



**General Certificate of Secondary Education  
June 2012**

**Religious Studies** **405004**

**Specification A**

**Unit 4** ***Roman Catholicism: 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](http://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.

**PART A**

**A1 Prejudice and Discrimination and Respect for Human Life**

**(a)(i) *What is prejudice?***

**Target: Knowledge of the term prejudice**

Prejudice: Biased judging someone before the facts are known. Prejudging someone before knowing them. Holding a biased opinion about an individual or a group.

1 mark for correct explanation.

**(1 mark) AO1**

**(a)(ii) *What is discrimination?***

**Target: Knowledge of the term discrimination**

Discrimination: To act against someone on the basis of race, gender, religion etc. / acting upon prejudice.

1 mark for correct explanation.

**(1 mark) AO1**

**(b) *Explain, using examples, two types of prejudice.***

**Target: Knowledge and understanding of two types of prejudice**

0 marks nothing relevant or worthy of credit.	0 marks
1 mark for a superficial comment or a single point.	1 mark
2 marks for a developed answer or more than one point.	2 marks

**No marks for an example with no explanation.**

e.g. Race: based on race, skin colour / problem in U.K. and many other countries / leads to disadvantage and hurt / violence / breaks civil law / contradicts Gen. 1 26-27 / Matt. 22:39 / Gal. 3:28 / an evil which is contrary to God's law.

Disability: often presented as lower form of humanity / leads to disadvantage in education and work / seen as the antithesis of beauty in a perfection obsessed society / reason for abortion in civil law.

Other types of prejudice may include colour, religion and gender, sexual orientation, size / appearance.

Maximum 2 marks if only one type dealt with.

**(4 marks) AO1**

(c) ***‘Babies who will be born with severe disabilities should be aborted.’***

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

**Target: Evaluation of abortion of disabled unborn**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	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.
<b>Level 6</b>	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**

Law in U.K. allows this / pre-natal testing assumes it / pressure from society / emotional cost to parents / life not worth living / pressure on family / financial cost to state medical and educational services / life for disabled is sometimes painful and short / not loving to continue with pregnancy if child will be disabled.

**Other views**

Against law of God / all have right to life / tests make mistakes / support available / Jer.1:5 / all life valuable / no person is perfect, often loved for imperfections / dangers of eugenics / Gaudium et Spes states that life must be protected with the utmost care from the moment of conception and that abortion and infanticide are abdominal crimes.

**(6 marks) AO2**

**A2 Crime and Punishment**

**(a) Explain deterrence as an aim of punishment.**

**Target: Knowledge and understanding of deterrence in relation to punishment**

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:**

Deterrence: to put people off committing crime / as warning to others / punishment needs to be 'seen' / deterrence for criminal and society.

**(3 marks) AO1**

**(b) Explain what Christians might learn about forgiveness from the Parable of the Unmerciful Servant. Do not retell the parable.**

**Target: Knowledge and understanding of the parable**

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:**

Matt. 18:23-35 God's mercy and forgiveness should not be abused / we must show mercy to others / must forgive those who sin against us as condition of our own forgiveness / those who do not forgive are punished / to receive forgiveness requires a merciful heart / Christians must try to be God-like.

**(3 marks) AO1**

(c) ***‘Putting people in prison does not work.’***

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

**Target: Evaluation of imprisonment**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	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.
<b>Level 6</b>	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**

Rate of re-offending is high / many in prison are mentally ill or addicts / universities of crime / over-crowding means little chance of education or rehabilitation / little constructive or redemptive purpose visible / prison population continues to grow / expensive / other forms of punishment, e.g. death penalty, preferable / there is an element of revenge in imprisonment / in Matthew 5: 38-39, Jesus states the importance of forgiveness.

**Other views**

Punishment is necessary / society must be protected / law must be defended, vindicated / criminals must be seen to pay / removal of dangerous criminals a duty of the state / Beatitudes refer to justice / Jesus' anger in Temple / prison is a good deterrent to the prisoner and to others / Christians believe punishment should involve forgiveness, justice and reform.

**(6 marks) AO2**

**A3 Christian Vocation**

**(a) Describe the Rite of Ordination of a Roman Catholic priest.**

**Target: Knowledge of the Rite of Ordination**

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

**Students may include some of the following points:**

Presentation of candidates for ordination / homily about the meaning of priesthood / examination or questioning of the candidate / the promise of obedience by the candidate to the bishop / prostration – a sign that the candidate is submitting himself to God / consecration – the priest is ordained by the bishop laying on of hands and saying a prayer / investment – the priest receives the stole and chasuble / the bishop anoints the hands of the new priest / the bishop presents the new priest with the paten and chalice / the sign of peace / the concelebration of Mass by the new priest with the bishop and other priests.

Students may use the above terms or their own words to describe the rite.

**(4 marks) AO1**

**(b) ‘The Roman Catholic Church should allow priests to marry.’**

**What do you think? Explain your opinion.**

**Target: Evaluation of issue of married priests**

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

**Students may include some of the following points:**

Cost of supporting families / pressures on priest and family members / conflict of duties for priest / many priests have left priesthood or been laicised over this issue / celibacy / tradition of priests not marrying / Jesus was not married.

Married priests already exist / Jesus chose married men / better able to understand marriage and family problems / celibacy not seen as normal / distances priest from community / shortage of priests.

**(3 marks) AO2**

**(c) Give two ways in which a deacon serves his parish community.**

**Target: Knowledge of the role of a deacon**

**Students may include some of the following points:**

Supports the priest / may read the Gospel / preside at weddings / lead prayer / he may baptise / conduct funerals / assist at Holy Communion / chaplaincy work.

1 mark for each correct way.

**(2 marks) AO1**

(d) ***‘Lay people have a duty to share in the work of their parish.’***

***What do you think? Explain your opinion.***

**Target: Evaluation of the role of lay people**

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

**Students may include some of the following points:**

Parable of the Talents / Christian vocation is for all / important to be active and productive in parish life / support for priests / to live belief / Catechism 900 states that lay Christians have a duty to work so that the divine message of salvation may be known by all throughout the world.

Lay people already have busy lives / family care is also a work for the parish community / not all have the time, confidence to volunteer / traditionally left to priest.

**(3 marks) AO2**

#### **A4 Christian Healing**

(a) ***Explain how the Anointing of the Sick helps those who are ill.***

**Target: Knowledge and understanding of the effects of the Sacrament**

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

**Students may include some of the following points:**

Sick person receives power and love of the Holy Spirit / forgiveness of sins / offers spiritual strength, comfort, peace and courage / spiritual healing / may restore health / overcome fear of death / spiritual comfort / strength to face illness / spiritual reading such as James 5: 14-15 / prayer / receiving Holy Communion.

**(4 marks) AO1**

**(b) Explain briefly what Christians mean by the sanctity of human life.**

**Target: Knowledge of the term sanctity of life**

**Students may include some of the following points:**

Human life sacred / every life uniquely precious and possessing special value / it can never be ignored or sacrificed for some other good / the taking of human life is evil and seldom justifiable / life is a gift from God / God gives life and God takes away life / we are made in the image and likeness of God.

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) **‘People should have a right to choose how to end their lives.’**

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

**Target: Evaluation of individual’s right to choose how to end life**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	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.
<b>Level 6</b>	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**

People should have right to choose time and nature of own death / quality of life argument / suffering diminishes this / if no cure possible / hope is lost / animals` lives ended to ease pain / mercy=love / desire to spare loved ones pain / encouraged to exercise choice over many things in life-why not this?

**Other views**

All life sacred / divine purpose for each person / suffering a mystery / closeness to suffering of Christ/pain part of being human / good can come out of suffering / God gives life, only God should take it away / 5<sup>th</sup> Commandment / healing ministry of Jesus / Roman Catholic teachings / civil law.

**(6 marks) AO2**

**PART B**

**B5 Christian Marriage and Christian Values**

**(a) Explain why some marriages break down.**

**Target: Knowledge and understanding of causes of marital breakdown**

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

**Students may include some of the following points:**

Adultery / infertility / too young at time of marriage / different aims in life / careers / children / money problems / addictions / cruelty / long periods apart / illness / pressures of work / loss of a child / unrealistic expectations of 'love' / insensitivity to each other / racial or religious problems.

**(6 marks) AO1**

**(b) ‘Married Christians should stay together, however difficult it might be.’**

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

**Target: Evaluation of marriage for life / divorce**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	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.
<b>Level 6</b>	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**

Marriage vows expect life-long commitment / teaching of Jesus and of Roman Catholic Church / all marriages experience problems / separation splits families / causes disorder in family and society / society has made divorce too easy / settled family life essential for children / love should be selfless / covenant – an agreement between the couple and God.

**Other views**

State allows divorce / Church allows separation and annulment / some marriages so damaging that they are better ended / it is better for people to split up in cases of abuse and violence / God loves us and desires our happiness / God ready to forgive mistakes and allow fresh start.

**(6 marks) AO2**

- (c) Explain two of the Ten Commandments that might help people to live a good married life.**

**Target: Knowledge and understanding of the Ten Commandments**

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

**Students may include some of the following points:**

(Suggest nos 4, 6, 7, 8, 9 relevant to question.)

Commandments central to Christian life / e.g. adultery a form of unchastity / chastity involves control of freedom / requires modest and considerate behaviour / is a failure to control human feelings / breaks marriage vows / damages relationships / harms families / reason for divorce / no 8 – Christians should live truthfully / truth engenders trust / essential in relationships / lying undermines relationships / harms people.

Maximum Level 4 if only one Commandment explained.

**(6 marks) AO1**



(d) ***‘The Beatitudes are a better guide to Christian living than the Ten Commandments.’***

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

**Target: Evaluation of relative importance of the Beatitudes and the Ten Commandments**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	3 marks	
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 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.
<b>Level 5</b>	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.
<b>Level 6</b>	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**

They are positives rather than negatives / the word ‘blessed’ or ‘happy’ touches on human desire for happiness / offer reward for right living / paint picture of person we might aspire to become / many admirable people embody the values of the Beatitudes.

**Other views**

Ten Commandments paramount / basis for Christian living / given by God / followed for thousands of years / accepted by most as sound basis for society / some Beatitudes hard to understand / hard to accept meekness as a way of life / Commandments are rules, Beatitudes seem more like advice / Commandments Jewish teaching, Beatitudes teaching of Jesus.

**(6 marks) AO2**

**B6 Christian Responses to Global Issues**

- (a) ***Explain what the Parable of the Sheep and the Goats teaches Christians about responding to people in need. Do not retell the parable.***

**Target: Knowledge and understanding of Matt.25:31-46**

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

**Students may include some of the following points:**

Feed the hungry / give drink to the thirsty / welcome the stranger / clothe the naked / care for the sick / visit the imprisoned / e.g.s of how these are implemented by charities or individuals in modern life / we reflect our love for God when we help others / we shall be rewarded for the way we treat those in need.

Level 3 for simple list of Parable teachings or retelling.

**(6 marks) AO1**

**(b) ‘Charities like CAFOD and Trocaire can do very little to reduce world poverty.’**

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

**Target: Evaluation of effectiveness of work of Cafod and Trocaire**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	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.
<b>Level 6</b>	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**

Been in existence many years, little reduction in poverty / natural disasters and wars set cause back constantly / bad governments misuse resources / short term or emergency aid just plugs small holes / long term or development aid slow to show results / western concepts of rights and human dignity not shared by all / resources spread too thinly / recession will reduce contribution.

**Other views**

Much evidence of good done / e.g.s of projects or of individuals helped / defence of poor and marginalised a Christian duty / progress may be slow but has real effects in raising awareness of e.g. rights of women or of disabled / where charities lead governments often follow / multiplier effect / Christian tradition / follows example and teaching of Jesus / Matt. 25:31-46 / Church documents, Gaudium et Spes 1965 / when we help those in need we show our love for God.

**(6 marks) AO2**

**(c) Explain Christian views about terrorism.**

**Target: Knowledge and understanding of the Christian view of terrorism**

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

**Students may include some of the following points:**

Terrorism is when groups use terror / violence or the threat of it to achieve their aims rather than using the democratic process / 5<sup>th</sup> Commandment / Do not kill / love thy neighbour / Golden rule / sanctity of life – respect for all life / life is precious / terrorism breeds hatred / revenge / creates division in society / does not comply with Just War Theory.

**(6 marks) AO1**

**(d) ‘Christians should always be pacifists.’**

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

**Target: Evaluation of whether or not Christians should always be pacifists**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	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.
<b>Level 6</b>	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**

Pacifism the belief that violent acts are wrong / Quakers dedicate themselves against any act of violence / taking part in any war is wrong / 'Blessed are the peacemakers' / 'Turn the other cheek' / 'All who live by the sword will die by the sword' / there have long been Roman Catholic movements that have been pacifist e.g. Pax Christi / Sermon on Mount.

**Other views**

Roman Catholic tradition and teaching accepts that acts of war may sometimes be necessary / Just War theory / violence may be necessary to defend the oppressed / all have right to defend themselves against attack / may be needed to defend a way of life or freedom of some sort.

**(6 marks) AO2**

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