



GCSE MARKING SCHEME

SUMMER 2016

**RELIGIOUS STUDIES
SPECIFICATION A**

**UNIT 5 - CHRISTIAN PHILOSOPHY AND ETHICS
4445/01**

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

General Marking Instructions for Examiners

The mark scheme defines what can be reasonably expected of a candidate in response to questions asked.

Assessment Objectives

The questions test the candidate's ability to:

- AO1** Describe, explain and analyse, using knowledge and understanding of the specification content.

- AO2** Use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints.

It is not always appropriate or desirable to produce a clear cut, rigid, universally applicable mark scheme. Those questions which are designed to assess larger areas of knowledge or the skills of understanding and evaluation require a marking scheme which is more sophisticated and flexible. This marking scheme that follows will allow examiners to take into account the different levels of response that candidates may offer to a question.

Those different levels are as follows overleaf:

Level of Response Grid

AO1

Questions (a) – (c)

Level	Level Descriptor	Mark Total
0	<p>Either: Offers no relevant information or explanation.</p> <p>Or: Makes no link between beliefs and practices.</p>	0
1	<p>Either: An elementary statement of information or explanation which is limited in scope or content.</p> <p>Or: A simple link between beliefs and practices</p>	1
2	<p>Either: An accurate account of information or an appropriate explanation of a central teaching, theme or concept.</p> <p>Or: An explicit link between beliefs and practices. Limited use of religious language.</p>	2
3	<p>Either: An account or explanation indicating knowledge and understanding of key religious ideas, practices, explanations or concepts. Uses and interprets a range of religious language and terms.</p> <p>Or: Analysis showing some awareness and insight into religious facts, ideas, practices and explanations. Uses and interprets a range of religious language and terms.</p>	3
4	<p>A coherent account, explanation or analysis showing awareness and insight into religious facts, ideas, practices and explanations.</p> <p>Uses religious language and terms extensively and interprets them accurately.</p>	4

AO2

Question (d)

Level	Level Descriptor	Mark Total
0	Makes no relevant point of view.	0
1	A simple, appropriate justification of a point of view.	1
2	<p>Either: An expanded justification of one point of view, with appropriate example and /or illustration which includes religious teaching.</p> <p>Or: A second, simple, appropriate justification of a viewpoint of view possibly linked to evidence or example.</p>	2
3	An expanded justification of one point, with appropriate examples and/or illustration, which includes religious teaching and a second appropriate justification of a point of view.	3
4	An expanded justification of two viewpoints, incorporating the religious and moral aspects at issue and their implications for the individual and the rest of society.	4

Question (e)

Level	Level Descriptor	Mark Total
0	Makes no relevant point of view, e.g. yes.	0
1	Communicates clearly and appropriately Either: A simple, appropriate justification of a point of view, possibly linked to evidence or example and making a simple connection between religion and people's lives. Or: Two simple appropriate justifications of a point of view.	1 - 2
2	Communicates clearly and appropriately using limited specialist language Either: An expanded justification of one point of view, with appropriate example which includes religious teaching and /or illustration AND either a second simple appropriate justification Or: Two appropriate justification of a point of view linked to evidence or example, which includes religious teaching.	3 - 4
3	Communicates clearly and appropriately using and interpreting specialist language an expanded justification of one point of view, with appropriate examples which includes religious teaching and/or illustration, There is also adequate recognition of an alternative or different point of view, using relevant evidence and religious teaching /or moral reasoning to formulate judgements.	5 - 6
4	Communicates clearly and appropriately using specialist language extensively a thorough discussion, including alternative or different views of the religious and moral aspects at issue and their implications for the individual and the rest of society.	7 - 8

Assessment of spelling, punctuation and the accurate use of grammar

The grid below is for use when marking question 1(e) only.

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	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>Intermediate performance</i> 2 – 3 marks	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>High performance</i> 4 – 5 marks	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.

Special Guidance for Examiners

*Please note carefully **and** apply consistently:*

- There is a policy of ‘positive marking’ employed in this Specification.
- This means that the exemplars in the mark scheme are only meant as **helpful guides**.

*Therefore any other acceptable or suitable answers **should be credited** even though they are not actually stated in the mark scheme.*

- Words **merely copied** from the stimulus without further comment or addition, or **mere descriptions** of what is in visual stimulus, **should not gain full credit**.

Rules for Marking

1. Differentiation will be achieved on the basis of candidates' responses.
2. The purpose of the levels of response grids is to help achieve consistency among examiners and avoid 'penny-point' marking. To avoid Centres misinterpreting the way scripts have been marked ticks must NOT be used when marking.
3. The whole answer, or part answer, must be read and then, taking everything into account, allocated to the level 'best fit' using the level descriptors above. Where there are two marks assigned to a level, the higher mark will be given where all or most of the descriptor is satisfactorily met. The lower mark will be given where the answer barely matches the descriptor.
4. Correct and relevant material should be indicated by a "L1", "L2", etc. (showing achievement of the criteria in the level description). This should be at the end of the answer next to the right hand margin. The mark should be written immediately to its right, just inside the examiner's column. No comments should be added.
5. Marks for each part question should be clearly written in the column provided, and the total for the whole question clearly written in the box provided at the end of the question. The statement of the Level of Response should be written alongside (to the left) the total marks– not in the marks column.
6. Where an examiner feels that a response is particularly weak, and has not achieved even the lowest level of response, "0" should be written in the mark column, and "LO" written alongside.
7. No mark scheme can ever anticipate or include every possible detail or interpretation; examiners should use their professional judgement to decide whether a candidate's particular response answers the question in relation to the particular assessment objective
8. Candidates will express their ideas in language different from that given in any mark scheme or outline. Positive marking therefore, on the part of examiners, will recognise and credit correct statements of ideas, valid points and reasoned arguments irrespective of the language level employed. Credit should also be given for answers that are acceptable even if they are not referred to in the mark scheme.

Please remember to total marks for each question.

Seeking Advice

If Assistant Examiners have any doubts concerning the awarding of any marks on the paper, they should consult with the Principal Examiner for that examination paper immediately.

Q.1 (a) Describe how evil causes suffering.

Look for a rounded account of how evil causes suffering.
Details that could be described include:

- Natural evil causes suffering through natural events such as earthquakes, floods etc.
- Moral evil is the use of human free-will to cause pain towards others.
- Evil caused through spiritual forces such as the Devil and other fallen angels (Augustinian theodicy).
- Evil that is divinely allowed so that mankind can grow into the 'likeness' of God (Irenaean theodicy).

AO1 [4]

(b) Explain how Christian charities help those who suffer.

Look for a detailed account of Christian charities assist those who suffer.
Details that could be developed include:

- Short term help which deals with the immediate effects of disaster.
- Long term help which helps set up projects to alleviate suffering – credit examples.
- Ways in which charities help those suffering through compassionate means – providing a source of comfort.
- Practical provision through raising funds/ collect resources for those who suffer.
- Through education – raising awareness about ways in which suffering can be alleviated.

AO1 [4]

(c) Explain why some people believe the Devil exists.

Reasons which might be explained include:

- Many Christians believe that the devil is a reality, interpreting Scripture in a literal way.
- A supernatural force may be the cause of evil and suffering in our world.
- Some believe that the Devil is a power that seeks to turn people away from God and is the cause of so much evil in society.
- Christian Churches teach that the devil is a reality to be rejected and they do so in creeds and promises made in rites such as baptismal rite.
- Some Christian Churches have the Rite of Exorcism.
- The existence of suffering is interpreted by some as the work of the Devil.

AO1 [4]

- (d) **‘Treating people fairly is the best way to show Christian faith.’
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer.)**

AO1 [4]

- God is the creator of all people and Christians should treat people fairly as children of God.
- Treating people fairly means that Christians follow the teaching and example of Jesus.
- The Bible as God’s Word demands that people are treated fairly, therefore by doing so Christians live by the word of God.
- By treating people fairly Christians can combat prejudicial attitudes which are opposed to the Christian faith.
- For those involved in preaching and teaching God’s Word it is really important to convey the Scriptural truths about the dignity and worth of every human so that future generations will be brought up having Christian values which will be imparted to their children etc.
- Other ways to show faith may include praying for others, helping in practical ways, evangelising.
- Candidates may argue that treating people fairly is not necessarily a Christian trait it is part of what it means to be human and what all humans not just Christians should do.

- (e) **‘It is difficult to believe in God.’**

**Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.
(You must include reference to religious beliefs in your answer.)**

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question.

- Secular arguments which claim that there is no scientific proof of God’s existence. Some do not have a religious belief because they are atheistic materialists believing that this world and all life in it, is physical matter with no spiritual element.
- Some suggest that one needs ‘proof’ of God’s existence in order to believe in it – they may take an empirical approach – if you cannot test it, then it doesn’t exist.
- Suffering makes one question God’s existence – too much suffering in the world to believe in a God of compassion – either God is not all loving or he is not powerful to stop the suffering – this prevents belief in the traditional God of Christianity.
- Some have a secular view of humanity suggesting that religious belief was ‘made up’ in a pre-scientific era in order to explain things that can now be explained by science rather than religion e.g. ‘The big bang’ – evolution.
- The argument from religious experience – conversion etc.
- The design argument is convincing and leads a person to believe in God.
- Upbringing has made faith possible.
- People’s faith witness makes belief in God credible.

AO2 [8+5]

Q.2 (a) Describe Christian attitudes about fighting in a war.

Look for a rounded account of Christian attitudes about fighting in a war.
Details that could be described include:

- Christians sometimes will agree to fight in a Just War. A war which is just is one which is fair and right. The conditions were first laid down by St. Thomas Aquinas.
- The war must be declared and controlled by the legitimate authority of the state or its ruler. So guerilla warfare or terrorism would not be seen as a just means of protest.
- There must be a just cause. So it would not be considered fair to invade a country purely to expand territory. A justifiable cause would be self - defence. The war must be fought to promote good, and with the intention of restoring peace afterwards. This must take place as soon as possible.
- War must always be the last resort. All other methods of resolving the situation must have been sort after first. For example, negotiation over ways to resolve the problem.
- There must be proportionality in the way that the war is fought. For example, if one country had nuclear capability but another did not it should not use that power because it would be unfair, the other country would be unable to fight back. Civilians must be protected at all times.
- Pacifism is the belief that violence of any kind is unjustifiable and that one should not participate in war.
This belief is based on the teachings of Christ and the practice of first Christians who refused to take up arms because of Jesus' teaching to love enemies and pray for one's persecutors.
- Jesus' teaching to 'put away your sword' and his admonishment of the disciple who cut off the ear of one of the Temple guards in the Garden of Gethsemane led the first Christians to believe that it was wrong to use weapons. Christian Pacifists follow this teaching.
- Pacifism promotes the idea that disputes can be settled by means other than war such as diplomatic discussions.

AO2 [4]

(b) Explain, with examples, what is meant by conscientious objection.

Points that could be developed include:

- Refusal to participate in fighting in a war on the grounds of conscience.
- Credit examples of people who have been conscientious objectors due to their absolutist pacifistic stance – e.g. Quakers.
- Other conscientious objectors may not oppose war per se but only certain wars.
- Credit examples of wars which have been objected to because the reasons for going to war have been objected to e.g. Falklands, Iraq, Afghanistan.

AO2 [4]

(c) Explain the purposes of punishment.

- Retribution: the Old Testament suggests that one aim of punishment is retribution which should be limited – Leviticus ‘an eye for an eye’. In some cases this has led to the justification of capital punishment.
- Reform: some suggest that the New Testament offers a different perspective on punishment. The notion of agapeic love comes into force and living by kingdom principles of repentance and forgiveness. The emphasis is on reforming the criminal – loving the sinner and hating the sin.
- Reparation reinforces the role of the government in ensuring that criminals and their victims are treated fairly given due punishment so that society is both protected and victims vindicated.
- Society must be protected from criminals and so imprisonment or even death may be the solution to crime and deter others from committing serious offences.[Deuteronomy 17:12-13] especially when the common good of society is threatened.

AO1 [4]

**(d) ‘It is impossible for some people to change their behaviour.’
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer.)**

- Christianity offers the perspective that it is possible to change. The notion of agapeic love comes into force and living by kingdom principles of repentance and forgiveness.
- When the emphasis is on reforming the criminal – loving the sinner and hating the sin. Justice must be done but the emphasis is on changing attitudes and leaving revenge to God. This purpose of punishment would be rendered useless if it was impossible to change.
- Christianity reinforces the notion that people can change when they are treated with dignity and respect.
- Humans have a God-given conscience which can direct people to change their behaviour.
- Some may argue that we are the sum total of our genes and unable to change behaviour.
- Some people may be so addicted to a certain lifestyle that it becomes very difficult if not impossible to change.(e.g. drug addiction)
- Social environments/upbringing may have had such an ingrained influence on a person’s character that change is unlikely.

AO2 [4]

- (e) **‘Punishment should never involve the taking of human life.’**
Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.
(You must include reference to religious beliefs in your answer.)

- Governments that support Capital Punishment may disagree suggesting that it is a deterrent against committing serious crimes.
- Capital Punishment may help to make reparation for the crime committed.
- Society needs to be protected from serious criminals and that the only way that this could happen is to eliminate those who are a threat to society.
- Many Christians have campaigned in favour of the death penalty basing their beliefs on Scripture itself. They have suggested that in Leviticus it allows for Capital Punishment ‘An eye for an eye and a tooth for a tooth’
- Christian teaching is based not only on the words of the Old Testament but the words of Jesus himself. Jesus was quite clear in stating that the Old Testament Laws were given because the people were weak and this particular law was given so as to limit revenge.
- Christians claim that those who belong to God’s kingdom and are living by the power of the Holy Spirit need to take on board kingdom principles.
- Jesus gives an antithesis to this law and qualifies it by saying, “But I say to you do not take revenge on someone who wrongs you. If anyone who slaps you on the right cheek let him slap you on the left also”. Of course we needn’t take this in a literal sense but the spirit of it needs to be taken into account.
- Jesus meant that we should not have an attitude of revenge. He taught that we should have an attitude of forgiveness. This would support Christian teaching that the dignity of the human being needs to be taken into account when meeting out punishment.
- In Genesis it states that we are all made in the ‘image and likeness of God’. Therefore even a cold-blooded murderer needs to be treated with dignity as a human being no matter how difficult this may be. Some would argue that the purpose of punishment for reform also.
- From a Christian perspective, reform should lead to repentance – being truly sorry for the crime committed and wanting to change. How can anyone be led to a position of true repentance if they are already dead?
- The dignity of the person needs to be considered in the light of Christian teaching as a whole. If Christians expect ultimate forgiveness from God for their sins then they too should be prepared, in the words of the Lord’s prayer ‘to forgive those who have trespassed against them’.
- Justice can be seen to be done in ways that contribute to the reformation of character rather than the destruction of the individual.
- Christian duty is to try to make criminals see the error of what they have done and leave the judgement up to God.

AO2 [8]

Q.3 (a) Describe Christian teaching about the use of alcohol.

Look for a rounded account of Christian teaching about alcohol.
Details that could be described include

- Some Christian churches recommend total abstinence from alcohol; however, this is not generally accepted by Christians.
- Occasional and moderate drinking is recommended.
- Jesus is pictured as drinking alcohol – in fact He turned ‘water into wine’ at the wedding in Cana.
- Drunkenness was condemned in Jewish culture, therefore Christianity inherited this teaching.
- Self-discipline and self-control is of utmost importance.
- Responsibility towards oneself and others is of paramount importance.
- The Bible is clear that Christians have a responsibility not to lead others astray and should lead by example.
- Drunkenness is listed by St. Paul as a sin.
- (Biblical references may include, Proverbs 20:1; Proverbs 23:29-35; Ephesians 5:18; 1 Peter 4:1 - 6).

AO1 [4]

(b) Explain Christian beliefs about human nature.

Points that could be developed include:

- Created by God as eternal beings.
- Made in the image and likeness of God.
- Humans are physical, spiritual, intellectual and emotional beings.
- Humans are social beings.
- Humans are sexual beings.
- Accept references to purpose - e.g. stewardship etc.

AO1 [4]

(c) Explain why the Bible is an important source of authority for Christians.

Reasons which might be explained include:

- As God’s Word, Christians believe that it is inspired by the Holy Spirit – therefore is authoritative.
- It contains advice on daily living which is appropriate for decision making.
- Through reading of the sacred text and prayerful consideration of what it has revealed, Christians believe that they have been guided by God.
- The Bible gives numerous examples of those who are faithful to God, Christians can learn from their personal example.
- Church teaching is based on Scripture and this information is given to churches via texts such as the Catholic Catechism/ encyclicals etc.
- Sermons are based upon the Bible.
- Moral issues are considered in the light of Biblical teaching e.g. moral issues such as abortion, euthanasia, etc.

AO1 [4]

- (d) 'Christians benefit from being in a multi-faith society.'**
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer.)

No because peer pressure from those in other faiths may stop people from following the teachings of the Christianity.

- It may cause Christians to doubt which religion holds ultimate truth.
- Multi-faith societies help Christians to understand others on a Global level, thus promoting tolerance.
- Religious differences can lead to tensions within communities.
- Diversity offers a richness which enhances the quality of life.
- Christians can learn from the teachings of other faith traditions.

AO2 [4]

- (e) 'Christians should carefully consider what job they do.'**
Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.
(You must include reference to religious beliefs in your answer.)

- Christianity teaches that Christians should be 'in the world, but not of it', meaning that Christians should do a job that enables them to draw people the Gospel message.
- Christians like others have a responsibility to work and care for their families, the only available jobs may seem unsuitable but it should be considered that earning a living is what is important.
- Certain jobs may be considered incompatible with Christian teaching and to undertake these jobs may be immoral e.g. working for a cigarette company, working in a casino – credit all relevant examples.
- The notion of Christian vocation – the call to do the will of God by serving Him in a particular way e.g. missionary work.
- Some jobs may expect a person to work on a Sunday and this may go against personal conscience.

AO2 [8]

Q.4 (a) Describe how Christians can understand the nature of God.

Look for a rounded account of Christian teaching about the way in which God's nature can be understood. Details that could be described include:

- God may be understood as Father, Son and Holy Spirit.
- God may be understood as omnibenevolent – a God of love.
- God is understood as omnipotent – all powerful.
- God is understood as omniscient – all knowing.
- Through revelation – the Bible or religious experience.
- Through using one's reason.

AO1 [4]

(b) Explain what it means to be a responsible citizen of the world.

Look for a detailed account of expressions of what it means to be a responsible citizen of the world. Details that could be developed include:

- Christianity teaches that humans are made in the 'image and likeness' of God and as such each person should be treated with dignity and respect.
- Being a responsible citizen involves ensuring that one treats others with respect whatever race, sex or age they are.
- Reference to 'love your neighbour' could be made with regards to caring for humanity.
- The Bible demands social justice for all.
- Global citizenship means demonstrating agape love to others, locally, nationally and globally.

AO1 [4]

(c) Explain why some Christians support Fair Trade.

Look for a detailed account of the expression of belief through social action. Details that could be developed include:

- Some would suggest that it is the morally right thing to do.
- Supporting Fair Trade helps to create a just and fair society.
- Supporting Fair Trade helps to show concern for the poor which is a Biblical principle.
- It helps to provide fair wages for the farmers who have been exploited by the rich.
- Supporting Fair Trade helps Christians work for human rights and the rights of the child.
- Supporting Fair Trade helps Less Economically Developed countries.
- Support sustainable development – credit examples.

AO1 [4]

Candidates may choose to fully explain any one of the above points or use a mixture.

(d) 'Prayer helps people make important decisions in life.'
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer.)

- Using one's reason may be more useful than prayer – rationally working out what to do.
- An atheist for example would suggest that there is no point in praying to a God who doesn't exist.
- Many Christians would suggest that in order for prayer to be effective then one should be in a relationship with God and that it is unreasonable to expect God to enable the person to make the right moral choice.
- Unconfessed sin may form a barrier between God and the individual and the relationship spoiled. Perhaps prayer would be a waste of time in a circumstance such as this.
- Christians ought to be 'Christ-like' and pray for the Father's will to be done. Moral choices should not reflect selfish motives but seek guidance to act out of love for God. Prayer helps to determine this.

AO2 [4]

(e) 'A person does not have to be a Christian to be good.'
Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.
(You must include reference to religious beliefs in your answer.)

AO2 [8]

- Being a Christian means that a person is guided by God when making moral decisions – this should lead that person to make good choices.
- The Bible is a source of guidance for Christians and this helps a person to make choices which are morally good.
- Christians are guided by their faith communities and therefore this enables the religious to live a good life.
- Being a good person can be seen as accepting salvation through Jesus. A Christian is by definition their salvation.
- If goodness is defined as performing morally good deeds then there are many people who have no faith who are good. Credit examples.
- Humanists emphasis treating others with dignity and respect thus being morally good.
- It could be argued that many morally evil things have been done in the name of religion. This casts doubt about whether these religious people are good.