

Surname		Other Names	
Centre Number			Candidate Number
Candidate Signature			

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**GENERAL CERTIFICATE OF SECONDARY EDUCATION
JUNE**

**RELIGIOUS STUDIES (SPECIFICATION A) (405002)
RELIGIOUS STUDIES (SPECIFICATION A) (SHORT COURSE)**

UNIT 2 CHRISTIANITY: ETHICS

SPECIMEN PAPER

For this paper you must have:

- an insert containing Part B questions (enclosed).

Time allowed: 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **five** questions.
Part A Answer **all** questions in Part A in the spaces provided in this booklet.
Part B Answer **either** Question B5 **or** Question B6. Write your answer to **either** Question **B5 or** Question **B6** on pages 10 to 16 of this booklet.
- Do all rough work in this booklet. Continuation sheets are provided for this purpose on pages 15 and 16.
- You must answer the questions in the spaces provided. Answers written in the margins or on blank pages will not be marked.
- If you use any additional answer sheets, tie them loosely to the back of this booklet.
- Do **not** write on the insert. Any work on the insert will **not** be marked.
- Do **not** place the insert into the answer booklet at the end of the examination.
- You must **not** use a Bible.

Information

- The maximum mark for this paper is 76.
- Four of these marks are for Spelling, Punctuation and Grammar.
- Spelling, Punctuation and Grammar will be assessed in Questions B5 and B6. The marks available for Spelling, Punctuation and Grammar (**SPaG**) are shown in *italics* for each question.
- You will be marked on your ability to use English, to organise information clearly and to use specialist vocabulary where appropriate.
- The marks for questions are shown in brackets.

PART A

Answer **all** questions in this part in the spaces provided.

A1 Euthanasia and Hospices

(a) What is euthanasia?

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(2 marks)

(b) Describe how hospices care for those who are terminally ill and their relatives.

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(4 marks)

(c) 'Christians should never agree with euthanasia.'

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

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(6 marks)

Turn over ►

A2 World Poverty

Look at the photograph of Fair Trade produce below.



- (a) Explain briefly how voluntary aid agencies give emergency aid to Less Economically Developed Countries (LEDCs).

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(3 marks)

- (b) Explain briefly how individual Christians might help those in Less Economically Developed Countries (LEDCs).

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(3 marks)

- (c) 'British Christians should help the poor in Britain before helping the poor in Less Economically Developed Countries (LEDCs).'

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

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(6 marks)

Turn over ►

A3 Civil Partnerships and Sexual Relationships

Look at the photograph of a civil partnership ceremony below.



(a) What is a civil partnership?

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(2 marks)

(b) 'Christians should not have homosexual relationships.'

What do you think? Explain your opinion.

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(3 marks)

(c) Give **two** reasons why some Christians believe that sex before marriage is wrong.

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(2 marks)

(d) 'Teenagers under 16 years of age should not be given contraception.'

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

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(6 marks)

Turn over ►

A4 Gene Therapy and Genetic Engineering

Read the newspaper cutting below.

It's a very happy day in one home today! There is an extra special birthday party for a little boy who is now two years old. Yet because he was born without an immune system, he was not expected to reach his first birthday.

(a) How might genetic engineering save lives?

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(2 marks)

(b) 'Christians should support any treatment that will save a life.'

What do you think? Explain your opinion.

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(3 marks)

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
JUNE**

**RELIGIOUS STUDIES (SPECIFICATION A) (405002)
RELIGIOUS STUDIES (SPECIFICATION A) (SHORT COURSE)**



UNIT 2 CHRISTIANITY: ETHICS

INSERT

M/Jun/INSERT TO Unit 2

PART B

Do **not** write on the insert. Any work on the insert will **not** be marked.

Do **not** place the insert into the answer booklet at the end of the examination.

Answer **either** Question **B5** or Question **B6** on pages 10 to 16.

There are 28 marks available.

Four of these marks are for spelling, punctuation and grammar.

EITHER

B5 Marriage, Divorce and Remarriage

B5 (a) What is cohabitation? (2 marks)

B5 (b) Explain **two** reasons why a marriage might break down. (4 marks)

B5 (c) 'Marriage is out of date in today's society.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Christianity in your answer. (6 marks)

B5 (d) (i) Explain why some Christians might agree with divorce in some situations. (6 marks)

B5 (d) (ii) 'Divorced people should not be allowed to remarry in church.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. (6 marks)

SPaG 4 marks

TOTAL MARKS FOR THIS QUESTION: (28 marks)

OR

B6 War and Peace

B6 (a) What is pacifism? (2 marks)

B6 (b) (i) Explain **two** reasons why a country might become involved in a war. (4 marks)

B6 (b) (ii) Explain why some Christians are always opposed to war. (6 marks)

B6 (c) 'Nuclear war is always wrong.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Christianity in your answer. (6 marks)

B6 (d) 'Acts of terrorism can never be justified.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Christianity in your answer. (6 marks)

SPaG 4 marks

TOTAL MARKS FOR THIS QUESTION: (28 marks)

END OF QUESTIONS

Pages 10 to 16 of the question paper answer booklet will be lined pages

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General Certificate of Secondary Education

Religious Studies
Full or Short Course
Specification A

Unit 2 Christianity: Ethics

Specimen Mark Scheme

June series

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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Methods of Marking

It is essential that, in fairness to candidates, all examiners use the same methods of marking. The advice given here may seem very obvious, but it is important that all examiners follow it as exactly as possible.

1. If you have any doubts about the mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
3. Remember, you must **always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material that is irrelevant to the question or to the stated target, however impressive that material might be.
5. If a one-word answer is required and a list is given, take the first answer (unless this has been crossed out).
6. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the candidate nearer those who have given a correct answer or those who have little idea?'
7. Read the information on the following page about using Levels of Response mark schemes.
8. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
9. No half marks or bonus marks are to be used under any circumstances.
10. Remember, the key to good and fair marking is **consistency**. Do **not** change the standard of your marking once you have started.

Marking using CMI+

All new GCSE Religious Studies papers will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of paper scripts being sent to examiners, candidates' responses are scanned and sent electronically to examiners. The software is easy to use, but it demands a different approach from examiners than traditional paper marking.

1. Instead of marking script-by-script you will mark item-by-item. An item is a part-question. Each time you log on to mark you will need to choose an item to mark.
2. Before you start marking your own allocation you will need to mark some pre-marked items known as seeds. These items are not intended to trick you; their function to ensure that you are still applying the standard set at the standardising meeting. If you have drifted away from the standard you will need to speak to your Team Leader before you can continue marking.
3. It is possible to annotate the scripts in various ways: underlining, highlighting and adding icons from a drop-down menu. Your Team Leader will instruct you on which types of annotation to use. Examiners must not add extra annotation as this can be confusing for teachers and candidates if they request Access to Scripts.
4. As you mark each response, enter the numerical mark you are going to award for in the box at the bottom of the screen. If you realise you have made a mistake you will be able to go back one script to change the mark you have entered.
5. In Part B, responses to all parts of B5 or B6 will appear as one item. Thumbnails to the right of the screen will allow you to scroll through the response quickly. Read the whole response, then use the comments tool to indicate a level and a mark for each part, and enter the total mark out of 24 in the box at the bottom of the screen.

6. Your marking will be monitored throughout the marking period. This is to ensure that you continue to mark to the same standard regardless of factors such as how many clips you have marked and what time of day you are marking at. Rather than sampling your marking once and adjusting your marks after the marking period, this approach allows senior examiners to ensure that your marking remains at the right standard throughout. This means that your Team Leader can bring you back to the right standard should you start to drift away slightly.
7. If your marking of a particular question is found to be out of line you will be temporarily stopped from marking that question. Almost all examiners, including Team Leaders, are stopped at some point during the marking period. If it happens to you, contact your Team Leader as soon as possible to discuss why you have been stopped.

Levels of Response Marking

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of candidates' 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 candidate demonstrates knowledge, understanding and / or evaluation at a certain level, he / she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (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 candidate's response.

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

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 candidates 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 candidate 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.

In addition, marks for spelling, punctuation and grammar will be awarded in Questions B5 and B6.

Assessment of Spelling Punctuation and Grammar

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	Candidates 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	Candidates 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	Candidates 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>

PART A

A1 Euthanasia and Hospices

(a) What is euthanasia?

Target: Knowledge of the meaning of the term ‘euthanasia’

One mark for a simple explanation, e.g. mercy killing.

Two marks for a full explanation, e.g. helping terminally ill people to die at their request in order to end intolerable suffering or indignity.

(2 marks) AO1

(b) Describe how hospices care for those who are terminally ill and their relatives.

Target: Knowledge and understanding of care provided by hospices

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

Candidates may include some of the following points:

Palliative care / spiritual care / allows dignified death / makes final weeks and months worthwhile by offering services such as aromatherapy, music therapy / gives respite care to allow home carers a break / pre-bereavement and bereavement counselling / children’s hospices have accommodation for parents.

(4 marks) AO1

(c) 'Christians should never agree with euthanasia.'

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

Target: Evaluation of the acceptability for Christians of euthanasia

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

Sanctity of life / God the only one to decide when life should end / not necessary because of advances in palliative care, etc. / body a temple of the Holy Spirit / breaks 6th (5th) Commandment as euthanasia is legally and morally tantamount to murder.

Other views

God would not want people to suffer intolerably / distinction between active and passive euthanasia / compassion a key Christian principle / quality of life and retention of dignity important / some types of euthanasia might in some situations be acceptable, e.g. voluntary.

(6 marks) AO2

A2 World Poverty

- (a) **Explain briefly how voluntary aid agencies give emergency aid to Less Economically Developed Countries (LEDCs).**

Target: Knowledge of the work of a Christian voluntary aid agency

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Candidates may include some of the following points:

Emergency aid at times of crisis / intended to relieve urgent need in short term / natural disasters such as floods, drought, earthquake / displacement of people as result of war / provision tailored to particular needs, e.g. food, tents, water supplies, medical treatment to prevent or deal with disease, injuries, etc. / setting up of emergency funds to which the general public is asked to make donations.

(3 marks) AO1

- (b) **Explain briefly how individual Christians might help those in Less Economically Developed Countries (LEDCs).**

Target: Understanding of how individual Christians might help those in Less Economically Developed countries

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Candidates may include some of the following points:

Donations to aid agencies / involvement in sponsorship activities / creating awareness in own community / putting pressure on government to relieve debt, etc. / gap year voluntary work / taking unpaid leave to offer a particular skill (such as Project Orbis or Mercy Ships or a doctor working in a refugee camp) / prayer for those who need help and those who are giving it.

(3 marks) AO1

(c) **‘British Christians should help the poor in Britain before helping the poor in Less Economically Developed Countries (LEDCs).’**

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

Target: Evaluation of British Christians’ duty to help the poor in LEDCs

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

Many poor people in this country whose needs are not fully met by state benefits of other schemes / know where the money will be going / donations to LEDCs sometimes wasted / money spent on weapons or to bolster oppressive regimes / corrupt governments largely to blame for poverty / countries wanted independence, so should stand on own feet / wrong to encourage aid dependency / charity destroys sense of worth and dignity as a child of God.

Other views

However needy people in Britain are, it is nothing compared to poverty of LEDCs / most have some state help in Britain, but not such benefits in LEDCs / greed of developed countries largely responsible for problem, unfair trade, etc., so have duty to make reparation / importance of compassion to all / biblical and Church teaching on sharing and generosity / in helping others, people help Christ (parable of sheep and goats) / can help poor both in Britain and LEDCs.

(6 marks) AO2

A3 Civil Partnerships and Sexual Relationships

(a) What is a civil partnership?

Target: Knowledge of the meaning of the term ‘civil partnership’

One mark for a simple explanation, e.g. same sex couples living together.
Two marks for a full explanation, e.g. the official registration of a same sex relationship that gives the couple rights like those of married couples.

(2 marks) AO1

(b) ‘Christians should not have homosexual relationships.’

What do you think? Explain your opinion.

Target: Evaluation of the claim that same sex relationships are unChristian

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

Candidates may include some of the following points:

God created two sexes / God intended marriage from point of creation (Genesis 2) / sexuality meant for procreation (Genesis 1 and Catechism of Catholic Church) / biologically intended for heterosexual relationships / teaching of natural law that humanity has single nature and purpose / biblical condemnation of same sex relationships.

No such thing as everyone having the same nature / sexual relationships the natural and ultimate expression of love between two people, and that may be two of the same sex / biblical teaching contains the insights of human beings not God and out of date / biblical condemnation directed at pagan practices and not at loving relationships.

(3 marks) AO2

(c) Give two reasons why some Christians believe that sex before marriage is wrong.

Target: Knowledge of Christian teaching opposed to pre-marital sexual relationships

Candidates may include some of the following points:

Pre-marital sex exploitative and devalues a God-given gift / sexual relationship meant to express and embody commitment and this is only possible in permanent married relationship / value of chastity / body a temple of the Spirit / sexual relationship intended to be procreative and children need stability of married relationship for upbringing / casual sex reduces human sexuality to animal instinct / possibility of hurt and emotional damage / more likelihood of STIs, unwanted pregnancy, abortion.

1 mark for each of the two valid answers.

(2 marks) AO1

(d) 'Teenagers under 16 years of age should not be given contraception.'

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

Target: Evaluation of whether contraception should be given to those under 16 years of age

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

Encouragement of sexual promiscuity and experimentation which is counter to Christian teaching / the Bible teaches the importance of obeying the law, and the age of legal consent is 16 years / according to Church teaching sexual relationships should be within marriage and this not possible before 16 years of age / increases risk of emotional damage.

Other views

In the past and in other countries, those under 16 seen as old enough for having sexual relationships, so teenagers should be able to decide for themselves about sexual activity and the need for contraception / refusal to give contraception could lead to STIs, unwanted pregnancy, abortion (which many Christians oppose) / Church teaching out of date in modern society / if a young teenager intends to be sexually active, giving contraception is the responsible and most loving thing to do.

(6 marks) AO2

A4 Gene Therapy and Genetic Engineering

(a) How might genetic engineering save lives?

Target: Knowledge of the process of somatic cell therapy

Candidates may include some of the following points:

Corrects / adds to / replaces faulty gene / deals with life-threatening conditions, e.g. immune deficiency.

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) 'Christians should support any treatment that will save a life.'

What do you think? Explain your opinion.

Target: Evaluation of whether life-saving treatments are always right

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

Candidates may include some of the following points:

e.g. Sanctity of life / saving life always good / act of compassion / use of new technologies is continuing healing ministry of Christ / if risks never taken, medicine will never advance / God gave humans minds to develop new treatments and the skills to use them.

Some treatments very dangerous / unknown risks / life might be saved but quality of life might be poor, so nothing gained / refusal to allow death in desire for immortality is self-centred and arrogant / death may be part of God's plan / modern treatments often developed through embryonic research, which devalues sanctity of life and is exploitative / and through animal research, which causes suffering.

(3 marks) AO2

(c) Explain Christian attitudes to saviour siblings.**Target: Understanding of Christian attitudes to the issue of saviour siblings**

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

Candidates may include some of the following points:

Children are a gift not a commodity / devalues what it means to be human / God is the giver of life through natural biological processes / encouragement of unchristian attitudes, such as idolatry, discrimination / extension of Paul's teaching on unimportance of racial, social and gender distinctions to include physical appearance.

Christian views are divided / some accept it as supporting sanctity of life principle / good to save a life / no risk to the life and no exploitation of the newborn child / will create a close bond between the siblings / acceptable as long as the child to be conceived is genuinely wanted and loved for himself or herself / some accept it only where pre-implantation genetic diagnosis is needed to prevent hereditary genetic disease / some totally opposed / exploitation of the newborn child / no consent can be given by child / objections to IVF procedure because of wasted embryos – against sanctity of life and 6th (5th) Commandment / emotional issues if treatment of ill child fails.

(6 marks) AO1

PART B

EITHER

B5 Marriage, Divorce and Remarriage

(a) What is cohabitation?

Target: Knowledge of the meaning of the term ‘cohabitation’

One mark for a simple explanation, e.g. living together.

Two marks for a full explanation, e.g. a man and woman living together in a sexual relationship without being married to one another.

(2 marks) AO1

(b) Explain two reasons why a marriage might break down.

Target: Knowledge and understanding of reasons for marital breakdown

Candidates may include some of the following points:

Adultery / immaturity at time of marriage / infertility / one partner wants children and the other doesn't / money problems / addiction to drugs or gambling / cruelty / long periods of separation / long-term illness / one partner a workaholic.

For each reason, one mark for a superficial comment or single point.

Two marks for a developed answer.

(4 marks) AO1

(c) 'Marriage is out of date in today's society.'

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

Target: Evaluation of the relevance of marriage in the 21st century

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

Love and commitment not restricted to marriage / high divorce rate and successful long term partnerships suggest marriage is outdated / vows unrealistic in today's world / Genesis 2 just a myth and represents human understanding of God's purposes at creation.

Other views

Public declaration of love and commitment always important / even more important to have stability in an age where so little can be relied on / greater stability of children / Bible and Christian teaching state that marriage is part of God's plan for humanity.

(6 marks) AO2

(d)(i) Explain why some Christians might agree with divorce in some situations.

Target: Understanding of reasons why some Christians might accept divorce

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

Candidates may include some of the following points:

In some circumstances, e.g. where there is physical violence or mental cruelty, divorce is the lesser of two evils / the children could suffer more from experiencing quarrels or coldness between their parents / people change and the marriage might have been a mistake – couples should not have to pay for this for their whole lives / Jesus' teaching an ideal, and he did say that divorce was provided to cater for human weakness / Jesus allowed for divorce in the case of adultery.

(6 marks) AO1

(d)(ii) 'Divorced people should not be allowed to marry in church.'

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

Target: Evaluation of the remarriage of divorced people in church

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

Devalues the institution of marriage / it is not being taken seriously / marriage vows can only be made once (unless the partner has died) / Jesus said that remarriage was tantamount to adultery / possibility in some churches of marriage blessing after civil ceremony.

Other views

People should be given a second chance / Jesus always offered a fresh start / his teaching on remarriage may not have been meant literally but as an ideal / the Church should be more forgiving.

(6 marks) AO2

B5 Spelling, punctuation and grammar

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

High performance	Candidates 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	Candidates 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	Candidates 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 War and Peace

(a) What is pacifism?

Target: Knowledge of the meaning of the term ‘pacifism’

One mark for a simple explanation, e.g. opposition to war.
Two marks for a full explanation, e.g. total opposition to war and any other type of violence.

(2 marks) AO1

(b)(i) Explain two reasons why a country might become involved in a war.

Target: Knowledge and understanding of causes of war

Candidates may include some of the following points:

Self-defence / defence of another country that has been invaded / intervention to remove oppressive regime / desire for power, territory or resources / religious or political ideology / revenge for something done in the past.

For each reason, one mark for a superficial comment or single point.
Two marks for a developed answer.

(4 marks) AO1

(b)(ii) Explain why some Christians are always opposed to war.

Target: Understanding of reasons why some Christians are pacifist

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

Candidates may include some of the following points:

Some Christians think that the principle of the sanctity of human life is absolute / war achieves nothing / causes long-term suffering / in modern world, weapons of mass destruction might be used / doesn't show love of neighbour / in the scuffle surrounding his arrest Jesus rebuked the person who cut off the high priest's servant's ear / Jesus said that violence led to more violence and said his disciples should turn the other cheek / Paul said vengeance belonged to God / Martin Luther King's belief in neutralising evil with the force of love.

(6 marks) AO1

(c) 'Nuclear war is always wrong.'

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

Target: Evaluation of nuclear war

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

Terrible loss of life which negates the sanctity of life principle / would lead to the end of the world as we know it / horrific long-term effects on both humans and the environment / does not show love of neighbour or of enemy / ruins God's creation / can never lead to anything better than the situation preceding it.

Other views

May shorten a conventional war and lead to less loss of life, etc. / greater sophistication of weapons means that the damage can be more restricted than in the past / nuclear bombs the only way to make Japan surrender and stop the misery caused by the Japanese occupation, so led to a better future / taking all this into account, the Hiroshima and Nagasaki bombs were justified as the most loving thing to do (Fletcher: Situation Ethics) / pacifist view that all types of war are equally wrong and go against Biblical teaching.

(6 marks) AO2

(d) 'Acts of terrorism can never be justified.'

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

Target: Evaluation of acts of terrorism

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Candidates may include some of the following points:

Agree

Illegal / undermine the right to life / contrary to Just War theory / completely random and indiscriminate nature means that innocent people are harmed / creates atmosphere of fear / intensifies distrust / encourages hatred of all who belong to the family, country or race of the terrorist, e.g. Islamophobia because of 9.11 and 7.7.

Other views

May be the last resort of desperate, oppressed people / the only way of making the rest of the world take note and deal with injustice / freedom fighters rather than terrorists / the belief of some that they are martyrs.

(6 marks)

AO2

B6 Spelling, punctuation and grammar

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

High performance	Candidates 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	Candidates 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	Candidates 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>

Assessment Objectives Grids: GCSE Religious Studies Specification A Unit 2 Christianity: Ethics

Question	Assessment Objectives		Specification Section	Marks
	AO1	AO2		
1a	2		1 - Euthanasia and Hospices	2
1b	4		1 – Euthanasia and Hospices	4
1c		6	1 – Euthanasia and Hospices	6
2a	3		5 – World Poverty	3
2b	3		5 – World Poverty	3
2c		6	5 – World Poverty	6
3a	2		4 - Civil Partnerships	2
3b		3	3 – Sexual Relationships	3
3c	2		3 – Sexual Relationships	2
3d		6	3 – Sexual Relationships	6
4a	2		2 – Gene Therapy and Genetic Engineering	2
4b		3	2 – Gene Therapy and Genetic Engineering	3
4c	6		2 – Gene Therapy and Genetic Engineering	6
Either				
5a	2		4 - Cohabitation	2
5b	4		4 - Marriage	6
5c		6	4 - Marriage	4
5di	6		4 – Divorce	6
5dii		6	4 - Remarriage	6
Or				
6a	2		6 – War and Peace	2
6bi	4		6 – War and Peace	6
6bii	6		6 – War and Peace	4
6c		6	6 – War and Peace	6
6d		6	6 – War and Peace	6
Total	36	36		
			SPaG	4
			TOTAL	76

Mark Allocation: Assessment Objectives

Assessment Objectives	Section/Part A	Section/Part B	Totals
AO1	24	12	36
AO2	24	12	36
Total	48	24	72

Mark Allocation: Specification Section

Specification Section	Part A	Part B	Totals
1 The Right to Life	12	0	12
2 The Use of Medical Technology	11	0	11
3 Personal Responsibility	11	0	11
4 Social Responsibility	2	24*	26*
5 Global Concerns	12	0	12
6. Conflict	0	24*	24*
SPaG	0	4	4
Total	48	24	76

*Candidates make a choice between Questions 5 and 6 and this influences the Specification section from which the marks are drawn.