



**General Certificate of Secondary Education  
June 2011**

**Religious Studies** **405004**

**Specification A**

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

**Final**

***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

It is essential that, in fairness to candidates, all examiners use the same methods of marking. The advice given here may seem very obvious, but it is important that all examiners follow it as exactly as possible.

1. If you have any doubts about the mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
3. Remember, you must **always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material that is irrelevant to the question or to the stated target, however impressive that material might be.
5. If a one-word answer is required and a list is given, take the first answer (unless this has been crossed out).
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. Read the information on the following page about using Levels of Response mark schemes.
8. 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.
9. No half marks or bonus marks are to be used under any circumstances.
10. Remember, the key to good and fair marking is **consistency**. Do **not** change the standard of your marking once you have started.

## Marking using CMI+

All new GCSE Religious Studies papers will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of paper scripts being sent to examiners, candidates' responses are scanned and sent electronically to examiners. The software is easy to use, but it demands a different approach from examiners than traditional paper marking.

1. Instead of marking script-by-script you will mark item-by-item. An item is a part-question. Each time you log on to mark you will need to choose an item to mark.
2. Before you start marking your own allocation you will need to mark some pre-marked items known as seeds. These items are not intended to trick you; their function to ensure that you are still applying the standard set at the standardising meeting. If you have drifted away from the standard you will need to speak to your Team Leader before you can continue marking.
3. It is possible to annotate the scripts in various ways: underlining, highlighting and adding icons from a drop-down menu. Your Team Leader will instruct you on which types of annotation to use. Examiners must not add extra annotation as this can be confusing for teachers and candidates if they request Access to Scripts.
4. As you mark each response, enter the numerical mark you are going to award for in the box at the bottom of the screen. If you realise you have made a mistake you will be able to go back one script to change the mark you have entered.
5. In Part B, responses to all parts of B5 or B6 will appear as one item. Thumbnails to the right of the screen will allow you to scroll through the response quickly. Read the whole response, then use the comments tool to indicate a level and a mark for each part, and enter the total mark out of 24 in the box at the bottom of the screen.

6. Your marking will be monitored throughout the marking period. This is to ensure that you continue to mark to the same standard regardless of factors such as how many clips you have marked and what time of day you are marking at. Rather than sampling your marking once and adjusting your marks after the marking period, this approach allows senior examiners to ensure that your marking remains at the right standard throughout. This means that your Team Leader can bring you back to the right standard should you start to drift away slightly.
7. If your marking of a particular question is found to be out of line you will be temporarily stopped from marking that question. Almost all examiners, including Team Leaders, are stopped at some point during the marking period. If it happens to you, contact your Team Leader as soon as possible to discuss why you have been stopped.

## Levels of Response Marking

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

Marking should be positive, rewarding achievement rather than penalising the student for failure or omissions. The award of marks must be directly related to the marking criteria.

You should use your professional judgement to select the level that **best** describes the candidate's work. 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.

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.

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** 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.

## Assessment of Quality of Written Communication

Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication.

Candidates will be required to:

- present relevant information in a form that suits its purposes;
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- use a suitable structure and style of writing.

Quality of written communication will be assessed in 6-mark AO2 questions. In awarding marks to these responses the Religious Studies content is the driver. Quality of Written Communication is secondary. If you are hesitating between two levels, the quality of written communication may help you to decide.

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

**PART A**

**A1 Christian Vocation**

- (a) ***Give two ways in which members of a contemplative order serve God.***

**Target: Knowledge of contemplative life**

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

By dedication of life / prayer / separate from world / by prayer for world or for special cause / make liturgical items, e.g. candles, altar bread / poverty / chastity / obedience, etc.

1 mark for each valid way stated.

**(2 marks) AO1**

- (b) ***'Members of contemplative orders are escaping from real life.'***

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

**Target: Evaluation of contemplative life**

<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:**

No worries about money, family problems / secure in illness or old age / not aware of problems in wider world.

Access to media so know about world / requests for prayer make them aware of people's concerns / personal struggles / choice made to use talents in this way.

NB Vows without explanation – Level 2

**(3 marks) AO2**

- (c) **Explain what the Parable of the Talents teaches Christians about how to live. (Do not retell the parable.)**

**Target: Knowledge and understanding of the Parable of the Talents**

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

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

Matt. 25:<sup>14-30</sup> Talents mean gifts from God / people should use their gifts to live responsibly / will be judged on this / important to make positive contribution to world / to be active in living rather than passive or lazy.

**(3 marks) AO1**

- (d) **'The Roman Catholic Church should allow women to become priests.'**

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

**Target: Evaluation of Roman Catholic attitude to women priests**

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

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

World of equal opportunities / rights of women being denied / discrimination / women may be very good priests / should not be denied access to this area of experience / women had a role in the ministry of Jesus/Mary a role model of discipleship / tradition not a good reason / other denominations allow women priests / would solve shortage of priests / in Galatians it says that in Christ there is no distinction between male and female.

Jesus chose only men as disciples / if he had wanted female disciples he would have called them / change of tradition of men priests would cause upheaval in Church / loss of confidence in Church's authority / centuries old tradition / many Anglicans left their Church over issue / other important ways exist for women to fulfil vocation such as in religious orders / priests stand in place of Jesus and Jesus was a man.

**(3 marks) AO2**

**A2 Christian Marriage**

**(a) Explain briefly the meaning of the rings in a Christian marriage.**

**Target: Knowledge of meaning of symbols used in Christian marriage ceremony**

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

Unending nature of marriage / mutual love / fidelity / may use actual words – ‘Take this ring as a sign of my love and fidelity.’

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

**(2 marks) AO1**

**(b) Explain beliefs about marriage expressed in the vows made in a Christian marriage service.**

**Target: Knowledge and understanding of vows and meaning**

<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:**

Marriage should be lifelong / exclusive / mutually supportive / life-giving / loving / until death do us part / in sickness and in health / for better, for worse / for richer for poorer.

**(4 marks) AO1**

(c) **‘Divorced Roman Catholics should be allowed to remarry in church.’**

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

**Target: Evaluation of Roman Catholic attitude to divorce and remarriage**

<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:**

Church should include not exclude people / God’s love is for all / God ready to forgive / example of Jesus / people make mistakes and should have chance of fresh start / innocent partners are penalised.

**Other views:**

Vows should not be broken / sacrament is permanent / remarriage would be adultery / Church cannot change teaching on this / any change might weaken marriage itself.

**(6 marks) AO2**

**A3 Respect for Human Life**

**(a) Explain what the Roman Catholic Church teaches about abortion.**

**Target: Knowledge and understanding of Roman Catholic teaching on abortion**

<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:**

Breaks the Commandment 'Thou shalt not kill' / Jer.1:5 / life begins at conception / all life God given and precious / basic human right is right to life / abortion undermines the view of the intrinsic value of life.

**(4 marks) AO1**

**(b) Explain why the Roman Catholic Church is against the use of contraception.**

**Target: Knowledge and understanding of Roman Catholic teaching on contraception**

<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

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

Prevents possibility of new life / against purpose of sex / couple not giving totally to the act of love-making / emergency contraception might be early abortion / sex should be within marriage and vows promise life-giving / may encourage promiscuity / church teaching.

**(3 marks) AO1**

## (c) 'Human life should never be taken.'

*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 sacredness of human life**

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:**

Murder against Commandments / God has purpose for all, only God decides when life is ended / duty of Christian to protect life / made in God's image / something of God in each person / right to life applies to all / love of neighbour / in context of abortion life begins at conception so a life is being taken.

**Other views:**

Human life is taken in wars / by the death penalty / euthanasia may be a loving act / in context of abortion the unborn may be seen as not achieving full human status until later stages of pregnancy / taking unborn life may save mother's life.

**(6 marks) AO2**

**A4 Christian Reconciliation and Christian Values**

**(a) Explain some of the causes of crime.**

**Target: Knowledge and understanding of reasons for crime**

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

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

Poverty / lack of education / lack of moral training / addiction / gang culture / dysfunctional family life / lack of moral leadership / values of media and society / inequality in society / unemployment / low self-esteem of criminal / mental illness / jealousy / envy of others.

**(4 marks) AO1**

**(b) Give two of the Ten Commandments that teach Christians not to commit crime.**

**Target: Knowledge and understanding of the Ten Commandments**

1 mark for each valid Commandment

Relevant commandments are: do not steal / do not kill / do not bear false witness.

**(2 marks) AO1**

(c) ***‘The death penalty (capital punishment) is the only way to deal with murderers.’***

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

**Target: Evaluation of death penalty as punishment for murder.**

<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:**

Permanently removes the worst criminals / protects society / cheaper than prison / fear of the death penalty may deter others / eye for eye / by his act the murderer has given up his human rights / violence may be the only language understood by serious criminals / may help victim's family feel better.

**Other views:**

We cannot teach that killing is wrong by killing / 'a cruel and unnecessary punishment' (John Paul II 1999) / makes the law a killer / contradicts right to life / methods of execution may be cruel / death penalty does not cut rate of murder / not all murderers are the same / mental illness, abuse of alcohol or drugs may be a factor in the act / self defence / possibility of executing wrong person / suffering caused to innocent family / other forms of punishment may be effective in reform / against the basic principles taught and exemplified by Jesus.

**(6 marks) AO2**

**PART B**

**B5 Christian Response to Global Issues**

- (a) *Describe some of the differences between rich and poor countries.*

**Target: Knowledge of differences between rich and poor countries**

<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
<b>Level 5</b>	A detailed answer with some development and / or analysis.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	6 marks

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

Rich – plenty of food / abundant clean water / free education for all / better life chances / low infant mortality / free health care / higher levels of employment / work less likely to harm health / support for unemployed.

Poor – shortage of food / lack of clean water / lack of basic education / high infant mortality / maternal mortality / poor health care / expense of health care / low pay, low skills jobs / fewer chances to better life / less protection for workers' health / lack of support for unemployed.

**(6 marks) AO1**

**(b) ‘Ending poverty is the most important duty for Christians.’**

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

**Target: Evaluation of duty to end poverty**

<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:**

Christians have duty to share God’s creative work / example of Jesus / Parable of Sheep and Goats / Great Commandment / work of many Christian charities / Papal documents / example of many good people.

**Other views:**

Many areas where Christians have duties-war, abortion, euthanasia for example / Christians cannot change the world / ‘the poor are always with you’ / ‘Love begins by taking care of the closest ones-the ones at home’ (M.Teresa) / duty to family comes first / confusion about how to end poverty.

**(6 marks)**

**AO2**

**(c) Explain the Just War theory.**

**Target: Knowledge and understanding of the Just War theory**

<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
<b>Level 5</b>	A detailed answer with some development and / or analysis.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	6 marks

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

War must be a last resort when all other means of solving dispute have failed / war must be for good, and against a serious threat of evil / goal must be to restore peace law and order / there must be some chance of success / weapons must not be used excessively / decision must be made by a lawful authority. Candidates who simply list conditions without explanation should not achieve more than Level 3.

**(6 marks) AO2**

(d) ***‘All nuclear weapons should be destroyed.’***

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

**Target: Evaluation of threat posed by nuclear weapons**

<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:**

Able to destroy world / use money and resources which might alleviate poverty / create arms race and suspicion between nations / destructive purpose goes against God's plan for world / possession increases danger of accidental use or use by rogue state / can never meet conditions for just war / Papal statements call for complete disarmament / possession by terrorists a threat to world / only solution total disarmament.

**Other views:**

Balance of fear / states have duty to protect their citizens / possession does not necessarily mean use / not possible to turn clock back / not possible to ensure destruction of weapons would be completely carried out / technology would still exist for secret development without any controls / total disarmament an unrealistic ideal / effective means of deterrence.

**(6 marks) AO2**

**B6 Christian Healing and Christian Reconciliation**

**(a) Describe the rites celebrated by Roman Catholics as a person is dying.**

**Target: Knowledge of Roman Catholic death rites**

<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
<b>Level 5</b>	A detailed answer with some development and / or analysis.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	6 marks

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

Before death Viaticum / support in suffering / prayer for journey out of life / special form of Eucharist which reminds of Jesus' suffering and death which was followed by resurrection / Sacrament of the Sick offers forgiveness of sin / spiritual courage and healing. Rite: Sprinkling of holy water / liturgy of word / laying on of hands / anointing of oil / Eucharist / prayers of intercession / Lord's Prayer.

**(6 marks) AO1**

- (b) ***‘Belief in life after death is just a way of making people feel better when someone dies.’***

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

**Target: Evaluation of belief in life after death**

<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:**

Belief against reason, science and modern thinking / no-one knows what happens after death / natural to fear it for ourselves and those we love / loss made easier by belief in Heaven / old fashioned idea / offers false hope of reunion / no proof for belief / emphasis should be on life not what may happen to people after death.

**Other views:**

Belief that death not the end part of Roman Catholic faith and tradition / Apostles' Creed / Resurrection of Jesus / belief in judgement / Parable of Sheep and Goats / promise to repentant thief / teaching of Paul / belief crosses cultures and religions / Gospel evidence of empty tomb / importance of resurrection in Paul's teaching / 'Love has no end' / life after death a different sort of life hard for us to imagine.

**(6 marks) AO2**

- (c) Explain what the Parable of the Forgiving Father teaches Christians about forgiveness.**

**Target: Knowledge and understanding of Luke 15:11-32 and the meaning of the parable for Christian 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
<b>Level 5</b>	A detailed answer with some development and / or analysis.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	6 marks

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

Younger son is able to ask for forgiveness / father ready to forgive freely / elder son has to recognise that forgiveness is unconditional / all entitled to God's love / be ready to ask for, to grant forgiveness and not to be resentful / nothing is too bad to be forgiven.

**(6 marks) AO1**

**(d) ‘Some sins can never be forgiven.’**

**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 whether some sins are unforgiveable**

<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:**

Massive harm caused by some sins to individuals and society / crimes such as terrorism, murder, child abuse and rape hard to forgive / tend to create feelings of revenge not forgiveness / some lead to racial attacks / people find it hard to forgive as many publicised cases show.

**Other views:**

Christianity based on forgiveness / Sermon on Mount / example of Jesus / teaching of Roman Catholic church / Lord's Prayer / Forgiving Father / hate the sin but love the sinner.

**(6 marks)**

**AO2**

