

Version 1.0



**General Certificate of Secondary Education
June 2010**

Religious Studies

405002

Specification A

Unit 2 *Christianity: Ethics*

Mark Scheme

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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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Methods of Marking

It is essential that, in fairness to candidates, all examiners use the same methods of marking. The advice given here may seem very obvious, but it is important that all examiners follow it as exactly as possible.

1. If you have any doubts about the mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
3. Remember, you must **always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material that is irrelevant to the question or to the stated target, however impressive that material might be.
5. If a one-word answer is required and a list is given, take the first answer (unless this has been crossed out).
6. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the candidate nearer those who have given a correct answer or those who have little idea?'
7. Read the information on the following page about using Levels of Response mark schemes.
8. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
9. No half marks or bonus marks are to be used under any circumstances.
10. Remember, the key to good and fair marking is **consistency**. Do **not** change the standard of your marking once you have started.

Marking using CMI+

All new GCSE Religious Studies papers will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead paper scripts being sent to examiners, candidates' responses are scanned and sent electronically to examiners. The software is easy to use, but it demands a different approach from examiners than traditional paper marking.

1. Instead of marking script-by-script you will mark item-by-item. An item is a part-question. Each time you log on to mark you will need to choose an item to mark.
2. Before you start marking your own allocation you will need to mark some pre-marked items known as seeds. These items are not intended to trick you; their function is to ensure that you are still applying the standard set at the standardising meeting. If you have drifted away from the standard you will need to speak to your Team Leader before you can continue marking.
3. It is possible to annotate the scripts in various ways: underlining, highlighting and adding icons from a drop-down menu. Your Team Leader will instruct you on which types of annotation to use. Examiners must not add extra annotation as this can be confusing for teachers and candidates if they request Access to Scripts.
4. As you mark each response, enter the numerical mark you are going to award for in the box at the bottom of the screen. If you realise you have made a mistake you will be able to go back one script to change the mark you have entered.
5. In Part B, responses to all parts of B5 or B6 will appear as one item. Thumbnails to the right of the screen will allow you to scroll through the response quickly. Read the whole response, then use the comments tool to indicate a level and a mark for each part, and enter the total mark out of 24 in the box at the bottom of the screen.
6. Your marking will be monitored throughout the marking period. This is to ensure that you continue to mark to the same standard regardless of factors such as how many clips you have marked and what time of day you are marking at. Rather than sampling your marking once

and adjusting your marks after the marking period, this approach allows senior examiners to ensure that your marking remains at the right standard throughout. This means that your Team Leader can bring you back to the right standard should you start to drift away slightly.

7. If your marking of a particular question is found to be out of line you will be temporarily stopped from marking that question. Almost all examiners, including Team Leaders, are stopped at some point during the marking period. If it happens to you, contact your Team Leader as soon as possible to discuss why you have been stopped.

Levels of Response Marking

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

Marking should be positive, rewarding achievement rather than penalising the student for failure or omissions. The award of marks must be directly related to the marking criteria.

You should use your professional judgement to select the level that **best** describes the candidate's work. 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.

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.

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** 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.

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 6-mark AO2 questions. In awarding marks to these responses the Religious Studies content is the driver. Quality of Written Communication is secondary. If you are hesitating between two levels, the quality of written communication may help you to decide.

Candidates will be given credit for reference to diversity in belief and practice within Christianity.

Part A

A1 Personal Responsibility

(a) Explain briefly what is meant by adultery.

Target: Understanding of the term ‘adultery’

One mark for a simple explanation, e.g. sex outside marriage.

Two marks for a full explanation, e.g. sex outside marriage where at least one of the couple is already married to someone else.

(2 marks) AO1

(b) Explain why Christians think adultery is wrong.

Target: Understanding of why Christians think adultery is wrong

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 mark
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Candidates may include some of the following points:

Breaks the 7th commandment / breaks the marriage vows / vows made before God / the hurt caused / sense of betrayal / loss of trust / is sinful

(3 marks) AO1

- (c) ‘As long as they are not harming others, people should be free to do what they want.’

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

Target: Evaluation of personal autonomy

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	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.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 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.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

God gave people free will / consensual sexual relationships outside marriage can be loving and bring deep joy / Paul's teaching against sex before marriage related to particular circumstances / taking some illegal drugs less harmful to others than alcohol.

Other views

New Testament and Church teaching encourage chastity and self-control / casual sex devalues God's precious gift, misusing God's temple and harming oneself / risks to oneself and others from taking tobacco, alcohol and illegal drugs / freedom not the same as licence.

(6 marks) AO2

A2 Global Concerns

- (a) **Give two other ways in which human actions are harming the environment.**

Target: Knowledge of two ways in which human actions harm the environment

Candidates may include some of the following points:

Industrial discharge into rivers / oil slicks / litter / fly-tipping / deforestation / over-fishing / use of harmful pesticides / emissions from ships' engines / extinction of species / by not campaigning against climate change

N.B. Do not credit general answers such as 'They are polluting it'.

1 mark for each of two creditable ways.

(2 marks) AO1

(b) ‘An individual Christian can do very little to protect the environment.’

What do you think? Explain your opinion.

Target: Evaluation of what an individual Christian can do to halt environmental disaster

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons.	3 marks

Candidates may include some of the following points:

Such a massive task that only action on a national / international scale can be effective / what ordinary Christians can do has little effect and just inconveniences the individual / recycling, etc. only effective if everyone does it / saving his or her soul more important than saving the world.

Every little bit helps / sets an example to others and encourages them to recycle, etc. / individuals created by God to act as stewards of the earth / some Christians are in positions of power (religious and secular) and so they can influence national and international decisions.

(3 marks) AO2

(c) Explain briefly what is meant by emergency aid.

Target: Understanding of emergency aid

Candidates may include some of the following points:

Aid that is intended to meet a crisis / e.g. drought, hurricane / intended to meet need in the short term / e.g. food, medical supplies, tents / intended to help people survive who otherwise might quickly die.

1 mark for a superficial comment or a single point.
2 marks for a developed answer or more than one point.

(2 marks) AO1

(d) ‘Aid should never be given to countries that are ruled unjustly.’

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

Target: Evaluation of giving aid to countries with corrupt rulers

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	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.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 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.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

Bad stewardship to give aid to a country that will misuse it / not giving money might enforce change / giving aid might enable regime to be even more oppressive / others are in need, so money could be used elsewhere / similar to government only cancelling debt of nations where it was clear the money would be spent on schools, etc.

Other views

Would lead to terrible suffering for thousands of innocent people / New Testament teaching on generosity doesn't put conditions or limits / helping the poor climb out of poverty is the only way to enable change / aid does not have to go to the rulers, can be given to 'partners'.

(6 marks) AO2

A3 The Use of Medical Technology

(a) Explain briefly what is meant by cloning.

Target: Knowledge of what cloning is

Candidates may include some of the following points:

Artificial creation of a genetically identical individual / putting the nucleus from one cell into the denucleated cell of another to enable stem cell research / a form of fertility treatment that is not currently legal.

1 mark for a superficial comment or a single point, e.g. done for stem cell research or making identical people.

2 marks for a developed answer or more than one point, e.g. two simple statements or a more precise explanation.

N.B. Candidates are not expected to give precise scientific definitions. If a candidate clearly knows what cloning is or entails, full marks should be awarded.

(2 marks) AO1

(b) Explain why many Christians do not agree with reproductive cloning.

Target: Understanding of Christian opposition to reproductive cloning

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Candidates may include some of the following points:

Playing God / possible harmful psychological effects for clone / a child is a gift and there is no right to a child / blurs the unique identity of each individual / huge risks involved, e.g. serious deformity, risk to mother's life / idolatrous to want copy of oneself.

(3 marks) AO1

(c) Explain why many Christians support fertility treatment.

Target: Understanding of Christian support for stem cell cloning

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Candidates may include some of the following points:

Compassion for the infertile / correction of nature rather than interference with it / children a blessing and a gift from God, whatever the method of conception / good use of doctors' God-given skills.

(3 marks) AO1

(d) 'Christians should support any medical research that is aimed at healing people.'

What do you think? Explain your opinion.

Target: Evaluation of Christian support for therapeutic medical research

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons.	3 marks

Candidates may include some of the following points:

Medical research is responsible use of God-given skills / good intention behind it / God would want suffering to be relieved / shows compassion.

Risks outweigh possible benefits / not good stewardship – very costly / any embryonic research devalues life and exploits a living being / many Christians believe all human life is sacred from conception on / informed consent cannot always be given / just because something can be done, it doesn't mean it is right.

(3 marks) AO2

A4 Personal and Social Responsibility

(a) Explain the meaning of two of the vows made in a Christian marriage ceremony.

Target: Understanding of vows made in Christian marriage ceremonies

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks

Candidates may include some of the following points:

Lifelong fidelity / staying together whatever the circumstances / relationship involves mutual love and respect / sharing of oneself and one's possessions / readiness to have children as a gift from God in Roman Catholic ceremony / friends and family promise support in Anglican ceremony.

N.B. Maximum Level 2 if only one vow explained.

(4 marks) AO1

(b) Explain Christian attitudes to contraception.

Target: Understanding of Christian attitudes to contraception

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Candidates may include some of the following points:

Roman Catholic view that procreation central to sexual relationship / view of other Christians that contraception may be responsible decision in some situations / to prevent transmission of genetic condition, HIV, etc. / woman's life might be endangered by pregnancy / views of all Churches that sex meant for marriage, but many Christians would see 'safe sex' as the responsible approach in a relationship outside marriage.

(3 marks) AO1

(c) **‘Women are more important than men within the family.’**

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 status of women in Christianity

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	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.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 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.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

Women bear children and keep the human race going / women largely responsible for the bringing up of children / women said to be better listeners and more able to multi-task / women were the first to be told of Jesus’ Resurrection / Mary the most important of the saints.

Other views

Men and women created as equals by God – in his image / man named the woman – idea of higher status / neither more important than the other / men play central part in family life / in some denominations, only men may be priests.

(6 marks) AO2

Part B

B5 The Right to Life

- (a) **Explain why some Christians might accept abortion. You may use examples in your answer.**

Target: Understanding of reasons why Christians might accept abortion

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Candidates may include some of the following points:

The lesser of two evils, e.g. where baby likely to have severe disability / compassionate towards rape victim who would otherwise suffer even more / mother's well-being comes before life of a foetus that is only potentially a person / sanctity of life not absolute – may be overridden by concerns for quality of life of mother or foetus / may seem the most loving action / every child should be a loved child.

(6 marks) AO1

(b) ‘There are better alternatives to abortion.’

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

Target: Evaluation of alternatives to abortion

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	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.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 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.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

If child adopted, fostered or kept by mother, sanctity of life principle upheld / mother of child will not feel guilty / child will be wanted and loved instead of destroyed / if adopted, joy given to couple longing for child but unable to have one / reduces guilt or distress for mothers or later issues for families.

Other views

Importance of Christian compassion / rape victim would suffer intolerably from carrying and give birth to the child / kinder for a severely disabled baby to be aborted than lifetime of suffering / sometimes problems when children learn that they are adopted / right of mother to decide what is best for her / cost to state with limited resources – could be put to better use.

(6 marks) AO2

(c) Explain the work of hospices.

Target: Understanding of the hospice movement

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Candidates may include some of the following points:

Palliative care for the terminally and incurably ill – treatment to relieve pain and other symptoms / aimed at giving highly vulnerable people a sense of their unique worth / give quality of life in many ways / prepare them for death so that they can die peacefully / spiritual support if wanted / emotional support for families.

(6 marks) AO1

(d) ‘People who want euthanasia should be allowed it.’

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

Target: Evaluation of attitudes to euthanasia

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	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.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 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.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

Free will a gift from God / right to self-determination at death as well as during life / ability to make rational decisions for oneself part of what it means to be in God's image / quality of life arguments / compassionate if suffering intolerable / pain cannot always be relieved / some illnesses cause loss of dignity.

Other views

Killing is wrong and against the 6th (5th) commandment / sanctity of life arguments / more compassionate to give the person the feeling that they have value / causes great suffering to family and friends – a selfish wish / hospices are a better alternative / free will not unrestricted / only God should decide.

(6 marks) AO2

B6 Conflict

(a) Explain Christian attitudes to imprisonment as a form of punishment.

Target: Understanding of Christian attitudes to imprisonment

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Candidates may include some of the following points:

Need to protect society from dangerous offenders / justice for serious crimes / should enable reform and/or rehabilitation / importance of humane conditions and treatment / no one beyond God's love and forgiveness – seen in work of prison chaplains, Gideons, Alpha courses, etc.

(6 marks) AO1

(b) ***‘Murderers should always receive the death penalty (capital punishment).’***

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

Target: Evaluation of the death penalty as the right punishment for murderers

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	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.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 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.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may refer to some of the following points:

Agree

Only the death penalty gives society guaranteed protection / potential killers will be deterred / those who deliberately and unlawfully take a life should forfeit theirs / 'an eye for an eye' / Catechism of the Catholic Church accepts it in extreme cases / justice for victim's family / upholds principle of sanctity of innocent life / kinder to the murderer / sanctioned in the Bible.

Other views

Imprisonment and release on licence give protection / not a deterrent / retribution easily becomes revenge and this damages those seeking it / no possibility of reform / reduces society to the level of the murderer / Jesus' teaching on forgiveness and the possibility of a new start / too much of a generalisation / upholds principle of sanctity of life / interpretation of 'Do not kill'.

(6 marks) AO2

(c) Explain the Just War theory.

Target: Understanding of the Just War theory

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Candidates may include some of the following points:

Lawful authority – must be declared by the government of a country / just cause – defence/ right intention – once the just cause has been achieved, hostilities should cease / last resort – only to be engaged in after every alternative been exhausted / leads to genuinely better future / possibility of success – terrible waste otherwise / right means – innocent civilians to be excluded / proportionality – no excessive use of force.

(6 marks) AO1

(d) ‘Christians should never fight.’

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

Target: Evaluation of pacifism

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	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.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 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.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may refer to some of the following points:

Agree

Violence just encourages more violence and achieves nothing / 'he who lives by the sword dies by the sword' / 'love your enemy' / trust can only be built up where there is no force being applied / example set by e.g. Jesus, saints, Martin Luther King.

Other views

Refusal to fight seen as weakness to be taken advantage of / some leaders are so corrupt, aggressive, etc. that only force will lead to change / Jesus' teaching did not relate to war so it is irrelevant here / force justified in some situations – the Just War theory prevents excess / support for governments – 'obey the authorities'.

(6 marks) AO2