

General Certificate of Secondary Education

Religious Studies 3061 / 3066 *Specification A*

*Option 2A (3061/6/2A) Effects of Christianity on
Behaviour, Attitudes and Lifestyles*

Mark Scheme

2005 examination – June series

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.

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 Conflict

- (a) *Give two conditions of a 'Just' War.*

Target: Knowledge of 'Just War' Theory

Credit any condition of the Just War Theory. **1 mark per condition.**

Credit any two of:

Must be a just cause / reason: Must be declared / controlled by proper authority: Must be a last resort / all other avenues have been exhausted: Must have good chance of success / promote good over evil: Innocent civilians protected / non – combatant immunity: Only such force as is absolutely necessary should be used / proportionality.

(2 marks) AO1

- (b) *What is terrorism?*

Target: Knowledge of the term terrorism

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

e.g.

Level 1	Use of terror to create fear / or to force a change.	1 mark
Level 2	Use of violence, or threat of violence to create a climate of fear / to gain political ends / to force a change in government or community.	2 marks

For Level 2 there should be some clear extension about the use of violence.

(2 marks) AO1

- (c) *Explain why some Christians believe that acts of terrorism can never be regarded as a ‘Just’ War.*

Target: Application of ‘Just War theory’ to terrorism

Mark on Levels 1 to 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

Look for clear knowledge and explanation of failure to meet criteria of Just War.

e.g. Not declared by proper authority, often targets innocent civilians / it is indiscriminate in its effects; uses fear; is not always a last resort; often ongoing, etc.

(4 marks) AO1

A2 The Ten Commandments

- (a) *Give one of the Ten Commandments that tries to protect a person’s property.*

Target: Knowledge and understanding of Ten Commandments

Either ‘You shall not steal’ **or** “Do not covet (your neighbour’s house or belongings (or his wife)).
1 mark for correct identification.

(1 mark) AO1

- (b) *Two of the Ten Commandments deal with family life. Give and explain one of these commandments.*

Target: Knowledge and understanding of Ten Commandments

N.B. 1 AO1 mark available for correct identification of appropriate commandment. 2 further AO1 marks for understanding / explanation.

Acceptable commandments are: ‘Honour your father and your mother’; ‘You shall not commit adultery’; ‘covet your neighbour’s wife’.

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

e.g.

Level 1 ‘Honour your father and your mother’: This shows / means that Christians should respect their parents.

Or

‘You shall not commit adultery’: Christians should be faithful to their partner (husband / wife).

Level 2 ‘Honour your father and your mother’: Christians should respect their parents, because it enables them to carry out their responsibilities. Respect or honour also shows gratitude to those who care for us / give us life.

Or

‘You shall not commit adultery’: Christians are expected to be faithful to their partner, those who commit adultery undermine the trust and faithfulness in marriage and bring pain to their partner / put a strain on their marriage.

(3 marks) AO1

- (c) *Why do Christians think that the Ten Commandments are still important today?*

Target: Understanding of continuing relevance of the ten commandments

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

Look for reference to fact: they are still an important part of Holy Scripture; the foundation of Christian moral teaching, they give important guidelines as to how people should treat God and other people, or conduct their lives. For many societies they provide the basic rules of a good and moral life, some are the basis of many laws in society, etc.

(3 marks) AO1

B3 Euthanasia

(a) What is meant by the term euthanasia?

Target: Knowledge of the term euthanasia

Look for clear definition and understanding of the term. Credit 1 mark per Level.

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Basic definition e.g. ‘Mercy killing’; ‘helping someone who is (terminally) ill to die’.	1 mark
Level 2	Clear and precise definition, e.g. ‘The practice of helping someone who is seriously / terminally ill and in great pain to die at their request to prevent further suffering / or to die with dignity’.	2 marks

(2 marks) AO1

(b) Explain why some Christians would argue for euthanasia to be made legal in Britain.

Target: Application of knowledge and understanding to support the argument for legalisation of euthanasia

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

Look for application and development of points in support of euthanasia and its legalisation: e.g. if a person has the right to life and the right to eat and drink, smoke, etc. then surely they have a right to die if they are suffering a debilitating / terminal illness. Arguments to support dying with dignity. Christians believe death is not the end merely the start of a better life, so to aid someone’s passing and end his or her suffering is a valid and Christian action that should be allowed by law. Christians believe that Jesus showed compassion for the suffering so it may be right to allow someone to die with dignity and end suffering rather than prolonging life and pain. It is legal in some countries (Netherlands) so Britain could follow suit, etc.

N.B. There must be some Christian content for Level 3 and above.

(4 marks) AO2

- (c) ***“If there were better care of the dying, there would be no need for euthanasia.”***

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 about care for the dying *versus* voluntary euthanasia

Credit 1 mark per Level.

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by 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

Often people fear dying in hospital or alone and in pain, further improvements in pain control and medication can help relieve increasing suffering / pain. Hospices offer specialist care in closing stages of life by medical support, counselling and spiritual help, helping people through the fear of death and dying alone or in pain. Hospices are dedicated to care of the terminally ill unlike hospitals where the person is just another patient. Many Christians support the idea and work of Hospices as an important alternative to euthanasia. Hospices provide respite care reducing the burden on relatives and the concerns of the patient that they are a burden on their families, etc.

Against

Although hospices and better medical care of the dying are ideals they will never remove the demand by some people for euthanasia. People will still want to die when they want to and before they get to the stage when they are incapable or when a hospice will take them. Some people with terminal or progressive illnesses may wish to end their life whilst they are still in possession of the majority of their faculties. Even devout Christians may wish to do so as they see the end of this life as only the start of a better life and to hasten the end of this life is acceptable, etc.

N.B. There must be some Christian content for Level 3 and above.

***(5 marks)* AO3**

B4 Punishment and Forgiveness

Look at Figure 2.

(a)(i) Which aim of punishment is being referred to in Figure 2?

Target: Knowledge of ‘reform’ as an aim of punishment

Reform (1 mark) AO1

(ii) Explain this aim of punishment.

Target: Understanding of ‘reform’ as an aim of punishment

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.	1 mark
Level 2	Some clear knowledge and understanding.	2 marks

e.g.

Level 1 To help / make the criminal see the wrong they have done.

Or

To make them better people.

Level 2 To help the criminal / person see the wrong they have done, so that the person will not go back to their old way of life but will be able to have something positive to offer to society when they are released.

(2 marks) AO1

(b) Explain vindication as an aim of punishment.

Target: Understanding of ‘vindication’ as an aim of punishment

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

e.g.

Level 1 It shows that the law must be obeyed / upheld.

Level 2 For society to be safe laws must be obeyed. It teaches / shows people that if they break the law they will be punished.

(2 marks) AO1

- (c) *Jesus told a parable about a servant who would not forgive another servant his debt (the Unmerciful Servant). Explain what this parable teaches Christians today about forgiveness. (Do not re-write the parable.)*

Target: Understanding and application of the teachings of Jesus on forgiveness found in the Parable of the Unmerciful Servant (Matthew 18: 23-35)

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

Meaning is twofold:

1. If we want to be forgiven by God then we must be prepared to forgive others too, however great or small the sin. Supported by Lord's prayer 'forgive us our trespasses as we forgive those who trespass against us'.
2. King in parable represents God who forgives our sins. The first servant is forgiven but is not prepared to show forgiveness. Parable warns that like the Unmerciful Servant we will be punished for not forgiving others. We must let God do the punishing.

Look for twofold aspect of meaning for maximum marks; if only one aspect given maximum = Level 3.

N.B. If candidate merely retells the parable with no explanation or application = maximum Level 2.

(4 marks) AO2

- (d) ***“Christians should be more concerned with the victims of crime rather than with the criminals.”***

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

Target: Evaluation of statement, concern for the needs of the victims of crime takes precedence over concern for the needs of the criminal

Credit 1 mark per Level.

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by 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

N.B. Maximum Level 3 with no Christian content.

(5 marks) AO3

C5 Marriage and Divorce

- (a) ***Explain in detail how the vows made during a Christian marriage service help a couple to live their married life.***

Target: Knowledge of vows and understanding of application of Christian marriage vows to married life

3 AO1 marks are for knowledge of the vows, and a further 4 AO2 marks for explanation and application of those vows to married life.

Candidates' responses will vary and the AO1 marks, i.e. reference to the vows, may well be in body of the answer.

Look for clear knowledge and understanding of three of the following:

'To have and to hold from this day forward'

'Forsaking all others'

'For better for worse.'

'For richer, for poorer.'

'In sickness and in health.'

'To love and to cherish.'

'Till death do us part.'

(3 marks) AO1

Mark on AO2 levels.**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

N.B. List of vows only = Level 2 maximum (3 marks).

Look for: Application of the fact that the vows represent a serious commitment to each other and a promise that from their wedding day until death parts them they should be faithful to and supportive of each other; through good times and bad ('for better for worse'). When they are financially constrained ('for richer for poorer'). When serious illness strikes one or other of the partners the other will remain committed to caring for him / her ('in sickness and in health'). That they will always respect love, and care for each other to the exclusion of all others ('To love and to cherish'; 'Forsaking all others'). For life until parted by death ('Till death do us part'). The promises are a contract made in front, and in the name, of God and should be kept.

(4 marks) AO2**(b)(i) Explain why some Christians do not believe in divorce.****Target: Application of knowledge and understanding of Christian teaching on divorce**

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

Marriage is for life, "Till death do us part"; The vows are made before God and are special therefore should be kept despite difficulties. God has joined them together not just the law "Those who God has joined together let no man divide"; Marriage is a sacrament that cannot be broken except by death. Effects of divorce on others, e.g. children of the marriage.

Look for Biblical support for Level 3 and above (e.g. Matthew 5: 27-32 / Mark 10; Ephesians 5: 21-33.)

(4 marks) AO2

(b)(ii) Explain why some Christians agree with divorce in some situations.

Target: Application of knowledge and understanding of Christian teaching to support divorce

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

Better to allow divorce than keep a couple in a violent marriage. People change over time, better to end a loveless marriage than stay in it; non-conformist Church teaching, re. ‘Till death do us part’ can refer to death of love not physical death of partner. If partner has committed adultery, allowed by biblical teaching so Christians can follow this, etc.

For Level 3 and above must have reference to specific Church teaching or biblical material.

(c) “Vicars (ministers) who get divorced should lose their jobs.” **(4 marks) AO2**

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

Target: Evaluation of statement about clerical divorce

Credit 1 mark per Level.

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by 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

Clergy / Vicars have special responsibility as role models; concept of priesthood; should practice what they preach re. divorce; should uphold ideals of Christian marriage and biblical teaching on marriage and its indissolubility, etc.

Against

Human frailty, clergy not superhuman. Partner may be guilty party, e.g. violence or adultery. New Testament permitted divorce for adultery and / or desertion also unbelieving partner (Matthew 5: 32; 19:9; 1 Corinthians 7:15) Should private life affect public work / office? Divorced cleric may be more able to help with others facing marital difficulties, etc.

N.B. No reference to Christian / biblical teaching = maximum Level 3

(5 marks) AO3

C6 Christian Responsibility

(a) *Choose one of the following parables of Jesus*

EITHER ***The Parable of Sheep and Goats***
OR ***The Parable of the Rich Man and Lazarus.***

(i) Describe in detail the parable you have chosen.

Target: Knowledge of Either The Parable of Sheep and Goats, Or The Parable of the Rich Man and Lazarus

N.B. Note allocation of marks in Levels of Response.

The account need not be perfectly verbatim to get Level 3 (5 marks), but should be competent and clear.

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A basic outline with some omissions or confusion.	1 – 2 marks
Level 2	A reasonable account covering most of the main points.	3 – 4 marks
Level 3	A competent and clear though not necessarily perfect account.	5 marks

Key points to look for:

Parable of the Sheep and the Goats

At the time of judgement the Son of Man separates nations as shepherd separates sheep and goats. Sheep on right, goats on left. Those on right rewarded for feeding hungry, giving refreshment to thirsty, befriending stranger, clothing naked, tending sick and visiting the prisoner. By serving others they have served Christ. Goats on left go to damnation for failing to feed hungry refresh thirsty, etc. By actions of ignoring needs of others have not served Christ.

Rich Man and Lazarus

Rich man who enjoyed fine living; Lazarus a beggar at his gate ignored by rich man. Both die; Lazarus to Abraham in heaven, rich man to hell and torment. Rich man requests Abraham to send Lazarus to quench his thirst. Abraham refuses, replies you enjoyed good things in life, Lazarus poverty. Request of rich man for Abraham to send Lazarus as warning to brothers, Abraham replies they have law and prophets to guide them; if they won't listen to them then will not be convinced by visit from dead man.

(5 marks) **AO1**

- (ii) *Explain what this Parable teaches Christians today about their responsibility towards those in need.*

Target: Application of knowledge and understanding of chosen Parable to Christian behaviour today

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 sound development.	3 marks

Parable of Sheep and Goats

Parable shows sheep are righteous people who follow the teachings of Jesus, and are rewarded for meeting the needs of others. Needs are similar today we should help those in need and in doing so serve Christ. The goats represent those who get it wrong, did not help or ignored the needs of others, and will have to account for their actions; by ignoring needs of others we are failing to serve or follow the teachings of Christ, e.g. ‘Love your neighbour as yourself,’ etc.

Parable of the Rich Man and Lazarus

Rich man chose to ignore suffering even though he knew about it. Like the rich man we cannot plead ignorance of needs of others for our non action. Parable teaches Christians the requirement to respond to needs of others in whatever way we can not ignore them, by responding to needs of others we are following Christ’s teaching and example, etc.

(3 marks) AO2

- (b) *Choose one well known Christian you have studied, and explain how in their life and work they have shown responsibility for the needs of others.*

Target: Application of knowledge and understanding about life and work of well known Christian responding to the needs of others

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

This answer will draw a wide variety of response and people selected. The key points are the person chosen *must* be:

- Christian
- Well known (i.e. not ‘Mrs Jones from our local church’ or ‘Great Aunt Mildred’)
- There must be some clear explanation of how these people responded to the needs of others in a Christian sense.

Likely people are:

Martin Luther King (against racism). www.martinlutherking.8m.com

Nelson Mandela (against Apartheid) www.anc.org.za

Desmond Tutu (v Apartheid) www.wagingpeace.org/hero/desmond_tutu.html

Maximilian Kolbe (gave life for other prisoners in concentration camp) www.kolbnet.com

Archbishop Oscar Romero (voice of poor against dictatorship in El Salvador) www.igc.apc.org

Mother Teresa of Calcutta (work with poor of India)

Peter Benenson (Human rights/prisoners founder of Amnesty International) www.amnesty-int.uchic.edu

The list is not exhaustive and candidates may select another person but as indicated above the person chosen must be a *well-known Christian*.

Other useful sources to verify answers are:

‘Revise Religious Studies GCSE’; Geddes & Griffiths 2003;

‘Christianity: Behaviour Attitudes and Lifestyles’; Cleave 2001;

‘Contemporary Moral Issues’; Jenkins 1987.

(All published by Heinemann).

‘Today’s Issues & Christian Beliefs’; Danes 1994 (published by Lion)

(7 marks) AO2

(c) ***“To be a good Christian all you need to do is care for other people.”***

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 care for other as primary / sole Christian activity

Credit 1 mark per Level.

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by 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

Candidates could consider some of the following:

Jesus’ teaching about love for neighbour / enemy. Jesus teaching in parables re. responsibility for needs of others. Pauline teaching about Love, e.g. 1 Corinthians 13. Teaching in James 2 v14-19 about faith and works, words into actions. Following Jesus’ example he didn’t just teach but showed practical aspect as well, etc.

Against

Candidates could consider some of the following:

Christian life is more than just doing good deeds and showing care to others, belief worship and sacraments are important as well, being part of a Christian community expressed in worship and fellowship. Some people devote their lives to prayer, e.g. ‘religious’ but are no less Christian. Prayer is an important aspect of Christian life. ‘Love of God’ as in Great Commandments is very important and can be only be fully expressed through worship, etc.

(5 marks) AO3