any other type of violence.

**(2 marks) AO1**

**(ii) What reason did Jesus give to his disciples for not fighting at his arrest?**

**Target: Knowledge and understanding of pacifism, issue of authority to the state and relevant biblical material**

"All who live by the sword, die by the sword in fulfilment of prophecy."

Accept similar wording if meaning is clear.  
Do **not** accept 'He knew he would die / 'legions of angels could be summoned'

**(1 mark) AO1**

**(b)(i) Give one reason mentioned by St Paul for obeying the authority of the State.**

**Target: Knowledge and understanding of pacifism, issue of authority to the state and relevant biblical material**

e.g. They were put there by God; to disobey the authority is to disobey God; if you disobey authorities you will bring judgement on yourself, etc.

**(1 mark) AO1**

- (ii) *Explain one situation when a Christian might think it was right to disobey the authority of the State.*

**Target: Knowledge and understanding of pacifism, issue of authority to the state and relevant biblical material**

1 mark for simple statement

e.g. When the State forbids them to attend church / The government may be corrupt / They are called upon to fight a war they do not agree with, etc.

2 marks for a developed reason

e.g. The State forbids them to attend church, but they feel that their faith is so important that they are prepared to disobey the government in order to fulfil their duty as Christians.

They disobey authority of a corrupt government because they wish to draw attention to the fact that the government is acting unfairly or corruptly, e.g. actions of African National Congress (ANC) in South Africa, etc.

List is far from exhaustive and any valid reason should be credited 1 mark if simply stated, 2 marks if there is some relevant explanation.

**(2 marks) AO2**

## **A2 Sex and Relationships**

- (a) *What is adultery?*

**Target: Knowledge and understanding of Christian teaching on adultery and pre-marital sex**

1 mark for a simple explanation of the term

e.g. It is when a married person has an affair.

2 marks for a more detailed / fuller answer

e.g. Adultery is when two people have consenting sexual relationships, but one or both of them are already married to someone else.

**Must** have reference to marriage.

**(2 marks) AO1**

- (b) *Why do Christians regard adultery as wrong?*

**Target: Understanding Christian teaching on adultery**

1 mark for simple but valid reason with minimal explanation.

e.g. It is against one of the Ten Commandments, "You shall not commit adultery", or it breaks one of the marriage vows.

2 marks for a valid reason with clear explanation / exemplification or two valid reasons.

e.g. It is against biblical teaching the Ten Commandments and the teaching of Jesus, and it breaks one of the marriage vows that they made before God / It undermines the trust in marriage and shows that the partner cannot be faithful, etc.

**(2 marks) AO1**

- (c) *Explain two reasons why many Christians are against sex before marriage.*

**Target: Understanding Christian teaching on pre-marital sex**

1 mark for valid reason.

2 marks for a valid reason with clear explanation.

This is likely to draw a variety of responses so allow both negative and positive reasons why most Christian teaching is against sex before marriage.

Put two separate marks in margin, e.g.

**Negative**

Risk of conception and or infection (may appear outdated but still a valid reason); using the person for your own sexual gratification with no intention of commitment; leads to promiscuity; defiles the body as temple of the Holy Spirit.

**Positive**

By keeping sex within marriage it: gives sex a special status; balances the joy of sex with responsibility towards the other person; it makes it dependent on lifelong commitment; it makes the pleasure of sex part of a religious or spiritual contract, etc.

**(4 marks) AO2**

**B3 Prejudice and Discrimination**

- (a) *Outline the story of Peter's vision.*

**Target: Knowledge and understanding of Christian attitudes about Prejudice and Discrimination and knowledge and understanding of a set passage and its relevance in life of Christians today**

Outline of **Acts 11v5-9**

This does not require a verbatim account but an accurate outline only.

Mark on AO1 Levels 1 - 3: Credit one mark per level

**Levels of Response**

<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit. e.g. one or two recognisable points.	1 mark
<b>Level 2</b>	Some clear knowledge and understanding. e.g. The general outline is there.	2 marks
<b>Level 3</b>	A clear knowledge and understanding with good development. e.g. There is a good outline of the event with most of the significant points covered, including clean / unclean.	3 marks

N.B. It does not need to be a verbatim account.

**Key Points**

Peter in Joppa praying; has vision of sheet let down from heaven. All types of animals in sheet; voice telling him to kill and eat; Peter refuses 'no unclean food has passed my lips', voice from heaven 'Do not consider anything unclean that God has declared clean' repeated three times; sheet disappears back to heaven.

**(3 marks) AO1**



- (b) *Explain what this story teaches Christians about how they should treat other races.*

**Target: Knowledge and understanding of biblical passage and application to issues of prejudice and discrimination**

Mark on AO2 Levels 1-3: Credit one mark per level.

**Levels of Response**

<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	A minimal application of knowledge and understanding. e.g. It teaches them that they should not be racist, or it teaches them to treat all people equally.	1 mark
<b>Level 2</b>	Some application of knowledge and understanding. e.g. It teaches Christians today to accept all people despite their race and that they should not judge others because of the colour of their skin or race but treat them equally.	2 marks
<b>Level 3</b>	A clear application of knowledge and understanding with some development. e.g. Level 2 plus Just as Peter was told by God not to judge unclean what God has made clean so we cannot judge what God has created. God created all people and we must treat them as brothers / sisters and not regard them as inferior in any way. (For Level 3 expect some clear reference back to the story).	3 marks
		<b>(3 marks) AO2</b>

- (c) *Explain one way in which Christians might help to overcome the problem of racism.*

**Target: Practical application of knowledge and understanding to issue of racism**

1 mark for a valid way with no / minimal explanation.

2 marks for a valid way with a clear explanation.

Candidates that only give a valid way without explanation should not be penalised but will score **1 mark only**.

Answers may refer to the following ways:

Preach versus racism; pray for racial harmony; write anti-racist letters to the press. Join demonstrations versus racism. Make friendships with people of other races; set up support groups for victims of racial harassment. Set up community projects to integrate people of differing races, etc.

**(2 marks) AO2**

- (d) *“Christian churches should not discriminate; they should allow women to become priests or ministers.”*

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

**Target: Evaluation of topical statement regarding Church discrimination against women**

**Levels of Response**

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

**For**

Women can fulfil the role of a priest just as well as men. There is no specific comment / teaching from Jesus that only men should be priests. Many women followed Jesus and were effective witnesses to him so why can't women do so in the 21<sup>st</sup> century? In the 21<sup>st</sup> century it is wrong that women should be excluded from the office of a priest especially when they have equal opportunities in other professions; it is merely upholding a traditional view of the priesthood which has no place in modern society. In some cases women can be more effective than men; they are often more sympathetic and better listeners. It represents society better. If women have a genuine vocation to serve the church as priests, then tradition and popular attitudes should not stop this; many other denominations do allow women priests / ministers, those that don't are putting themselves out on a limb, etc.

**Against**

The oldest Christian churches the - Orthodox Church and the Catholic Church - do not ordain women and this is based upon their traditions / teachings, which should still be upheld in the 21<sup>st</sup> century. Some believe that Jesus deliberately set out to establish the Church with male leaders. The ministry of women in the New Testament had nothing to do with the sacraments so we should uphold this. The priest takes on the role of Christ, which a woman cannot. The priesthood has a “hands off” nature, which is decidedly male; some biblical teaching (Pauline) would suggest that women should have no authority in churches; women can still serve the church without becoming priests; ordaining women to the priesthood would hinder chances of greater unity between some churches, e.g. Anglicans and Catholics, etc.

**(5 marks) AO3**

**B4 Population and Poverty**

- (a) *Give two reasons why the world population is increasing.*

**Target: Knowledge and understanding of the relationship between poverty and population**

Mark on AO1 criteria: 1 mark per valid reason.

e.g. Infant mortality rate falling, increased older population, fewer diseases are fatal, better health care. In developing countries people have to have large families to work the land; developing countries little effective birth control, etc.

**(2 marks) AO1**

- (b) *Why does poverty lead to over population in some countries?*

**Target: Knowledge and understanding of the relationship between poverty and population**

**N.B. Question should not be read as over-population leading to poverty**

1 mark for correct but minimal understanding.

e.g. In less developed countries they have to have lots of children to provide labour.

2 marks for a correct and clear / full understanding

e.g. In less developed countries when people can't afford to pay for labour or machinery to work the land, they have to have many children to provide the labour.

**Plus either**

Also in less developed counties there is no welfare state or pensions and when people become old or ill they need their family to take care of them.

**Or**

People in rich countries can afford to practice birth control; they don't need to have children. In poor countries children are a necessity not a luxury. Also there is the problem of educating people in poor countries about birth control and providing the means for them to use it, etc.

Accept repetition from part (a)

**(2 marks) AO1**

- (c) *Explain what Jesus taught about wealth.*

**Target: Knowledge and understanding of Jesus' teaching on wealth**

**Levels of Response**

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

N.B. **must** be Jesus, **not** Paul.

**Reference could be made to the following points:**

Jesus did not teach that wealth was wrong but that wealth should be used wisely and to help others. (The Rich Fool, Luke: 12:13-21). That people should not get weighed down by the love of worldly goods wealth 'easier for a camel to pass through the eye of a needle than a rich man to enter the Kingdom of Heaven' (The Rich Young Man, Mark 10: 17-31). If you have wealth then you cannot ignore the plight of others and must do something to help relieve that plight. (The Rich Man and Lazarus, Luke 16: 19-31). We should give generously, the more we have the more we should give to others less fortunate (The Widow's Mite, Luke 21:1-4). etc.

**Candidates can use other New Testament passages providing they are relevant.**

**(4 marks) AO2**

- (d) *"The answer to the world population explosion is not contraception but sharing the world's resources."*

*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 statement concerning poverty / population control in less developed countries**

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

**Levels of Response**

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

**For**

Yes – population explosion is the fault of poverty not primary cause of it. There is more than enough for everyone in the world, but there is an unfair distribution of resources. 80% of resources used by 20% of population. If balance was redressed there would be less poverty removing need for large families in less developed countries to provide labour or provide parents with care in old age. Less poverty would improve life expectancy and lessen the need for large families. Less poverty would improve chances of education allowing access to fair trade helping break the poverty population trap. Policy of effective birth control difficult to implement in some countries and is only removing the symptoms of the problem not the root cause, etc.

**Against**

If effective means of birth control were implemented this could begin to reduce problems by preventing unplanned conceptions and thus begin to reduce birth rate / population so countries can begin to feed / support themselves with the resources that they have. It would reduce the risk of death in childbirth or problems in pregnancy allowing greater survival rate of women who are often key earners / workers in family. Ever increasing population puts a further strain on already limited infrastructure and resources.

Accept church teaching on contraception / debt and biblical teaching on wealth.

**(5 marks) AO3**

**Part C****C5 Life and Living**

- (a) *Choose one of the following issues:*

*Abortion*  
*Euthanasia*  
*Divorce.*

*Explain in detail two different circumstances when the issue you have chosen may be regarded by some Christians as acceptable.*

**Target: Knowledge and understanding of Christian acceptance and non-acceptance of moral issues of Abortion, Voluntary Euthanasia or Divorce**

N.B. Allocation of marks in Part (a):

2 AO1 marks are available for stating a valid circumstance - 1 mark for each circumstance chosen. The remaining 6 marks are AO2 marks (3 marks for explanation of each circumstance).

Mark on AO2 Levels 1 - 3: 1 mark per Level.

Give 2 separate marks and a Level for **each** circumstance (i.e. Maximum = 1 + 3, 1 + 3). If a candidate has answered on two topics, read both but use **only** the higher one.

**Levels of Response**

<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Some clear knowledge and understanding.	2 marks
<b>Level 3</b>	A clear application of knowledge and understanding with some development.	3 marks

Acceptable situations might include:

**For Abortion**

Continuing pregnancy might endanger life of mother; if mother is suffering from severe illness; continuation of pregnancy will severely affect mental health of mother; if child is likely to be severely handicapped; if child has congenital defect; or will not survive at birth; when conception was a result of rape / incest. Immature mother, etc.

**For Euthanasia**

Person is suffering from a terminal illness and in pain; they have a progressive and debilitating illness for which there is no cure; the person's quality of life is so poor that they have everything done for them, etc.

**For Divorce**

Better to allow divorce than keep a couple in a violent marriage; people change over time and sometimes better to allow divorce than to stay in a loveless marriage. Jesus allowed divorce for adultery so Christians should follow Jesus' teaching.

**(2 marks) AO1 and (6 marks) AO2**

- (b) *Choose one different issue from the list and explain in detail why some Christians would argue that the issue is not acceptable. You should refer to biblical passages you have studied.*

**Target: Knowledge and understanding of Christian acceptance and non-acceptance of moral issues of Abortion, Voluntary Euthanasia or Divorce**

Mark on AO2 criteria Levels 1-4: But note allocation of marks.

Answers are expected to make reference to **biblical material**, answers that do not will be credited to a maximum Level 2.

If a candidate answers on same topic as in part (a) award no marks.

#### Levels of Response

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

Answers may include reference to the following:

#### Abortion

Life begins at conception; God gives life only God should take life away; Child is a gift from God; rights of a foetus over those of the mother; abortion versus the commandment “Thou shall not kill”.

**Biblical support:** Genesis 1: 26-27; Exodus 20. Psalm 139 13-16; Jeremiah 1:5.

#### Euthanasia

God gives life, etc. suffering is a way of strengthening faith / trust, or is part of God’s plan. Euthanasia versus commandment “Thou shall not kill”, Sanctity of life argument; alternatives available e.g. Hospices, etc.

**Biblical support:** Genesis 1: 26-27; Exodus 20., Psalm 139 13-16; Jeremiah 1:5.

#### Divorce

Marriage is for life “Till death us do part”; Vows made before God are special and should be kept, e.g. For better for worse, in sickness and in health, etc. They should stay together and support each other in good times and bad not just give up at first problem; God has joined the couple together not just the law ‘Those who God has joined together let no man divide’ effects of divorce on children of the marriage.

**Biblical support:** Matthew 5: 27-32 (and / or Mark 10); Ephesians 5: 21-33.

**(7 marks) AO2**

(c) *“The Bible provides the answer to all moral issues.”*

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

**Target: Evaluation of statement concerning authority of bible on all moral issues**

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

**Levels of Response**

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

**For**

The Bible teaches us the way by which we should live. Some moral issues are specifically referred to, e.g. care for the environment (Genesis); committing adultery / killing / stealing, etc. In the Ten Commandments. In addition the Great Commandment of Jesus to ‘Love your neighbour as yourself’ can be seen to apply to many moral issues even if they are not specifically referred to. The ideas of obedience and respect for God, love and forgiveness towards others can be used as an effective moral guide and provide answers to moral problems.

**Against**

Sometimes the Bible is not specific enough about moral issues affecting modern society, e.g. nuclear threat / deterrence, modern warfare, Cloning, IVF, etc. These leave the moral teaching that is found in the Bible open to interpretation and this can lead to confusion by raising more questions than providing answers to moral issues. Sometimes the Bible is contradictory between the Old Testament and the New Testament in what it teaches on moral issues e.g. divorce or war. Some biblical teaching can be viewed as being discriminatory, e.g. The Old Testament attitudes towards women, and some Pauline teaching about women.

**(5 marks) AO3**

**C6 The Environment**

- (a) *Explain some of the ways in which the environment is being damaged.*

**Target: Knowledge and understanding of the Christian concern for the environment / practical application to behaviour**

3 AO1 marks available for identification of ways in which environment is being damaged.  
4 AO2 marks for explanation.

**Levels of Response**

<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	A minimal application of knowledge and understanding.	1 – 2 marks
<b>Level 2</b>	Some application of knowledge and understanding ( <b>must</b> show understanding for 4 marks).	3 – 4 marks
<b>Level 3</b>	A clear application of knowledge and understanding with some development.	5 – 6 marks
<b>Level 4</b>	A clear application of knowledge and understanding with good development.	7 marks

Answers may refer to:

Pollution, Damage to the Ozone layer, Greenhouse effect, Increasing depletion of natural non-renewable resources, Deforestation, Acid rain, etc.

**(7 marks) AO2**

- (b) *Explain how being a steward of the world might guide Christians in their behaviour. You should refer to biblical teachings in your answer.*

**Target: Application of knowledge and understanding of Christian teaching on environment**

Mark on AO2 criteria Levels 1 – 4: Credit 2 marks per level.

**Levels of Response**

<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	A minimal application of knowledge and understanding.	1 – 2 marks
<b>Level 2</b>	Some application of knowledge and understanding.	3 – 4 marks
<b>Level 3</b>	A clear application of knowledge and understanding with some development.	5 – 6 marks
<b>Level 4</b>	A clear application of knowledge and understanding with good development.	7 – 8 marks

There are two key areas to look for in marking this question, the concept of stewardship and its practical effect on the lives of Christians today. The likely allocation of marks will be 4 and 4.

The key thing here is the explanation of how belief of stewardship affects practical action, so answers must show both sides to score top levels. If a candidate just writes about stewardship then maximum = Level 2 (4 marks).

**Concept of stewardship may include:**

The world is not ours it belongs to God / Man is God's steward to care for the world / We don't possess the world but are merely custodians / Responsibility to pass world on to future generations / Clear reference to biblical teaching, e.g. Genesis or Psalms, etc.



**Practical reasons may include:**

Running recycling projects; working with local conservation groups; using public transport more frequently; joining / supporting large environmental groups, e.g. World Wildlife Fund, Greenpeace; Lobbying / writing to Members of Parliament; raising awareness in local areas. Donating money to environmental organisations, etc.

(8 marks) AO2

- (c) *“Concern for the environment is the most important issue for Christians today.”*

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

**Target: Evaluation of statement, “Environmental issues are the most important moral issues today”.**

Mark on AO3 criteria: Credit 1 mark per level.

**Levels of Response**

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

If a candidate does not mention the environment, then maximum = Level 3 (3 marks).

Candidates may choose any other moral issue to contrast with concern for the environment. The key point is, are environmental issues more important than the other moral issues in the 21<sup>st</sup> century?

**For**

Care for the environment affects everybody, other issues, e.g. abortion, euthanasia may only affect individuals. The effects of environmental damage are far ranging and have a knock on effect in other issues, e.g. floods / drought which can lead to other issues of famine, etc. Care for the environment is something all Christians can and should get involved in as part of their Christian responsibility even though they may not see the effects of their actions in the short term.

**Against**

Other issues may be seen as more important, e.g. war which can have a more immediate, localised and devastating effect on the lives of people and the environment. Matters of life and death and those affecting individuals are more important and Christians should deal with these first, e.g. abortion, euthanasia, prejudice, etc. Environmental problems are complex and cannot be solved quickly. Christians should get involved in issues where they can make a more immediate impact.

(5 marks) AO3