



**General Certificate of Secondary Education
June 2013**

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

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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. 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

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of students' responses. To facilitate this, levels of response marking has been devised for many questions.

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

The **assessed level** of response to each part of each question must be indicated in the left-hand margin (L1, L2, etc.), leaving the right-hand margin for the numerical award.

If a 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. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a 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.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully, responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

Assessment of Quality of Written Communication

Quality of written communication will be assessed in all components and in relation to all assessment objectives. Where students are required to produce extended written material in English, they will be assessed on the quality of written communication. The quality of written communication skills of the student will be one of the factors influencing the actual mark awarded within the level of response. In reading an extended response, the examiner will therefore consider if it is cogently and coherently written, i.e. decide whether the answer:

- presents relevant information in a form that suits its purposes;
- is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- is suitably structured and that the style of writing is appropriate.

The assessment of the Quality of Written Communication (QWC) will continue to be included within the judgement of Levels of Response in the 6 mark evaluation questions. In line with past practice, responses will be assessed chiefly on the evaluation criteria relating to content, using the guidance comments to assist the application of those criteria. (These have now been inserted into the mark schemes for the convenience of examiners.) However the specific QWC criteria may be used in borderline cases e.g. between Levels 1 and 2, 3 and 4, or 5 and 6. So for example coherence may well be a deciding factor in a borderline Level 5/6 response.

Assessment of Spelling Punctuation and Grammar

The assessment of Spelling, Punctuation and Grammar (SPaG) is a new requirement for 2013 and examiners need to award up to an additional 4 marks, based on the performance criteria set out below. This assessment will be made from work presented in answer to the whole of Question B5 or B6 only. Examiners should make a judgment based on the overall standard of this question, bearing in mind that the last part of this question may contain more errors as students rush to finish the paper. If the rest of the question is of a high standard, they should not be penalised. However, answers that contain only a few lines on each part or use bullet points or notes throughout may not meet the threshold level.

Spelling, punctuation and grammar will be assessed in Questions B5 and B6. 4 marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The performance descriptions are provided below.

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>

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

PART A

A1 Vocation in Action

- (a) Give two ways in which CAFOD or Trocaire help the poor.**

Target: Knowledge of some of the ways CAFOD and Trocaire help the poor

Students may include some of the following points:

In emergencies CAFOD and Trocaire provide things like food, clothes, medical supplies, tents and clean water. Some of their long term projects may include food production, water supplies and irrigation, preventative medicine, vocational training and adult education, raise money etc.

1 mark for each correct answer.

(2 marks) AO1

(b) ‘Christians should support Fairtrade.’

What do you think? Explain your opinion.

Target: Evaluation of Christians’ obligation to support Fairtrade

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:

Jesus taught that it was important to help those in need / in the Beatitudes Jesus praises people who are merciful and in the Parable of the Sheep and Goats he teaches about the importance of helping those in need / people who buy Fairtrade goods are following this teaching, as they are helping the very poor by supporting Fairtrade / children will not have been forced to work to produce Fairtrade goods / the conditions under which Fairtrade goods are produced are acceptable / World Trade Organisation was set up 1995 as a forum for countries to agree Fairtrade rules / it has about 150 members / all countries have equal voting rights about the trading rules drawn up / Fairtrade for poor countries is essential for economic growth which in turn leads to justice, better education, health care and improved infrastructure / the Fairtrade Foundation works with producers in poor countries and helps guarantee them a fair price for the goods they produce/ Golden rule etc.

There are problems with the way Fairtrade operates in our world today / in theory all 150 countries who are members of the World Trade Organisation are equal in terms of their voting rights but the rich countries dominate because of their greater bargaining power / multinational companies control two thirds of the world trade / multinational companies put pressure on governments to make the trade rules that will maximise their profits / they undermine development in poor countries by selling cheap exports such as grain and meat when these products are surplus in the rich countries / rules at World Trade Organisation conferences are drawn up to benefit the rich countries and not poor countries / rich countries impose tariffs and trade barriers on poor countries but poor countries are unable to do this / expensive to buy / difficult to fund etc.

Two sided answers to be credited but are not required.

(3 marks) AO2

(c) Explain why many countries are poor.

Target: Knowledge and understanding of the reasons for lack of development

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks

Students may include some of the following points:

Civil wars / money spent on arms and not on development / natural disasters such as floods, droughts, earthquakes and the lack of ability to recover from these / lack of wealth to develop wells and irrigation systems / severe debt problems / cash crops grown to make money to pay interest on debts / population / lack of education and vocational training / corruption in some countries etc.

(4 marks) AO1

(d) ‘Christians must do more to help people in poor countries.’**What do you think? Explain your opinion.****Target: Evaluation of the argument that Christians should do more to help poor countries**

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:

The Parable of the Last Judgement states that people will be judged on how they respond to the needs of others / love our neighbour, implies that one should be willing to do everything he/she can to help the poor / if Christians did more there would be greater justice for the poor of the world / the Beatitude states to be merciful to those in need and this means doing as much as possible to help the poor / Jesus gave up everything for others and Christians must therefore be generous in their response to those in need / people need to overcome their selfishness and greed and share the world’s resources better / Golden rule etc.

The problems facing people in poor countries cannot be solved by Christians alone and world governments need to do more / corruption in many poor countries is the cause of a lot of poverty / many Christians already support many projects run by organisations such as CAFOD and Trocaire / progress has been made in the area of Fairtrade due to the efforts of many Christians / little can be done to prevent natural disasters / Christians alone cannot solve the debt crisis facing many poor countries / many Christians are finding it hard to cope with the present financial difficulties they are facing etc.

Two sided answers to be credited but are not required.

(3 marks) AO2**A2 Christian Values****(a) Explain briefly what ‘do not commit adultery’ means.****Target: Understanding of the meaning of the commandment**

Adultery is voluntary sexual intercourse between a married person and someone who is not his / her spouse. Sexual infidelity to one’s spouse.

1 mark for a superficial comment or single point.

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

(2 marks) AO1

(b) Explain the harm that can follow if people commit adultery.

Target: Knowledge and understanding of the problems that may be caused as a result of adultery

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks

Students may include some of the following points:

It may cause serious damage and upset to the family / the disloyal husband or wife will cause great pain to their partner / may lead to the breakdown of marriage / may lead to arguments and violence / trust is destroyed / children may suffer emotionally and psychologically / breaks marriage vows / goes against the true meaning of marriage / breaks the Commandment 'Do not commit adultery' / it goes against Jesus' teaching etc.

(4 marks) AO1

(c) ***'Life is worse for everyone when people do not follow the Ten Commandments.'***

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

Target: Evaluation of the argument that life would be worse for everyone if people did not follow the Ten Commandments

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Jesus did not reject the Commandments / the first three commandments tell about our duty to God and the other seven about our duties to each other / if people fail to follow the last seven Commandments the consequences are broken homes / no respect for life or marriage / no rules about stealing would lead to chaos in society / unless people are honest with each other communication would become meaningless / lack of control in the area of human relationships would lead to serious problems for people and society / the first three Commandments are essential for people to know how to have a proper relationship with God / the Commandments are universal and are not limited to time or place.

Other Views

People are capable of working out their own rules for the good of society and do not need religious rules over 4000 years old / Jesus' teaching is more important today for Christians than the Ten Commandments / people today like to think for themselves and do not like the idea of following negative rules which are not positive like the Beatitudes / people are less religious today and will look for secular answers as to how we should live a good life / people do not like to be restricted by religious rules / some say that Jesus updated the Commandments when he gave his Golden Rule.

(6 marks) AO2

A3 Dying and the Afterlife

- (a) ***Explain briefly how the Roman Catholic Church gives support to those who are dying.***

Target: Knowledge and understanding of ways in which the Roman Catholic Church supports those who are dying

Students may include some of the following points:

Gospel reading to show the healing power of Jesus / laying on of hands to give strength and the gift of the Holy Spirit who gives power to face suffering and death / anointing of the forehead and hands in the shape of a cross, symbolising God's blessing, his healing and comfort / Viaticum (Holy Communion) is given to those who close to death and this gives the person hope and comfort / forgiveness of sin / prayers are offered for the dying, reflecting the power of prayer offered in faith in James 5:14-15.

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) Describe death rites in the Roman Catholic tradition.**Target: Knowledge of the death rites in the Roman Catholic Church**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks

Students may include some of the following points:

A vigil or wake is held in the home where members of the family and friends take turns to watch over the body / body is brought to church the evening before / prayers are said / rosary.

The Funeral Mass / The priest greets the mourners and coffin at the entrance to the church / the coffin is sprinkled with holy water as a reminder the person became a Christian through baptism / Mass continues / at the end of Mass the final commendation / there is silent prayer / the coffin is again sprinkled with holy water and incense is shaken / prayers are said asking God to look after the person who has died and that they might be united with God in heaven.

In the Roman Catholic Church the body may be buried or cremated / prayers are said and holy water is sprinkled onto the coffin / the final commendation.

(4 marks) AO1

(c) *'There is no such thing as life after death.'*

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

Target: Evaluation of the arguments for and against life after death

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

No scientific evidence / no one knows what happens after death / no empirical proof for life after death / belief in life after death goes against reason, science and modern thinking / belief is not proof / wishful thinking / common sense suggests that life after death is impossible / life is limited to how long the body functions / life after death can neither be proved or disproved.

Other Views

Belief that death is not the end is part of the Roman Catholic faith tradition / life after death is beyond our imagination / Apostles' Creed / resurrection is an extension to human beings of the resurrection of Christ / Gospel evidence of empty tomb / belief in judgement / judgement based on how people lived their lives / Heaven / Hell / Purgatory / Parable of Sheep and Goats / in John 11: ²⁵⁻²⁶, Jesus said, 'I am the resurrection and the life. He who believes in me will live, even though he dies'.

(6 marks) AO2

A4 Christian Marriage and Respect for Human Life

(a) Explain what the Roman Catholic Church teaches about the ideal of marriage.

Target: Knowledge and understanding about what the Roman Catholic Church teaches about the ideal of marriage

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks

Students may include some of the following points:

The Roman Catholic Church sees marriage as a sacrament – a sign for all to see / marriage involves a life-long relationship and is irrevocable / it is an exclusive relationship, demanding faithfulness to one person / marriage is life-giving and requires parents to be loving and responsible / the love of a couple for each other should reflect God's love for his Church / the relationship of the couple should be marked by love, care and respect.

(3 marks) AO1

(b) Explain why the Roman Catholic Church might annul a marriage.

Target: Knowledge and understanding of the reasons necessary for the Roman Catholic Church to annul a marriage

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks

Students may include some of the following points:

One of the partners may have lied when they made their marriage vows and they may have had no intention of having children / the marriage was never consummated / the couple were forced into marriage / one partner was too immature and did not fully understand the responsibilities of marriage / one partner may have had some psychological problems that were not disclosed at the time of the marriage.

(3 marks) AO1

(c) 'Any type of contraception should be allowed in a Christian marriage.'

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

Target: Evaluation of the arguments about the use of contraceptives in a Roman Catholic marriage

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Contraception allows a couple to space out their families and have the number of children they wish to have / fear of unwanted pregnancies is removed / sex in marriage is about procreation but it is also about a couple sharing their love in a very special way / unwanted pregnancies may lead to abortion / controlling the size of one's family may be a sign of responsible parenthood / economic reasons may dictate the need to limit one's family / some Christians accept the right of married couples to use contraception if they mutually agree that they want to limit or space out their families / contraception essential to limit the size of families in poor countries.

Other Views

The Roman Catholic Church teaches that all sexual intercourse in marriage should be natural and open to new life / all artificial chemical and physical methods of contraception are rejected by the RC Church / natural methods of contraception are accepted by the RC Church / contraception is wrong because it interferes with one of the important purposes of sex within marriage, which is to enable a child to be conceived / natural family methods have improved and are now more reliable / contraceptives undermine the meaning of sex within marriage / may encourage premarital sex / there is concern about the medical effects of some methods of contraception / the morning after pill is seen as a way of securing an abortion / emergency contraception.

(6 marks) AO2

PART B**B5 Christian Reconciliation**(a) **Describe what happens during the Sacrament of Reconciliation.****Target: Knowledge of the celebration of the Sacrament Reconciliation**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks
Level 5	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level. A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence. Level 6 answers will be well-structured with good development. Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

Students may include some of the following points:

Examination of conscience / choice of confessional or open situation where penitent meets the priest / greeting by the priest / use of scripture / confession of sin and counsel from the priest / suitable penance given / act of contrition said by the penitent / absolution – the priest extends his hands or just his right hand and says, ‘I absolve you from your sins, in the name of the Father, and of the Son and of the Holy Spirit.’ / as these words are said the priest makes the sign of the cross over the penitent / blessing from priest and dismissal.

(6 marks) AO1

(b) 'The Sacrament of Reconciliation is no longer important for Roman Catholics.'

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

Target: Evaluation of the importance of the Sacrament of Reconciliation today for Roman Catholics'

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Many Catholics have stopped going to confession for various reasons / some may no longer attend Church / others prefer to speak to God directly about their sins and to ask for forgiveness rather than to a priest / people find it difficult to talk to a priest about very private and personal sins, especially if they do not know him well / others are scared and embarrassed by the idea of going to the Sacrament of Reconciliation / some people may have had a bad experience in the past when they went to celebrate the sacrament / many Catholics have grown up in homes where parents have never celebrated the sacrament.

Other Views

The sacrament is still relevant and important for many Catholics / Jesus gave his disciples the power to forgive sin and this has been passed on to priests today / many people like the counselling they receive from the priest when they receive the sacrament and they also feel reassured to be told by the priest that their sins are forgiven / people like the idea of a penance given by the priest as it makes them feel that they have made up in some way for the sins they have committed / some people find that for reconciliation to take place it is important to admit their sins to a priest who has been given God's power to forgive them / the sins people commit affect others and sometimes they damage the community people live in and the priest is there to forgive them on behalf of the community by the authority given to him by God / the Sacrament of Reconciliation enables people to feel good.

(6 marks) AO2

- (c) **Explain what Christians learn from the Parable of the Good Samaritan. Do not retell the parable.**

Target: Knowledge and understanding of the Parable of the Good Samaritan in relation to the treatment of others

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks
Level 5	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level. A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence. Level 6 answers will be well-structured with good development. Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

Students may include some of the following points:

Jesus told the parable to explain the meaning of neighbour / one's neighbour is anyone in need / this parable teaches that help should be given to all people in need and one should not discriminate in terms of the help that they give on the grounds of colour, race, class, religion, gender, physical or mental disabilities / it also teaches people that they should not form stereotypes of people because in doing so they can cause grave injustices / the last person a Jew expected help from would be a Samaritan / the Samaritan in helping the injured Jew shows people an example of love in action and this is how Jesus wants people to behave / he showed how it is possible to love one's enemies / the Samaritan put into practice the Golden Rule that one should treat others the way they would want to be treated / importance of mercy / compassion etc.

(6 marks) AO1

(d) 'Forgiveness is more important than punishment.'

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

Target: Evaluation of the argument that forgiveness is more important than punishment

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Jesus forgave those who persecuted him and Christians must try to be forgiving like him / there are many parables in the Gospels such as the Forgiving Father, the Unmerciful Servant and teaching in the Sermon of the Mount about the importance of forgiving others / it may be difficult but Christians must try to forgive others / in the Our Father people ask God to forgive their sins as they forgive those who sin against them / forgiveness does not mean loving in the sense of family love or romantic love but agape love.

Other Views

It is very hard to forgive someone and not want them punished who may have deliberately, seriously injured or killed a member of one's family / people who repeatedly commit crimes and show no remorse / terrorists who may try to kill many innocent people / people who have bullied others over a long period and caused them a lot of pain and misery / people in serious relationships who cheat on their loved ones / people who rob elderly people and also cause them serious injuries / sometimes hate can last many generations between nations or religions / Reform may have a positive effect.

(6 marks) AO2

B5 Spelling, punctuation and grammar

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>

B6 Christian Vocation**(a) Describe how lay people (the laity) can be active members of the Church.****Target: Knowledge and understanding of the ways lay people can be active members of the Church**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks
Level 5	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level. A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence. Level 6 answers will be well-structured with good development. Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

Students may include some of the following points:

Eucharistic ministers / readers / choir / music / financial and leadership skills / cleaning / gardening / membership of groups such as CARE and SVP, Knights of Saint Columba / Christian literacy / they can teach and prepare young people for the sacraments / run youth clubs / they can apply Christ's teaching to the problems of our society such as drugs, crime and looking after the hungry and homeless / the way they look after their own families and how they bring Gospel values to their homes and their own lives / it is important that they use and develop their talents for the good of others etc.

If students give a simple list they cannot get more than a Level 3.

(6 marks) AO1

(b) 'It is very difficult to be a follower of Jesus today.'

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

Target: Evaluation of the difficulties of being a follower of Jesus today

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

What is a follower of Jesus? / we live in a very materialistic world and people seem to be more interested in material things than trying to be true followers of Jesus / too many distractions and temptations / many people no longer go to church and are more influenced by the media than the teaching of the Gospels / religion is not as popular in homes today as it was in the past.

Other Views

It may be difficult but many people are followers of Jesus today / priests, nuns, brothers and lay people actively follow Jesus teaching in their lives today / they are willing to make the effort and the sacrifices that are necessary to do this / many Christian homes today reflect Jesus' teaching / many well-known Christians such as Mother Teresa and Martin Luther King prove that it is possible to be a true follower of Jesus by the way they lived their lives / many ordinary Christians still go to church and live out the Gospel teaching in their lives / many Christians do their best to follow Jesus in their lives but because of human nature they are not always as successful as they would like and sometimes fail.

(6 marks) AO2

(c) Explain why people in religious orders take the vows of poverty, chastity and obedience.**Target: Knowledge and understanding of the relevance and importance of these vows of poverty, chastity and obedience**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> two simple points one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> three or more simple points two points with slight development of one one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks
Level 5	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level. A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence. Level 6 answers will be well-structured with good development. Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

Students may include some of the following points:

The vows are known as evangelical counsels / they are seen as gifts from God to the Church / people who are called to follow a religious life receive these counsels (gifts) / the vows are gifts rather than commands.

Poverty: Jesus taught that anyone who wanted to enter Kingdom of God had to give up everything e.g. the Rich Young Man / all personal possessions are available for the Church and the poor / people in religious orders who are free of the worries of personal possession have more freedom to respond to needs of the Church and the people they serve / a life of poverty shows a total dependence on God / Acts / early Church Acts 4:32 / Ananias and Sapphira Acts 5:1-11.

Chastity: People who enter religious orders take the vow of chastity / this vow shows a total dedication to serve God and gives people in religious orders the freedom from family commitments to devote their lives to the service of God / it also enables them to form a very special relationship with God.

Obedience: Means the total dedication to the will of God / members of different congregations promise to do work of their particular congregation and to obey those in authority / obedience is about serving the interests of your congregation and not your own interests / obedience to human authority is seen as a test of peoples' obedience to God.

Students who only write about two vows cannot get more than a Level 4.

(6 marks) AO1

(d) 'Vows taken before God must never be broken.'

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

Target: Evaluation of the arguments relevant to keeping marriage and / or religious vows

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Unless people intend to keep vows they should not make them / vows are made freely and the people who make these vows should keep them / vows are serious promises made to God and they should not be broken / people should be aware of the responsibilities and the demands of vows from the outset / if vows are made to God and broken when people feel like it, the whole experience of making vows becomes meaningless / vows people make have a serious impact on others in the family and community / keeping marriage vows and religious vows are an integral part of the Sacraments of Marriage and Holy Orders / Jesus taught, ‘that what God has united, man must not divide’ / marriage vows are permanent and indissoluble and the Catholic Church believes that it cannot release people from their marriage vows.

Other Views

People can make vows and intend to keep them but over time they can change and circumstances can also change / a couple may fall out of love / it is better to break a vow than live a lie / mistakes can be made so people should be given a second chance / keeping vows in some cases can make people very unhappy / keeping vows may cause more harm than breaking them / keeping vows for some is impossible / problems may arise that make the idea of lifelong vows impossible / Jesus will be forgiving if people are truly sorry for breaking their vows / it is better to have tried and failed than not have tried at all.

(6 marks) AO2

B6 Spelling, punctuation and grammar

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>