



*Rewarding Learning*

**General Certificate of Secondary Education  
2018**

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## **Religious Studies**

**Paper 8**

**An Introduction to Christian Ethics**

**[GRS81]**

**FRIDAY 1 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 of 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

AVAILABLE  
MARKS

## 1 Matters of Life and Death

- (a) (i) Intentional destruction of the foetus in the womb.  
Accept valid alternatives  
(AO1) [1]
- (ii) Answers may include:
- Having a baby could interfere with career or education.
  - The woman may not be financially stable.
  - Age – either too young or too old to want a child.
- Accept valid alternatives  
(AO1) [1]
- (iii) The intentional ending of a life; usually with the purpose to relieve suffering.  
Accept valid alternatives  
(AO1) [1]
- (iv) Answers may include:
- Euthanasia can be seen as murder.
  - Only God has the right to end life.
  - Pain killing drugs and hospice care make euthanasia unnecessary.
- Accept valid alternatives  
(AO1) [1]
- (v) Answers may include:
- Dignity in Dying (Voluntary Euthanasia Society)
  - Dignitas
- Accept valid alternatives  
(AO1) [1]
- (b) Answers may include:
- Everyone has the right to self-autonomy and should be able to decide how and when they should end their life.
  - A patient who wishes to die should not have to risk an unsuccessful suicide attempt, but be able to die quickly and painlessly with medical assistance.
  - The patient may be in great pain and have no quality of life or no possibility of recovery.
  - Euthanasia can help to shorten the grief and suffering of the patient's loved ones.
- Accept valid alternatives  
Mark in levels  
(AO1) [5]

(c) Answers may include:

- Doctors are in the best position to assess whether a patient's medical condition is incurable, and whether their life could be improved through medication or other forms of care.
- In the case of abortion, doctors should make the decision whether or not the foetus has a potentially fatal condition or severe disability.
- Doctors can also assess whether continuing with the pregnancy will harm the woman physically or psychologically; a woman should not be allowed to choose an abortion for non-medical reasons.

On the other hand:

- People have the right to make decisions concerning their future lives for themselves; doctors can give advice, but should not be able to tell people what they can and cannot do with their own body.
- Doctors may find it very difficult to make an impartial decision based on medical knowledge and may let their own ethical and religious views influence their patients.
- Many people choose to make their wishes known about future care through an Advanced Directive; doctors have to take into account what a patient requests.

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

AVAILABLE  
MARKS

## 2 Sexual Relationships

- |         |  | AVAILABLE MARKS |
|---------|--|-----------------|
| (a) (i) | A person who is sexually attracted to a member of the opposite sex.<br>Accept valid alternatives<br>(AO1)  | [1]             |
| (ii)    | A person who is sexually attracted to a member of the same sex.<br>Accept valid alternatives<br>(AO1)  | [1]             |
| (iii)   | Abstaining from sexual relationships.<br>Accept valid alternatives<br>(AO1)  | [1]             |
| (iv)    | Answers may include: <ul style="list-style-type: none"> <li>A person may be called to be a priest or enter a religious order.</li> <li>Someone may be unmarried and believe it is wrong to have sex.</li> <li>Staying celibate until marriage is the best way to avoid an unwanted pregnancy or STI.</li> </ul> Accept valid alternatives<br>(AO1)   | [2]             |
| (b)     | Answers may include: <ul style="list-style-type: none"> <li>Marriage is a life-long union.</li> <li>Christians believe that marriage is given by God and he intended that the union should be between a man and a woman; candidates may refer to Genesis 2: 24 'That is why a man leaves his father and mother and is united with his wife, and they become one'. Jesus quoted these words when teaching about marriage.</li> <li>The majority of churches would promote this teaching; people with homosexual feelings are not to be condemned, but are called to a life of celibacy. Therefore, it is not appropriate for them to be married.</li> </ul> On the other hand: <ul style="list-style-type: none"> <li>In the New Testament, Jesus made no direct comment about homosexuality; he simply said that a man and woman coming together in marriage was God's ideal for sexual relationships.</li> <li>Some people argue that the Bible's teaching on homosexuality has to be seen against the background in which it was written; there was no understanding of the reasons for sexual attraction and contemporary homosexual relationships were often immoral or manipulative.</li> <li>In our society today, there is an important focus on rights and equality. In law, everyone should receive fair and equal treatment regardless of their sexuality.</li> </ul> Accept valid alternatives<br>Mark in levels<br>(AO2) | [10]            |
|         |  | 15              |

**3 Care for the Environment**AVAILABLE  
MARKS**(a)** Answers may include:

- For most people, travelling by car is a necessity rather than a luxury; emissions from vehicles are causing damage to the environment as people are unwilling to undertake short journeys on foot.
- We rely too heavily on fossil fuels; many people are often wasteful, by leaving on lights and other electrical appliances when they are not needed.
- Items are often imported from overseas, to give a lower price or greater variety, when there might be a local alternative available.
- Manufactured goods are an important part of our lives, leading to pollution from factories.
- There are initiatives encouraging people to recycle and re-use, but many people cannot be bothered or don't have the time.

Accept valid alternatives

Mark in levels

(AO1)

[5]

**(b)** Answers may include:

- Some Christians believe that animals do not have rights. Humans are the only species made in God's image; animals do not have souls and so do not have rights.
- However, animals do have the right to be treated decently by humans. We should not be cruel to them or neglect their needs.
- Some Christians believe that animals do have rights. They are creatures created by God and we should respect his creation.
- Many Christians support animal rights issues. They would be against animal testing, hunting, animals used in circuses and zoos.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- One important issue facing many churches is the overall decline in attendance. We live in an increasingly secular and pluralistic society where many people follow faiths other than Christianity or none at all.
- Issues of poverty, injustice and human rights could also be referred to as examples of issues the church needs to address in the local community and worldwide.
- Churches also have a duty to preach the Christian message, as instructed by Jesus; church members need to be supported and encouraged in their faith.

On the other hand:

- The Bible teaches that God created the world and was pleased with his creation.
- Genesis 1:28, where stewardship of the earth was given to humankind. This teaching reinforces the message that Churches need to be involved with environmental concerns.
- Churches should take environmental issues seriously, such as being actively involved in recycling, sustainable energy alternatives or schemes to clean up part of the local environment.
- Church leaders should encourage their members to take action, both in their own lives and through supporting overseas initiatives; churches could support groups working in the developing world, trying to encourage sustainable lifestyles and a better standard of living (e.g. Trocaire, Christian Aid).

Accept valid alternatives

Mark in levels

(AO2)

[5]

15

AVAILABLE  
MARKS

#### 4 War and Peace

(a) Answers may include:

- Pacifism is the belief that war and violence are wrong; an absolute pacifist believes that it is never right to take part in war, even in self-defence, as nothing can justify the deliberate killing of another human being.
- A conditional (or contingent) pacifist is against the idea of war, but accepts that in some circumstances, war is an acceptable alternative.
- A selective pacifist opposes only certain types of war, such as one using weapons of mass destruction, such as nuclear weapons.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- The original conditions for a Just War were suggested by Thomas Aquinas in the 13th century, so it could be argued they are outdated.
- Modern war has become very complicated and it is too simplistic to say that there must be just cause and proper intention.
- No-one can know at the outset of a war if there will be a reasonable chance of success, or whether the good gained by winning the war will be greater than the evil caused by fighting it.
- Some of the methods often used in modern wars, such as WMDs, could never be justified by the Just War theory; it is impossible to ensure proportionality in a modern war.
- Sometimes action has to be taken swiftly and there is not the time to try a lot of peaceful methods first, leaving war as a last resort.

On the other hand:

- The idea that taking human life is wrong, but that countries have a duty to protect their citizens, still applies today.
- Many people still believe that it is right to go to war if the cause is just.
- It is still relevant today that war should be declared by a government, not a terrorist or a dictator.
- War should always be a last resort, with negotiations and sanctions being tried first.
- The conditions that innocent civilians must not be targeted and peace should be restored at the end are still relevant today.

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 Equality and Diversity****(a)** Answers may include:

- Discrimination involves acting unfairly towards a person or group of people; to put prejudice into action; to exclude people from equal treatment.
- Reference may be made to any type of discrimination, including age, sex, disability, race, religion, gender, etc.
- Relevant examples and development should be included for the types of discrimination selected.

Accept valid alternatives

Mark in levels

(AO1)

[5]

**(b)** Answers may include:

- Jesus taught that it is wrong to be prejudiced – for example, the parable of the Good Samaritan.
- Jesus' teachings to 'Do for others what you would want them to do for you' and 'Love your neighbour as you love yourself'.
- Jesus broke down the barriers of sex and race by talking to a Samaritan woman, showing through example as well as teaching that prejudice is wrong.
- Jesus showed no prejudice when he healed the servant of the Roman Centurion.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- It is important for Christians to have a positive attitude towards other world religions; the world is becoming increasingly secular and this is a good reason for people of all faiths to come together.
- Our society is also becoming more diverse, with people from many different religious backgrounds; it is useful to learn more about each other in order to promote a more harmonious society.
- Churches could invite people from other faiths to a special service and share worship together; Christians should also be prepared to visit other places of worship, taking part if invited.

On the other hand:

- While most Christians would agree that inter-faith dialogue is important, they would not be prepared to take part in inter-faith worship.
- Christians may welcome those of other religions to their church, or visit a religious building of a different faith, but would only take part in specifically Christian worship.
- Many Christians feel that Christianity is the only true religion; non-Christian religions may hold some truths, but Christians should be mindful of what is unique about Christianity.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE  
MARKS

**6 Justice and Punishment**AVAILABLE  
MARKS**(a)** Answers may include:

- The Old Testament supports the death penalty: 'Human beings were made like God, so whoever murders one of them will be killed by someone else' (Genesis 9:6).
- 'Do not commit murder' (Exodus 20:13) affirms the seriousness of the crime of murder.
- The Old Testament teaches the principle of limited revenge: 'Life for life, eye for eye, tooth for tooth' (Exodus 21:23). This teaches that retribution is an appropriate aim of punishment.
- However, Jesus taught that revenge should not be taken and emphasised the importance of forgiveness rather than punishment.
- Paul writes that the state has the right to carry out punishment on God's behalf against wrong-doers: 'Everyone must obey the state authorities, because no authority exists without God's permission' (Romans 13:1).

Accept valid alternatives

Mark in levels

(AO1)

[5]

**(b)** Answers may include:

- The Bible teaches that any taking of human life is wrong. Only God has the right to take life.
- The death penalty could be seen by some people as an easy way out. It would be better for an offender to be imprisoned for life and have to live with the guilt of what they had done.
- Mistakes can be made and innocent people could be sentenced to death.
- The death penalty makes the state as bad as the criminals they are trying to punish.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- People need to be deterred from committing crimes. If the penalty for law-breaking is severe, they will be more respectful of law and order.
- It could be argued that our present system is too lenient and that there is no incentive for offenders not to re-offend.
- Candidates may argue that capital punishment should be re-introduced as a way of showing the severity of certain crimes and as a deterrent to others.

On the other hand:

- It could be argued that harsh punishments do not bring greater respect for law and order, but simply create more problems for society.
- An important aim of punishment is to try to reform the offender and a long prison sentence or the death penalty will not achieve this.
- Some criminals will commit an offence no matter what the punishment is.
- Some crimes are not pre-meditated and they will occur no matter what the punishment.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

AVAILABLE  
MARKS

## 7 Marriage and Divorce

AVAILABLE MARKS
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(a) Answers may include:

- The minister/pastor/priest speaks about the importance and purpose of marriage: the life-long and life-giving nature of the union.
- Reference may be made to the vows, and examples may be quoted.
- The giving of the rings, the symbol of an ever-lasting relationship.
- The pronouncement of the marriage by the person conducting the service and the signing of the registry.
- Reference may also be made to religious worship during the ceremony, for example, reading of Bible passages, singing hymns and the celebration of the Eucharist.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(b) Answers may include:

- Old Testament teaching shows that God does not intend marriage to end in divorce: 'I hate divorce, says the Lord God of Israel' (Malachi 2:16).
- Jesus taught that marriage is a sacred bond that should not end in divorce: 'No human being then must separate what God has joined together' (Mark 10:9). Reference may also be made to Matthew's gospel, where Jesus taught 'Any man who divorces his wife for any reason other than her unfaithfulness commits adultery if he marries some other woman' (19:9).
- Reference may also be made to Paul's teaching in I Corinthians chapter 7.
- The Roman Catholic Church teaches that marriage is a sacrament and an indissoluble bond; therefore, divorce is not recognised.
- Other churches teach that while divorce is not desirable, it can be seen as a last resort when all other attempts to save the marriage have failed.

Accept valid alternatives

Mark in levels

(AO1)

[5]

(c) Answers may include:

- Christians believe that marriage is a sacred bond, carried out before God; therefore it is appropriate that only committed Christians should marry in church.
- Churches are sacred buildings for worshipping God. Their use for a wedding is only appropriate for committed Christians who attend church regularly.
- People who marry in church need to show their intention to take Christian teaching seriously.

On the other hand:

- For many couples, a 'traditional' church wedding is the best way to celebrate their marriage; they have a right to be married in the venue of their choice.
- The couple may have different faiths, with only one person in the relationship attending church; they should still be allowed to marry in church, if they wish.
- Reference may be made to the example of Jesus and the inclusive nature of his dealings with others; churches should not turn anyone away.
- A couple who are not regular church attendees may decide to start attending, and bring any future children to church.

Accept valid alternatives

Mark in levels

(AO2)

[10]

20

**Section B**

**40**

**SPaG**

**5**

**Total**

**105**

AVAILABLE  
MARKS