



*Rewarding Learning*

**General Certificate of Secondary Education  
2015**

---

## **Religious Studies**

**Paper 8**

**An Introduction to Christian Ethics**

**[GRS81]**

**TUESDAY 2 JUNE, 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 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 Abortion**

- (a) (i) Answers may include:
- The act of deliberately ending a pregnancy before normal childbirth.
- Accept valid alternatives  
(AO1) [1]
- (ii) Answers may include:
- The woman’s life may be in danger.
  - A foetus is not a human being.
- Accept valid alternatives  
(AO1) [1]
- (iii) Answers may include:
- Abortion is murder.
  - It goes against Christian teaching.
- Accept valid alternatives  
(AO1) [1]
- (iv) Answers may include:
- Adoption.
  - Raising the child herself.
- Accept valid alternatives  
(AO1) [1]
- (v) Answers may include:
- Her employment or education may suffer.
  - She may face financial difficulties.
- Accept valid alternatives  
(AO1) [1]
- (b) Answers may include:
- The Bible does not have any direct references to abortion. However, candidates may refer to passages which emphasise that human life is special as it is created by God.
  - In Jeremiah 1:5, God says to Jeremiah ‘I chose you before I gave you life, and before you were born I chose you to be a prophet to the nations.’ Psalm 139 teaches that God knows all about each person in minute detail, as he has created each one of us. In his Gospel, Luke describes a meeting between Mary and Elizabeth. Elizabeth’s unborn child leapt in the womb in recognition of Mary’s child. All these passages imply that human life is God-given and important right from the moment of conception.
  - Christians accept the sanctity of human life. This refers to the idea that all human life must be respected and not treated in the same way as plant and animal life. Genesis 1:27 states ‘So God created human beings, making them to be like himself.’ All human life has been created by God in his image and only he has the right to decide when it should end.

- Some candidates may refer to the principle of double effect or 'hard cases' such as rape or serious abnormalities of the foetus.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Women need the right to abortion in order to have full rights over their own bodies, including the right to decide whether or not to give birth. Without this right, women do not have the same moral status as men.
- If abortion is illegal then women can be put at risk by being forced to use unsafe methods of abortion.
- A woman might not be able to cope with having a child if she has been raped, is too young or if there are health risks.
- A foetus is only a potential human being but there can be no doubt about the humanity of the mother.

On the other hand:

- Some people argue that all human life is of equal value; even a foetus or an embryo has a right to life.
- A foetus is not just a part of a woman's body, but is a unique and individual human being.
- An abortion is the deliberate killing of an innocent human being; all killing is wrong.
- No one has the right to complete control over their body. For example, there are laws against euthanasia.

Accept valid alternatives

Mark in levels

(AO2)

[5]

AVAILABLE  
MARKS

15

## 2 Euthanasia

AVAILABLE  
MARKS

- (a) (i) Answers may include:
- Gentle and easy death.
- Accept valid alternatives  
(AO1) [1]
- (ii) Answers may include:
- People have the right to decide if they want to die.
  - Euthanasia can prevent suffering.
- Accept valid alternatives  
(AO1) [1]
- (iii) Answers may include:
- Only God has the right to decide when a person should die.
  - It could be the start of a 'slippery slope'.
- Accept valid alternatives  
(AO1) [1]
- (iv) Answers may include:
- Taking deliberate action to end a patient's life.
  - Giving a patient a lethal dose of a drug that will kill them.
- Accept valid alternatives  
(AO1) [1]
- (v) Answers may include:
- Letting someone die by withholding treatment.
  - Turning off a life support machine.
- Accept valid alternatives  
(AO1) [1]
- (b) Answers may include:
- Despite advances in medicine, dying can be a painful and distressing process. Some people feel it is their right to decide when their life should end, particularly if they are suffering.
  - Everyone has the right to decide how they should die. Some people would prefer this to be quick rather than the result of a long illness and gradual deterioration.
  - Euthanasia gives people the dignity of autonomy and control over their own lives.
  - Some people would not want their loved ones to see them suffering or unable to look after themselves. Euthanasia can offer a more dignified alternative.
- On the other hand:
- Some people would argue that ending a life prematurely, perhaps through a lethal injection, is not a dignified way to die.
  - Accepting a serious illness and letting life take its course is seen by many people as being more dignified than euthanasia, even though daily help might be needed from carers and medical staff.
  - There are many painkilling drugs which can ease a person's suffering and help them die with dignity without resorting to euthanasia.
  - Euthanasia devalues human life by making it disposable, rather than offering greater dignity.
- Accept valid alternatives  
Mark in levels  
(AO2) [10]

15

### 3 Marriage and Divorce

AVAILABLE  
MARKS

(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, then, 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:

- Pressures of modern living – these might include debt, depression, unemployment.
- Health problems, infertility and sexual problems could be difficulties a couple might have to face.
- Adultery; lack of commitment to the marriage from one or both partners.
- Alcohol and drug abuse; gambling.
- Domestic violence.
- Having to cope with a traumatic situation, such as illness or the death of a child.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Biblical and Church teaching emphasises that a sexual relationship should not take place until a couple are married. 'That is why a man leaves his father and mother and is united with his wife, and they became one' (Genesis 2:24).
- The Bible also teaches that a married couple are to remain faithful to each other 'Do not commit adultery' (Exodus 20:14).
- A sexual relationship needs a deep level of understanding and commitment between a couple and this can only come from marriage.
- 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.

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.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15



**4 Care for the Environment**

**AVAILABLE  
MARKS**

**(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:

- References in Genesis and Psalms teach that God has created the world and given the responsibility for its care to humans; however, there are limited references as to what these responsibilities might include.
- The idea of Christian stewardship, that there is a responsibility to care for God’s creation, is not an idea that many people relate to today. Most people are more concerned with modern conveniences and new technology.
- Many of today’s environmental concerns are the result of the way we live today and were not a problem centuries ago, so issues such as recycling or pollution are not mentioned in the Bible.

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.
- Bible teaching on stewardship is very relevant for today as we are facing many serious problems such as climate change and pollution.
- Now more than ever, the planet needs to be treated with care.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

**Section A**

**60**

## Section B

AVAILABLE  
MARKS

### Assessment of Spelling, Punctuation and Grammar

If the answer does not address 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 War and Peace

(a) Answers may include:

- A pacifist believes that war and violence are wrong and cannot be justified.
- Pacifists believe that conflicts should be settled by peaceful means, such as a demonstration or strike at work, for example.
- An absolute pacifist believes it is never right to take part in any killing, even in self-defence.
- Conditional pacifism accepts that there may be extreme circumstances where war is the best alternative.
- A selective pacifist may reject certain types of war, such as a conflict using nuclear weapons, for example.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- The idea of a 'holy war' carried out on the authority of God is prominent in the Old Testament. The Israelites had to fight their way into the Promised Land to take possession of the country God had given to them.
- The Old Testament also speaks of how war is inevitable; Ecclesiastes 3:1 and 8 states: 'Everything that happens in this world happens at the time God chooses...the time for war and the time for peace.'
- However, in the Sermon on the Mount, Jesus taught that violence should not be repaid with more violence and replaced the Jewish principle of 'Eye for eye and tooth for tooth' with a higher standard – that violence should never be returned. At his arrest, Jesus said 'All who take the sword will die by the sword' (Matthew 26:52).

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- War should always be a last resort, with negotiations and sanctions being tried first.
- War is wrong as it goes against teachings in the Bible such as 'Do not kill'
- Jesus also taught his followers not to take revenge so we should not be too quick to take up arms and fight.
- The Just War theory associated with St Thomas Aquinas is still very influential for Christians today. It allows war as a last resort.
- Modern weapons of mass destruction are so dangerous, they should only be considered as a last resort.

On the other hand:

- Sometimes action has to be taken swiftly and there is not the time to try a lot of peaceful methods first.
- In the last two centuries, we have seen the rise of dictators using genocide to secure their power. In cases like this, war might have to be used immediately to stop the killing of innocent people.
- Methods such as boycotts, sanctions and negotiations can be so slow and ineffective, that they are often not worth trying.
- Modern weapons of mass destruction are so dangerous they cannot be allowed to be used, so swift retaliation is necessary.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE  
MARKS

## 6 Justice and punishment

AVAILABLE  
MARKS

(a) Answers may include:

- The death penalty could be seen by some people as an easy way out. It would be better for an offender to be imprisoned for life and have to live with the guilt of what they had done.
- Mistakes can be made and innocent people could be sentenced to death.
- The Bible teaches that any taking of human life is wrong. Only God has the right to take life.
- The death penalty makes the state as bad as the criminals they are trying to punish. Jesus taught that retribution was not the way to deal with wrongdoing.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Remorse without repentance is insufficient.
- The Lord's Prayer and the parable of the unforgiving servant – God will forgive, but we must forgive others.
- Love your enemies and pray for those who persecute you.
- Turn the other cheek, do not seek revenge.
- When he was on the cross, Jesus forgave those who crucified him.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Prisoners often have more luxuries than people who are not in prison.
- Life imprisonments no longer mean life; murderers should face a long prison sentence or even the death penalty.
- The crime rate is rising as criminals do not have enough fear of punishment.
- Schemes such as community service and restorative justice are seen as a 'soft option' by some people.

On the other hand:

- A system of punishment should not depend on the need for revenge or retribution.
- The loss of freedom is the punishment; criminals should not be deprived of other rights as well.
- Societies which use severe methods of punishment, such as the death penalty, still have high levels of violent crime.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

## 7 Equality

AVAILABLE  
MARKS

(a) 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]

(b) Answers may include:

- Some people have been brought up with prejudiced 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 religion.
- Some prejudice 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 religion or race which leaves them with a negative impression.
- Some people may believe that their religion is the only way to God.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Some churches give the impression that they are only there for the good of their congregations; they do not appear to meet the needs of the wider community.
- Christians believe in one God, the creator of humankind; Christians believe that any discrimination based on physical difference is wrong. The church should be putting this teaching into practice and actively challenging prejudice and discrimination.
- Churches should try to follow the example of Jesus who reached out to everyone in the community regardless of their background and broke down barriers of gender, race and religion.
- Some of the key people campaigning for equality have been Christians (for example, Desmond Tutu) so churches should try and follow this example.

On the other hand:

- Not everyone in society, regardless of their circumstances wants help from the church; well-meant intentions might be seen as interfering.
- Many people in society are not Christians and would not look to the church for moral guidance. Community groups would probably have more of a role to play than the church.
- The church has to remember its priorities – to nurture people's faith and provide a place for worshipping God.

- Some people might accuse the church of discrimination (for example, attitudes towards women) and so may not have a lot of credibility on this issue.

Accept valid alternatives

Mark in levels

(AO2)

[10]

**Section B**

**SPaG**

**Total**

**AVAILABLE  
MARKS**

20

**40**

**5**

**105**