



Rewarding Learning

**General Certificate of Secondary Education
2014**

Religious Studies

Paper 8

An Introduction to Christian Ethics

[GRS81]

WEDNESDAY 4 JUNE, MORNING

**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 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 Marriage and Divorce

- (a) (i)** Answers may include any two of the following:
- 'To have and to hold from this day forward'
 - 'For better for worse'
 - 'For richer for poorer'
 - 'In sickness and in health'
 - 'To love and to cherish'
 - 'Till death do us part'
- (AO1) [2]
- (ii)** Answers may include:
- A symbol of unending love/eternity
 - A symbol of commitment
- Accept valid alternatives
(AO1) [1]
- (iii)** Answers may include:
- A relationship between a man and a woman
 - A relationship between two people of the opposite sex
- Accept valid alternatives
(AO1) [1]
- (iv)** Answers may include:
- Relate/Northern Ireland Marriage Guidance Council (NIMGC)
 - Catholic Marriage Advisory service (CMAC)
 - ACCORD
- Accept valid alternatives
(AO1) [1]
- (b)** Answers may include:
- Pressures of modern living, e.g. debt, depression, unemployment, can weaken the marriage bond.
 - Health problems, infertility and sexual problems can cause some marriages to fail.
 - Adultery; lack of commitment to one person for life.
 - Addiction: alcohol; drug abuse; gambling.
 - Domestic violence.
 - Unrealistic expectations about being married.
 - Couples marrying too young or for the wrong reasons (e.g. unplanned pregnancy).
- Accept valid alternatives
Mark in levels
(AO1) [5]

(c) Answers may include:

- Christianity teaches that marriage is sacred; a church wedding involves promises being made before God, therefore it is only appropriate for committed Christians.
- A church is a religious building used for worship; if a bride and groom are not Christians, their marriage is a social occasion and should not take place in a Christian place of worship.
- Some people have a church wedding for the wrong reasons – they want a traditional ‘white wedding’ with all the trimmings.

On the other hand:

- People have the right to choose where they get married.
- The rest of the family might want or expect a church wedding.
- For many couples, getting married in church is traditional even if they are not particularly religious.
- The priest/minister has no right to refuse anyone a church ceremony; everyone is welcome in God’s house.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

AVAILABLE
MARKS

2 Religious Diversity

AVAILABLE
MARKS

- (a) (i) Answers may include:
- Adherents of world religions other than Christianity
 - Adherents of minority Christian groups
- Accept valid alternatives
(AO1) [1]
- (ii) Any two from:
- Access to a place to worship
 - Getting time off work/school for religious observance
 - Not having the support of a large community
 - Prejudice and intolerance from others towards their faith
 - Discrimination
 - Sectarianism
- Accept valid alternatives
(AO1) [2]
- (iii) Answers may include:
- School assemblies should be inclusive
 - R.E. lessons do not just focus on Christianity
 - School uniform adapted to suit religious dress codes
 - Pupils could be invited to tell others about their faith
- Accept valid alternatives
(AO1) [1]
- (iv) Answers may include:
- Northern Ireland Inter-faith Forum
 - Embrace NI
 - The Corrymeela Community
- Accept valid alternatives
(AO1) [1]
- (b) Answers may include:
- Our community is becoming more diverse and multi ethnic; mixing with people from different world faiths can help to increase understanding.
 - If people can appreciate why those from other cultures have different customs and traditions there is more likely to be tolerance.
 - Christians should follow the example of Jesus. He befriended and helped foreigners and gentiles.
 - Some Christians believe there are many ways to God and other people's faiths are just as important as their own.
- On the other hand:
- Some people might argue that it is natural to want to be with people who share your values and beliefs.
 - For some people, it depends on how you intend to 'come together'. Being a good neighbour is fine, but they would have difficulties with any sort of inter-faith worship. They might believe that Christians, and churches, should remember what is unique to Christianity.
 - There may be practical difficulties, such as language barriers.
- Accept valid alternatives
Mark in levels
(AO2) [10]

15

3 Matters of Life and Death

AVAILABLE
MARKS

(a) Answers may include:

- Many people are in favour of abortion believing that it is a woman's right to choose what happens to her body.
- There is divided opinion about special circumstances, such as a pregnancy which is the result of rape or where the foetus may have abnormalities.
- Many people believe that every child should be a wanted child.
- However, others maintain that life begins at conception; all human life must be protected and this includes the unborn. Abortion is regarded as murder.
- Those with strong religious views may be opposed to abortion and feel it has little or no benefits to society.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Humans are the only species created in the image of God (Genesis 1:28) so human life must be respected and not disposed of in the way animal life might be treated.
- Only God has the right to decide when a life should end.
- The Bible teaches that human life is special to God even when a baby is in the womb. Jeremiah was called to be a prophet before he was born (Jeremiah 1:5) and Luke describes how John the Baptist recognised he was in the presence of someone greater, when Mary visited Elizabeth (Luke 1:41).

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Abortion is needed in cases where the woman's life may be at risk, the baby might face severe disabilities or in the case of rape.
- The future life of the pregnant woman is more important than that of the baby she is carrying.
- It is not fair to expect a woman who has been raped to prolong the trauma by carrying the baby for nine months then giving birth.

On the other hand:

- Abortion is not necessarily a quick and easy solution to an unwanted pregnancy. It can have physical side effects and leave long-lasting emotional scars on a woman.
- There is always an alternative to abortion that does not involve the destruction of the foetus, such as adoption. This option enables childless couples to bring up a child.
- Abortion might seem to be the answer to an unplanned pregnancy that interferes with plans for a career or education. An alternative could be to have the baby and delay these plans until later.
- Raising the child as a single parent would be better than an abortion as the baby has a chance of life.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

4 War and Peace

**AVAILABLE
MARKS**

(a) Answers may include any three of the following points:

- 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.
- Peace must be restored at the end.
- No harm to civilians.

Mark in levels
(AO1)

[5]

(b) Answers may include:

- Some Christians choose to be pacifists as the Bible says ‘Do not kill’; this is taken to mean in all situations, including war.
- Some Christians reject all fighting and war, believing that the life and teaching of Jesus supports a pacifist approach to life.
- In the Sermon on the Mount, Jesus taught that violence should not be repaid with more violence.
- At his arrest, when his disciples tried to fight the armed crowd Jesus said: “All who take the sword will die by the sword”.
- Some Christians believe that in wartime they should help the wounded rather than kill the ‘enemy’.

On the other hand:

- The Quakers are the only Christians who officially reject all fighting and violence. All the main churches here accept that sometimes armed conflict is necessary and can be the lesser of two evils.
- The Bible does not reject war and fighting, but accepts that sometimes it is inevitable (Ecclesiastes 3:1).
- There are examples in the Old Testament of how God used his people in war to bring judgement on nations who had sinned against him (for example, Numbers 21:3; Joshua 8:1–8).
- In history, there is the tradition of a ‘Holy War’ as a war fought with God’s authority to achieve a religious goal.

Accept valid alternatives

Mark in levels
(AO2)

[10]

15

Section A

60

Assessment of Spelling, Punctuation and Grammar

If the candidate does not answer the question then no SPaG marks are available. If the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Threshold performance [1]

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.

Intermediate performance [2]–[3]

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.

High performance [4]–[5]

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.

5 Personal and Family Issues**(a)** Answers may include:

- They simply feel that marriage is not necessary; their relationship is strong enough without a ceremony.
- The cost of a wedding might deter some people from getting married.
- There may be a reason why they cannot get married, perhaps one of them is already married or they might be a same sex couple.
- They may have had a bad experience of marriage in the past, perhaps from a former relationship or from seeing their parent's marriage end in difficulties.
- Nowadays, many people do not feel there are strong religious reasons to get married.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- The Bible teaches that sex should take place within marriage (Genesis 2:24). This ideal for marriage is re-emphasised by Jesus in his teaching.
- A married couple are to give themselves exclusively to their partner (Exodus 20:14 'Do not commit adultery').
- Some candidates may refer to Bible teaching on homosexual relationships.
- The teachings of various churches may also be considered on sex before marriage, same sex relationships and co-habitation.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- There is a decline in the number of young men who want to become Priests; they may be deterred by the commitment of celibacy.
- Being married would give priests better experience of the difficulties of marriage and family life.
- Protestant churches allow clergy to marry and they are still regarded as respected men of God.
- Many people nowadays find it possible to serve God in full time work, such as a missionary, for example, without being celibate.
- Many people find their Christian work is helped by being able to work with a Christian partner.

On the other hand:

- To be a priest is a very special calling from God; being celibate sets a priest apart from the rest of the community.
- Being celibate shows that a person is really committed to serving God and is prepared to make sacrifices.
- A celibate person is able to devote more of his time and energy to his Parish; he does not have the divided loyalties of a wife and family.
- There is a long-established tradition of celibacy in the church and there is no reason for change.
- Some Christians choose to be celibate until they marry.
- Celibacy can be a temporary or long term lifestyle choice.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE
MARKS

6 Care for the Environment

AVAILABLE
MARKS

(a) Answers may include:

- Christian stewardship is the idea of accepting responsibility for the Earth and caring for it.
- At creation, God put humankind 'in charge' of the other things he had created (Genesis 1:26–28).
- This teaching is reinforced in the Psalms (Psalms 8:6).
- In Exodus 23:10, the Israelites are told to let their agricultural land rest every seventh year.
- Animals are to be cared for: 'A good man takes care of his animals but wicked men are cruel to theirs' (Proverbs 12:10).
- Christians believe that although we live on this earth, people do not own it as the world is 'on loan' from God.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Some Christians believe that animals do not have rights. Humans are the only species made in God's image; animals do not have souls and so do not have rights.
- However, animals do have the right to be treated decently by humans. We should not be cruel to them or neglect their needs.
- Some Christians believe that animals do have rights. They are creatures created by God and we should respect his creation.
- Many Christians support animal rights issues. They would be against animal testing, hunting, animals used in circuses and zoos.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- The teaching and example of Jesus supports the idea that people are to be cared for. Jesus always reached out to help and to heal people who were in need. For example, healing the sick and befriending those who were outcasts.
- Christians today should follow this example, as there is a lot of need in the local community. The church could be involved with schemes to assist those who are suffering from difficulties, e.g. addiction, unemployment and family relationships.
- People in this country are relatively well off compared to people in the developing world. Christians should be active and involved in helping people who are living in poverty or who do not enjoy the same lifestyles as we do.

On the other hand:

- The Bible teaches that Christians should have a responsible attitude towards the world that God has created (relevant examples may be given here).
- Environmental issues may not have been the main focus of Jesus' teaching. However, there is the idea that God cares for the whole of his creation and so should the people he has trusted with its care. This idea is compatible with Christian stewardship.
- Christians should be responsible citizens. Showing a concern for the environment through good practices such as recycling and energy efficiency can be a way of showing this.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE
MARKS

7 The issue of Justice

AVAILABLE
MARKS

(a) Answers may include:

- The Old Testament taught the principle of limited revenge; the punishment should fit the crime and not be too extreme ('An eye for an eye' Leviticus 24:20).
- However, Jesus taught 'If someone hits you on the right cheek, turn the other cheek' (Matthew 5:38–39). By this teaching, Jesus was not saying that justice did not matter, but that he was totally opposed to evil; Jesus said that revenge was wrong and must be replaced by forgiveness.
- The Bible teaches that God wants justice. In Amos 5: 24, God says: 'Let justice roll on like a river, righteousness like a never-failing stream.'
- Jesus taught the need for forgiveness towards people who had done wrong for example, The Parable of the Unmerciful Servant (Matthew 18:21–35) and The Lord's Prayer (Matthew 5:9–14).
- A person should receive forgiveness, but still be punished for what they have done wrong.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Restorative Justice is a problem-solving approach to crime. It aims to involve the offender, the victim and the community.
- This approach works to resolve conflict and repair harm.
- Restorative Justice does this by getting the offender to consider the harm they have done and gives them the opportunity to put things right.
- Restorative Justice offers those who have suffered harm or loss the opportunity to have this acknowledged and amends made.
- The victims of crime, those who have committed crime and the community all need to work together; restorative justice aims to provide the opportunity for this to happen.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- People need to be deterred from committing crimes.
- If the penalty for law-breaking is severe, people will be more respectful of law and order.
- It could be argued that our present system is too lenient and that there is no incentive for offenders not to re-offend.
- Candidates may argue that capital punishment should be re-introduced as a way of showing the severity of certain crimes and as a deterrent to others.

On the other hand:

- There are various aims of punishment and an important one is to try to reform the offender. It could be argued that harsh punishments do not bring about reform.
- Some criminals will commit an offence no matter what the punishment is as they have no respect for law and order or the rest of the community.
- Some crimes are not pre-meditated and they will occur no matter what the punishment.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

Section B

40

SPaG

5

Total

105

**AVAILABLE
MARKS**