



Rewarding Learning

**General Certificate of Secondary Education
2017**

Religious Studies

Paper 8

An Introduction to Christian Ethics

[GRS81]

WEDNESDAY 7 JUNE, AFTERNOON

**MARK
SCHEME**

General Marking Instructions and Mark Grids

Introduction

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

Assessment objectives

Below are the assessment objectives for GCSE Religious Studies.

Candidates must:

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

AO1 and AO2 are interrelated and connections must be made.

Quality of candidates' responses

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

Flexibility in marking

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

Positive marking

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

Awarding zero marks

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

Types of mark scheme

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

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

Levels of response

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

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

Quality of written communication

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

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

Level 1: Quality of written response is limited.

Level 2: Quality of written response is satisfactory.

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

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

AO1: [5] marks

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

Level 1 (Limited) ([1])

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

Level 2 (Satisfactory) ([2]–[3])

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

Level 3 (High) ([4]–[5])

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

AO2: [5] marks

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

Level 1 (Limited) ([1])

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

Level 2 (Satisfactory) ([2]–[3])

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

Level 3 (High) ([4]–[5])

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

AO2: [10] marks

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

Level 1 (Limited) ([1]–[3])

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

Level 2 (Satisfactory) ([4]–[7])

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

Level 3 (High) ([8]–[10])

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

Section A

Answer **all** questions.AVAILABLE
MARKS**1 Personal and Family Issues**

- (a) (i) Answers may include:
- Religious faith/Christian.
 - Other qualities also valid such as honesty, integrity, consideration etc.
- Accept valid alternatives
(AO1) [1]
- (ii) Answers may include:
- A symbol of never ending love/eternity.
 - A symbol of commitment.
- Accept valid alternatives
(AO1) [1]
- (iii) Answers may include any **two** from:
- The couple are no longer in love.
 - Adultery.
 - Money problems.
 - Lifestyle pressures.
 - Constant rows.
- Accept valid alternatives
(AO1) [2]
- (iv) Answers may include:
- Relate/NIMGC (Northern Ireland Marriage Guidance Council).
 - CMAC (Catholic Marriage Advisory Council).
- Accept valid alternatives
(AO1) [1]
- (b) Answers may include:
- Due to a decline in religious beliefs some people no longer see cohabitation as wrong.
 - A wedding can be very expensive, it is better to put the money into the home.
 - Love is more important than a ceremony.
 - It is better to know each other fully before formalising a commitment.
 - Some people choose to live together because of a failed relationship in the past.
- Accept valid alternatives
Mark in levels
(AO1) [5]

(c) Answers may include:

- Marriage should be a lifelong commitment; Bible teaching prohibits adultery (for example, the Ten Commandments)
- Jesus was not in favour of divorce, prohibiting it completely in Mark's Gospel and only allowing it for unfaithfulness in Matthew.
- The church wedding service reinforces the idea of marriage for life through the vows that are said (e.g. 'For richer for poorer...' 'in sickness and in health').

On the other hand:

- People live longer nowadays than in Bible times, therefore marriage for life is not always possible.
- People change and may fall out of love with their partner; they should be allowed another chance of happiness.
- Life problems may cause a couple to separate, such as difficulties with children, financial concerns or unemployment.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

AVAILABLE
MARKS

2 Equality

- | | | AVAILABLE MARKS |
|---|------|-----------------|
| <p>(a) (i) Answers may include:</p> <ul style="list-style-type: none"> • The act of pre-judging someone. • Judging another person in an unfavourable way. • Making a judgement based on little or no actual knowledge. <p>Accept valid alternatives
(AO1)</p> | [1] | |
| <p>(ii) Answers may include:</p> <ul style="list-style-type: none"> • Prejudice has been learnt from their parents. • They have been influenced by the area where they live. • ‘Scapegoating’ – the need to have someone to blame. <p>Accept valid alternatives
(AO1)</p> | [1] | |
| <p>(iii) Answers may include:</p> <ul style="list-style-type: none"> • Northern Ireland Inter-faith Forum. • Embrace NI. • The Corrymeela Community. <p>Accept valid alternatives
(AO1)</p> | [1] | |
| <p>(iv) Answer may include any two from:</p> <ul style="list-style-type: none"> • The homeless. • Ex-prisoners. • Migrant workers/immigrants. • The elderly. • People with a disability. <p>Accept valid alternatives
(AO1)</p> | [2] | |
| <p>(b) Answers may include:</p> <ul style="list-style-type: none"> • 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. <p>On the other hand:</p> <ul style="list-style-type: none"> • Some people might argue that you should not have to learn about a faith you do not believe in. • 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. • It can depend on the attitude of the teacher and whether a particular religion is taught sympathetically or not. <p>Accept valid alternatives
Mark in levels
(AO2)</p> | [10] | 15 |

3 War and Peace

AVAILABLE
MARKS

(a) Answers may include:

- Some Christians choose to be pacifists as the Bible says 'Do not kill'.
- Some Christians reject all fighting and war, believing that the life and teaching of Jesus supports a pacifist approach to life.
- In the Sermon on the Mount, Jesus taught that violence should not be repaid with more violence.
- At his arrest, Jesus said: "All who live by the sword will die by the sword" when his disciples tried to fight the armed crowd.
- Some Christians believe that in wartime they should help the wounded rather than kill the 'enemy'.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- The ideas were developed by Thomas Aquinas and are still used by Christians today.
- The conditions are as follows:
 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]

(c) Answers may include:

- Wars cause millions of innocent lives to be lost and human suffering on a huge scale and so cannot be justified.
- There is also damage to buildings and resources, loss of essential services and damage to the environment.
- More public money could be spent on education and healthcare than supporting the military and buying weapons.

On the other hand:

- 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 – peaceful demonstrations, strikes, sanctions, etc. – are not immediately effective and so wars are needed.
- Sometimes dictators need to be challenged; declaring war has been shown to be effective against Hitler or Saddam Hussein, for example.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

4 Justice and Punishment

(a) Answers may include:

- Meetings are organised to give offenders the chance to make voluntary compensation to their victims; these meetings are carried out by a specially trained mediator.
- The offender has to listen to the victim's story and respond to it; this can help the victim to get over the crime.
- A practical gesture may be made by the offender, such as a financial payment or the offer to do some work in the local community.
- The idea is that victims, offenders and the community all need to work together to bring restoration.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- 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.
- Society is protected from a dangerous criminal re-offending.
- The Bible allows capital punishment for murder (Genesis 9:6; Exodus 21:32).
- Some may wish to argue that the death penalty should be reinstated for other serious crimes, not just murder; e.g. rape, terrorist acts.

On the other hand:

- Jesus taught his followers to forgive rather than take revenge (Matthew 5:39).
- When a woman caught in adultery was brought to Jesus, he forgave her and did not sanction the death penalty.
- The death penalty does not deter people from committing serious crimes.
- It is inhumane, even for convicted murderers.
- It is not the ultimate punishment; it would be worse to suffer a lifetime in prison.

Accept valid alternatives

Mark in levels

(AO2)

[10]

15

Section A

60

Section B

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

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

Threshold performance [1]

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

Intermediate performance [2]–[3]

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

High performance [4]–[5]

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

5 Abortion**(a)** Answers may include:

- Abortion is murder and it goes against Christian principles and church teaching.
- Abortion is denying an unborn baby the right to life; it is the same as murder.
- Jesus cared for the unwanted; Christians can offer support for unwanted children through supporting adoption schemes.
- Every human life is sacred and created by God.
- Abortion can harm the woman's physical and emotional health.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- More people are having sex outside marriage, so more unplanned and unwanted pregnancies occur.
- Abortion is easier to get nowadays; women in Northern Ireland who want an abortion can easily travel to England.
- Women's rights have reinforced the view that a woman should decide what happens to her body.
- Fewer people in society are Christians, so sanctity of life arguments are becoming less relevant.
- Abortion is seen by many people as being more acceptable than in the past.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Adoption does not involve the destruction of the foetus, which many people would regard as murder and find unacceptable.
- Adoption is more compatible with religious views.
- A childless couple can be adoptive parents and have the opportunity to raise a child.
- If the pregnant mother is young, or not able to raise a child herself, then adoption provides a solution as she is not being forced into motherhood.
- Carrying the baby for nine months, rather than aborting at the first opportunity, gives the woman the time to decide if she wants to keep the baby or not.
- The unborn baby has the right to life, even if conception was unplanned or unwanted.

On the other hand:

- Many women do not want to be pregnant for nine months if they have no intention of keeping the baby themselves.
- If the pregnancy is the result of rape, then abortion would be much better than adoption.
- An unplanned pregnancy may interfere with a young girl's education; ending the pregnancy with an abortion would allow her to continue with her studies.
- A woman may prefer to have an abortion so the pregnancy does not interfere with her career.
- A woman may not want anyone to know she is pregnant; with an early abortion the pregnancy can be kept a secret.
- A woman may later feel guilty about putting her baby up for adoption, so raising the child herself, perhaps as a single parent, might be the best option for some.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE
MARKS

6 EuthanasiaAVAILABLE
MARKS**(a)** Answers may include:

- Euthanasia means 'a gentle and easy death'; it is sometimes called 'mercy killing' and involves the premature death of a person who is terminally ill and in pain.
- 'Active euthanasia' is when the patient asks someone to help them die; for example a doctor may be asked to deliberately cause death through an overdose of painkillers.
- 'Passive euthanasia' is when a person does not directly take a patient's life; they are allowed to die through the withholding of treatment, and/or nourishment.
- Voluntary euthanasia is carried out at the request of the patient wishing to die.
- Non-voluntary euthanasia might be where a person is unconscious or unable to make a choice, so the decision is made for them.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- There is hope of life after death.
- A Christian may take comfort from the example of Jesus facing the pain of crucifixion.
- A religious faith can help a person die with dignity as they know this is God's will; reference may be made to Bible teaching, for example Job 1:21 'The Lord gave and now he has taken away'.
- Not having a fear of death can help a person get through their last days.
- A strong faith can also help family members to cope with a loved one's illness and death.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Some people feel that they would not want to continue living if illness or disability seriously affected their quality of life.
- Reference may be made to the idea of autonomy; many people feel that they have the right to decide what happens to their body.
- A person has the right to control his or her own life and decide when and how they should die; this is already acknowledged in UK law with the use of advanced directives (or 'living wills').
- The law in the U.K. already accepts that people have the right to end their own life, as suicide is no longer regarded as a crime; a person who cannot physically end his or her own life has the right to be assisted in this.
- Some might argue that doctors are 'playing God' if they keep a person alive with medical intervention when there is no hope of recovery.

On the other hand:

- Christians maintain the 'sanctity of life', that all human life is given by God and only he has the right to end it.
- Any deliberate killing of another human being is wrong, whether through abortion, euthanasia or capital punishment.
- 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.
- If doctors and relatives could legally decide when a life should end, then there is fear that this could be abused; elderly people or those who are terminally ill might feel pressured into euthanasia.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE
MARKS

7 Care for the Environment

AVAILABLE
MARKS

(a) Answers may include:

- Many families and individuals are taking environmental issues seriously in the home, such as recycling as much as possible, using renewable forms of energy and making eco-friendly choices with transport.
- Local councils and social enterprises such as Bryson House, are also promoting care for the environment by providing recycling facilities.
- There are national and international organisations and pressure groups taking action, such as Friends of the Earth and Greenpeace.
- Local and national companies and businesses are showing environmental concern, by using locally sourced produce.
- Reference might be made to community initiatives to clean up and improve the local environment.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Christians believe that the sin of selfishness has caused people to exploit the earth rather than take care of it. Stewardship is the idea of accepting responsibility for the earth and caring for it.
- God created people to look after the planet, not to destroy it – this implies an obligation given by God to look after what he has made.
- At creation God put humankind ‘in charge’ of the other things he had created (Genesis 1:26-28).
- This idea is reinforced in the psalms (Psalm 8:6). ‘The world and all that is in it belong to the Lord’ (Psalm 21:1–2).
- In Exodus 23:10, the Israelites are told to let their agricultural land rest every seventh year.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- We live in a world where many people have to endure living conditions far worse than those of our animals, such as starvation and homelessness; 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. For example, healing the sick and befriending those who were outcasts.
- Animals do not have souls; only humans are made in the image of God.
- Some Christians would argue that although human beings have a responsibility to treat animals decently, animals do not have rights in the same way people do.

On the other hand:

- 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.
- Practices such as vivisection, cruel sports and factory farming are wrong; Christians should take a stand against them.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

Section B

40

SPaG

5

Total

105

AVAILABLE
MARKS