



**General Certificate of Secondary Education  
June 2013**

**Religious Studies**

**405002**

**Specification A**

**Unit 2      *Christianity: Ethics***

**Final**

***Mark Scheme***

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the Students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of Students' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of Students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## Methods of Marking

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

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

## Marking using CMI+

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

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

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

## Levels of Response Marking

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of students' responses. To facilitate this, levels of response marking has been devised for many questions.

Levels of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

The **assessed level** of response to each part of each question must be indicated in the left-hand margin (L1, L2, etc.), leaving the right-hand margin for the numerical award.

If a student demonstrates knowledge, understanding and / or evaluation at a certain level, he / she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a student's response.

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

It is a feature of levels of response mark schemes that examiners are prepared to reward fully, responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

## Assessment of Quality of Written Communication

Quality of written communication will be assessed in all components and in relation to all assessment objectives. Where students are required to produce extended written material in English, they will be assessed on the quality of written communication. The quality of written communication skills of the student will be one of the factors influencing the actual mark awarded within the level of response. In reading an extended response, the examiner will therefore consider if it is cogently and coherently written, i.e. decide whether the answer:

- presents relevant information in a form that suits its purposes;
- is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- is suitably structured and that the style of writing is appropriate.

The assessment of the Quality of Written Communication (QWC) will continue to be included within the judgement of Levels of Response in the 6 mark evaluation questions. In line with past practice, responses will be assessed chiefly on the evaluation criteria relating to content, using the guidance comments to assist the application of those criteria. (These have now been inserted into the mark schemes for the convenience of examiners.) However the specific QWC criteria may be used in borderline cases e.g. between Levels 1 and 2, 3 and 4, or 5 and 6. So for example coherence may well be a deciding factor in a borderline Level 5/6 response.

### Assessment of Spelling Punctuation and Grammar

The assessment of Spelling, Punctuation and Grammar (SPaG) is a new requirement for 2013 and examiners need to award up to an additional 4 marks, based on the performance criteria set out below. This assessment will be made from work presented in answer to the whole of Question B5 or B6 only. Examiners should make a judgment based on the overall standard of this question, bearing in mind that the last part of this question may contain more errors as students rush to finish the paper. If the rest of the question is of a high standard, they should not be penalised. However, answers that contain only a few lines on each part or use bullet points or notes throughout may not meet the threshold level.

Spelling, punctuation and grammar will be assessed in Questions B5 and B6. 4 marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The performance descriptions are provided below.

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>

**Students will be given credit for reference to diversity in belief and practice within Christianity.**

**PART A**

**A1 Personal Responsibility and Crime and Punishment**

**(a) What is meant by adultery?**

**Target: Knowledge of what is meant by adultery**

Sex outside marriage / cheating on one’s husband or wife etc.

Credit should be given to responses that make a clear connection to the teaching of Jesus in Matthew 5:27 or Mark10:11-12.

1 mark for correct answer.

**(1 mark) AO1**

**(b) Explain why many Christians believe in chastity (sexual purity) before marriage.**

**Target: Knowledge and understanding of Christian teaching on chastity**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks

**Students may include some of the following points:**

Obedience to the teaching of the Church / listed in Roman Catholic teaching as a fruit of the Holy Spirit / a precious gift from God / shows self-control / sex is the greatest sign of love between a couple and deserves to be kept special / the Bible teaches that sex is meant to be enjoyed within the commitment of marriage / Paul’s teaching that those with strong sexual desires should marry (1 Cor.) / Paul’s instruction to abstain from unchastity (1 Thess.) / the body a temple of the Holy Spirit and to be respected / marriage the right environment for bringing up any children that might ensue as a result of a sexual relationship / prevents the danger of STIs / lacks the grace of the Sacrament of Marriage etc.

**(4 marks) AO1**

**(c) Explain briefly how taking illegal drugs may harm the user.**

**Target: Knowledge and understanding of harmful effects of taking illegal drugs on the user**

**Students may include some of the following points:**

Damage to physical health / damage to mental health / addiction / involvement in crime in a drug-induced state or to fund the habit / put in prison / inability to sustain relationships etc.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

**(2 marks) AO1**

(d) ***‘People who take illegal drugs should always be sent to prison.’***

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

**Target: Evaluation of appropriateness of imprisonment for illegal drug-takers**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

**Students may include some of the following points:**

**Agree**

Need to show the opposition of society to illegal drugs / statistics show that many crimes are committed under the influence of drugs / great misery caused to victims of drug-caused crimes / ‘an eye for an eye...’ / great suffering caused to families of drug-takers / severe punishment needed to bring drug users to their senses and to deter them and others / Biblical teaching that breaking the law should be punished / the need to prevent the drug-user from continuing the habit / protection of society from the drug-user etc.

**Other views**

No punishment, however severe, will deter those addicted to using drugs / waste of time and money as, since drugs are easily available in prison, it does not deal with the issue / many use drugs to escape poverty, abuse etc. and should be shown compassion / Jesus showed compassion to outcasts and law-breakers / rejected idea of punishment for adulterous woman / drug-user needs treatment and few prisons have effective provision / can repay harm done to society more effectively through community sentences / drug-user helped more by forgiveness and possibility of a new start than by retributive attitude / Jesus replaced ‘an eye for an eye’ with reconciliation / ‘love your enemy...’ etc.

**(6 marks) AO2**

**A2 Social Responsibility**

**(a) Describe how Christians support couples whose marriages are breaking down.**

**Target: Knowledge of Christian support for those with marriage problems**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks

**Students may include some of the following points:**

Counselling by priest or trained Christian counsellor / organisations such as Relate, Marriage Care or Accord / Sacrament of Reconciliation if the couple are Christian / prayer / friends being willing to listen / looking after any children to give the couple time together / practical support in tackling the problem / not being judgemental / advice and support when breakdown is inevitable etc.

**(3 marks) AO1**

**(b) ‘Divorce should never happen in Christian families.’**

**What do you think? Explain your opinion.**

**Target: Evaluation of divorce in Christian families**

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

**Students may include some of the following points:**

Distress and emotional problems caused to children by divorce / breaking of promise of lifelong commitment sets a bad example / couple should remember that the vows were sacred promises made before God / ‘I hate divorce’ (Malachi) / Jesus against divorce, teaching that marriage should be a lifelong union etc.

Might be the lesser of two evils / staying together might create greater suffering for the children than divorce / God would not want someone to be trapped in an abusive marriage / people make mistakes and divorce may give the opportunity for a fresh start / Jesus recognised that human frailty and sinfulness created the need for divorce etc.

N.B. This question is open. A candidate may receive full credit for an answer that relates only to the couple or answers may range wider, commenting on a range of family relationships.

Level 2 max for a mere list of situations, e.g. adultery, abuse.

**(3 marks) AO2**

**(c) Explain briefly how Christian parents might encourage their children not to be prejudiced.**

**Target: Knowledge and understanding of how Christian parents might encourage their children not to be prejudiced**

**Students may include some of the following points:**

They might teach the children the values of their religion / the Bible teaches Christians not to be prejudiced, e.g. Jesus’ parable of the Good Samaritan and his healing of the centurion’s servant / going to church and following Christian teaching / setting good example in attitudes to different races, disabled, etc. / not speaking in a prejudiced way themselves / displaying acceptance of difference / responding quickly to any prejudice displayed by children / treating one another and children with respect / encourage participation in multi-cultural activities / the equality of all etc.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

**(2 marks) AO1**

(d) ***'For Christians, discrimination is always wrong.'***

***What do you think? Explain your opinion.***

**Target: Evaluation of discrimination**

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

**Students may include some of the following points:**

Goes against the teaching of the Bible and the teachings of the Church / Jesus healed the centurion's servant / parable of the Good Samaritan teaches that our neighbour is anyone and everyone, including enemies / 'there is neither Jew nor Gentile, male nor female...' / all humans are created in the image of God and should be treated equally / discrimination causes great suffering to others and is at the root of great evils such as war and poverty etc.

Positive discrimination may be a good thing in rectifying past injustice / sometimes discrimination is needed for the protection of the individual and society as a whole, e.g. not giving a job that entails driving to someone who uses drugs, or a job with children to someone who has committed offences against children / there may be disagreement over what constitutes discrimination, e.g. the issue of women priests etc.

**(3 marks) AO2**

**A3 Global Concerns**

**(a) Explain Christian views about the world as God’s creation.**

**Target: Understanding of Christian beliefs and teaching about the world**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks

**Students may include some of the following points:**

God created something that was good / it was beautiful / it fulfilled his purposes for it / the world is sustained through God’s love (Psalm 104) / everything has intrinsic value / Jesus spoke of God’s concern for the sparrows / humans are stewards, i.e. with the duty of looking after it on behalf of God / the resources that God has created are to be enjoyed but not exploited / literalist and fundamentalist interpretations of Genesis 1, 2 / dominion rather than stewardship as a minority view / application of views to Christian action etc.

Level 2 max for Genesis narrative only.

**(4 marks) AO1**

**(b) Explain briefly one cause of pollution**

**Target: Knowledge and understanding of one cause of pollution**

**Students may include some of the following points:**

Exhaust fumes / factories and power stations emit carbon dioxide that pollutes the atmosphere, falling as acid rain, damaging health etc. / raw sewage flows into the sea, contaminating beaches and the water, threatening marine life / spraying crops with harmful pesticides pollutes the soil and threatens wildlife and human health / oil slicks from damaged tankers and oil rigs pollute the sea and coastline, affecting marine and bird life etc.

1 mark for a superficial comment or a single point.

2 marks for a developed answer.

**(2 marks) AO1**

- (c) ***'There are better ways of helping Less Economically Developed Countries (LEDCs) than giving money.'***

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

**Target: Evaluation of types of aid given to Less Economically Developed Countries (LEDCs)**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

**Students may include some of the following points:**

**Agree**

Giving large sums of money encourages aid dependency and is poor stewardship / Christians are expected to use their money wisely / poor countries need to be encouraged to become self-sufficient / sometimes money falls into the wrong hands and is used for weapons etc. rather than for supporting the citizens / giving money takes away people’s dignity / better for experts to give advice on increasing self-sufficiency in agriculture / poverty will only end when the injustice created by debt and global trade rules is removed / justice is central to Christian teaching / working as peace-makers in countries impoverished by war / ‘blessed are the peacemakers’ etc.

**Other views**

Compassion demands that money is given where there have been disasters such as the earthquake in Haiti and people are left with nothing / ‘clothe yourselves with compassion and kindness’ / loving one’s neighbour in desperate situations means giving financial help / projects aimed at creating self-sufficiency will never get going without initial investment / Christians are expected to be generous, e.g. parable of rich man and Lazarus / nothing wrong with giving money, providing it is given wisely and responsibly in spirit of good stewardship etc.

**(6 marks) AO2**

**A4 The Use of Medical Technology**

**(a) Explain why many Christians agree with somatic cell therapy.**

**Target: Knowledge and understanding of Christians’ support for somatic cell therapy**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks

**Students may include some of the following points:**

It saves lives / accords with sanctity of life principle / gives those treated a better quality of life / shows compassion and love / responsible use by doctors and medical scientists of God-given skills / does not entail use of embryos, so no exploitation of another human / extension of Jesus’ healing ministry / cost-effective treatment etc.

**(3 marks) AO1**

**(b) Explain why many Christians disagree with the creation of designer babies.**

**Target: Knowledge and understanding of Christians' disagreement with designer babies**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks

**Students may include some of the following points:**

Seen as 'playing God' / medical scientists misusing their God-given gifts and going beyond the boundaries of what is acceptable / children not conceived naturally / separation of the unitive from the procreative aspects of sexual relationships / a form of idolatry, e.g. worshipping beauty or intelligence / entails the destruction of unwanted embryos which contravenes the 6<sup>th</sup> (5<sup>th</sup>) Commandment and shows no respect for sanctity of human life / may lead to two tier society and discrimination as only the wealthy would be able to afford it / not loving the child for itself etc.

**(3 marks) AO1**

(c) **'Christians should never support embryo research.'**

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

**Target: Evaluation of embryo research**

Levels	Criteria	Quality of Written Communication & Guidance	Marks
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

**Students may include some of the following points:**

**Agree**

The embryo is human from conception and to be respected as such / the vulnerable merit especial protection (Catechism of the Catholic Church) / against the 6<sup>th</sup> (5<sup>th</sup>) Commandment / exploiting the embryo's inability to give consent / the good intention of embryo research, leading to cures for infertility, Alzheimer's, paralysis etc, do not justify experimenting on and destroying embryos / infertility a source of sadness but to be accepted as part of God's purpose and adoption or fostering are alternatives etc.

**Other views**

Shows compassion to those who are suffering / with infertile couples, it might save marriages / if research leads to treatment for those with terrible diseases or injuries, it will improve their quality of life / doctors and researchers are making responsible use of their God-given skills / in the very early stages, embryos are not individual persons so embryo research is not an act of killing or exploitation / research is not permitted beyond 14 days etc.

**(6 marks) AO2**

**PART B****B5 The Right to Life****(a) Describe the work of hospices.****Target: Knowledge and understanding of the work of hospices**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	This implies several points have been made.  Two or three points with some development of two would reach this level.  A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence.  Level 6 answers will be well-structured with good development.  Quality – v – quantity: Level 6 responses do <b>not</b> have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

**Students may include some of the following points:**

Residential care / to assess patients' needs / to give peaceful and dignified death / to give quality of life to the end / provision of various types of therapy / palliative care / day units that enable socialising and provide treatment / respite care to enable carers to have a break / counselling for the terminally ill and their families / chaplains for those who want spiritual support / bereavement care for families / specialist children's and teenage hospices with facilities for families to stay / some hospices provide specialist care for the elderly who are very frail etc.

**(6 marks) AO1**

**(b) 'Euthanasia is against Christian teaching.'**

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

**Target: Evaluation of Christian views on euthanasia**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

**Students may include some of the following points:**

**Agree**

Against sanctity of life principle / breaks the 6<sup>th</sup> (5<sup>th</sup>) Commandment which forbids unlawful killing / Paul said that Christians should obey the civil authorities as their authority comes from God (Romans) / God is the giver and taker of life / shows lack of respect both to the dying person (even if he or she has requested it) and to God (Catechism of Catholic Church) / the vulnerable need especial protection but euthanasia leaves the very sick open to exploitation etc.

**Other views**

An act of Christian compassion for both the sick person and his or her family, especially where the quality of life is very poor / the most loving thing to do in some situations (situation ethics) / puts an end to unbearable suffering / shows respect in ending the loss of dignity that some conditions cause / it can be seen as assisting God rather than 'playing God' / depends on the type of euthanasia / passive euthanasia is not killing, but allowing nature to take its course etc.

**(6 marks) AO2**

**(c) Explain why some Christians agree with pro-choice views on abortion.****Target: Understanding of Christians' support for pro-choice views on abortion**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	This implies several points have been made.  Two or three points with some development of two would reach this level.  A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence.  Level 6 answers will be well-structured with good development.  Quality – v – quantity: Level 6 responses do <b>not</b> have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

**Students may include some of the following points:**

The woman is the one who has to carry and give birth to the child / she will be the one most likely to care for it in its early years / she may be pregnant through no fault of her own, e.g. because of rape or failed contraception / she may not feel capable of going through with the pregnancy for physical or mental reasons / she knows what is best for herself in her situation / to interfere with or challenge her decision shows her the lack of respect to which she is entitled as a child of God / the right to autonomy is God-given / the woman is a living person and so her rights should always take priority over those of the foetus, which is only a potential human person etc.

**(6 marks) AO1**

(d) ***'It is better for a child to be born with a disability than to be aborted.'***

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

**Target: Evaluation of views on the abortion of a child that will be born with disability**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

**Students may include some of the following points:**

**Agree**

The sanctity of life principle applies to all human beings / abortion is always tantamount to murder, breaching the 6<sup>th</sup> (5<sup>th</sup>) Commandment / the abortion of a foetus because it is likely to be born with disability is an act of disability discrimination and makes arrogant assumptions about quality of life / Christians believe that all human beings are God's children / abortion is a very selfish act, as parental desires for 'the perfect baby' are put before the child's right to life etc.

**Other views**

May be the lesser of two evils if the child's life will be very short (Anglican Church) / preferable to the bereavement that the whole family will face if the child will die young / the most loving thing to do in the situation (situation ethics) / 'clothe yourselves with compassion and kindness' and this shows compassion for the child and parents / possibility that existing children will be 'neglected' because of the needs of a severely disabled child / in early stages the embryo is only a potential human being etc.

**(6 marks) AO2**

**B5 Spelling, punctuation and grammar**

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

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>

**B6 Conflict****(a) Describe the Just War theory.****Target: Knowledge and understanding of the Just War theory**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>two simple points</li> <li>one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>three or more simple points</li> <li>two points with slight development of one</li> <li>one well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level. A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence. Level 6 answers will be well-structured with good development. Quality – v – quantity: Level 6 responses do <b>not</b> have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

**Students may include some of the following points:**

A set of conditions intended to discourage war / lawful authority – war must be declared by the legitimate ruler of a nation / just cause – traditionally interpreted as defence which is taken by many to include defence of an ally or of a vulnerable nation / just intent – defence must be the only intention behind the war and as soon as the aim is achieved, then the war must cease without any reprisals / reasonable chance of success – otherwise lives will be needlessly lost / a better future than would be likely without war being undertaken – otherwise the sacrifices made will be pointless / last resort – every other option must have been tried, e.g. negotiations, sanctions / right means – there must be no atrocities, and innocents (civilians etc.) must not be harmed / proportionality – only the minimum force needed to achieve the aim must be used and the types of weapons used must also be proportional etc.

**(6 marks) AO1**

**(b) 'All Christians should be pacifists.'**

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

**Target: Evaluation of pacifist attitudes to war**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

**Students may include some of the following points:**

**Agree**

Christians believe in the principle of sanctity of life and to condone killing in war is to go against that principle / fits in with teaching of Jesus / love your enemy / turn the other cheek / those who live by the sword will die by the sword / war causes terrible suffering / money being used to destroy lives should be diverted into life-enhancing projects / war intensifies hatred and creates desire for revenge etc.

**Other views**

Christian and Church teaching is not clear cut, so Christians may take different views on this / some Christians might oppose many wars that have taken place, but accept war if it seems the only way of dealing with an evil regime / war permitted and even commanded in the Old Testament – 6<sup>th</sup> (5<sup>th</sup>) Commandment refers to unlawful killing / the Just War theory was developed by the Church / as citizens of a country, Christians should play their part in defending their country and not leave it to others etc.

**(6 marks) AO2**

**(c) Explain why some Christians support the death penalty (capital punishment) for murder.****Target: Knowledge and understanding of why some Christians support capital punishment for murder**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	This implies several points have been made.  Two or three points with some development of two would reach this level.  A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence.  Level 6 answers will be well-structured with good development.  Quality – v – quantity: Level 6 responses do <b>not</b> have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

**Students may include some of the following points:**

Ensures justice – the importance of this is stressed throughout the Bible and in Church teaching / an eye for an eye / the Bible sanctions capital punishment – the 6<sup>th</sup> (5<sup>th</sup>) Commandment refers to unlawful killing / shows compassion for those close to the murdered person who can have closure and move on with life / kinder to a remorseful murderer than having to live with guilt / the best protection, as most imprisoned murderers are released (or escape) and may kill again / imprisoned murderers are also a danger to others in prison / the most effective form of deterrence etc.

**(6 marks) AO1**

**(d) 'Protecting society is the most important aim of punishment.'**

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

**Target: Evaluation of protection as the most important aim of punishment**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

**Students may include some of the following points:**

**Agree**

Loving your neighbour is expressed in protecting the community / in the parable of the Good Samaritan the Samaritan protects the victim from further harm / society has the right to feel safe and secure / the elderly and victims of crime should not have to live in fear and feel they cannot go out after dusk / the Bible teaches the importance of protecting the vulnerable / unless parents are confident that their children are safe, they will be reluctant to give them the freedom to play outside, explore etc. that is necessary for their development etc.

**Other views**

Deterrence is equally or more important, as unless potential offenders are ‘scared off’ offending, society will not be safe / retribution is equally or more important so that society as a whole and the victims of crime in particular can see that justice has been done / some of the punishments that protect society might not be felt by many to give the offender what he or she deserves / ‘an eye for an eye’ / reform is equally or more important because if the attitude of the offender is transformed, he or she can make a positive contribution to society / some violent offenders have played a major part in reducing crime in their communities / Christian teaching emphasises forgiveness and giving a second chance / Jesus always gave people a chance to make a fresh start, e.g. Levi, Zacchaeus, the adulterous woman etc.

**(6 marks) AO2**

**B6 Spelling, punctuation and grammar**

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

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>