



*Rewarding Learning*

General Certificate of Secondary Education  
2016

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## Religious Studies

Paper 8

An Introduction to Christian Ethics

[GRS81]

TUESDAY 7 JUNE, AFTERNOON

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**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 Care for the Environment**

- (a) (i) Answers may include:
- Pollution from cars
  - Waste not disposed of in a responsible way
  - Deforestation.
- (AO1) [1]
- (ii) Answers may include:
- Recycling
  - Using renewable energy where possible
  - Using the car less/using public transport.
- (AO1) [1]
- (iii) Answers may include any **two**:
- Hunting
  - Factory farming
  - Cruelty to pets
  - Animals used for their fur
  - Animals in zoos, circuses, etc.
- (AO1) [2]
- (iv) Answers may include:
- Adam
  - Humans
- (AO1) [1]  
Accept valid alternatives
- (b) Answers may include:
- Using animals for experiments often involves their pain and suffering
  - Animals are to be cared for: 'A good man takes care of his animals but wicked men are cruel to theirs' (Proverbs 12:10)
  - 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)
  - Following the example of famous Christians (e.g. St Francis of Assisi) it is important to show kindness to animals
  - Many Christians believe that animals have rights and should not be abused in this way.
- Accept valid alternatives  
Mark in levels  
(AO1) [5]

(c) Answers may include:

- Churches should follow the practical example given by Jesus in his ministry; Jesus became involved in the society around him, so Christians could lobby the government on environmental concerns
- Churches should lead by example, such as being actively involved in recycling, sustainable energy alternatives or schemes to clean up part of the local environment
- Church leaders should encourage members of their congregation to take environmental issues seriously and examine their own lifestyles
- Churches could support groups working in the developing world, trying to encourage sustainable lifestyles and a better standard of living (e.g. Tearfund, Christian Aid).

On the other hand:

- Many churches already take enough action to show responsibility for the environment (relevant examples may be given)
- There are many other priorities for the church in the local and wider community, such as showing concern for disadvantaged people and being involved with the fight for social justice
- The church also has an important responsibility to nurture the faith of its members and give advice on pastoral issues.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

## 2 War and Peace

(a) (i) Answers may include:

- A person who refuses to fight or serve in the armed forces.

(AO1)

[1]

(ii) Answers may include:

- St Thomas Aquinas

(AO1)

[1]

(iii) Answer may include any **three** from:

- Declared by a legal authority
- The cause must be just
- War must be a last resort
- Excessive force cannot be used
- There must be a reasonable chance of success
- Innocent civilians must not be killed
- Peace must be restored afterwards.

(AO1)

[3]

(b) Answers may include:

- There are always examples in the news of violent and aggressive attacks by one country on another; the only way to stop this is by armed conflict
- Pacifist methods, e.g. peaceful demonstrations, strikes, sanctions, etc. – are not immediately effective
- Sometimes dictators need to be challenged; examples from recent history show that pacifism would not have worked against Hitler or Saddam Hussein. This is still true in the 21st century
- In the Bible, God gives his approval for wars to be fought; this shows that armed conflict can sometimes be justified.

On the other hand:

- The life and teaching of Jesus support a pacifist approach to life
- If killing is wrong, then war must be wrong as war is basically a matter of killing
- In the Sermon on the Mount Jesus taught that violence should not be repaid with more violence (Matthew 5:39)
- Peace treaties, negotiations and economic sanctions could replace armed conflict
- There are different types of pacifism; it might be argued that some are more realistic than others
- Non-violent action is the way forward, following the examples given by people such as Martin Luther King and Mahatma Gandhi.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

### 3 Justice and Punishment

(a) Answers may include:

- Society is protected from a dangerous criminal re-offending
- A person who takes the life of another deserves to forfeit their own life
- It is cheaper than keeping a person in prison for life
- Other people will be deterred from committing similar crimes
- The Bible allows capital punishment for murder.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Jesus taught his followers that they must be prepared to forgive others
- God is willing to forgive those people who are genuine about repentance
- When teaching about prayer, Jesus taught 'Forgive the wrongs we have done as we forgive the wrongs that have been done to us'
- The message of the Parable of the Unforgiving Servant reinforces the idea of the importance of forgiving others after receiving God's forgiveness
- A similar message is taught in the Parable of the Lost Son.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Some people think that prison is not 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
- Schemes such as community service, curfews or tagging may have better results and be more cost-effective
- Problem solving approaches to crime, such as restorative justice, have been proven to work well in some communities.

On the other hand:

- Many deserve the punishment of prison; some of the other methods of punishment are often seen as 'soft options'
- Society has a duty to protect law abiding citizens from personal attack, theft, etc. Prison is the most effective way to remove a law-breaker from society
- The victims of crime need to feel that justice has been done; a prison sentence is the best way of showing this.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

#### 4 Marriage and Divorce

(a) Answers may include:

- The couple themselves – one or both partners may experience depression, financial insecurity, awkwardness with shared friends or limited contact with their children
- The children – loss of contact with a parent, less money in the family, a lone parent who has to work longer hours, possible separation from a sibling, feelings of guilt
- The grandparents – feelings of resentment towards former son/daughter in law, possible separation from grandchildren, blaming themselves for not doing more to help
- Some may focus on more positive aspects of divorce, referring to situations where family members were suffering prior to the divorce.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Those with a strong religious faith are more likely to have shared beliefs and values
- A Christian couple will take biblical teaching on the permanency of marriage more seriously; marriage is a commitment and the couple should stay together no matter what happens; Jesus spoke against adultery and divorce (Matthew 5:32)
- A couple with a strong faith may look to their religious community for support if their marriage is in difficulties
- Many churches encourage attendance at marriage preparation classes to ensure that potential problems might be discovered before getting married.

On the other hand:

- A marriage can fail for many different reasons and there is no guarantee that a strong religious faith will help a couple stay together
- There is a growing acceptance of divorce, even among couples with a strong religious faith
- Nowadays many churches recognise that an unhappy marriage should end; some will allow divorcees to remarry in church.

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 Religious Diversity****(a)** Answers may include:

- Many Christians feel it is important to work for ‘inter-faith understanding’ and celebrate diversity in society
- All the main churches here are involved in a range of activities aiming to bring about inter-faith dialogue; there is emphasis on Christians being involved with people of other faiths without trying to convert them
- Christianity teaches that it is important to get on with your neighbour; this involves learning about other cultures and trying to promote a more harmonious society
- Some Christians may be involved with the Northern Ireland Inter-Faith Forum, an organisation which aims to promote understanding between different faiths.

Accept valid alternatives

Mark in levels

(AO1)

[5]

**(b)** Answers may include:

- Prejudice and discrimination, as many people are ignorant or misinformed about their faith
- 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:

- We are still a predominantly Christian society; the content of school R.E. lessons should reflect this
- Some people might argue that you should not have to learn about a variety of different religions that are not your particular faith
- If a young person already has prejudiced ideas then learning about world faiths in school is not likely to change attitudes
- Some students might get confused if they have to learn about too many different religions, so it is better just to focus on Christianity as the main religion.

On the other hand:

- Our community is becoming more diverse and multi ethnic; learning about different world faiths can help to increase understanding
- If people can appreciate why those from other cultures have different customs and traditions there is more likely to be tolerance
- Prejudice is often the result of ignorance about other cultures and traditions; this is one area in which schools have a duty to educate their students
- People may be less likely to offend someone of a different faith if they have some understanding of their religion.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

## 6 Personal and Family Issues

(a) Answers may include:

- Biblical and Church teaching emphasises that a sexual relationship should not take place until a couple are married. Christians who take this teaching seriously would choose to be celibate until they are married
- Pre-marital sex can lead to many problems for the individual and society, such as an increase in STIs, unwanted pregnancy and an increase in the abortion rate; some may choose celibacy as a way of protecting their sexual health until they are in a permanent relationship
- A person may choose celibacy as a way of serving God and devoting their whole life to him. In this case, celibacy is a vocation and a permanent choice for life.

Accept valid alternatives

Mark in levels

(AO1)

[5]

AVAILABLE  
MARKS

(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:

- Many people choose to have sex before they are married, or prefer to live together as a couple without getting married. The increasing practice of pre-marital sex and changing attitudes towards this practice show that bible teaching is out of date.
- Bible teaching reflects a society where young people lived at home until they married and does not take into account the complexity of modern day lifestyles.
- In society, despite church and biblical teaching, there is an increasing recognition of the rights of same-sex couples and the validity of homosexuality as a lifestyle choice. Bible teaching is clearly out of date on this issue.

On the other hand:

- 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.
- The Bible teaches that a sexual relationship needs the security and commitment of marriage. Many people from both religious and non-religious backgrounds would agree that this is still relevant today.
- 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.
- Paul teaches that celibacy is a higher calling for those who are suited to this way of life. Candidates may argue that celibacy is still important in the church today.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

## 7 Matters of Life and Death

(a) Answers may include:

- Every woman has the right to choose what happens to her body
- If a young girl becomes pregnant, abortion may be a better option
- If the child has a disability abortion may be preferred
- Many would argue that in the case of rape a woman should be offered an abortion
- A woman with existing children may not be able to afford another child.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- If a woman is not married she may have to face difficult choices – whether to bring the child up on her own or have an abortion
- It could be very difficult for a teenage mother to continue with her education, or do as well as she should. A teenage father may feel under pressure to leave full time education and get a job to support the baby
- Relationships can be difficult, especially for young parents living at home with a baby. They may feel lonely and not see friends very often
- Career plans might have to be altered or delayed, depending on the help and support available for child-minding
- An unplanned pregnancy could result in financial hardship
- It may enable the woman to become more responsible
- The child may bring great joy to the wider family.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Everyone has the right to decide how and when they should die; they should not have to travel overseas adding further stress to a difficult situation
- If the law was changed, doctors could *legally* act on a patient's desire to die without further suffering. Euthanasia can quickly and humanely end a patient's suffering
- Euthanasia can help to shorten the grief and suffering of the patient's loved ones
- The law in the UK already acknowledges that a person can take their own life with the Suicide Act of 1961. Christians should accept there is a need for assisted dying to be legalised in the UK.

On the other hand:

- The Bible teaches that taking the life of another person is wrong (Exodus 20:13); euthanasia goes against Christian teaching on the sanctity of human life
- Following the example of Jesus, Christians should support measures to care for the sick and dying. The Hospice Movement is seen by many as a better option than euthanasia in helping people who are terminally ill
- Christians should keep to the standards of the Bible and not necessarily follow whatever is the norm in society
- Allowing euthanasia goes against the teaching of all the main Christian churches (examples may be given).

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**Section B**

**40**

**SPaG**

**5**

**Total**

**105**