



General Certificate of Secondary Education
January 2019

Religious Studies

Paper 8

An Introduction to Christian Ethics

[GRS81]

FRIDAY 25 JANUARY, MORNING

**MARK
SCHEME**

General Marking Instructions and Mark Grids

Introduction

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

Assessment objectives

Below are the assessment objectives for GCSE Religious Studies.

Candidates must:

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

AO1 and AO2 are interrelated and connections must be made.

Quality of candidates' responses

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

Flexibility in marking

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

Positive marking

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

Awarding zero marks

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

Types of mark scheme

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

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

Levels of response

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

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

Quality of written communication

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

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

Level 1: Quality of written response is limited.

Level 2: Quality of written response is satisfactory.

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

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

AO1: [5] marks

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

Level 1 (Limited) ([1])

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

Level 2 (Satisfactory) ([2]–[3])

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

Level 3 (High) ([4]–[5])

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

AO2: [5] marks

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

Level 1 (Limited) ([1])

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

Level 2 (Satisfactory) ([2]–[3])

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

Level 3 (High) ([4]–[5])

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

AO2: [10] marks

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

Level 1 (Limited) ([1]–[3])

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

Level 2 (Satisfactory) ([4]–[7])

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

Level 3 (High) ([8]–[10])

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

Section A

Answer **all** questions.AVAILABLE
MARKS

1 Religious Diversity

(a) (i) Answers may include any **two** from:

- Islam
- Hinduism
- Judaism
- Sikhism
- Buddhism

Accept valid alternatives

(AO1)

[2]

(ii) Answers may include any **two** from:

- School assemblies can be more inclusive.
- R.E. lessons do not just focus on Christianity.
- School uniform adapted to suit religious dress codes.
- Pupils could be invited to tell others about their faith.

Accept valid alternatives

(AO1)

[2]

(iii) Answers may include:

- Organise an event to include people of other faiths.
- Support the work of an organisation such as Corrymeela or Embrace NI.
- Challenge discrimination.

Accept valid alternatives

(AO1)

[1]

(b) Answers may include:

- Prejudice and discrimination, as many people are ignorant or misinformed about their faith.
- Open hostility, for example, 'Islamophobia' – a hatred of Muslims as many people believe them responsible for terrorist attacks on western society.
- Practical problems, such as a lack of religious buildings or having to travel long distances to attend worship.
- Lack of opportunity to celebrate religious festivals and observances; employers may be unsympathetic about time off work.
- The school syllabus and assemblies might be inappropriate and unsympathetic towards children of minority faith groups.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- In 1947 it was made law for children in Northern Ireland to pray at school every day; it is right that this should be continued today.
- Although there is increasing religious diversity in Northern Ireland, we are still basically a Christian society, so school assemblies should reflect this.
- An assembly with a Bible reading and prayer is part of daily routine in most schools.
- The message of a Bible reading could be explained so it is made relevant for all pupils; if prayers are said, it need not be compulsory for everyone to join in with the words.

On the other hand:

- Some people argue it is not right for schools to have a daily Christian act of worship, as Christianity is not the only religion practised here.
- There are children from a wide variety of faith backgrounds attending schools here; Christian worship may lead to them feeling excluded.
- School assemblies should make reference to a variety of faiths.
- Some might argue that assemblies should not be religious at all, but have a moral message – or that they are simply a sharing of information about the coming school day/week.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

AVAILABLE
MARKS

2 Euthanasia

- | | | AVAILABLE MARKS |
|--|------|-----------------|
| <p>(a) (i) Answers may include:</p> <ul style="list-style-type: none"> • Euthanasia can be a release from suffering and pain. • A person might be terminally ill with no hope of recovery. • Some people see euthanasia as their right to personal autonomy. <p>Accept valid alternatives
(AO1)</p> | [2] | |
| <p>(ii) Answers may include:</p> <ul style="list-style-type: none"> • Taking deliberate action to end a patient's life. • Giving a patient a lethal dose of a drug that will kill them. <p>Accept valid alternatives
(AO1)</p> | [1] | |
| <p>(iii) Answers may include:</p> <ul style="list-style-type: none"> • Letting someone die by withholding treatment. • Turning off a life support machine. <p>Accept valid alternatives
(AO1)</p> | [1] | |
| <p>(iv) Answer may include:</p> <ul style="list-style-type: none"> • Euthanasia that is requested by the patient. <p>Accept valid alternatives
(AO1)</p> | [1] | |
| <p>(b) Answers may include:</p> <ul style="list-style-type: none"> • Despite advances in medicine, dying can be a painful and distressing process. Some people feel it is their right to decide when their life should end, particularly if they are suffering. • Everyone has the right to decide how they should die. Some people would prefer this to be quick rather than the result of a long illness and gradual deterioration. • Euthanasia gives people the dignity of autonomy and control over their own lives. • Some people would not want their loved ones to see them suffering or unable to look after themselves. Euthanasia can offer a more dignified alternative. <p>On the other hand:</p> <ul style="list-style-type: none"> • Some people would argue that ending a life prematurely, perhaps through a lethal injection, is not a dignified way to die. • Accepting a serious illness and letting life take its course is seen by many people as being more dignified than euthanasia, even though daily help might be needed from carers and medical staff. • There are many pain killing drugs which can ease a person's suffering and help them die with dignity without resorting to euthanasia. • Euthanasia devalues human life by making it disposable, rather than offering greater dignity. <p>Accept valid alternatives
Mark in levels
(AO2)</p> | [10] | 15 |

3 Matters of Life and Death

AVAILABLE
MARKS

(a) Answers may include:

- It is a woman's right to choose what happens to her body.
- Every child should be a wanted child.
- There may be special circumstances, such as a pregnancy which is the result of rape or incest or a very young girl becoming pregnant.
- There may be medical considerations – the physical or mental health of the mother may be at risk, or there may be foetal abnormalities.
- Women need access to abortion in order to achieve social and economic equality with men.
- A pregnant woman has the right to make a decision about the life she is carrying; she should be regarded as a person in her own right and not just a container for the foetus.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

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

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

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

On the other hand:

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

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

AVAILABLE
MARKS

4 Care for the Environment

(a) Answers may include reference to any of the following issues:

- Hunting, especially where animals are chased and killed for sport.
- Factory farming, for example the cruel living conditions often involved in meat and egg production and also in the dairy industry.
- Cruelty to pets and other domestic animals whether through ignorance or deliberate neglect.
- Animals bred and/or killed for their fur or some other product where a manufactured alternative is available.
- Animals in zoos and circuses are often subjected to cruel and undignified treatment for the purpose of entertainment.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- The Bible teaches that animals are to be cared for: 'A good man takes care of his animals but wicked men are cruel to theirs' (Proverbs 12:10).
- The Bible teaches in the account of creation in Genesis that God made everything and was pleased with what he had made. Humans were given the responsibility of stewardship, so this should continue to be a priority for Christians.
- In the Sermon on the Mount, Jesus taught how God shows concern for all creation, even small birds and wild flowers (Matthew 6:26–28) so it is important for Christians to follow this example.
- Following the example of famous Christians, e.g. St Francis of Assisi, it is important to show kindness to animals.

On the other hand:

- There are many priorities for Christians living in the 21st century and it could be argued that caring for creation is not one of the most important.
- We live in a world where many people have their basic human rights denied and must endure starvation or homelessness, for example; Christians should be more concerned about the rights of disadvantaged people.
- The teaching and example of Jesus supports the idea that people are to be cared for. Jesus always reached out to help and to heal people who were in need, e.g. healing the sick and befriending those who were outcasts.
- Jesus also told his followers to go out and preach the message of Christianity, so this also has to be a priority for Christians.

Accept valid alternatives

Mark in levels

(AO2)

[10]

Section A

AVAILABLE
MARKS

15

60

Section B

AVAILABLE
MARKS**Assessment of Spelling, Punctuation and Grammar**

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

Threshold performance [1]

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

Intermediate performance [2]–[3]

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

High performance [4]–[5]

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

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

- Pressures of modern living might be one reason for a marriage ending in divorce; these might include debt, depression, and unemployment.
- Health problems, infertility and sexual problems could be difficulties a couple might have to face and which may cause problems in their marriage.
- Adultery; lack of commitment to the marriage from one or both partners may be another reason for divorce.
- A marriage might end because of unreasonable behaviour, such as alcohol and drug abuse, gambling or domestic violence.
- Having to cope with a traumatic situation, such as illness or the death of a child.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Marriage is the right place for a sexual relationship: *'To have and to hold from this day forward'*.
- In marriage, two people give themselves exclusively to each other and should remain faithful to each other: *'Forsaking all others'*.
- The marriage should be permanent: *'Till death do us part'*.
- The couple should stand by each other, even during difficulties: *'For better for worse, for richer and poorer, in sickness and in health'*.
- Marriage is God's intention for a couple: *'According to God's holy law'*.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- The Bible is seen by Christians as the word of God. This means it can never be seen as out of date and is always relevant.
- If more people followed Bible teaching on sex, there would be less problems in society, such as unwanted pregnancy, transmission of STIs and less emotional hurt from broken relationships.
- The biblical ideal for marriage could lead to fewer divorces and stronger family relationships.

On the other hand:

- Christianity teaches that marriage is designed by God and is therefore sacred (Genesis 2: 24). Many people in society do not take this seriously.
- Christians also see marriage as permanent. The church wedding service may refer to the 'lifelong union of a man and a woman'. Increasingly high divorce rates show that this teaching is out of date.
- The Bible teaches that a sexual relationship needs the security and commitment of marriage. Many people choose to have sex before they are married, or prefer to live together as a couple without getting married.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE
MARKS

6 Justice and Punishment

AVAILABLE
MARKS

(a) Answers may include:

- Jesus taught that everyone needed to repent and be prepared to show forgiveness to others, for example, the Lord's Prayer (Matthew 5:9–14).
- The parable of the Unforgiving Servant teaches that a person who repents and asks for forgiveness will be forgiven by God, but in turn they must also be prepared to forgive others (Matthew 18:21–53).
- In the parable of the Lost Son, the younger brother repented and returned home; his father forgave him, illustrating how God forgives those who ask for forgiveness (Luke 15:11–32).

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- If an offender is put to death for murder, this could be seen as the state performing the same action as the criminal.
- Capital punishment can be cheaper than keeping a person in prison for life. An area of controversy is whether cost should be a factor in decisions about human life.
- The death penalty allows society to be protected from a dangerous criminal re-offending. However, an area of controversy is whether an innocent person is put to death for a crime they did not commit.
- The Bible does not give a definitive approach on the issue. Capital punishment is allowed for murder in the Old Testament: 'Whoever murders a man will be killed by his fellow men' (Genesis 9:6) and 'Life for life, eye for eye and tooth for tooth' (Exodus 21:23). On the other hand, Jesus supported a more compassionate approach, leading to differences of opinion among Christians.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Reform should be the main priority in dealing with criminals to stop people from constantly re-offending. A prison sentence may not be the best option, as it rarely brings about the reform of a criminal. Many ex-prisoners re-offend and may even commit more serious crimes.
- Crimes may be committed as the result of problems, such as poverty, addiction and social deprivation. In such situations, offenders need support and counselling rather than punishment.
- Through his dealings with sinful people, Jesus showed how important it is to help people to repent and have a second chance (examples may be given, such as Levi, Zacchaeus or the woman caught in adultery).
- Alternative approaches to crime and punishment, such as restorative justice, have been proven to work well in some communities. The emphasis is not on punishment but on helping to restore relationships between the victim, offender and community.

On the other hand:

- Many deserve the punishment of prison; some of the other methods of correction, such as community service, are often seen as 'soft options'.
- Society has a duty to protect law abiding citizens from, e.g. personal attack, theft. Those who break the law need to be punished; this should involve a custodial sentence to keep others safe, regardless of whether it will help reform an offender.
- The victims of crime need to feel that justice has been done; giving a sanction that is seen as a real punishment is the best way of showing this and supporting victims.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE
MARKS

7 War and Peace

AVAILABLE
MARKS

(a) Answers may include any **three** of the following with development:

1. The war must be declared by a legal authority.
2. The cause of the war must be just.
3. The war must be a last resort.
4. The principle of proportionality must be observed.
5. The war must have a reasonable chance of success.
6. Only sufficient force must be used.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

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

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

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

On the other hand:

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

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

Section B

40

SPaG

5

Total

105

AVAILABLE
MARKS