



## **General Certificate of Secondary Education**

# **Religious Studies 3063/3068**

## *Specification C*

### **Paper 2 Christianity**

# **Mark Scheme**

*2009 examination – June series*

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. Mark clearly in red biro. You will need to change all scripts marked prior to the Standardising Meetings and change your original marks from pencil to red pen.
2. No half marks or bonus marks are to be used under any circumstances.
3. 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.
4. 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. L3, and in the right-hand margin, the mark that has been awarded for the question.
5. The numerical mark awarded for **each** response should be indicated in the right-hand margin.
6. A **separate** mark is to be awarded for the quality of written communication (Refer to the criteria given in the chart on page 5).
7. Do **not** credit material that is irrelevant to the question or to the objective, however impressive that material might be.
8. 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?'
9. Apply the principle of **salvage**, so that credit is given for what is correct, even if the order is misplaced in the answer.
10. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
11. **All** pages should bear some indication that they have been seen – even those pages that are left blank. Examiners should, for example, place either their initials, a tick or the word 'seen' on each page.
12. Remember, the key to good and fair marking is **consistency**. Do **not** change your marking style once you have started sending scripts to AQA.
13. Only write comments on scripts that can be justified by the mark scheme. It should be remembered that scripts may be returned to centres and candidates.

## 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** or 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, which should be credited appropriately.

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

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 all components and in relation to all assessment objectives.

3 marks are available.

- |                |   |
|----------------|---|
| <b>3 marks</b> | 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>2 marks</b> | 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>1 mark</b>  | 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>0 mark</b>  | The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.   |

## Additional Guidance to Examiners

3 marks, to be added to the total of 80, are available for the quality of language, according to the three criteria given above.

### How to assess quality of written communication

You may notice some of these criteria as you mark the paper. However, at the end of the paper, make a final check through the script, beginning with sections of extended writing.

### Recommended procedure

1. If no accuracy can be found, 0 marks can be awarded for the quality of written communication.
2. Consider the extended writing first, in order to assess the quality of written communication.
3. Do not limit consideration to spelling alone. Assess grammar, punctuation and form and style. Try to form an overall impression as you read through a script.
4. Base your mark on the standard in the majority of the criteria within a level - a candidate might not maintain the same standard in each category of the criteria.
5. Recognise that the highest mark does not demand perfection and that the more a candidate has written, the more errors should be permitted.
6. High performance should not be awarded if a candidate has written little or nothing in answer to sections where extended writing is required.

## Paper 2: *Christianity*

### Part A

#### A1 Beliefs

- (a) ***Explain what Christians understand by ‘the Crucifixion’.***

**Target: Knowledge and understanding of technical terms**

Award 1 mark for a simple correct response

Award 2 marks for a correct response with elaboration

Candidates may provide a variety of responses which relate to the execution of Jesus on Good Friday. They may go on to provide appropriate elaboration of the key fact, this could include the time, place, location or perpetrators of the event.

**(2 marks) AO1**

- (b) ***Explain what Christians understand by ‘the Resurrection’.***

**Target: Knowledge and understanding of technical terms**

Award 1 mark for a simple correct response

Award 2 marks for a correct response with elaboration

Candidates may provide a variety of responses to this question. The most likely response would be the return to life of Jesus following his execution. Appropriate elaboration could include when and where the events took place e.g. Sunday or third day and that Jesus was initially mistaken for a gardener. Some candidates may talk of the Resurrection in the broader wider terms of what happens to Christians after death.

**(2 marks) AO1**

#### A2 Prejudice and Discrimination

***Give two ways in which Christians might help victims of racial discrimination.***

**Target: Practical application of knowledge and understanding to issue of racism**

Any **two** from e.g.

Make friendships with people of other races (at home or abroad)

Join demonstrations against racism

Set up support groups for victims of racism

Pray for racial harmony

Write anti-racist letters to the press

Set up community projects to integrate people of differing races

**(2 marks) AO2**

**A3 Role and Status of Women**

***Explain two reasons why some Christians are opposed to women as priests.***

**Target: Knowledge of relevant Christian teaching**

Award 1 mark for each simple valid reason.

Award 2 marks for each valid reason with elaboration

Jesus was male, as were all of the disciples

Priest re-enacts Jesus' role at Last Supper

Church tradition because priests have always been male

Paul's teaching that women should be silent in Church

Adam was created first, therefore, males are superior to females

**(4 marks) AO1**

**A4 Holy Communion**

***Explain why the service of Holy Communion is important to many Christians.***

**Target: Application of knowledge and understanding with reference to Holy Communion.**

**Levels of Response**

<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	A minimal application of knowledge and understanding.	1 mark
<b>Level 2</b>	Some application of knowledge and understanding.	2 marks
<b>Level 3</b>	A clear application of knowledge and understanding with some development.	3 marks
<b>Level 4</b>	A clear application of knowledge and understanding with good development.	4 marks

Candidates may include some of the following:

Christians are following Jesus' example from the Last Supper & the instruction to remember him in this way. They believe that they receive his grace in a unique way. They believe that he is really present with them so this is an intense, sacred moment, which allows the believer to feel close to God/Jesus.

Many Christians believe the elements are the body & blood of Jesus.

Brings the Christian community together in the sharing of these elements and strengthens the bond with Jesus and the whole Church.

**(4 marks) AO2**

**Part B****B5 Matters of Life and Death****(a)(i) *What is abortion?*****Target: Knowledge of the term abortion**

The removal of a foetus.

**(1 mark) AO1****(ii) *What is euthanasia?*****Target: Knowledge of the term euthanasia**

Mercy killing

Gentle, easy death / good death (literally)

Allowing someone who is terminally ill to die with dignity

**(1 mark) AO1****(b) *Give one teaching that a Christian would consider when deciding whether or not to have an abortion.*****Target: Knowledge of Christian teaching on sanctity of life**

Candidates may include some of the following:

Life is sacred

Do not murder

God gives life and only He should take it

Christian teaching on love

The candidate must show clear knowledge of an appropriate teaching to get both marks

**(2 marks) AO2****(c) *Explain why some Christians might support euthanasia.*****Target: Understanding of the reasons some Christians may give in support of euthanasia****Levels of Response**

<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	A minimal application of knowledge and understanding.	1 mark
<b>Level 2</b>	Some application of knowledge and understanding.	2 marks
<b>Level 3</b>	A clear application of knowledge and understanding with some development.	3 marks
<b>Level 4</b>	A clear application of knowledge and understanding with good development.	4 marks

Candidates include some of the following:

Candidates are most likely to provide arguments relating to the provision of dignity for the dying. Also that it is a most compassionate, loving action as it provides an end to unnecessary suffering. Christians believe that Jesus showed compassion for the suffering so it may be right to allow someone to die with dignity and end suffering rather than prolonging life and pain. These views would be in support of the Christian belief that death is not the end, merely the start of a better life, so to aid someone's passing, thereby ending their suffering is a valid Christian action. Look for application and development of points in support of euthanasia: e.g. if one has the right to life surely one should have the right to die if one is suffering from a terminal illness.

**(4 marks) AO2**

**(d) 'If people suffer, it is their own fault.'**

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

**Target: Evaluation of an emotive statement about the purpose of suffering**

**Levels of Response**

<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 elaborated reason or two or more simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well-developed reason or two elaborated reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 marks
<b>Level 4</b>	Evidence of reasoned consideration of two different points of view, with reference to religion.	4 marks
<b>Level 5</b>	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

Candidates may include some of the following:

**Agree**

Suffering is something which people bring on themselves because of the decisions they make. People should take more care when making decisions and carefully consider the range of possible outcomes before they act. People have to understand that actions have consequences, and these can sometimes cause suffering to an individual. This kind of suffering can be caused when people either have no religious faith or do not follow the guidelines laid down by their faith. By having strong faith and following the guidelines it provides, one should avoid suffering.

**Other Views**

Suffering is frequently beyond individual control e.g. natural disasters or accidents. The pain and suffering caused by such events is not a direct consequence of the action of an individual and can in no way be blamed on them. In the same way suffering caused by the country going to war is beyond individual control. Candidates are likely to use a variety of such examples to illustrate that suffering can be unavoidable.

**(5 marks) AO3**

**B6 Prayer and Worship**

- (a) Explain what is meant by non-liturgical worship.**

**Target: Application of knowledge and understanding of different forms of worship in Christianity**

Award one mark for a simple correct response.  
Award two marks for a correct elaborated response.

Non-liturgical worship could be described as a spontaneous outpouring of worship which is found in a more contemporary evangelical setting. It may be written specially for a particular service, or may be extemporary. It will often involve many participants.

**(2 marks) AO1**

- (b) Give two roles of the priest or minister in worship.**

**Target: Knowledge and understanding of the role of the priest or minister in worship**

Any **two** from e.g.

To lead prayer  
To direct other forms of worship  
To consecrate and distribute the Eucharist  
To preach a sermon  
To bless worshippers as a channel for the Holy Spirit  
To dedicate the collection

**(2 marks) AO1**

- (c) Explain why the Lord's Prayer is important for Christians.**

**Target: Application of knowledge and understanding of the relevance of the Lord's Prayer for Christians****Levels of Response**

<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	A minimal application of knowledge and understanding.	1 mark
<b>Level 2</b>	Some application of knowledge and understanding.	2 marks
<b>Level 3</b>	A clear application of knowledge and understanding with some development.	3 marks
<b>Level 4</b>	A clear application of knowledge and understanding with good development.	4 marks

The thrust of this question is about the importance of this prayer, candidates **must** address this to access the higher levels of response.

Candidates may include some of the following:

As this prayer was composed by Jesus in response to a question about how to pray, it is seen as a perfect prayer, which must always be acceptable to God. As a result it can be used in any setting or circumstance and will provide comfort for the petitioner. Some candidates may focus on the authorship of the prayer and the significance this imparts. For many Christians the example of Jesus provides sufficient authority to make this prayer so significant.

Candidates may also talk of the different elements required of prayer and that this prayer contains them all e.g. adoration, and explain why these elements are important.

**(4 marks) AO2**

**(d) ‘Going to church should be fun.’**

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

**Target: Evaluation of an emotive statement about church attendance**

**Levels of Response**

<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 elaborated reason or two or more simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well-developed reason or two elaborated reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 marks
<b>Level 4</b>	Evidence of reasoned consideration of two different points of view, with reference to religion.	4 marks
<b>Level 5</b>	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

Candidates may include some of the following:

**Agree**

Church attendance should be an enjoyable, whilst not a frivolous experience, this will then mean that people will want to attend. This will particularly help to engage children, and those who are not regular members of the congregation. This should then be a good way of spreading the word of God. Jesus used the methods of his day to get his message across e.g. parables. He would approve of the modern Church doing the same thing.

Jesus understood that many participate in worship because they want to be seen taking part in the ritual, rather than because it has real meaning for them. A more enjoyable, relevant form of worship should mean that people actually engage with the worship.

More likely to be a modern type of worship using spontaneous prayer, modern music forms, and modern technology.

**Other Views**

Worship is a serious business and fun does not belong in such a setting. It should not be trivialised by gizmos, gadgets and loud music. The dignity of worship provides many with the awe, reverence and spirituality they crave and they believe God demands. The service is about the worship of God, not providing entertainment. Many traditionalists would believe such a response is impossible in a more informal form of service. They may also add that they have always worshipped in this way and why should they change?

This modern approach to worship could drive many current worshippers away and might not have the desired effect of bringing others in. As an extreme result, church attendance would be even lower and some churches might have to close.

**(5 marks) AO3**

**Part C****C7 The Created World and the Bible**

- (a) ***Explain what Christians might do to show respect and concern for the created world.***

**Target: Application of knowledge and understanding of Christian teaching on the environment**

**Levels of Response**

<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	A minimal application of knowledge and understanding.	1-2 mark
<b>Level 2</b>	Some application of knowledge and understanding.	3-4 marks
<b>Level 3</b>	A clear application of knowledge and understanding with some development.	5-6 marks
<b>Level 4</b>	A clear application of knowledge and understanding with good development.	7 marks

Candidates may include some of the following:

Active recycling and encouraging others to do the same.  
 Working with local conservation groups  
 Refusing to use plastic carrier bags  
 Washing clothes at lower temperatures  
 Drying clothes outside and not using a tumble dryer  
 Being aware of food miles & buying accordingly.  
 Walking, cycling and making greater use of public transport  
 Lobbying Members of Parliament  
 Donating money and/or supporting large environmental groups e.g. Greenpeace

Candidates may link these actions to Christian beliefs to justify the action they are taking.

**Reasons for respect and concern may include:**

World and everything in it created by God  
 Human beings were appointed custodians (stewards)  
 Stewardship role implies we will be accountable for our actions  
 Responsibility to pass the world on to future generations

**(7 marks) AO2**

**(b) Describe different ways in which Christians interpret the Bible.**

**Target: Knowledge of the different interpretations of the Bible**

**Levels of Response**

<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	A minimal application of knowledge and understanding.	1-2 marks
<b>Level 2</b>	Some application of knowledge and understanding.	3-4 marks
<b>Level 3</b>	A clear application of knowledge and understanding with some development.	5-6 marks
<b>Level 4</b>	A clear application of knowledge and understanding with good development.	7-8 marks

Candidates are required to show knowledge of the range of interpretations Christians have for the Bible. To access Level 4 candidates should demonstrate knowledge of at least 2 types of interpretation.

Candidates may include some of the following:

<b>Conservatives</b>	Christians who believe the Bible is inspired, though not a scientific text.	
<b>Fundamentalists</b>	Christians who believe certain fundamentals in the Bible. Christians who believe the Bible is completely inspired by God, and contains no errors.	
<b>Liberals</b>	Christians who believe the Bible contains spiritual truth rather than historical truth.	
<b>Literalists</b>	Christians who believe the Bible should be taken literally in every respect	
		<b>(8 marks) AO2</b>

**(c) 'The Bible is outdated.'**

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

**Target: Evaluation of the role & function of the Bible**

**Levels of Response**

<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 elaborated reason or two or more simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well-developed reason or two elaborated reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 marks
<b>Level 4</b>	Evidence of reasoned consideration of two different points of view, with reference to religion.	4 marks
<b>Level 5</b>	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

Candidates may include some of the following:

**Agree**

The most recent books within it are two thousand years old and most are much older. Life in every possible respect has moved on since these books were written. As a result they have no relevance to our current lives and lifestyle. We live in a society where for many, religion has no relevance today, thus neither has this holy book.

**Other views**

The Bible is the word of God intended as a guide for humans on how to live. As a result it is timeless and always relevant. Its principles can never be outdated. Humans need such a guide to keep their excesses in check. Many would argue that it is the spirit of what is said what is important and that it constantly needs to be reinterpreted and re-applied to take account of social/medical/political advances in our world.

**(5 marks) AO3**

**C8 Christian Beliefs, Marriage and the Family**

**(a) Describe a Christian marriage ceremony.**

**Target: To test the first assessment objective with reference to a Christian marriage ceremony**

**Levels of Response**

<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1-2 marks
<b>Level 2</b>	Some clear knowledge and understanding.	3-4 marks
<b>Level 3</b>	A clear knowledge and understanding with some development.	5-6 marks
<b>Level 4</b>	A clear knowledge and understanding with good development.	7 marks

Candidates may describe a specifically denominational ceremony or mention denominational practice at a particular point, e.g. use of crowns in an Orthodox ceremony. This should receive credit. However the majority of candidates will provide a generic response.

Candidates may include some of the following:

There are certain set traditions about weddings, and candidates may include them in their response:

Bride wears white (purity)

Father brings bride to altar and give responsibility for her to the new husband

Bride's family sit one side of the church, the groom's the other.

Bride may have attendants

Usual format of the ceremony includes:

Arrival of the bride, lead to priest at front of church

Priest welcomes all and stresses the presence of God at the ceremony

Appropriate readings and hymns

Couple exchange vows which stress the lifelong commitment and the range of human experiences through which they will pass together.

The couple exchange rings, which have been blessed, and these are a visible sign of the vows taken  
The priest declares them married  
The couple sign the register, with their witnesses.

In some denominations Eucharist or Nuptial Mass may follow after the wedding vows.

**(7 marks) AO1**

**(b) Choose two of the following Christian beliefs:**

***The Trinity***

***The work of the Holy Spirit***

***Judgement & the world to come.***

***Explain Christian teachings about the two beliefs you have chosen.***

**Target: Knowledge and understanding of appropriate Christian teaching relating to two of the three issues given**

**Levels of Response**

<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1-2 marks
<b>Level 2</b>	Some clear knowledge and understanding.	3-4 marks
<b>Level 3</b>	A clear knowledge and understanding with some development.	5-6 marks
<b>Level 4</b>	A clear knowledge and understanding with good development.	7-8 marks

Candidates may include some of the following:

**The Trinity**

The belief that God is three in one. Christians believe that God has three aspects or roles, which do different things, but work together.

The Father is the Creator, the power behind the world.

The Son is the Saviour or Redeemer, who in the form of Jesus worked to bring the world back to himself.

The Holy Spirit is the one who gives new life and makes holy, and is the presence of God living inside people.

**The Work of the Holy Spirit**

One aspect of the Trinity. This is the aspect which is at work in the world today.

The Holy Spirit's role is to give new life and make holy, thus blessing the work of Christians in the world today and allowing people to experience the power of God in their lives today. Many Christians believe that the Holy Spirit is the presence of God living inside people.

**Judgement and the World to Come**

Christians believe that death is not the end, and that all who believe in God will go to another life, often referred to as Heaven. This world is just a shadow of the next. Christians also believe they are responsible to God for their actions in this world and will be judged as to whether they have acted appropriately or not. Some Christians believe this judgement at the point of death, but in Revelation the reader is told that this judgement will not happen until the Second Coming.

**(8 marks) AO1**

(c) *'Divorce is always wrong.'*

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

**Target: Evaluation of an absolute statement about divorce**

**Levels of Response**

<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 elaborated reason or two or more simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well-developed reason or two elaborated reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 marks
<b>Level 4</b>	Evidence of reasoned consideration of two different points of view, with reference to religion.	4 marks
<b>Level 5</b>	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

Candidates may include some of the following:

**Agree**

Vows made upon marriage are 'till death do us part'.

Vows are also intended to cover any other eventuality/change of circumstances.

Negative effects upon those involved, particularly children

**Other views**

In Matthew's gospel, Jesus states that adultery is the only acceptable reason for divorce

May be necessary because of domestic violence

May be best because of other actions of one party e.g. convicted murderer

People should be able to enjoy a happy home life

**(5 marks) AO3**