

Version 1.0



**General Certificate of Secondary Education  
June 2010**

**Religious Studies**

**405004**

**Specification A**

**Unit 4 *Roman Catholicism: Ethics***

***Mark Scheme***

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

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

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

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## Methods of Marking

Difficulties may arise through the use of different methods of marking. It is, therefore, essential that, in fairness to candidates, everyone uses the same methods of marking. The advice given here may seem very obvious, but it will be helpful if everyone follows it as exactly as possible.

1. No half marks or bonus marks are to be used under any circumstances.
2. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
3. Indicate, **by ticking**, where you have awarded a mark for questions where there are no levels. For **levels of response**, examiners must record, in the left-hand margin, the level that has been awarded, e.g. L2, and in the right-hand margin, the mark that has been awarded for the question.
4. The numerical mark awarded for **each** response should be indicated in the right-hand margin.
5. Do **not** credit material that is irrelevant to the question or to the objective, however impressive that material might be.
6. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the candidate nearer those who have given a correct answer or those who have little idea?'
7. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
8. Remember, the key to good and fair marking is **consistency**. Do **not** change your marking style once you have started sending scripts to AQA.

## Levels of Response Marking

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

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

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

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

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

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

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

## Assessment of Quality of Written Communication

Quality of written communication will be assessed in all components and in relation to all assessment objectives. Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication. There will no longer be a separate mark awarded to the candidate for accurate spelling, punctuation and grammar. Instead, the quality of written communication skills of the candidate will be one of the factors influencing the actual mark awarded within the level of response. In reading an extended response, the examiner will therefore consider if it is cogently and coherently written, i.e. decide whether the answer:

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

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

**Part A**

**A1 Christian Healing**

- (a) Explain briefly what is meant by euthanasia.**

**Target: Knowledge of the meaning of the word euthanasia**

Inducing a painless death, with compassion, to end suffering.

One mark for a simple explanation, e.g. mercy killing.

Two marks for a full explanation, e.g. helping terminally ill people to die with dignity.

**(2 marks) AO1**

- (b) ‘Euthanasia is not a Christian way to end a person’s life.’**

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

**Target: Evaluation of reasons for euthanasia**

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

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

Only God can decide when a life should end / many loving alternatives / feelings of guilt afterwards / whose suffering was ended? / against law – civil, moral, Commandments and Church teaching / hospices are a loving alternative.

Patient may ask for end to suffering / preserves dignity / when no hope of improvement exists / quick release from pain / reduces suffering for those who love the patient.

**(3 marks) AO2**

**(c) Describe the Rite of the Anointing of the Sick.**

**Target: Knowledge of Roman Catholic Rite of the Anointing of the Sick**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks

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

Greeting and blessing with holy water / confession / reading and homily / prayers of intercession / laying on of hands, power of Holy Spirit invoked / blessing of or prayer over oil / anointing of forehead and hands / prayer and blessing / Lord's Prayer.

**(4 marks) AO1**

**(d) 'Roman Catholics should not be afraid of death.'**

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

**Target: Evaluation of Roman Catholic attitudes to death**

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

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

All will die / Christianity promises an afterlife / life and example of Jesus / teachings of church / reward for life well lived / support of sacrament / forgiveness for past sins always available.

Fear of painful or prolonged death / fear of what comes after / guilt over past sins / parting from life and loved ones / Roman Catholics no different from anyone else.

**(3 marks) AO2**

**A2 Vocation in Action**

**(a) Explain briefly what is meant by Fairtrade.**

**Target: Knowledge of the meaning of the term Fairtrade**

Fairtrade is a movement that ensures that growers and craftspeople receive a fair price for what they produce, organises trade between developed countries and those where wages are very low, etc.

One mark for a superficial comment or a simple point.  
Two marks for a developed answer or more than one point.

**(2 marks) AO1**

**(b) Describe the work of either CAFOD or Trocaire.**

**Target: Knowledge of the work of CAFOD or Trocaire**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks

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

Short term aid / emergency aid / long term aid such as equipment and resources needed to solve problems / provide tools, seeds and education / fund projects such as digging of wells / provide medical help / teach better farming methods / aim to create sustainable living / credit relevant examples of specific projects.

**(4 marks) AO1**

- (c) **‘Nobody should buy goods which have been produced by workers being treated unfairly.’**

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

**Target: Evaluation of reasons for buying goods produced by fair methods**

Levels	Criteria	Marks	Quality of Written Communication
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

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

**Agree**

Unjust wages break the 7th Commandment / are against the dignity of the human person / life should be developed with a sense of moral order / work is part of co-operating with creation and should be treated with respect / rich should help the poor / should work to eliminate poverty and exploitation / way of working for justice.

**Other views**

Difficult financial times means less money to spend / duty to one's family comes first / hard to know how goods have been produced / don't trust producers' honesty / no time to seek out Fairtrade goods / individuals can do little to change methods of production / for workers a low wage is better than no wage / Fairtrade goods may not be as cheap as some other products.

**(6 marks) AO2**

**A3 Christian Vocation**

- (a) Explain briefly what is meant by the term vocation.**

**Target: Knowledge of what vocation means**

Doing something for the love of it. A feeling that God is calling someone to a special way of life.

1 mark for a superficial answer or a single point.  
2 marks for a developed answer or more than one point.

**(2 marks) AO1**

- (b) Describe how lay people can contribute to the life of the local Roman Catholic parish community.**

**Target: Knowledge of role of lay people in Roman Catholic parish life**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks

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

Eucharistic ministry / reading / music / leadership of groups / counselling / care of buildings / membership of, e.g. S.V.P. / help with, e.g. parish accounts / support of parish clergy.

**(4 marks) AO1**

**(c) ‘A Roman Catholic church cannot survive without a priest.’**

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

**Target: Knowledge understanding and evaluation of the role of a parish priest**

Levels	Criteria	Marks	Quality of Written Communication
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

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

**Agree**

Only priest can consecrate and give absolution / celebrate Eucharist fully / direct line of authority to Bishop and Rome guards against false teaching / celibate priest gives total commitment to parish / central focus of parish organisation / tradition.

**Other views**

Lay people and deacons already do a lot including baptisms and marriages / shortage of priests means some parishes now share priest / priests vary in skills and commitment / perhaps do not share people’s problems / perceived as detached from everyday life by some.

**(6 marks) AO2**

**A4 Christian Values**

- (a) **‘Happy are those who are persecuted because they do what God requires.’**

**Explain briefly what this might mean for Christians.**

**Target: Knowledge and understanding of the meaning of the Beatitude for Christian life**

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

Explain persecution / ridicule over religious observance / difficulty in defending ethical positions, e.g. euthanasia, sexual morality / difficulty in ‘turning the other cheek’ / feeling of isolation in society / real persecution in some societies, e.g. China.

**(2 marks) AO1**

- (b) **Give two other Beatitudes.**

**Target: Knowledge of the Beatitudes**

**Matthew 5:<sup>3-12</sup>**

**Beatitudes**

Happy are those who know they are spiritually poor; the Kingdom of Heaven belongs to them / happy are those who mourn; God will comfort them / happy are those who are humble; they will receive what God has promised / happy are those whose greatest desire is to do what God requires; God will satisfy them fully / happy are those who are merciful to others; God will be merciful to them / happy are the pure in heart; they will see God / happy are those who work for peace; God will call them his children / happy are those who are persecuted because they do what God requires; the Kingdom of Heaven belongs to them / happy are you when people insult you and persecute you and tell all kinds of evil lies against you because you are my followers / be happy and glad, for a great reward is kept for you in heaven / this is how the prophets who lived before you were persecuted.

One mark for an incomplete Beatitude, e.g. one stanza.  
Two marks for both stanzas.

**(4 marks) AO1**

**(c) 'It is impossible to keep all the Ten Commandments.'**

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

**Target: Knowledge, understanding and evaluation of difficulty of living a Christian life**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

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

**Agree**

Refer back to (a) / modern distractions, e.g. media ,consumerism, etc. / demands made for success in career, exams, money / modern world values material things more / Christian ideals and lifestyle out-dated and unrealistic / more community support in past.

**Other views**

Nothing about nature of people and how society should live has changed / moral and civil law derives from Commandments / some people may find first three a problem, but others ask nothing unreasonable / should be seen as positive guide rather than negative checklist / life and example of Jesus and many good people show it is possible.

**(6 marks) AO2**

**Part B**

**B5 Christian Reconciliation**

**(a) Describe what happens during the Sacrament of Reconciliation.**

**Target: Knowledge of the rite of the Sacrament of Reconciliation**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks

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

Penitent either goes into traditional type confessional or is face to face with priest / confesses his or her sins / is helped and encouraged by priest / penance given as action which will give satisfaction – usually in form of prayers to be said / act of contrition said / absolution given.

**(4 marks) AO1**

**(b) ‘The Sacrament of Reconciliation is no longer needed.’**

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

**Target: Evaluation of the importance of the Sacrament of Reconciliation**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

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

**Agree**

Just a formula of words / feel no different after / hard to talk to someone you hardly know about things that trouble you deeply / hardly anyone goes now / no need of someone to forgive me / some things too serious to forgive in this way / old style “confession” intimidating / priests do not understand how we live.

**Other views**

Modern celebration more accessible / confessor / penitent relationship can be helpful, e.g. in clearing of conscience / keeps one in touch with Church community / Easter duty rule and tradition / prepares for other sacraments / can help in times of personal difficulty / absolution gives chance for fresh start / help given with putting right the damage caused by sin.

**(6 marks) AO2**

- (c)(i) Describe how the Samaritan in the Parable of the Good Samaritan cared for the injured man.**

**Target: Knowledge of Luke 10<sup>25-37</sup>**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks

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

Stopped to help / full of pity / oil and wine on wounds / bandaged wounds / took to an inn / paid for care / promised to return.

**(4 marks) AO1**

- (c)(ii) Explain what Christians might learn from the Parable of the Good Samaritan.**

**Target: Understanding of the relevance of this parable for modern life**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks

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

Do not judge by appearance / by status / by reputation / all capable of rising above motives of resentment and revenge / be ready to help others / who is my neighbour? / love enemies / neighbour is anyone in need.

**(4 marks) AO1**

**(d) 'It is not possible to love your enemies.'**

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

**Target: Knowledge, understanding and evaluation of forgiveness**

Levels	Criteria	Marks	Quality of Written Communication
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

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

**Agree**

Harm done by real enemy too great to forgive, e.g. murder / sometimes enmity lasts many generations, e.g. between nations or religions / many examples of inability to forgive / maybe could forgive but could never love an enemy.

**Other views**

What does love mean here / treat justly / example and teaching of Jesus / example of many contemporary Christians, e.g. Gee Walker / future of human race depends on reconciliation.

**(6 marks) AO2**

**B6 Christian Marriage and Christian Values**

- (a) **Explain what Roman Catholics believe about sexual relationships outside marriage.**

**Target: Knowledge and understanding of Roman Catholic teaching on sexual relationships**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks

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

Sex God's gift / bodies should be respected / sexual instincts good but need to be controlled / in context of marriage only / extra-marital sex wrong as leads to damage to marriage and family / pre-marital sex wrong / sex should be between man and woman.

**(4 marks) AO1**

**(b) ‘The belief that marriage is for life is out of date.’**

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

**Target: Knowledge, understanding and evaluation of permanence of marriage**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

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

**Agree**

People live longer so marriages longer than in past / people change as they mature / more mobility in modern life / religion less important / increase in divorce rate / breakdown in family structures / women now have careers and financial independence / people expect more of marriage now.

**Other views**

Many examples of long and happy marriages / vows taken in sacrament promise permanence / damage caused to individuals, families and society by breakdown of marriages / help available to people having problems from many sources / intention should be to support permanence.

**(6 marks) AO2**

- (c)(i) Explain what the Commandment ‘Honour your father and your mother’ means in Christian family life.**

**Target: Knowledge and understanding of the 4th Commandment**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks

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

Children owe respect, gratitude and obedience / adult children give material and moral support in times of sickness, need or old age.

Parents are first educators / care for children’s physical and spiritual needs / guide and counsel in life’s choices / support their children.

**(4 marks) AO1**

**(c)(ii) Explain what Roman Catholics believe about responsible parenthood.**

**Target: Knowledge and understanding of Roman Catholic teaching on responsible parenthood**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks

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

Parents want to plan their family / sexual acts must be procreative / only natural methods of contraception allowed / must give love, security and a Christian upbringing.

**(4 marks) AO1**

- (d) ‘Childless couples should consider adoption or fostering before they seek fertility treatment.’

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

Target: Knowledge, understanding and evaluation of Roman Catholic teaching on adoption and fostering

Levels	Criteria	Marks	Quality of Written Communication
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

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

**Agree**

Many children still looking for a family / fostering may give a child a chance of family life / role of parents can be fulfilled and extra good produced for child in need / right to a child argument?

**Other views**

Many children available for adoption or fostering are older or have problems / parents want to have a child who is genetically their own / medical science now offers a chance to do this / argument that this knowledge comes from God but most against Church law / low success rate of many treatments / a child is not a commodity.

**(6 marks) AO2**