

GCSE

RELIGIOUS STUDIES A

Unit 2/405002 Christianity: Ethics
Mark scheme

4050
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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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 from aqa.org.uk

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

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

Examiners need to award up to an additional 4 marks for Spelling, Punctuation and Grammar (SPaG), 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>
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>

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

PART A

A1 Crime and Punishment

(a) Explain how community service is a punishment for offenders.

Target: Knowledge and understanding of community service as a punishment

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

Students may include some of the following points:

Unpaid work / for the benefit of the community (positive, constructive / e.g. painting a community centre / done in the offender’s own time / the maximum varies according to the length of the prison sentence that would otherwise have been imposed / up to 240 hours / having to turn up at set times / no choice / having to follow instructions / seen as repaying the community for actions taken against it / visible punishment / gives time to reflect on actions etc.

Allow credit for answers that approach this with reference to the aims of punishment (e.g. deterrence, retribution, reformation, protection) and how community service fulfils those aims (e.g. stops offending, gives justice, changes a person’s outlook, keeps society safe).

[3 marks] AO1

(b) Give one reason why some people think that fines are not a good way of punishing offenders.

Target: Understanding of why fines might not always seem a good punishment

Students may include one of the following points:

Discriminates against the poor / the poor cannot afford a fine, even if it is spread over a period of time / it will not be an effective deterrent for the rich as they will not have to make much sacrifice to pay it / might cause resentment or bitterness and lead to more crime / unfair / easy (not severe) / don’t learn anything etc.

1 mark for a valid reason.

[1 mark] AO1

(c) 'People who break the law should be punished severely.'

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

Target: Evaluation of whether law-breaking should receive severe 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, with slight development of one. 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

Severe punishment needed as deterrent / light or no punishment will just encourage the offender to think he/she can get away with it / the offender deserves it / particularly with serious offences, e.g. ‘an eye for an eye’ / will encourage respect for the law / the victims of crime will feel that justice has been done / Christianity sees justice as important / death penalty a proportionate punishment for murder etc.

Other views

Severe punishment might be unjust, given the nature of the crime or the reasons why it was committed / might be counterproductive, as the offender may be embittered and want revenge / does not encourage reformation / Jesus was prepared to forgive and to give a second chance, e.g. the woman caught in the act of adultery / Jesus’ parables encourage a forgiving rather than retributive attitude / Paul told the Christians of Rome not to seek vengeance but to repay evil with good / if the person is innocent, severe punishment intensifies the injustice etc.

[6 marks] AO2

A2 Global Concerns and Nuclear Weapons

(a) Describe how humans are destroying the natural habitat of animals.

Target: Knowledge of how humans are destroying the natural habitats of animals

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

Students may include some of the following points:

Industrial waste leaking into rivers and lakes / litter and fly tipping / cutting down hedgerows and forests / use of pesticides in farming / new houses and roads etc.

[3 marks] AO1

- (b) 'The money spent on nuclear weapons should be used instead on protecting the environment.'

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

Target: Evaluation of whether money should be spent on nuclear weapons or on environmental conservation

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, with slight development of one. 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

Wrong to spend money on something that if used will damage the environment and could put an end to life as we know it / not good stewardship of money to use it for destruction rather than conservation / God put humans in charge of the world and we are meant to exercise that duty responsibly / reference to Genesis 1:28 / 'do not kill' etc.

Other views

Possessing nuclear weapons makes invasion or all out war less likely as it acts as a deterrent / not having or getting rid of nuclear weapons increases our vulnerability / needed for protection / targeted and limited attacks with modern weapons would shorten a conflict / if one country threatens us with them, we have the right to return the threat – an eye for an eye / neither defence nor environment are the first priorities for Christians / money should be spent in other ways, e.g. tackling poverty, disease, injustice / possession as a deterrent protects the environment, which would otherwise be destroyed by a nuclear attack or war / sign of the end times (Rapture Theology outlook) etc.

[6 marks] AO2

- (c) Give one way in which Christians can help those living in poverty in Less Economically Developed Countries (LEDCs).**

Target: Knowledge of how Christians can help the poor in LEDCs

Students may include one of the following points:

Pray for those in need, for their helpers and for more help to be given / campaign for justice / write to MPs / give money to aid organisations / give items to charity shops who work for LEDCs / sponsor a child / take part in or organise fund-raising events / volunteer to work in LEDC / fair trade / provide education etc.

1 mark for a valid response.

[1 mark] AO1

(d) ‘Helping the poor is a Christian’s most important duty.’

What do you think? Explain your opinion.

Target: Evaluation of the Christian duty to help the poor

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 with slight development of one.	3 marks

Students may include some of the following points:

Christians will be judged by God on how they treat others and in particular those in need / helping the poor follows the example of Jesus / people cannot claim to love God if they ignore those in need (1 John) / the Bible stresses the importance of protecting those who are most vulnerable / love of neighbour is one of the two greatest commandments etc.

Loving and serving God is the most important duty / this is the first of the greatest commandments, according to Jesus / prayer and worship are the most important / not everyone is in a position to help the poor / the first duty of parents is to look after their children and vice versa, when the parents are elderly / people have differing vocations from God so not everyone is expected to put helping the poor as the first duty etc.

Two sided answers are creditable, but not required.

[3 marks] AO2

A3 Social Responsibility

(a) Explain briefly why Christians think that colour prejudice is wrong.

Target: Knowledge and understanding of why Christians think that colour prejudice is wrong

Students may include some of the following points:

God created a ‘rainbow people’ when he made the world / in God’s eyes all people have equal value, regardless of skin colour / ‘In Christ there is neither Jew nor Greek...’ / all humans are children of God / we all share the same world / may lead to discrimination and injustice etc.

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) ‘Christianity teaches that it is wrong to discriminate against women.’

What do you think? Explain your opinion.

Target: Evaluation of whether it is wrong to discriminate against women

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 with slight development of one.	3 marks

Students may include some of the following points:

Men and women created in God’s image and no distinction made between them (Genesis 1) / Eve created out of the ‘man’s’ rib, suggesting equality and partnership between men and women (Genesis 2) / Jesus objected to discriminatory attitudes to women / e.g. the sinful woman who anointed him / women the first to witness the Resurrection and this was highlighted by Pope Francis / Paul gave women positions of leadership in the Church / ‘...there is neither male nor female...’ (Galatians 3:28) / women have always played key roles in the Church / many denominations have women priests/ministers and some women are Anglican bishops or have senior leadership roles in Protestant Churches / the objections to women priests in some Churches are not based on discrimination but on a recognition of different roles / many women oppose the idea of women priests / women appointed to very senior posts in the Vatican / men and women become one flesh in marriage etc.

In Genesis 2 the man named the woman, which suggests domination / in one letter Paul said that women should be silent in church / in the past, discrimination against women was widespread / some see opposition to women priests as discrimination – the emphasis on different roles reinforces the idea of men as superior to women / there is still the perception in some churches that the role of women is to make the tea and arrange the flowers / some evangelical Christians teach that in marriage the man is the head of the woman and that she should submit to his authority etc.

Two sided answers are creditable, but not required.

[3 marks] AO2

(c) Explain briefly why many people agree with civil partnerships.

Target: Knowledge and understanding of reasons for support of civil partnerships

Students may include some of the following points:

Civil partnerships enable same-sex couples to enjoy the same rights as heterosexual couples / it is not marriage, which some see as essentially between a male and female / they show justice and equality for all / committed loving relationships are a cause of celebration and civil partnerships make this possible / part of changes in society etc.

[2 marks] AO1

(d) 'Cohabitation is an acceptable alternative to marriage.'

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

Target: Evaluation of cohabitation as an alternative to 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, with slight development of one. 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

A piece of paper does not add anything significant to the nature of a relationship / couples who cohabit may be as committed to one another as those who marry / children can enjoy the same care and stability as those born within marriage / nowadays the stigma attaching to children whose parents are not married has gone / even though they prefer marriage, many Churches now accept the reality of cohabitation as an alternative to marriage / many marriages end up in divorce and the procedures can be very painful to all involved etc.

Other views

Marriage is a sacrament in which the couple are bound more deeply to one another and to God / the Bible and Church teach the importance of marriage / it is too easy for couples to walk out of an unmarried relationship, so they may not work so hard at it / marriage is a public declaration of a couple's love for and commitment to one another that cohabitation does not provide / the vows taken in Christian marriage show that marriage is not just a piece of paper / break-up of cohabitating relationship causes just as much suffering to the couple and the children / marriage vows are made in the presence of and the couple are blessed by God etc.

[6 marks] AO2

A4 The Right to Life

- (a) **Cassie thinks that human life begins at conception. Explain two other views on when human life begins.**

Target: Knowledge and understanding of views on when human life begins

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level. 	4 marks

Students may include some of the following points:

Ensloument at whatever stage

Blastocyst stage / at about 5 days / when the inner cell mass is differentiated from the outer cell mass;

The appearance of the primitive streak / at about 14 days / the beginnings of what will eventually become the nervous system / the point at which twinning is no longer possible so what is there is now an individual or are individuals;

When the heart begins to beat or heartbeat can be detected / at about 4 – 6 weeks / this often seen as evidence for life;

A functioning nerve net / at about 6 weeks / some think that this means the embryo has some awareness and can feel pain;

When all the organs are formed / at about 10 – 12 weeks / this means that everything is in place;

Viability / the point at which, if born, the foetus could survive / set by UK law at 24 weeks;

Birth / at this point the baby breathes independently / linked by some to Genesis 2:7 / pro-choice (feminist) view;

No specific point / moral significance develops through the pregnancy etc.

Maximum Level 3 if only one view is given.

[4 marks] AO1

(b) Explain why some Christians agree with euthanasia.**Target: Knowledge and understanding of why some Christians agree with euthanasia**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level. 	4 marks

Students may include some of the following points:

New Testament teaching encourages compassion and euthanasia shows this / 'clothe yourselves with compassion and kindness' / shows love of neighbour / God would not want people to undergo intolerable pain and indignity / allowing voluntary euthanasia would show respect for people's right to make responsible decisions for themselves / passive euthanasia not illegal / passive euthanasia allows nature to take its course and acknowledges human inability to reverse the process of dying / principle of double effect / ordinary and extraordinary means etc.

[4 marks] AO1

(c) Explain why some Christians disagree with euthanasia.

Target: Knowledge and understanding of why some Christians disagree with euthanasia

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level. 	4 marks

Students may include some of the following points:

There are limits to human autonomy / humans do not have the right to end their lives when they choose / life a sacred gift from God to be lived as fully as possible until its natural end / the body a temple of the Holy Spirit / breaks the 6th (5th) Commandment and is tantamount to murder / the hospice movement makes euthanasia unnecessary / more compassionate to make a person feel loved and valued right to the end / concerns about the slippery slope into involuntary euthanasia and about exploitation of vulnerable people / playing God / something to contribute to society etc.

[4 marks] AO1

PART B**B5 The Use of Medical Technology**

- (a) Explain different Christian attitudes to using in vitro fertilisation (IVF) as a treatment for infertility.

Target: Knowledge and understanding of Christian views on the use of IVF in fertility treatment

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

Students may include some of the following points:

Some Christians see it as an act of compassion / shows Christian agape / 'love your neighbour' / putting flawed nature right rather than interfering with nature / an extension of Jesus' healing ministry / enables the creation of loving families / puts into practice 'be fruitful and multiply' etc.

Some Christians are totally opposed to it because of the issue of spare embryos that may be destroyed / destruction of these embryos tantamount to murder / contrary to natural law / many children in need of a loving home that infertile couples can give through fostering or adoption etc.

N.B: This question is concerned with IVF as a treatment for infertility, so answers relating to designer babies or to therapeutic cloning are not valid.

Accept answers that say it depends on the particular case, e.g. some reject the use of donated gametes or, if it were possible, its use in reproductive cloning.

Maximum Level 4 if only one view explained.

[6 marks] AO1

- (b) 'For Christian couples, artificial insemination should only be artificial insemination by husband (AIH).'

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

Target: Evaluation of insemination by husband, partner or donor

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, with slight development of one. 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

Donor artificial insemination brings a third party into the relationship / 'mechanical adultery' / technically a breach of the 7th (6th) Commandment / could cause psychological issues for both the husband and the child / possible problems for the donor once the child is 18 years / should be within marriage, as only this relationship gives the child the necessary stability / the child has the 'right to be born of a mother and father known to him and bound to each other by marriage' (Catechism of Catholic Church) etc.

Other views

Some regard all forms of human insemination as 'morally unacceptable' (CCC) / dissociates the sexual act from the procreative / some view donation of gametes as an act of love / enables a couple to become a family / need be no problems for husband, child or donor (who knows the possibility of contact being made at a later stage at the time of donating) / an act of compassion for gay Christians or for single women who long for motherhood but have never met 'the right person' / 'clothe yourselves with kindness' / wrong to exclude insemination by partner for cohabiting couples etc.

[6 marks] AO2

(c) Explain different Christian views on stem cell (therapeutic) cloning.**Target: Knowledge and understanding of Christian views on therapeutic cloning**

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

Students may include some of the following points:

Enables research to be carried out into diseases and conditions that are currently untreatable and incurable / e.g. motor neurone disease, paraplegia / shows Christian love and compassion / doctors and medical scientists given their gifts by God / a responsible use of these gifts / an extension of Christ's healing ministry / brings hope to victims of these conditions and their families / saving lives of some and improving quality of life for others etc.

Lack of respect for embryo / treated as disposable material / form of 'biological slavery' (Dignitas Personae) / use of hybrid embryos blasphemous, monstrous and creating a slippery slope / use of embryos not necessary as adult stem cells can be used / breach of 6th (5th) Commandment / the good intention does not make it right etc.

Credit references to alternatives, e.g. using adult stem cells

Maximum Level 4 if only one Christian view explained

[6 marks] AO1

(d) 'To create a saviour sibling is an act of Christian love.'

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

Target: Evaluation of whether creating saviour siblings is an act of Christian love

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, with slight development of one. 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**

Saves the life of a seriously sick child who will otherwise die prematurely / promotes the principles of sanctity and quality of life / PGD (pre-implantation genetic diagnosis, i.e. genetic screening of the embryo) means that the saviour sibling will be free from a genetic condition / a responsible use by doctors of their God-given skills / saviour siblings will be loved for themselves / a very close bond will be formed between the saviour sibling and the formerly sick child / will end the suffering undergone by parents and grandparents etc.

Other views

Not loving if the saviour sibling is not truly wanted for himself / just a commodity / a source of 'spare parts' / not loving to take bone marrow from a child for someone else's benefit and without his consent / not treating the saviour sibling's body as 'a temple of the Holy Spirit' / not loving to the many embryos destroyed in the process / Roman Catholic view is that meaningful human life starts at conception and so the destruction of embryos is tantamount to murder (the opposite of love) / what seems loving in the short term may prove to be the opposite in the long term if there are problems etc.

[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>
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>

B6 Personal Responsibility**(a) Explain different Christian attitudes to homosexuality.****Target: Knowledge and understanding of differing Christian attitudes to homosexuality**

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

Students may include some of the following points:

The traditional view is that homosexuality is sinful / 'intrinsically disordered' (CCC) / teaching against it found in Old Testament and in Paul's letters / contrary to natural law / 'close the sexual act to the gift of life' (CCC) / contrary to God's purposes when he created men and women / not possible to 'be fruitful and multiply';

Some Christians distinguish between the orientation and the act / having homosexual inclinations is not intrinsically sinful / a chaste relationship between two people of the same sex is acceptable;

Some Christians claim that the Biblical teaching is the product of a culture that no longer holds in today's world / the mainly orgiastic and promiscuous practices that are described in the Old Testament do not reflect the practices today of gay couples who form loving, committed and monogamous relationships / gay couples can offer children a loving and stable home through adoption or fostering;

Some Christians support the idea of gay marriage, claiming that marriage is about a relationship of love and commitment rather than about gender / others accept civil partnerships but insist that marriage can only be between a man and a woman etc.

Maximum Level 4 if only one Christian attitude explained.

[6 marks] AO1

(b) ‘Adultery cannot be forgiven.’

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

Target: Evaluation of adultery

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. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	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, with slight development of one. 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

Breaks the 7th (6th) Commandment and the modern extension of the 9th (8th) / destroys the trust in a marriage / an act of betrayal / damages all those involved / breaks the marriage vows and may lead to the break-up of the marriage / threatens the emotional wellbeing of any children that the married couple might have etc.

Other views

Jesus was willing to give the adulterous woman a second chance / many Christians believe that there is no sin beyond God's forgiveness, providing repentance is there / there are worse sins than adultery / the circumstances which led to adultery may sometimes need to be taken into account / wrong to be judgemental / 'judge not, that you be not judged' / no one is perfect ('let the one without sin cast the first stone') and temptation can be very strong / in Mark's Gospel Jesus is reported to have said that the only sin for which there is no forgiveness is blasphemy against the Holy Spirit etc.

[6 marks] AO2

(c) Explain different Christian views about drinking alcohol.**Target: Knowledge and understanding of Christian views about drinking alcohol**

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

Students may include some of the following points:

Many Christians accept the use of alcohol in moderation / Psalm 104 refers to wine as given by God to 'gladden the heart' / Paul advised Timothy to drink a little wine to help his digestion / Jesus drank wine / wine used in the Eucharist in many denominations / enhances the enjoyment of social occasions / evidence that a small amount of red wine benefits health etc.

Many Christians view alcohol as a highly dangerous drug so it is better not to use it / can lead to dependency / a major cause of crime / breaks up many relationships / the Old Testament book Proverbs warns against the dangers of alcohol and claims that drinking shows a lack of wisdom / many are teetotal so as not to set a bad example to others etc.

Maximum level 4 if only one Christian view explained.

[6 marks] AO1

(d) 'All illegal drugs should remain illegal.'

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

Target: Evaluation of the status of illegal drugs

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, with slight development of one. 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**

Illegal drugs are illegal for good reason / both the user and other people are harmed by them / the dangers of drug-fuelled behaviour – crime etc. / there need to be restrictive laws to protect society as a whole and in particular the vulnerable / Paul's teaching that all things are permissible but not all are beneficial / the body is a temple of the Holy Spirit and should not be abused in any way / there are limits to human autonomy etc.

Other views

Removing penalties relating to possession of drugs for personal use would end the greed and the immoral practices of drugs dealers / would mean a reduction in gang warfare on the streets / adults should be able to exercise their free will in this respect / the right to autonomy as long as others are not harmed / many drugs are no worse than tobacco or alcohol, both of which are legal / legalising drugs mean that addicts are safer because substances can be controlled / legalising drug use means that medical professionals can help get people off drugs and free of addiction etc.

[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>
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>