



**General Certificate of Secondary Education
June 2011**

Religious Studies

405002

Specification A

Unit 2 *Christianity: Ethics*

Final

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 of 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 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) **Give two reasons why some people use illegal drugs.**

Target: Understanding of reasons for use of illegal drugs

Candidates may include some of the following points:

Peer pressure / to be in with the group / escapism / expression of rebellion / for the 'buzz' they give / already addicted / to relieve medical condition / performance-enhancing drugs.

1 mark for each creditable reason.

(2 marks) AO1

(b) **'Christians should never use any drugs.'**

What do you think? Explain your opinion.

Target: Evaluation of whether Christians should ever use drugs

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:

Many drugs cause serious physical and mental harm / may even kill / legal drugs taken for pain relief etc. can have serious side effects so herbal remedies safer and just as effective / dangers of dependence or addiction / Christians should treat mind and bodies with respect as 'temples of the Holy Spirit' / harming what God has given is insulting him and will be punished / harm to others, e.g. through distress caused to loved ones or through criminal activity is not loving one's neighbour.

Depends on the type of drug and the reasons for its use / medically prescribed drugs may be needed and benefits outweigh risks of harmful side-effects / some drugs save lives or prevent life-threatening conditions / God has given research scientists and doctors their skills to be used responsibly and for the good of humanity / Bible permits use of alcohol – e.g. in Psalm 104 God is praised for his gift of wine to brighten people's lives / Jesus drank.

N.B. There are no set texts in this paper, so the Biblical examples referred to above are suggestions, not requirements.

(3 marks) AO2

- (c) ***Explain briefly why many people agree that sixteen should be the legal age of consent for sexual intercourse.***

Target: Understanding of reasons for sixteen as the legal age of consent for sexual intercourse

Candidates may include some of the following points:

It is the minimum age for marriage / intended to prevent exploitation of younger teenagers / sufficient maturity to cope with a sexual relationship / age you can leave school and get a job implies responsibility at 16 / physical maturity.

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) ***‘There is nothing wrong with sex outside marriage.’***

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

Target: Evaluation of whether it is morally acceptable to have sex outside marriage

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:

People can have loving relationships without being married to one another / effective contraception minimises need for abortion or birth of unwanted baby / social conditions mean that people marry much later and unreasonable to expect them to abstain from sex / same-sex couples can't get married / Old Testament laws allow for possibility of sex before marriage and Jesus said nothing about pre-marital sex / Paul's teaching was the result of his particular outlook and a reaction to the extreme promiscuity of the 1st century Mediterranean world.

Other views:

The Bible makes it clear that marriage is the intended context for sexual relationships / Paul's teaching is still relevant in our permissive western society / risk of hurt and exploitation in extra-marital relationships / only marriage provides the commitment needed for a sexual relationship to achieve its deepest meaning / results in unwanted pregnancy and spread of STIs / adultery is act of betrayal / 'do not commit adultery' / body a 'temple of the Holy Spirit' and to be treated as such / to treat body in self-controlled and honourable way and not out of lust.

N.B. There are no set texts in this paper, so the Biblical examples referred to above are suggestions, not requirements.

(6 marks) AO2

A2 Conflict

- (a) ***Explain why many Christians think that nuclear warfare is wrong.***

Target: Knowledge and understanding of Christian arguments against nuclear warfare

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:

Suffering and death caused / long term harmful effects / 'do not kill' / 'love your enemy' – nuclear warfare shows hatred, not love / against Just War conditions / does not result in a better future / harms the innocent / disproportionate / long term damage to environment / not showing Christian stewardship.

(3 marks) AO1

- (b) **Explain briefly why some people might agree with the use of nuclear weapons.**

Target: Understanding of reasons given for accepting nuclear warfare

Candidates may include some of the following points:

Shortens the war / less lives lost than in a war that drags on for years / modern nuclear weapons make it possible to create a precise target and limit the damage done, so lessening the risk of harming non-combatants / acts as a deterrent / application of relevant Just War criteria / ‘an eye for an eye’.

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

(2 marks) AO1

- (c) **Explain why some people commit crimes.**

Target: Knowledge and understanding of causes of crime

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:

Greed is the motivation behind many property crimes / poverty behind some petty thieving / drug or gambling addiction – many different crimes are committed under influence of drugs or to raise money / revenge against individuals or society in general / boredom often behind acts of vandalism / peer pressure a cause of teenage crime.

(3 marks) AO1

- (d) **‘Christians should always be prepared to forgive.’**

What do you think? Explain your opinion.

Target: Evaluation of Christian attitudes to forgiveness

Candidates may include some of the following points:

Christians are expected to follow the teaching of Jesus, who said his followers should always forgive / unless Christians forgive, they cannot expect to be forgiven / called to reflect the unconditional love of God and his constant willingness to forgive / Christians should follow the example Jesus himself set.

Christians are humans and may be so hurt that they cannot forgive / hard to forgive if the other person shows no remorse – forgiveness is a two-way thing / conditions may need to be set or penitence shown.

(3 marks) AO2

A3 The Right to Life

(a) Explain different views about when life begins.

Target: Knowledge and understanding of different views about when life begins

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:

At conception – the point where something new and unique is created from the fusion of the sperm with the egg / blastocyst stage when inner cell mass is differentiated from the outer cell mass (5 days) / the appearance of the primitive streak and the point at which twinning is no longer possible (14 days) / when the heart begins to beat (4 weeks) / functioning nerve net (6 weeks) / when all organs are formed (10-12 weeks) / viability, when the foetus could survive if born (set by the law at 24 weeks) / at birth, when the baby breathes independently.

Maximum Level 3 for one view only.

(4 marks) AO1

(b) ‘Human life should never be taken.’

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 sanctity of life principle

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 alone has the right to take life that he gave / not to destroy our bodies, as they are temples of the Holy Spirit / nothing can outweigh the principle of the sanctity of life – there are viable alternatives to abortion, whatever the scenario and to euthanasia, however terrible the illness / each human is unique, irreplaceable and has unique contribution to make / human life precious.

Other views:

Sanctity of life not absolute / quality of life important / in some circumstances abortion might be lesser of two evils / cruel to allow unnecessary suffering and loss of dignity when there is no hope of recovery / some suffering positively evil and not what God would want / love of neighbour, mercy and compassion might be best shown in allowing abortion or voluntary euthanasia / Golden Rule – do for others what you would want to be done to you.

N.B. There are no set texts in this paper, so the Biblical examples referred to above are suggestions, not requirements. Credit exemplification from any relevant issue, e.g. embryology, capital punishment, war.

(6 marks) AO2

A4 The Use of Medical Technology and Social Responsibility

- (a) ***Explain Christian views about artificial insemination by donor (DI/AID).***

Target: Knowledge and understanding of Christian arguments for and/or against AID/DI

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:

Generous and compassionate response as infertility causes great suffering and can put terrible strain on marriage / shows Christian love / fulfils Genesis command to have children / acceptable when the couple are married (i.e. not lesbians, single women) / wrong to introduce third party into marriage / ‘mechanical adultery’ (Pope Pius XII) / technical breach of 7th (or 6th) Commandment / could lead to emotional or psychological problems later / infertility to be accepted / come to terms with as part of God’s plan / could adopt / view that no form of insemination is acceptable.

(3 marks) AO1

(b) Explain briefly what is meant by a ‘civil partnership’.

Target: Knowledge and understanding of term ‘civil partnership’

Legal registration and recognition of same-sex partnership.

1 mark for partial definition.

2 marks for answer that makes clear the legal status of a same-sex relationship.

(2 marks) AO1

(c) Explain why some Christians disagree with surrogacy.

Target: Understanding of Christian arguments against surrogacy

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:

Emotional problems for surrogate and child, especially if surrogate's egg used / unnatural / the unitive and procreative aspects of the sexual act should not be separated / a child is a gift from God, not a commodity / Catechism of Catholic Church teaches that children have right to be born of a father and mother known to them and in a married relationship / also teaches that married couples have the right to become parents only through each other / commissioning parents not showing Christian love for surrogate but concerned only for themselves / some surrogates motivated by greed – one of seven deadly sins / problems if one of parties reneges on contract.

(3 marks) AO1

(d) ‘Couples should be able to choose the sex of their babies.’

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

Target: Evaluation of whether couples have the right to choose the sex of their babies

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:

May be good reasons for such choice – e.g. to avoid passing on of genetic conditions and in such a case, fulfils Genesis command to have children without knowingly risking suffering for child / reasonable for couple with several children of one sex to want gender balance in family / may be compassionate and loving response to family circumstances – the New Testament stresses the importance of both qualities / may be responsible use of God-given skills of medical profession / not essentially different from use of contraception or natural family planning to control when a child might be conceived – many Christians accept that.

Other views:

Children are gifts from God, not items to be ordered / child to be desired and loved for itself, not its gender / desire for sex choice might be based on gender prejudice and reinforce gender stereotypes / unnatural / if done through IVF, then issue of surplus embryos – destruction of them is killing a living being loved by God / sperm selection avoids problem of surplus embryos but not as reliable so could result in unwanted child / slippery slope might lead to selection for unimportant physical attributes.

N.B. There are no set texts in this paper, so the Biblical examples referred to above are suggestions, not requirements.

(6 marks) AO2

PART B

B5 Social Responsibility

(a) **Describe how one well known Christian has tried to end discrimination.**

Target: Knowledge of a famous Christian’s stance against discrimination

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:

Martin Luther King: used role as Christian minister to motivate black people / leading role in bus boycott led to desegregation of buses and birth of civil rights movement / civil rights marches created worldwide awareness and led to suffrage for all black Americans / speeches stirred consciences / support for other types of non-violent protest, e.g. sit ins and freedom rides / consistently non-violent stance – only love able to neutralise power of evil.

Desmond Tutu: black Anglican priest who became Archbishop in S. Africa with powerful influence on world opinion / campaigned against apartheid / persuaded world to boycott S. African goods / organised peaceful demonstrations / chaired Truth and Reconciliation Commission which brought together perpetrators of atrocities and victims / been involved in mediating between warring factions in other parts of the world / consistently non-violent stance / encouragement of forgiveness.

Jean Vanier: founder of L’Arche communities – intellectually disabled and carers share life together / founded Faith and Sharing – monthly prayer and support meetings for carers and friends / Faith and Light – pilgrimages for intellectually disabled, carers and friends / Intercordia – university student organisation to create awareness of poor and marginalised in the developing world / creates awareness through retreats and conferences.

There are many other figures that might be chosen, e.g. Trevor Huddleston, Oscar Romero, Elizabeth Fry, Mother Teresa. They must be well known (rather than a local figure or a relative) and they must be Christian.

(6 marks) AO1

(b) ‘Christians should never discriminate.’

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

Target: Evaluation of wrongness of discrimination for Christians

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 might include some of the following points:

Agree:

Belief that all are created by God in his image means there is no excuse for discrimination / following Jesus means following his example and teaching – he showed respect for women, tax-collectors and non-Jews and he made a despised Samaritan the hero of his parable / Paul’s teaching that racial, gender and social distinctions are meaningless in God’s eyes / stories of Jonah and Ruth are both protests against racial discrimination / all mainstream churches opposed to it.

Other views:

Christians are only human and can be influenced by upbringing to be prejudiced and discriminate / past experience can encourage discrimination / Jesus might be accused of discrimination in his handling of the Greek woman who asked him to heal her daughter – he referred to non-Jews as dogs (Mark 7:27) / positive discrimination acceptable in order to compensate for negative discrimination in the past / prejudiced views of e.g. Dutch Reformed Church.

N.B. There are no set texts in this paper, so the Biblical examples referred to above are suggestions, not requirements.

(6 marks) AO2

(c) Explain Christian beliefs and teachings about marriage.

Target: Knowledge and understanding of Christian beliefs and teachings about marriage

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:

Jesus’ teaching – meant to be lifelong relationship not to be tampered with by anyone else / Church teaching is that it is intended to be permanent, life-giving and exclusive / all Churches teach importance of faithfulness, commitment, its nature as a partnership / sacramental nature of marriage / some Christians accept teaching of Ephesians 5:22-33, e.g. women to obey husbands / some Christians see Ephesians teaching as tied to 1st century culture and out of date / right context for sexual relationship and for rearing children / two become one flesh / ‘go forth and multiply’.

N.B. There are no set texts in this paper, so the Ephesians reference above is a suggestion, not a requirement.

(6 marks) AO1

(d) ‘Remarriage in church after divorce is always wrong.’

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 remarriage after divorce

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:

Sanctity of marriage vows that promise lifelong marriage to one person / makes a nonsense of the vows – trivialises marriage / Jesus stated that remarriage was tantamount to adultery / sacramental nature of marriage means that it can never be repeated during lifetime of both partners / causes problems for any children from former marriage(s) and step-parent(s).

Other views:

Jesus stating an ideal, not making a hard and fast rule / Jesus always gave people the chance to start again / experience shows that sometimes the second marriage is closer to God's intentions for marriage than the first – mutual love, trust, sharing, etc. / harsh to condemn someone to living alone because of mistake made / innocent party / Matthean exception in the case of adultery means innocent party should be allowed.

N.B. There are no set texts in this paper, so the Biblical examples referred to above are suggestions, not requirements.

(6 marks) AO2

B6 Global Concerns.

(a) **Choose one of the following aid agencies:**

**CAFOD,
Christian Aid,
Tearfund,
Trocaire**

Describe how the aid agency you have chosen helps people in Less Economically Developed Countries (LEDCs).

Target: Knowledge and understanding of work of a voluntary aid agency

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:

Involvement in provision of emergency aid in response to natural disasters and other crises – e.g. food, clothing, shelter / involvement in long term aid projects aimed at creating viable and self-sufficient communities – e.g. well digging, education, agricultural and medical advice and training / use of local partners enables communities to retain self-respect / projects to help war victims – e.g. drama workshops to work through trauma / funding students to attend universities in UK / setting up village co-operatives / creating awareness in this country through education / pressuring wealthy nations to drop debt and reform trade rules / Tearfund also engaged in evangelism.

(6 marks) AO1

(b) ‘Everyone should buy fair trade products.’

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 moral obligation to buy fair trade products

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:

Justice a central Christian principle – buying fair trade products shows support for justice / Biblical concern for justice – Amos stated that God wanted that more than sacrifice / fulfilling Biblical command to protect the defenceless / products readily available in supermarkets so no excuse for not buying them / shows Christian love – lives of producers and of their families transformed / can be sure that workers are not being exploited.

Other views:

Products sometimes more expensive so can't expect people to buy them when money is tight / may prefer the taste of another brand, e.g. coffee / may want to support local shops rather than supermarkets, and these may not stock fair trade products / free will given by God, and decision not to buy fair trade products is exercising that – should be no feeling of compulsion / can discriminate against UK producers.

N.B. There are no set texts in this paper, so the Biblical examples referred to above are suggestions, not requirements.

(6 marks) AO2

(c) Explain Christian beliefs and teachings about the environment.

Target: Knowledge and understanding of Christian beliefs and teachings about the environment

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 universe created by God and at each stage of its creation it is good, i.e. fulfils God's purpose for it / Psalm 104 shows God's love for everything in the world – it has intrinsic value / Jesus spoke of God's concern for the sparrows / humans intended to be stewards – duty to care for it as God's agents and not as the world's owners / animals created as companions for Adam – he named them / duty to pass world on to future generations / Roman Catholic teaching that the world and its resources are there for humans to enjoy but not exploit / humans given dominion over rest of creation (Genesis 1:28) / minority view that dominion means domination.

N.B. There are no set texts in this paper, so the Biblical examples referred to above are suggestions, not requirements.

(6 marks) AO1

(d) ***‘For Christians, ending world poverty is more important than caring for the environment.’***

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

Target: Evaluation of whether for Christians, ending world poverty should take priority over environmental care

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:

Humans are in God's image and so their needs should come before other creatures / Jesus said that humans were of more value to God than sparrows / justice for the poor an absolute priority / making poor continue to suffer on grounds that environmental preservation should take priority just intensifies the injustice / if problem of global poverty dealt with, less harm would be done to environment (e.g. less trees would be cut down, there would be fewer civil conflicts) / justice for the poor an absolute priority.

Other views:

Both equally important – seen in the fact that Christian aid agencies, etc. are concerned with environmental issues / misuse of natural resources by richer nations intensifies the poverty of poor nations / natural disasters experienced in LEDCs more frequent and far worse because of climate change / unless action is taken, future generations, wherever they live, will suffer terribly / as stewards, humans are answerable to God for the care they take of his world / God gave humans the duty to look after it (as seen in the Genesis 2 story of Adam being put in the garden to till it) / Jesus said 'the poor are always with you' / environmental destruction could lead to end of life / only place we have to live, so must care for it for survival.

N.B. There are no set texts in this paper, so the Biblical examples referred to above are suggestions, not requirements.

(6 marks)

AO2