



General Certificate of Secondary Education
2012

Religious Studies

Paper 8

An Introduction to Christian Ethics

[GRS81]

THURSDAY 31 MAY, AFTERNOON

MARK SCHEME

General Marking Instructions and Mark Grids

Introduction

Mark schemes are intended to ensure that the GCSE examination is marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria that they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these marking instructions.

Assessment objectives

Below are the assessment objectives for GCSE Religious Studies.

Candidates must:

- describe, explain and analyse, using knowledge and understanding (AO1); and
- use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints (AO2).

AO1 and AO2 are interrelated and connections must be made.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners must be positive in their marking, giving appropriate credit for description, explanation and analysis, using knowledge and understanding and for the appropriate use of evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints. Examiners should make use of the whole of the available mark range of any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark scheme

Mark schemes for questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the “best fit” bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates’ responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication. Where the quality of content is not matched by the quality of written communication, marks awarded will not exceed maximum for Level 2.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written response is limited.

Level 2: Quality of written response is satisfactory.

Level 3: Quality of written response is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

AO1: [5] marks

A [0] mark will be awarded if the answer is inappropriate.

Level 1 (Limited) ([1])

The candidate gives a basic answer with limited description, explanation and analysis using little knowledge and understanding. There is only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Satisfactory) ([2]–[3])

The candidate gives a satisfactory answer with appropriate description, explanation and analysis using some knowledge and understanding. There is a reasonable selection and use of an appropriate form of style and writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 (High) ([4]–[5])

The candidate gives a competent answer with very good description, explanation and analysis using knowledge and understanding throughout. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

AO2: [5] marks

A [0] mark will be awarded if the answer is inappropriate.

Level 1 (Limited) ([1])

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Satisfactory) ([2]–[3])

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 (High) ([4]–[5])

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

AO2: [10] marks

A [0] mark will be awarded if the answer is inappropriate.

Level 1 (Limited) ([1]–[3])

The candidate uses a basic selection of evidence and gives limited reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Satisfactory) ([4]–[7])

The candidate uses a satisfactory selection of evidence and gives good reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. There is a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 (High) ([8]–[10])

The candidate uses a very good selection of evidence and gives well formed and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints. The candidate successfully selects and uses of an appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a consistently high standard to make meaning clear.

Section A

AVAILABLE
MARKS

Answer **all** questions.

1 Euthanasia

(a) (i) Answers may include:

- mercy killing
- a gentle and peaceful death
- assisted suicide
- a “Good death”.

Accept valid alternatives
(AO1)

[1]

(ii) Answers may include:

- euthanasia carried out at the request of the patient.

Accept valid alternatives
(AO1)

[1]

(iii) Answers may include:

- letting someone die
- switching off a life-support machine
- not resuscitating a patient.

Accept valid alternatives
(AO1)

[1]

(iv) Answers may include:

- a person should have control over their own life
- euthanasia can bring an end to pain and suffering.

Accept valid alternatives
(AO1)

[1]

(v) Answers may include:

- Dignity in Dying (Voluntary Euthanasia Society)
- Dignitas
- Exit.

Accept valid alternatives
(AO1)

[1]

(b) Answers may include:

- the Bible teaches that taking the life of another person is wrong (Exodus 20:13)
- the idea of the sanctity of human life – only God has the right to decide when a person’s life should end
- following the example of Jesus, Christians should support measures to care for the sick and dying.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- some people now make their wishes about medical care known in an Advanced Directive; patients should also be able to request euthanasia in these documents
- in a civilised society, people should be allowed to die with dignity if that is their wish.

On the other hand:

- if Euthanasia was legal, then some vulnerable people, like the elderly or disabled, may feel under pressure to choose euthanasia
- doctors also have the right to care for patients, rather than being forced to go against their beliefs and perform euthanasia
- however great the suffering a person is experiencing, they should consider the family and friends they are leaving behind.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

2 Abortion

(a) (i) “Premature and deliberate removal of the foetus from the womb”.
Accept valid alternatives
(AO1) [1]

(ii) Answers may include:
• adoption
• choosing single parenthood.
Accept valid alternatives
(AO1) [1]

(iii) Answers may include:
• human life is sacred
• a foetus in the womb has the right to life
• abortion is the same as murder.
Accept valid alternatives
(AO1) [1]

(iv) Any two from:
• the pregnancy may interrupt her education
• career prospects may be affected
• her family might disapprove
• emotional strain; cannot cope with being a mother
• she might be pressured into having an abortion
• financial problems.
Accept valid alternatives
(AO1) [2]

(b) Answers may include:
• it is a woman’s right to do what she wants with her own body.
Christians have no right to judge
• there are certain cases, such as rape, where it might be more traumatic for a woman to have the baby than to have an abortion
• the foetus might have abnormalities
• the mother might be too young and have no prospects; surely it would be kinder to abort
• Jesus teaches Christians to be compassionate to all individuals.

On the other hand:
• abortion is murder and it goes against Christian principles
• abortion goes against the teaching of the Church
• Jesus cared for the unwanted; Christians can offer support for unwanted children through supporting adoption schemes
• every life is sacred, even the unborn
• abortion can harm the woman’s physical and emotional health
• Christians believe that the body is the temple of the Holy Spirit.
Accept valid alternatives
Mark in levels
(AO2) [10]

3 War and Peace

(a) Answers may include:

- the ideas were developed by Thomas Aquinas and are still used by Christians today.

The conditions are as follows:

- the war must be declared by a legal authority
- the cause of the war must be just
- the war must be a last resort
- the principle of proportionality must be observed
- the war must have a reasonable chance of success
- only sufficient force must be used.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- the life and teaching of Jesus support a pacifist approach to life
- the Bible teaches that killing is wrong, therefore war is also wrong
- at his arrest, Jesus said “All who take the sword will die by the sword” (Matthew 26:52)
- in the Sermon on the Mount, Jesus taught that violence should not be repaid with more violence.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- on a global scale, there would be less wars and therefore less killing and damage to buildings and resources
- more public money could be spent on education and healthcare than supporting the military and buying weapons
- if more people were pacifists then there would also be less fighting and aggression in the local community, and everyone would benefit.

On the other hand:

- there are always examples in the news of violent and aggressive attacks by one country on another; the only way to stop this is by armed conflict
- pacifist methods – peaceful demonstrations, strikes, sanctions, etc. – are not immediately effective
- sometimes dictators need to be challenged; pacifism would not have worked against Hitler or Saddam Hussein, for example
- in the Bible, God gives his approval for wars to be fought; this shows that armed conflict can sometimes be justified.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

4 Personal and Family Issues

(a) Answers may include:

- marriage is sacred and ordained by God; Jesus taught “The two will become one” (Mark 10:8) repeating God’s words from Genesis
- marriage is a commitment and the couple should stay together no matter what happens; Jesus spoke against divorce (Matthew 5:32)
- marriage should be permanent and last a lifetime; Jesus taught “Man must not separate what God has joined together” (Mark 10:9)
- Paul taught that wives are to submit to their husbands, who are to love their wives as much as Christ loves the church (Ephesians 5:22–25).

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- biblical and Church teaching emphasises that a sexual relationship should not take place until a couple are married
- the Bible also teaches that a married couple are to remain faithful to each other “Do not commit adultery” (Exodus 20:14)
- pre-marital sex can lead to many problems for the individual and society, such as an increase in STIs, unwanted pregnancy and an increase in the abortion rate
- a sexual relationship needs a deep level of understanding and commitment between a couple and this can only come from marriage.

On the other hand:

- many people nowadays choose not to get married, but to live together as man and wife; they do not need a wedding ceremony to have a committed relationship
- nowadays many people delay marriage to pursue their career and may have a number of close relationships before finally marrying
- some couples choose to live together as a “trial marriage” before making a final commitment
- nowadays, it is more common for couples of the same sex to live together and they have a sexual relationship without being husband and wife.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

Section A

60

Section B

AVAILABLE
MARKS

5 Capital Punishment

(a) Answers may include:

- a person who takes the life of another deserves to forfeit their own life
- it is cheaper than keeping a person in prison for life
- other people will be deterred from committing similar crimes
- society is protected from a dangerous criminal re-offending
- the Bible allows capital punishment for murder.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- everyone deserves a second chance; the Bible teaches that God will forgive those who repent
- Matthew 18:21–35 – Jesus taught in the Parable of the Unforgiving Servant that a person who is genuinely sorry can be forgiven
- Luke 15:11–32 – Jesus' Parable of the Lost Son teaching that although the son did wrong, when he repented his father forgave him
- repentance and forgiveness are key teachings associated with the death and resurrection of Jesus.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- restorative justice is a problem-solving approach to crime
- it focuses on mediation between the victim and offender
- the offender has the opportunity to confront the results of their crime and make amends
- offenders who go through restorative justice schemes are less likely to re-offend
- one of the aims of punishment is reform and restorative justice can help to bring this about.

On the other hand:

- restorative justice is not the right approach for all crimes
- some criminals will never reform and restorative justice could be a waste of time
- capital punishment is more appropriate for people who have committed truly evil acts
- those who take the lives of others forfeit their own rights
- society has an obligation to protect unviolent citizens who need to be protected from violent criminals.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

6 Equality

(a) Answers may include:

- some people have been brought up with racist opinions, learnt from their parents
- sometimes people try to blame others for their problems, such as unemployment, and pick on those who are of a different race or nationality
- some racism is the result of ignorance and misunderstanding about the culture of others
- a person may have had a bad experience with someone of a different race which leaves them with a negative impression.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- in Genesis, humankind is created in the image of God; all humans share a spiritual likeness to God
- in the New Testament, Paul taught that race, colour and national identity were irrelevant to the church
- Jesus seemed to be in favour of racial equality; in the parable of the Good Samaritan, a member of the hated race helps a man in need
- Jesus broke the barriers of sex and race by talking to a Samaritan woman
- Jesus showed no prejudice when he healed the servant of the Roman Centurion.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- we live in a multi-religious society so all religions should have an equal place in school lessons
- assemblies should not be specifically Christian but take account of other world faiths
- children in the school who are members of a variety of faiths should feel that their religion is also valued
- celebrating diversity can make young people more tolerant.

On the other hand:

- we are still a predominantly Christian community; the school curriculum should reflect this
- teaching children about too many different faiths could be confusing
- it would be too awkward to accommodate all faiths equally, for example school holidays follow the Christian calendar.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

7 Care for the Environment

(a) Answers may include:

- making no effort to reduce the amount of fossil fuels used; using the car when not really necessary, for example
- being irresponsible with rubbish disposal and littering
- wasting energy by leaving electrical equipment running or lights left on
- not making enough effort to reduce waste and recycle where possible
- buying goods from overseas when locally produced items are available.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- the Bible teaches that animals are to be cared for: “A good man takes care of his animals but wicked men are cruel to theirs” (Proverbs 12:10)
- experiments on animals are cruel and unnecessary and go against the biblical idea of stewardship (Genesis 1:26–28)
- animals have the right not to be treated cruelly and animal testing involves suffering and pain
- however, humans have rights that animals do not have. Animals can be used in the laboratory if humans will benefit, for example testing new medicines
- animals can be used responsibly for the benefit of humans; we are the only creatures made in God’s image.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- references in Genesis and Psalms teach that God has created the world and given the responsibility for its care to humans; there are limited references as to what these responsibilities might include
- many of today’s environmental concerns are the result of modern living and were not a problem centuries ago, so issues such as recycling or pollution are not mentioned in the Bible
- Jesus did not stress environmental issues in his teaching, although he did use birds and wild flowers to show that God cares for everything in nature, even something relatively small and unimportant.

On the other hand:

- the Bible is God's word and contains everything that Christians need to guide them in the 21st century
- although specific modern day environmental problems are not mentioned, the Bible teaches the general principles that humans have been put in charge of God's creation and must have a responsible attitude
- the account of creation in Genesis teaches that humans are to look after the planet – not destroy it
- humans can use the earth's resources to their benefit, but in a responsible way
- therefore, the Bible contains a great deal of relevant teaching on today's environmental issues.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

Section B

40

Total

100