



**General Certificate of Secondary Education
June 2011**

Religious Studies **40552**

Specification B

Unit 2 *Religion and Life Issues*

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.

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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 each six mark A02 answer. 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.

1 Religion and Animal Rights

1 Give two examples of animals which are used for transport.

Target: Knowledge of the use of animals for transport

Donkeys, mules, camels, horses, dogs (pulling sleds), (carrier) pigeons, elephants, etc.

One mark for each correct point.

(2 marks) AO1

2 Explain religious views about genetically modifying animals. Refer to religious beliefs and teachings in your answer.

Target: Understanding of religious views on genetic modification of animals

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:

Enables scientists to study how genes work / genetic modification may help in fighting disease / enables testing of new drugs / may lead to supply of organs for human transplanted / help in increasing food production. General idea of playing God. Accept positive responses. Don't accept cloning on its own. Must be justified. Max. L3 if no religious teachings or beliefs.

Buddhism oppose GM as animal life is precious / idea of interdependence

Christianity believe in the value of animals to God but most accept limited testing in order to find cures for diseases

Hinduism deities appear as animals showing their value / part of the samsara cycle

Islam believe animals should have legal rights / may be used to find cures but suffering must be minimal

Judaism opposed to injuring animals / but GM allowed if helping to advance medical science.

Sikhism believe animals should not be mistreated but GM allowed if it advances medical science

(4 marks) AO1

3 *‘Religious believers should never support using animals for sport.’*

What do you think? Explain your opinion.

Target: Evaluation of the use of animals for sport

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:

Hunting / bull fighting / bear baiting / cockerel fighting / fishing is cruel / animals are God’s creation / part of the samsara cycle / should show compassion to all living things / have dominion but should not abuse / animal cruelty is not allowed in any religion / responsible to God for looking after animals / in some cases it promotes gambling.

Good entertainment for people, e.g. greyhound racing without harming animals / all depends on type of sport / gives opportunities to compete against animals, e.g. rodeos / shows the ability of animals, e.g. show jumping / horse racing / partnership between humans and animals etc. N.B. Two sided evaluation not required but acceptable.

(3 marks) AO2

4 *Explain what religious people might do to help preserve endangered species.*

Target: Understanding of practical action which might be taken to help endangered species

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:

Campaign for laws to protect endangered species / write to MPs or MEPS / raise awareness through the press / petitions / support wildlife charities such as WWF / RSPCA / support Assisi and Ohito declarations / support work of zoos, safari parks and aquariums / make people aware of impact of climate change on wildlife / tell people of their responsibilities as outlined by their religion, e.g. responsibility to God for actions / adopt or sponsor an endangered species / prayer.

N.B. Max L2 for a list. L2 could be reached by one point developed.

(3 marks) AO1

5 **'There is nothing wrong with killing animals for food.'**

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

Target: Evaluation of killing animals for food

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	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.
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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	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.
Level 6	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 might focus on the slaughter of animals or the meat eating. Either focus is valid but they do not have to do both.

Candidates may include some of the following points:

Agree

90% of people in the UK eat meat / good source of protein, vitamins and minerals / the way farmers make their living / Christians, Muslims and Jews believe that animals were created by God to provide humans with food / Noah told people may eat animals / St. Paul said that all foods may be eaten / some religions believe only certain animals may be eaten and that they should be slaughtered in specific ways, e.g. Muslims and Jews / canine teeth / St. Peter's vision / personal preference / Proverbs 12:10 / dominion (Genesis).

Other Views

Most Buddhists / Hindus and Sikhs are vegetarian / linked to samsara / cruelty / intensive farming method / slaughter / transport / ahimsa / idea of not harming living creatures / langar serves only vegetarian food / some animals are specifically forbidden, e.g. pigs in Islam and Judaism / vegetarian lifestyle healthier and more cost effective / more food available to feed the world / personal preference / Proverbs 12:10 etc.

(6 marks) AO2

2 Religion and Planet Earth

6 Give two examples of pollution.

Target: Knowledge of examples of pollution

Oil pollution / litter / waste / gases / factory pollution / vehicle pollution / acid rain / toxic chemicals / pesticides, etc. Accept types of pollution, e.g. air pollution / land pollution / water pollution / noise pollution / light pollution / visual pollution.

One mark for each correct example. Accept two examples of the same type of pollution e.g. cars and lorries. Do not accept deforestation or global warming.

(2 marks) AO1

7 Explain religious views about sustainable development. Refer to religious beliefs and teachings in your answer.

Target: Understanding of religious views about sustainable development

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

Planet created by God / stewards or caretakers / need to consider future generations, e.g. love your neighbour (implies future as well as present) / current lifestyles placing increasing burdens on the planet / development needs to consider impact on resources, e.g. religions encourage use of renewable energy / interdependence / harmony with nature / need to reduce carbon emissions / support environmental groups / idea of dominion may be interpreted in two ways and may be used to oppose sustainable development etc.

N.B. max L3 if no religious teachings or beliefs.

(4 marks) AO1

8 *‘Religious believers have not done enough to support earth summits.’*

What do you think? Explain your opinion.

Target: Evaluation of whether or not protecting the environment is a religious issue

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:

God created the world (environment) and put humans in charge of looking after the environment, e.g. Genesis / so believers should totally support earth summits and protect the world / responsible to God for our actions / global warming and climate change great threat to existence of life on earth / only have one planet which cannot be replaced so earth summits are vital / religious believers have been concerned about many other issues but could have contributed more to earth summits / think globally, act locally / responsibility to stand up against injustice.

It is an issue for everyone – not just religious believers / religious believers have given much support and were involved in the initial setting up of the earth summits / religious leaders at the earth summits in Rio de Janeiro in 1992, Kyoto in 1997 and Johannesburg in 2002 / little an individual can do.

N.B. two sided evaluation is not required but is acceptable.

(3 marks) AO2

9 *Explain what religious believers can do to help reduce global warming.*

Target: Understanding of actions believers may take to help prevent global warming

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:

Personally be careful about their carbon footprint / recycle / reuse / use renewable energy / turn off lights / walk, cycle or use public transport where possible / plant trees / reduce need for landfill sites that produce methane / ask God’s help through prayer. Campaign to persuade others to take action / petitions / letters to media / M.P.’s / tell others what their religion says / joining a campaigning organisation, e.g. Friends of the Earth. Max L2 for a list.

(3 marks) AO1

10 **‘People are too selfish to protect the environment.’**

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

Target: To evaluate whether people are too selfish to wish to protect the environment

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	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.
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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	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.
Level 6	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

Greed / live for today – forget tomorrow philosophy / want to make money – protecting the environment can be expensive / laziness – use car rather than walk or cycle / think of oneself and not others / what does it matter what one person does idea / jobs and convenience come before the environment / way some interpret teaching of dominion / human nature / environment not as important as people.

Other views

A lot being done by those who are not selfish / governments making laws and leading the way / earth summits / implementation of sustainable development / recycling increasing / targets set to reduce carbon emissions / religions encourage protection, e.g. Assisi Declarations / Golden Rules of the religions / realization that the future of the human race is at stake / personal responses / environmental organisations / some are too poor.

(6 marks) AO2

3 Religion and Prejudice

11 Give two types of prejudice.

Target: Knowledge of the types of prejudice

Religion / sexism / race / colour / age / disability / class / lifestyle / looks / sexual orientation.

One mark for each correct example.

(2 marks) AO1

- 12 **Explain religious views about the value of the individual. Refer to religious beliefs and teachings in your answer.**

Target: Understanding of religious views about the value of a person

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

Religions believe (except Buddhism) that each individual is created by God / every person has a special value to God / sanctity of life / each person unique / made in God's image (Genesis 1 : 26) / should treat everyone as equals Galatians 3:28, Dhammapada 6, Bhagavad Gita 9.29 / value people of whatever race Lev.19:33 / no caste – Sikhism / Good Samaritan / Buddhism – the turtle story / reincarnation / all should have the same rights and opportunities / personal situations e.g. where someone has been bullied / individual contributions to society.

Accept interpretation where a candidate makes a comparison between men and women in religion.

Max. L3 if no religious teachings or beliefs.

(4 marks) AO1

13 **‘Religion discriminates against women.’**

What do you think? Explain your opinion.

Target: Evaluation of whether or not religions show discrimination against women

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:

Some actions may be interpreted as discrimination, e.g. Buddhist nuns may lose the sense of being a woman / Roman Catholic and Orthodox Church do not allow women as priests / most Hindu groups believe priests must be men / men usually perform religious ceremonies / in Islam women expected to bring up children so most do not pray at mosque / separated at mosque from men / women not allowed to be imam / Orthodox Jews do not allow women to sit with the men in the synagogue / handle the Torah scrolls / or become rabbis / women sit separate from men in worship

Buddha taught that everyone has the potential to reach enlightenment. Some Bodhisattas are female / everyone should be treated equally / Galatians 3:28 / Protestants allow women to be priest or ministers / in Hinduism men and women are equal but have different roles / women perform puja in the home / in Islam equality but women have different role to men, e.g. bring up the children in the faith / Reform Jews allow women to sit with men in the synagogue / handle the Torah scrolls / become rabbis / role of bringing up children in the faith / in Sikhism everyone is equal / women take full part in worship, etc.

N.B. Two sided evaluation is not required but is acceptable.

(3 marks) AO2

14 Explain what religious believers might do to challenge prejudice.

Target: Understanding of actions religions believers might take to challenge prejudice

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:

Preach equality and that prejudice is wrong / work for tolerance and justice / set up communities like the Corrymeela Community / value the individual / treat everyone fairly / support laws against prejudice / support campaigns to eliminate prejudice / try to overcome prejudice wherever it is found, including in religions / write to the media / protest again prejudice / pray / seek guidance from religious authorities etc.

(3 marks) AO1

15 ***‘There is nothing wrong with positive discrimination.’***

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

Target: Evaluation of whether or not there is anything wrong with positive discrimination

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	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.
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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	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.
Level 6	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

It might be necessary to help people, e.g. keeping a seat with easy access for a handicapped person / ensures minorities are represented / can help those who have not been given an equal opportunity in the past / may help to get a gender / race / culture balance so as to have other views represented, e.g. as M.P.'s / could be the most loving thing to do – Golden Rules in religion.

Other Views

Can upset those who feel it has worked against them / could lead to resentment, e.g. older person chosen because employer had good experiences with older employees in the past but younger applicant feels a victim of prejudice / leads to arguments between the sexes or races / may mean that the best talent is overlooked / goes against the religious idea of equality / shows favouritism (God has no favourites) / all discrimination is wrong / feeling of being devalued.

(6 marks) AO2

4 Religion and Early Life

16 Give two alternatives to having an abortion.

Target: Knowledge of alternatives to abortion

Keep the baby / adoption / fostering / taken into care. Accept – takes a risk with her life (if abortion had been recommended) / use of contraception (allow two examples) / decision not to have sex until ready to have children / don't get pregnant / cared for by other family members / abandon the baby.

One mark for each correct example.

(2 marks) AO1

17 **Explain different views about when a human life begins. Refer to religious beliefs and teachings in your answer.**

Target: Understanding of religious view about when life begins

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:

Buddhists believe life begins before conception because of Samsara – cycle of life, death and rebirth. **Hindus / Sikhs / some Jews** and some **Christians** (especially Roman Catholics) believe that life begins at conception (when the sperm joins the ovum / egg) / the new being's DNA is fixed, with all the information needed to make a unique individual. Methodists are not so sure and talk about a later stage such as when the foetus starts to move or when the heart beats or the baby is viable. Galatians 1: 15 'God ...chose me even before I was born.' Some **Jews** believe that human life does not really begin until the baby is born but Psalm 139:13-16 indicates that God put a person together in its mother's womb. **Muslims** believe that there is a potential life from conception but that a foetus receives a soul after 120 days (some say 40 days) and so that is when human life really starts.

Max. L3 if no reference to religious teachings or beliefs.

(4 marks) AO1

18 *‘Every new born baby is a miracle of life.’*

Target: Evaluation of the idea that every baby is a miracle

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:

Amazing that a tiny sperm can join with an egg and provide all the information for a unique human being / every new baby is unique (different) / enables the human race to continue / life is wonderful, amazing, special / spark of life is a miracle / idea of God’s creation / result of samsara / Buddhist turtle story / disabled or unwanted still a miracle / wonders of science, e.g. IVF.

It is only nature / babies may be a blessing but they are not a miracle / happens in the animal kingdom / just a way of reproduction / some maybe if it has been a difficulty pregnancy or if the mother had problems getting pregnant but you can’t say it about all new born babies / some are unwanted or disabled / miracles don’t happen.

N.B. Two sided evaluation is not required but acceptable.

(3 marks) AO2

19 *Explain why some religious believers support the UK law on abortion.*

Target: Understanding of why many religious believers support the UK law on abortion

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:

Although religions are generally opposed to abortion many believe in relative morality – it depends on the circumstances / do not support abortion on demand so in favour of two doctors having to agree / most believe that the mother’s life is the more important so support for abortion if the mother’s life is in danger / concerned about suffering so do not oppose abortion if there is a risk to the woman’s physical or mental health or baby being severely physically or mentally disabled / concern for well being of existing children / religions teach compassion / the Golden Rule – love your neighbour as yourself / Paul’s teaching on obeying the laws of the state.

Don’t need specific details about the law for L3. Accept interpretation that the law makes abortion difficult.

(3 marks) AO1

20 ***‘Fathers should have rights when abortion is being considered.’***

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

Target: Evaluation of whether or not fathers should have rights when abortion is considered

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	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.
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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	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.
Level 6	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

Father has helped to make the baby / mother shouldn't just decide on her own / father may want to have a family, e.g. to continue the family name / not right to deprive the father of having a son or daughter / alternatively the father may not wish to have a family / should be a joint decision / all members of family important in holy writings / biblical teaching that men should have authority over women / responsibilities after birth so why not before?

Other views

It's the woman's body so she should be able to choose / she has to carry the foetus for nine months / put up with all the discomfort of pregnancy, e.g. morning sickness, being overweight / it's her baby that is feeding off her / risk to the mother's health / could affect her career / might not be able to cope particularly if child is likely to be handicapped / may be unwanted so she should decide not the father / law gives the mother the rights / mother may not wish to have an abortion / issues relating to God being the creator / His gift / His rights / unborn babies rights / religious teachings re the sanctity of life / unknown father / rape, etc.

(6 marks) AO2

5 Religion, War and Peace

21 Give two examples of recent wars.

Target: Knowledge of examples of recent wars

Specification does not define 'recent' so accept World War 1 and 2. Afghanistan / Iraq / Iran / Falklands / Bosnia / Vietnam / Korea / Israel / Palestine / Libya / war against terrorism (Al Qaeda) / Pakistan / Gulf War. Accept civil wars and Cold War etc.

One mark for each correct example.

(2 marks) AO1

22 Explain two of the main causes of war.

Target: Understanding of the main causes of war

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:

Defend country from attack / defend beliefs, religion, freedom and way of life / defend an ally or protect a weaker country / remove own leader or government (civil war) / to gain land / wealth / power / resources such as oil / stop atrocities such as genocide / depose a dictator / restore justice or peace / hatred / revenge, etc.

Max. L2 for a list.

(3 marks) AO1

23 ***‘Religious believers should never agree with a country having weapons of mass destruction.’***

What do you think? Explain your opinion.

Target: Evaluation of whether or not religious believer should ever support having weapons of mass destruction

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:

Far from being a deterrent it might lead to war, e.g. Saddam Hussein was believed to have such weapons / not morally justifiable / religions teach peace not war / biological and chemical weapons outlawed by Geneva convention / no country should have them / damage to people and infrastructure / expense / effect on future generations / just war arguments / unstable regimes etc.

Act as a deterrent / stop other countries attacking / have the capacity to retaliate if attacked by others who have similar weapons / need protection from others / don't have to use them, e.g. nuclear deterrent / may support own country out of patriotism, etc.

N.B. Two sided evaluation is not required but acceptable.

(3 marks) AO2

- 24** ***Explain why some religious believers are prepared to fight in a war. Refer to religious beliefs and teachings in your answer.***

Target: Understanding of reasons why some believers will fight in a war

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:

Idea of Holy War / religious aims or goals / authorized by God or a religious leader / spiritual reward, e.g. heaven or paradise / defend religion / spread faith or win back country that used to follow a particular religion. Idea of Just War / just cause / declared by proper authority, e.g. government / good intention / last resort / reasonable chance of success / fought by just means / the good achieved will outweigh the evil that led to war / civilians protected. Ideas of warriors and battles in sacred writings of Christianity. Hinduism, Islam, Judaism and Sikhism.

Max. L3 if no reference to religious teachings or beliefs.

(4 marks) AO1

25 **'There will always be wars.'**

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

Target: Evaluation of whether or not wars are inevitable

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	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.
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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	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.
Level 6	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

Since recorded history only one or two years where there haven't been wars in the world / many wars (of different magnitude) currently being fought / always conflict / disagreements / people who want power or what others have / human problem of greed, selfishness and craving / going to be an increase in lack of resources for a growing world population / Bible says that there will always be wars and rumours of wars / patriotism may encourage support for war / Jesus' actions in the Temple.

Other Views

Religions teach peace, so if people followed their teachings wars would end / if people take notice of the Golden Rules of religion war would end / if justice was promoted, wars would end / if people helped the poor in the world and shared more than there would be no need for fighting.

Buddhism preaches peace and non-violence (Ahimsa) / 1st Precept

Christianity – 'turn the other cheek' / Jesus did not resist arrest / Quakers – pacifism / return of Jesus will bring peace to all

Hinduism – Ahimsa (non-harming) / good karma / Mahatma Gandhi rejected violence

Islam – 'Islam' means 'peace' / Muslims should not seek revenge

Judaism – Jews greet each other with the word 'Shalom' (peace be upon you) / historically they have suffered, e.g. Holocaust and look forward to a time of peace (Micah / Isaiah)

Sikhism – peace is a gift of God who is called 'a haven of peace' / idea of good karma / khalsa members have a responsibility to work for peace.

(6 marks) AO2

6 Religion and Young People

26 Give two ways in which young people may learn about religion at home.

Target: Knowledge of how religion is taught to children in the home

Parents teach children stories / family traditions / family prayers / worship / devotions / study of sacred writings / celebrations, e.g. festivals / holy day ceremonies / initiation ceremonies / media (internet, TV, CD ROMS, DVDs, magazines) / RS homework / other family, etc.

One mark for each correct example.

(2 marks) AO1

27 Explain why coming of age or membership ceremonies are important to religions.

Target: Understanding of the importance of a commitment or coming of age ceremony

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:

Buddhism	No coming of age ceremony / may become ordained to show commitment / significant as given a new name signifying new life / begins spiritual training / takes on rights, rules and responsibilities.
Christianity	Membership or confirmation / confirms promises made on their behalf at their infant baptism (christening) / receive teaching about the faith and their responsibilities / receive the gift of the Holy Spirit through laying on of hands / anointed with oil in some denominations / accept baptism.
Hinduism	Several ceremonies – Kesanta Samskara when boy becomes of age / receives gifts / first shaved hair thrown into water / celibacy vow taken. Some boys have sacred thread ceremony and can now take part in religious ceremonies. Girls have ritual kala ceremony on reaching puberty / given first sari and gifts / now mature enough to understand responsibilities to family, religion and society. Samavartana marks end of stage of being a student – can now adopt path of family life or monastic life.
Islam	No coming of age ceremony. Gradually take on the obligatory acts of Shari'ah / pray five times a day / fasting during Ramadan / made aware of rules about relationships / birth ceremonies.
Judaism	Bar Mitzvah (boys) Bat Mitzvah (girls). Ceremonies indicate that they are responsible now for their own actions (son or daughter of the commandment). Boys given right to wear the tallith and tefillin and read from the Torah in the synagogue. Girls expected to keep laws and traditions, e.g. Shabbat.
Sikhism	Dastaar Bandi – wearing of the first turban. Amrit Samskar ceremony initiates baptized Sikhs into the Khalsa / now wear the 5Ks. Expected to follow the Rahit Maryada (rules of conduct).

N.B. candidates do not have to refer to a specific ceremony.

(4 marks) AO1

28 ***‘Peer pressure makes it difficult for young people to be religious.’***

What do you think? Explain your opinion.

Target: Evaluation of peer pressure on young peoples’ attitudes to religion

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:

Danger of teasing / being left out / called names / marginalised / different attitudes, values and behaviour to others of same age / have to keep rules and go to worship on holy days when friends are not / other considerations make it difficult.

Friends may also be religious / lots of activities provided by religious groups for young people / belong to a wider brotherhood / sisterhood / have a purpose in life / belief that this life is just a test for the one to come / recognition that different people have different beliefs / Religion gives moral guidance to young people and helps them become useful members of society.

N.B. Two sided evaluation is not required but acceptable.

(3 marks) AO2

29 ***Describe activities that faith groups provide for young people.***

Target: Knowledge of activities provided by faith groups for young people

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

Accept descriptions of any relevant activities. The specification includes Brigades, educating in the faith, Taize, Spring Harvest, worship, key celebrations, festivals. Answers might refer to religious youth groups / camps / adventure holidays / clubs / cafe church / drama groups / uniformed organisations, etc.

Focus should be on what they do not why they do it.

Max. L2 for a list.

(3 marks) AO1

30 **‘School assemblies should be religious.’**

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

Target: Evaluation of whether assemblies should be religious

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	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.
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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	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.
Level 6	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

Law says that the assemblies should be acts of worship / gives a time for reflection or meditation on a moral or spiritual theme / time to seek spiritual guidance, e.g. prayers / time to praise and give thanks / opportunity to consider the spiritual / opportunity to consider what other people believe / learn about the country's religious traditions and values.

Other Views

Many do not believe in a religion / opportunity for other focuses, e.g. looking after the environment / working together as a team / hear about school events and receive notices / religion not that relevant to many / can be used to celebrate achievements, e.g. in music, drama, sport / many of the teachers not qualified to lead an assembly focused on religion/ assemblies could be bias to one faith.

N.B. religious arguments are implicit in the question.

(6 marks) AO2

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