



**General Certificate of Secondary Education
June 2012**

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 students' 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 students' 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 students' 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 students, 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 student 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, students' 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 students 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 student'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 student 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 student's response.

Levels of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

Assessment of Quality of Written Communication

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

Students 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.

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

N.B. There are no set texts in this paper, so any Biblical passages referred to in the indicative content are suggestions, not requirements.

PART A

A1 Social Responsibility

- (a) *Explain briefly why some people have a civil marriage ceremony.***

Target: Knowledge and understanding of reasons for a civil marriage ceremony

Students may include some of the following points:

No religious belief / divorced / Church will not permit remarriage / cheaper / particular venue.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

(2 marks) AO1

(b) ‘Marriage should be for life.’

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 relevance of Christian view of marriage

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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 student 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	

Students may include some of the following points:

Agree:

Church sees lifelong marriage as the ideal for a happy and fulfilled marriage relationship / helps with family stability / many people who don't attend church regularly want to make this promise / very important in a time where rapid change creates feelings of insecurity / lifelong marriage part of God's plan from the very start, as seen in the creation stories / Jesus reinforced the idea of lifelong fidelity – 'what God has joined together, let not man divide' / Paul's teaching that marriage should reflect the self-giving love of Christ for his Church, and Christ's love is continual / become 'one flesh' / sacramental covenant.

Other views:

Society has changed and the Church needs to move with the times / people live for much longer so now unrealistic to expect people to stay in one relationship for life / more potential strains on marriage than in the past, e.g. long or frequent separation due to work / often less support in difficult times from other family members / sometimes second marriages turn out to be far more loving than the first / annulment / acceptance by some denominations of need for divorce in certain circumstances.

(6 marks) AO2

(c) Give one cause of racial prejudice.

Target: Knowledge and understanding of reasons for racial prejudice

Students may include one of the following points:

Fear / ignorance / stereotyping / past experience / influence of others (e.g. parents or peers) / scapegoating / terrorism / war / mono-cultural community / distinctive racial physical characteristics / ethnic differences.

1 mark for one appropriate answer.

(1 mark) AO1

(d) Explain Christian teachings which might be used to show that racial prejudice is wrong.

Target: Knowledge and understanding of Christian teachings about racial prejudice

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

Students may include some of the following points:

All humans created in the image of God / all are children of God / all are of equal value to God / 'There is neither Jew nor Greek...but all are one in Christ Jesus' / the parable of the Good Samaritan teaches that one's neighbour is anyone in need / Jesus' lack of prejudice shown in the fact that he mixed with, healed and helped non-Jews, e.g. healing the centurion's servant / justice central to Christian beliefs and practice, and prejudice encourages injustice.

Level 1 max for purely narrative answers, e.g. re-telling the parable of the Good Samaritan with no comment.

(4 marks) AO1

A2 Conflict**(a) ‘For Christians, reformation is the most important aim of 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 Christian views on the importance of reformation

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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 student 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	

Students may include some of the following points:

Agree:

Important to give offender a second chance / reflects attitude of Jesus who always gave people hope for a new start, e.g. he told the adulterous woman that he did not condemn her, and she should go and not sin again / punishment being approached in positive light / means that the offender will see the error of his or her ways and be able to contribute to society / will feel better about him / herself / forgiveness / relevant use of arguments against capital punishment, etc.

Other views:

Reformation doesn't take into account the harm done / protection the most important aim / the Bible states the importance of protecting the vulnerable / important to deter potential offenders and to stop offenders from re-offending / retributive punishment helps victims feel that justice has been done / 'an eye for an eye...' / relevant use of arguments supporting capital punishment.

(6 marks) AO2

(b) Explain why some Christians are pacifists.

Target: Understanding of Christian pacifism

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

Students may include some of the following points:

'Do not kill' applies to all forms of killing humans, including war / 'blessed are the peacemakers' – war is not peacemaking / 'those who live by the sword die by the sword', i.e. violence just creates more violence / war does not fulfil 'love your enemy' / creates long term suffering and misery / war leads to even more hatred and desire for revenge / war harms the environment as well as humans / following the example of another Christian.

(3 marks) AO1

(c) ‘Christians should never agree with terrorism.’

What do you think? Explain your opinion.

Target: Evaluation of use of terrorism

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

Students may include some of the following points:

Killing of innocent people / against Ten Commandments / indiscriminate / creates fear and distrust / encourages prejudice / against Jesus’ teaching about love of neighbour and of enemy / disproportionate response / should respond to evil with good not evil / ‘gravely against justice and charity’ (Catechism of Catholic Church) / can never achieve justice.

Last resort to redress great injustice / Bible stresses importance of justice / nothing else has worked / drawing world attention to a terrible situation / terrorists see themselves as freedom fighters, seeking liberation from oppression / limited terrorism acceptable, e.g. against buildings, not people / Jesus used violence to clear the Temple court.

(3 marks) AO2

A3 The Right to Life

(a) Euthanasia refers to a good and easy death.

(i) What is active euthanasia?

Target: Understanding of the meaning of active euthanasia

Students may include some of the following points:

(Mercy) killing / giving a lethal injection / terminating someone’s life

N.B. The explanation should contain the idea of killing. Do not credit voluntary euthanasia as this is not answering the question, or an explanation of ‘euthanasia’ as this is given at the start of the question.

1 mark for a correct explanation of the term.

(1 mark) AO1

(ii) *What is passive euthanasia?*

Target: Understanding of the meaning of passive euthanasia

Students may include some of the following points:

Withdrawing treatment from or not giving treatment / allowing nature to take its course / allowing a very ill person to die / giving pain-killing treatment even though it will shorten life / giving morphine in cancer treatment.

N.B. The explanation should contain the idea of letting someone die (as opposed to killing). Do not credit non-voluntary or involuntary euthanasia as this is not answering the question, or an explanation of ‘euthanasia’ as this is given at the start of the question.

1 mark for a correct explanation of the term.

(1 mark) AO1

(b) *‘Euthanasia shows Christian love.’*

What do you think? Explain your opinion.

Target: Evaluation of euthanasia’s compatibility with Christian love

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

Students may include some of the following points:

Shows compassion / fulfils Jesus’ command to love one’s neighbour / relieves unbearable suffering and indignity / allows individuals the right to self-determination / prevents discrimination being shown towards someone incapable of killing himself or herself / shows compassion to families whose grief and suffering are prolonged by the extended suffering of their loved ones.

More loving and compassionate to make dying people feel they still have value / hospices and palliative care a fuller expression of Christian love and compassion / possible exploitation of vulnerable people / some forms of euthanasia ignore right to self-determination / slippery slope argument – euthanasia might initially be motivated by love and compassion but then be carried out for other reasons.

Level 2 max for list of situations.

(3 marks) AO2

(c) Explain briefly one reason why Christians might accept abortion.

Target: Knowledge and understanding of reasons why Christians might accept abortion

Students may include some of the following points:

Risk to life – maternal life takes precedence / children would be left motherless / better to save one life than lose two / principle of double effect.

Poverty – existing family would suffer / poor quality of life.

Rape – trauma for mother / risk to her mental health / psychological problems for child.

Severe disability – very short life expectancy / compassion / poor quality of life / suffering for parents.

Foetus only potential human being – in earliest stages not a person; full rights come in later stages or at birth.

1 mark for a single point.

2 marks for a developed answer.

(2 marks) AO1

(d) Explain why some Christians disagree with abortion.

Target: Knowledge and understanding of reasons for Christian opposition to 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

Students may include some of the following points:

Breaches principle of sanctity of life / tantamount to murder / 'do not kill' / 'I chose you before I gave you life' / embryo has right to life from conception / nature of embryo as human life with potential / abortion shows disrespect / human life 'to be respected and protected absolutely from conception' (Catechism of Catholic Church / Dignitas Personae) / causes suffering to foetus / risk of infertility for woman / often leads to feelings of guilt and depression.

(4 marks) AO1

A4 The Use of Medical Technology

(a) Explain why some Christians do not agree with IVF treatment.

Target: Knowledge and understanding of reasons for Christians opposing IVF treatment

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

Students may include some of the following points:

Unnatural / removal of unitive element (i.e. man and woman becoming ‘one flesh’ in act of sexual intercourse) / mechanical adultery if donor gametes used / issue of spare embryos / destruction of unwanted embryos shows disregard for sanctity of life / use of unwanted embryos in embryonic experimentation is exploitation and disrespectful / wrong to use IVF for PGD (pre-implantation genetic diagnosis, i.e. screening embryo for genetic defects) / possibility of single women receiving it.

(3 marks) AO1

(b) Explain Christian views about saviour siblings.

Target: Understanding of Christian views on saviour siblings

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

Students may include some of the following points:

Good to save a life / puts ‘love your neighbour’ into action / child wanted anyway, so not exploiting it / may lead to close sibling bond / responsible use of God-given medical skills / shows compassion for the sick child / child not consented, so exploitation / wasted embryos treat life as disposable / against 6th (5th) Commandment / encourages view that life is a commodity not a gift / risk of emotional and relationship issues for members of family if treatment fails / encourages slippery slope to more trivial reasons for designer babies.

N.B. Students are not required to present both viewpoints for full marks.

(3 marks) AO1

(c) ***‘Human cloning should never be allowed.’***

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 morality of human cloning

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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 student 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	

Students may include some of the following points:

Agree:

Reproductive cloning contrary to natural law / right to two biological parents / a child is a gift from God, not a commodity / blurs the unique identity of each individual / possible psychological problems for the clone / animal cloning shows the huge risks for both mother and child / therapeutic cloning shows lack of respect for embryo / treated as disposable material / form of ‘biological slavery’ (Dignitas Personae) / adult stem cells could be used / breach of 6th (5th) Commandment.

Other views:

Both types of cloning show compassion / therapeutic cloning could save or improve quality of life / acceptable use of God-given skills / extension of Christ’s healing work / before 14 days, pre-embryo not a person so not tantamount to murder / Christian love in action / use of embryonic stem cells essential in current state of knowledge.

(6 marks) AO2

PART B

B5 Global Concerns

(a)(i) Explain causes of poverty in Less Economically Developed Countries (LEDCs).

Target: Knowledge and understanding of causes of poverty in LEDCs

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

Students may include some of the following points:

Unfair trade / producers of goods not given fair remuneration and world trade rules penalise LEDCs / long-term debt / some owe more in interest than they borrowed / war destroys produce that could be sold and defence spending leads to increased national debt / disease prevents people from working to support themselves and their families / national disasters destroy sources of income / lack of educational opportunity reinforces and intensifies poverty.

(4 marks) AO1

(a)(ii) Explain Christian teaching about caring for the poor.

Target: Knowledge and understanding of Christian teaching about care of the poor

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

Students may include some of the following points:

Helping others is in effect helping Jesus (e.g. parable of sheep and goats) / importance of sharing wealth (e.g. parables of rich fool, Dives and Lazarus) / love of others to be seen in deeds and not just words (e.g. teaching of 1 John) / giving to be generous and self-sacrificial / care of the poor a matter of justice / all humans are children of God, created in his image / the Golden Rule.

Level 1 max for purely narrative answer, e.g. re-telling the parable of Dives and Lazarus.

(4 marks) AO1

(b) **‘Everyone should give generously when Less Economically Developed Countries (LEDCs) need emergency aid.’**

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 emergency aid

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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 student 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	

Students may include some of the following points:

Agree:

Without such aid people will die as LEDCs have no contingency funds to deal with natural disasters etc. / 'generously' does not refer to the amount given but the generosity of spirit / the Bible and Christianity see generosity of spirit as a key Christian quality, e.g. Jesus praising the widow's tiny offering to the Temple / emergency aid saves lives and Christians believe in the sanctity of life / shows love of neighbour / if people give to reputable aid agencies, the food etc. will get to those who need it / gives hope to people at time of absolute despair / recognises that all humans are children of God and of infinite value / the need is far greater in LEDCs than in the UK / the teaching of the Golden Rule / giving emergency aid could ultimately benefit the donor.

Other views:

People should not feel obliged to give as then the motivation is totally wrong / people have the right to decide for themselves whether or not they want to give at all or to give a lot without feeling guilty about it / not everyone can afford to give / family needs must come first / Christian duty of parents to provide for their children / may not be good stewardship of money / if too much emergency aid, it may encourage dependency / in a corrupt regime the food etc. bought with it often goes to the wrong people, e.g. the rulers or the military / this shows poor stewardship of resources and the Bible tells people to use their money wisely and responsibly / discourages people from trying to produce and then sell their own goods / many in the UK are in urgent need of help / we can be more confident that money used by charities for those in the UK reaches those who need it.

N.B. Evaluation needs to focus on emergency aid.

(6 marks) AO2

(c) Explain ways in which people are working to protect the environment.

Target: Knowledge and understanding of how people are working to protect 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

Students may include some of the following points:

Provision and use of recycling facilities means less going into landfill sites and reduced demands on resources / better and 'greener' public transport and encouragement to walk or cycle to reduce the number of cars on the road / energy-saving practices in the home, workplace, churches etc. / church communities becoming eco-congregations / local councils and governments implementing conservation schemes locally, nationally and internationally.

(4 marks) AO1

(d) ‘The world exists for humans to use as they wish.’

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 environment in relation to humanity

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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 student 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	

Students may include some of the following points:

Agree:

God-given free will / God gave humans dominion over the earth / ‘fill the earth and subdue it’ / ‘you put everything under his feet’ (Psalm 8) / Jesus said that humans are more valuable to God than sparrows / people have the right to enjoy what nature provides / they have a duty to provide a reasonable lifestyle for themselves and their families, e.g. cutting down tropical forests to provide more land for homes and crops.

Other views:

God created a beautiful universe / everything he created was good, with intrinsic value and purpose / humans are stewards, not owners of creation / dominion does not mean domination / need to be responsible and not selfishly greedy / should think of future generations / losing resources that cannot be renewed / teaching of Assisi Declarations.

(6 marks) AO2

B6 Personal Relationships

(a) Explain why people use legal drugs.

Target: Knowledge and understanding of reasons for the use of legal drugs

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

Students may include some of the following points:

Medically prescribed drugs: to cure an illness / to control or minimise the effects of an illness or physical or mental condition / to relieve pain / to deal with an infection / in surgical procedures / family and/or cultural attitudes.

Socially accepted drugs, e.g. tobacco, alcohol, caffeine: to relieve stress and make the person feel calm / to socialise with friends / to provide a temporary escape from problems / for enjoyment / because the person is physically or psychologically dependent on the drug, i.e. alcohol, tobacco / acceptable to drink alcohol as Jesus did / use of wine in the Eucharist shows it is acceptable / family and / or cultural attitudes.

(4 marks) AO1

(b) ‘Christians should never smoke tobacco.’

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

Target: Evaluation of morality of smoking tobacco

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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 student 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	

Students may include some of the following points:

Agree:

Tobacco the cause of serious illnesses / may lead to premature death / selfish because of the dangers of passive smoking and the drain on NHS resources / not treating the body as ‘a temple of the Holy Spirit’ / not wise stewardship of the body / not wise stewardship of money / Christians should rely on God to help them deal with stress / smoking in pregnancy, etc.

Other views:

Tobacco is a legal drug / provides stress relief / God gave people the herbs of the ground to use (Genesis) / God gave people freedom of choice / individuals should have autonomy over their own bodies / not harming others if people restrict smoking to when they are on their own, with other smokers or people who do not mind them smoking.

(6 marks) AO2

(c)(i) Explain Christian attitudes to contraception.

Target: Knowledge and 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
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks

Students may include some of the following points

Natural methods of family planning acceptable in order to space the births of children / artificial methods of contraception contravene natural law / sexual intercourse should always be open to the possibility of children as a loving gift from God / some forms regarded as abortifacient and so deny the pre-embryo’s God-given right to life from conception / using contraception may be a responsible decision in some circumstances, e.g. of family poverty / prevents the transmission of genetic diseases, HIV etc. / woman’s physical life or mental health might be endangered by pregnancy / although sexual relationships meant to be restricted to marriage, ‘safe sex’ is the responsible approach in extra-marital relationships.

N.B. Students are not required to present both viewpoints for full marks.

(4 marks) AO1

(c)(ii) Explain Christian teaching about heterosexual relationships.

Target: Knowledge and understanding of Christian teaching about heterosexual relationships

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

Students may include some of the following points:

Sexuality a precious gift from God to be used responsibly / sexuality celebrated in Song of Solomon (Song of Songs) / heterosexual relationships part of God's plan from the start / to be enjoyed, e.g. Adam and Eve 'were naked and were not ashamed' / the Churches teach that it should be restricted to marriage / some Christians stress the importance of a committed, but not necessarily married, relationship / according to natural law, meant to be unitive and procreative / 'one flesh' / 'go forth and multiply' / chastity to be valued / celibacy a gift from God to those who are called to it / adultery sinful / the 7th (6th) Commandment / importance of commitment / trust / loyalty / fidelity / companionship / relationship understood as a partnership.

(4 marks) AO1

(d) 'Homosexuality is not a sin.'

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 homosexuality is sinful

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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 student 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	

Students may include some of the following points:

Agree:

Earlier views of homosexuality are outdated / Biblical texts do not refer to the loving monogamous relationships practised by many in the 21st century / Biblical writers influenced by the culture of their day / committed homosexual relationships as holy as heterosexual ones / homosexual orientation a gift from God / a matter for individual conscience / homosexual tendencies not necessarily sinful and those with them ‘must be accepted with respect, compassion and sensitivity’ (Catechism of Catholic Church).

Other views:

Same-sex relationships are against the claim of natural law doctrine that reproduction is the purpose of sexuality / Roman Catholic Church teaches that those with homosexual orientation must be celibate / both Old and New Testaments teach that homosexuality is a sin and forbid it / the Bible’s teachings were inspired by God so must be obeyed / rejects God’s purposes as shown when he created men and women.

(6 marks) AO2

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