



**General Certificate of Secondary Education
June 2012**

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 students' 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 students' 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 students' 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 students, 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 student 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 students' 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 student 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 student's response.

Levels of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students 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 student for accurate spelling, punctuation and grammar. Instead, the quality of written communication skills of the student 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 reasons why some animals are kept in zoos.

Target: Knowledge of why animals are kept in zoos

Students may include some of the following points:

So they can be seen by the public / entertainment / education purposes / to preserve species / breeding programme / help understand them / because they are dangerous / rescue.

Award one mark for each of two valid reasons.

(2 marks) AO1

2 Explain religious attitudes to experiments on animals. Refer to religious beliefs and teachings in your answer.

Target: Understanding of religious views about animal experimentation

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

Students may include some of the following points:

General points might include: Suffering of animals / different types of experimentation / important medical research may be justified / could benefit animals as well / results on animals might be different from that on humans / research for make-up and luxury goods may not be acceptable / stewardship / dominion.

Max Level 3 if no religious teachings or beliefs.

Buddhism Non-violence / not killing also applies to animals. Protecting the natural world and living in harmony with it is part of Buddhist teaching. All creatures are part of cycle of rebirth. Compassion and loving kindness should extend to all living things. Accept reference to Eightfold Path, i.e. Right Living. Humans nearer enlightenment. Karma.

- Christianity** Christians view animals as part of God’s creation. They believe part of their duty, as stewards of creation, is to protect animals, not exploit them. Christians may agree on the use of animals for medical experiments, but would insist on humane conditions / many oppose tests for make-up, etc. Many campaign against cruelty. The RSPCA started as a Christian response to animal cruelty. A minority sees Genesis as meaning that as we are in charge of animals we can do what we want: Psalm 8 – man is lord over animals and fish, etc. Proverbs 12v10 – a good man is kind to his animals. Luke 12:6 God cares about sparrows. ‘Love thy neighbour’, ‘do not kill’ acceptable if in context, e.g. Quakers.
- Hinduism** All creatures are part of Brahman and thus should be respected / it is part of duty / dharma to protect animals and show ahimsa / cows especially are valued. Some animals are associated with particular gods (e.g. Shiva and Nanda, the bull) / Ahimsa, e.g. Manu 5. 48 important / however, Vedic religions did have animal sacrifices. Essentially regarded as equal to humans.
- Islam** The Qur’an teaches that animals have feelings and purpose in their lives / Muhammad told many stories concerning the welfare of animals / it is seen as part of the stewardship of humans / animals, if worked, should be shown consideration / scientific experiments should not involve cruelty and should only be done for important medical research / no repetition experiments / use of pain relief / not for self inflicted illness / not performed by students.
- Judaism** Many Biblical passages show concern for animals and treating them fairly (e.g. Proverbs 12:10) / the fourth commandment includes resting animals / Genesis 1 gives humans responsibility over animals, which must not be abused / accept reference to Noah and Covenant. Biblical references from Genesis, Leviticus, Deuteronomy, Daniel, Psalm 8: v6-8.
- Sikhism** Humans are seen as custodians of the earth and not as having superiority to mistreat animals / Sikhs believe they will be judged on such actions / Dharma (duty) is important. Guru Nanak – “all food is pure” / personal conscience.

(4 marks) AO1

3 *‘Religious believers should not buy clothes made from real fur.’*

What do you think? Explain your opinion.

Target: To evaluate whether or not religious believers should buy fur clothing

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

Students may include some of the following points:

Involves slaughter of animals / often threatened species / often result of poaching / question of legality / respect for created life / principle of ahimsa / fake fur is just as good / socially unacceptable etc.

Some animals bred for their fur / no different than keeping animals for meat or using their skins for leather / if an animal is killed for its meat why not use its fur? / traditional / cultural / dominion / economic benefits / keeps people warm etc.

NB Two sided evaluation is not required but is acceptable.

(3 marks) AO2

4 *Describe what some religious believers do to help to protect the rights of animals.*

Target: Understanding of what actions could be taken to protect the rights 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

Students may include some of the following points:

Join animal welfare groups like the World Wild Fund for Nature (WWF) or the RSPCA / raise awareness e.g. write to press / MPs / monitor treatment of animals / celebrate International Animal Rights Day on December 10th / candlelight vigils / protest marches / petitions / personally set an example / prayer / sponsor an animal etc.

Maximum Level 2 for a simple list.

NB The focus of the answers should be ‘how’ not ‘why’.

(3 marks) AO1

5 **‘Caring for people is more important than looking after wildlife.’**

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 looking after people is more important than looking after wildlife

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	The student 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 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student 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	

Students may include some of the following points:

Agree

People made in God's image / idea of dominion / at the top of the evolutionary chain / higher stage of samsara / humans more intelligent / more important / millions of people in real need because of hunger / poverty / disease / old age / disability, etc. and so should be looked after first / religious teachings showing the importance of humans.

Other Views

Humans in charge of creation – Genesis 1: 28 / both important as both created by God / world would be dull without animals / need them for food / work / should look after them as good stewardship / animals have rights as well as humans / interdependence / preventing extinction of species.

Max Level 4 if no reference to caring / looking after. Allow broad definition of wildlife, e.g. all animals, flora and fauna.

(6 marks) AO2

2 Religion and Planet Earth

6 Give two ways that modern lifestyles harm the planet.

Target : Knowledge of the effects of modern lifestyles on the planet

Emissions from vehicles/ factories causing global warming / waste created / using up of non-renewable resources / clearing of tropical rainforests-deforestation / pollution / fertiliser / pesticides / visual/noise pollution / acid rain etc.

Award one mark for each of two valid ways.

(2 marks) AO1

7 Explain religious views about the nature and wonder of Planet Earth. Refer to religious beliefs and teachings in your answer.

Target: Understanding of religious views about nature and the wonder of the Planet

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

Students may include some of the following points:

God created a world filled with mystery, awe and wonder / sense of reverence for its wonders / responsibility to look after it / accept references to the creation stories / look under a microscope to see the wonder of even common things like grass / every snowflake different / philosophy/ideas etc.

Buddhism The universe is a single, vast living thing / all parts depend on each other – interdependence / humans should not act against nature – just as a bee takes nectar without destroying the flower.

Christianity God created the universe as an expression of love / humans, as God's children have the responsibility of caring for his creation – Genesis 1: 28 / Psalm 8: 6.

Hinduism The world is sacred and precious / comes from God and is part of God (Brahman) / reverence for the whole of creation / the Earth is our mother and we are her children / people's well being depends on right attitudes to the Earth and its resources.

Islam Allah created a wonderful world / belongs to him not humans / humans duty to care for the world for future generations.

Judaism God's creation is good – Psalm 8 / say prayers of thanksgiving for the continual daily miracle of existence / humans have responsibility to care for and protect nature – Genesis 1: 28.

Sikhism The complexity and order of creation shows what God is like / everything in nature is connected for survival / exists because God wills it to exist.

Max Level 3 if no religious teachings or beliefs. There must be reference to the nature and / or wonder of Planet Earth for Level 4.

(4 marks) AO1

8 ***‘All religious believers should be concerned about climate change.’***

What do you think? Explain your opinion.

Target: Evaluation of whether or not all religious believers should be concerned about climate change

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

Students may include some of the following points:

Change affects everyone / causing severe weather patterns e.g. storms / floods / drought / temperature variations / wildlife affected / failure to do so would not be good stewardship / future generations will suffer the consequences / God’s given us responsibility / Mother Earth important.

Little one person can do / other things to worry about / won’t affect present generations that much / facts disputed by some scientists e.g. may be cycle of the sun.

NB Two sided evaluation is not required but is acceptable.

(3 marks) AO2

9 Describe what some religious believers do to help to protect the planet.

Target: Understanding of actions religious believers might take to protect the planet

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

Students may include some of the following points:

Avoid polluting the world / 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 / consider future generations / use resources responsibly / raise awareness / campaign to persuade others to take action / petitions / letters to media / MPs / tell others what their religion says, etc.

Maximum Level 2 for a simple list.

NB the focus of the answers should be 'how' not 'why'.

(3 marks) AO1

10 ***‘It is up to God to look after the world.’***

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 God should be left to look after the world

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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 student 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	

Students may include some of the following points:

Agree

It's God's world – Christianity, Hinduism, Islam, Judaism and Sikhism / his creation e.g. Genesis 1 / God has the power and knowledge to protect the world / humans haven't made a good job of it but God would / humans have too many other motives e.g. greed and selfishness / we are only tenants in God's world.

Other Views

God might not exist / God does not interfere in protecting the world from natural disasters so no good expecting God to look after the world / Genesis 1: 28 Humans given the responsibility of looking after the world for God / good stewardship / people are attempting to look after the world – earth summits / many problems e.g. global warming / golden rule / religions see us as having a duty towards others / Buddhist idea of interdependence / will have to report to God / Allah on Judgement Day.

(6 marks) AO2

3 Religion and Prejudice

11 Give two reasons why some people are racially prejudiced.

Target: Knowledge of two reasons why people are racially prejudiced

Students may include some of the following points:

Ignorance / stereotyping / scapegoating / influence of parents / influence of media / religion / have been victims of racial prejudice / different colour skin / personal experience / propaganda / peer pressure / fear / immigration / economic worries.

Award one mark for each of two valid reasons.

(2 marks) AO1

- 12 **Explain religious attitudes to prejudice. Refer to religious beliefs and teachings in your answer.**

Target: Understanding of religions attitudes to 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
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks

Students may include some of the following points:

Ideas of tolerance / justice and harmony / each individual is valuable / created by God / uniqueness / made in God's image / golden rule – should treat each other as you wish to be treated / so should treat each other as equals, regardless of race, colour, religion or gender / all should have the same rights and opportunities / prejudice leads to discrimination / genocide, etc.

Buddhism The Buddha rejected the caste system / everyone has the potential to reach enlightenment / the Noble Eightfold Path / Dalai Lama's teaching of people needing to increase mutual understanding and respect.

Christianity Every person has a special value to God / sanctity of life / each person unique / made in God's image (Genesis 1: 27) / all descended from Adam and Eve – Acts 17: 26 / all become one in Christ – Galatians 3: 28 / Good Samaritan / Golden Rule / rich man and Lazarus / Zacchaeus-tax collector etc.

Hinduism Duty to regard everyone with respect / all created by God / God is present in every living being / loves all people / all have the potential to obtain moksha / men and women have different roles but are equal.

Islam Allah created all people equal / shown on the Hajj when everyone wears simple white garments regardless of racial or social status / women and men have different roles but are regarded as equals.

Judaism Created by God in His image – Genesis 1 / value people of whatever race Lev.19: 33 / Torah teaches the Golden Rule / look after foreigners / Amos and Isaiah taught social justice / believe men and women are equal status but differ in their roles.

Sikhism All men and women are equals / children of God / as God has no colour or form it is wrong to discriminate on grounds of race, gender or religion / tolerant of all religions.

Max Level 3 if no religious teachings or beliefs.

(4 marks) AO1

13 *‘Religious believers should always treat people the same.’*

What do you think? Explain your opinion.

Target: Evaluation of whether or not religious people should treat everyone the same

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

Students may include some of the following points:

Religion teaches equality / roles of people might be different but men and women, for example, are equals / we are the same as all created in the image of God / Golden rule / examples of religious people who have fought against racism or class discrimination e.g. Gandhi, Trevor Huddleston / sanctity of life.

Not everyone is the same or equal / some more intelligent / others may be better at physical activities / some have higher pay jobs, others not / should respect elders who have more experience / society today is not equal / age and gender differences / sometimes positive discrimination is required / attitudes to criminals / women priests / celebrate difference.

NB two sided evaluation is not required but is acceptable.

(3 marks) AO2

14 Explain how the law tries to prevent discrimination.

Target: Understanding of how the law tries to prevent discrimination

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

Students may include some of the following points:

Challenging discrimination / democracy and human rights are based on religious principles of equality and justice for all / Islam has Shari'ah Law / In the UK laws have been passed against prejudice and discrimination / 1975 Sex Discrimination Act (equal pay for men and women doing the same job) / 1976 Race Relations Act / 1995 Disability Discrimination Act / 2006 Equality Act (against religious discrimination and ageism) / people breaking these laws can be taken to court / banning apartheid / civil partnerships / safeguarding.

NB Specific laws are not essential. The law can be interpreted in the broadest sense, e.g. the Government, the police, local groups. The focus of the answers should be 'how' not 'why'.

(3 marks) AO1

15 ***'There is no point in trying to stop 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: To evaluate whether or not there is a point in trying to stop prejudice as it will always exist

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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 student 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	

Students may include some of the following points:

Agree

There are so many types of prejudice – religion / race / colour / gender / age / disability / class / lifestyle / looks, etc. that it is impossible to stop it all / so many causes as well / impossible task to prevent it / the law won't prevent it / religion doesn't / it's human nature caused by sin / fear / ignorance / parents / media, etc. / positive discrimination may be a good thing / some might see religion as discriminatory.

Other Views

If it is wrong it should be fought against / people can make a difference e.g. Gandhi / Martin Luther King / Desmond Tutu / prejudice can be reduced / Golden Rule – treat others as you wish to be treated / religious people believe in tolerance / justice / harmony and the value of the individual / laws can be passed which help / conscience / religious duty.

(6 marks) AO2

4 Religion and Early Life

16 'Children are a blessing from God.'

What do you think? Explain your opinion.

Target: Evaluation of whether or not children are a blessing from God

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

Students may include some of the following points:

Many religions believe that children are a gift from God / Allah / they are a miracle of life / Bible says that they are a blessing / without them the human race would not survive / they are the planet's future / sanctity of life.

Just a natural result of sexual activity / may not be wanted and / or an accident / does God exist? / part of the Samsara cycle / challenges of parenthood / pregnancy can be difficult / health issues / quality of life issues, etc.

NB two sided evaluation is not required but is acceptable.

(3 marks) AO2

- 17** *Explain the difference between the quality of life and the sanctity of life. Refer to religious beliefs and teachings in your answer.*

Target: Understanding of both the quality of life and sanctity of life

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

Students may include some of the following points:

This question is requiring an understanding of two terms. Max Level 2 if only one is correct.

Quality of Life refers to the kind of life the baby or person has / can mean both physical and mental wellbeing / is the life good or full of pain and suffering / will the life fulfil its potential / will the person be loved or supported / accept examples from the abortion debate such as severe disability or poverty might mean a poor quality of life.

Sanctity of Life – religions teach that life is special and precious / Christians, Jews and Muslims believe that life is sacred or holy because it comes from God / it should be valued and cherished / Buddhists, Hindus and Sikhs believe that life is valuable because everyone deserves a chance to do good and build up good karma / accept examples from the abortion debate, etc.

NB a balanced answer is not required to obtain Level 4.

(4 marks) AO1

- 18** *Give two situations where the law in the UK allows an abortion.*

Target: Knowledge of the law concerning abortion

Students may include some of the following points:

Risk to the life of the mother (e.g. she might die as a result of continued pregnancy).

Risk of injury to the physical / mental health of the mother.

Risk to the physical / mental health of existing children.

If there is substantial risk of the child being born seriously physically or mentally handicapped.

In an emergency, to save the life of the mother.

In an emergency, to prevent grave permanent injury to the physical or mental health of the mother.

24 weeks limit for the first three conditions / no limit for No 4 – 6 / 2 doctors have to agree.

Accept situations which may be allowed under the above conditions, e.g. rape / mother too young / poverty / incest.

(2 marks) AO1

19 Explain the rights of the unborn child when abortion is being considered.

Target: Knowledge and understanding of the rights of those involved when considering 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

Students may include some of the following points:

The sanctity of life / can't speak for itself but wants to live / needs protection / unique and deserves the same rights as any person / others argue has no rights / created in God's image / God willed the pregnancy to happen / others rights might be seen as more important e.g. mother / rights depend on circumstances / development stage of foetus/ 'when does life begin' debate.

(3 marks) A01

20 ***‘A woman should be allowed to have an abortion at any time during her pregnancy.’***

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 a woman should be able to choose to have an abortion

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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 student 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	

Students may include some of the following points:

Agree

In the first part of pregnancy it is only a few cells / not really a child until the baby is born / Law is too restrictive / the mother's health or life might be in danger / the woman carries the baby / she will suffer morning sickness / she gives birth / she will have to look after the baby when born / it is her child / the woman is a person already with greater rights than the foetus / the risk to the mother's health outweighs the rights of the child / the woman's circumstances should be considered / may be pregnant because of rape / may be deserted by the father / might not be able to cope emotionally or financially / might ruin her career / might be faced with a decision regarding disability / may not want the child / religions teach compassion / she may not find out until late in her pregnancy that she is pregnant.

Other Views

Many religions believe that life begins at conception so abortion is seen as murder / after a certain length of time the baby could survive outside the womb / children are God given / every child has a purpose / she might regret having an abortion later and feel guilty / society should decide / children are the future / other family members should be involved including the father / there are other options e.g. adoption if the child is not wanted / Ahimsa (Non-violence), one of 5 precepts / Jeremiah 1v5 / Chandogya Upanishad 5.10.7 shows that life begins at conception / Hadith: "No severer of womb relationship ties will ever enter paradise." / Genesis 1v27: "God created man in the image of himself ..." / Exodus 20v13: "Do not kill." / in the Rehat Maryada killing a child is condemned.

(6 marks) AO2

5 Religion, War and Peace

21 Give two reasons why a country might go to war.

Target: Knowledge of the reasons why countries go to war

Students may include some of the following points:

Defend their country / defend their beliefs or religion / defend way of life and freedom / defend an ally / remove leader or government / gain land or regain territory previously lost / gain wealth / for power / gain important resources / stop atrocities / depose a dictator / to defeat terrorists / stop spread of weapons of mass destruction, etc.

Award one mark for each of two valid reasons.

(2 marks) AO1

22 Explain why some religious believers are pacifists. Refer to religious beliefs and teachings in your answer.

Target: Understanding of why some religious believers are pacifists

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

Students may include some of the following points:

Idea that it is wrong to kill / sanctity of life / other methods may be found to solve disputes rather than fighting and war / waste of money / conscience / unjust / stewardship / destructive / futile.

Buddhism Dhammapada 270: "A man is not a great man because he is warrior and kills other men, but because he hurts not any living being he is in truth called a great man." / the first precept not to take life, oppose warfare / concept of Ahimsa (non violence) / Dhammapada 123 "Let a man avoid evil deeds as a man who lives life avoids poison." / Dhammapada also states: "Hatred does not stop hatred. Only love stops it." "To conquer oneself is a greater victory than to conquer thousands in battle." / a peaceful occupation is one of the things that leads to happiness / Right conduct and Right occupation – two of the Noble Paths.

Christianity Matthew 5v9: "Happy are those who work for peace." / Matthew 5v44: "Love your enemies and pray for those who persecute you." / Matthew 5v38-48 – do not take revenge, if anyone slaps you on the right cheek, let him slap your left cheek... Matthew 22v39: 'Love your neighbour'. Matthew 26v51-55 At Jesus' arrest Peter was violent, but Jesus told him to put away his sword – "all who take up the sword will die by the sword" / Romans 12v17-21: "If someone has done you wrong, do not repay him with a wrong ... Do everything possible on your part to live in peace with everybody. Never take revenge. God will take revenge ... If your enemy is hungry, feed him ... If he is thirsty, give him a drink ... conquer evil with good." / Jesus rejected force at the Temptations and at the Trumphal Entry he rode on a donkey, a symbol of peace. He came on a mission of peace – hence the dove (a symbol of peace) at his baptism / The Quakers, a Christian denomination who reject violence and war.

- Hinduism** The Mahabharata: "This is the sum of duty. Do naught to others, which, if done to thee, could cause thee pain." / Hindus believe in the principle of Ahimsa (non violence) / Good Karma would not involve violence, but work towards peace / the Upanishads teach non-violence / expect reference to Gandhi, who rejected violence and worked for the independence of India. He had learnt about discrimination during his time in South Africa. He was a fighter for freedom, stood up for what he believed, but not with violence. A man of peace.
- Islam** Surah 49.9: "If two parties of believers take up arms ... make peace between them." Surah 3.134: "Paradise is for ... those who curb their anger and forgive their fellow men." Islam seeks peace within the community / in the daily prayers peace is promoted: "peace be unto you." / the Qur'an teaches that revenge is wrong; it is better to seek reconciliation, so forgiveness and love are important / the Qur'an says that it is wrong to return evil with evil, and everyone has the right to be treated fairly / in the Hadith, Muhammad said that it was important to treat the enemy humanely – he believed children were innocent victims, and so the killing of children was forbidden / through the Qur'an, Allah is "the one who gives safety and peace" / Muhammad: "None of you 'truly' believe, until he wishes for his brothers what he wishes for himself."
- Judaism** Exodus 20v13: "Do not kill" / Micah 4v3 "Nation will not lift sword against nation, there will be no more training for war." / Proverbs 25v21: "If your enemy is hungry, give him something to eat; if thirsty, something to drink." / the Talmud: "What is harmful to yourself do not do to your fellow men." Also "Great is peace, because peace is to the Earth what yeast is to dough." / The Jewish word for peace, Shalom, is a common greeting / the Messianic Age will be a time of peace / the Talmud suggests that 3 things keep the world safe – truth, judgement and peace.
- Sikhism** Guru Granth Sahib: "As thou deemest thyself, so deem others. Cause suffering to no one. Thereby return to your true home with honour." / also, despite the Kirpan (sword), Sikhs do not approve of violence / Guru Gobind Singh told his followers never to be first to draw a sword / anger is to be avoided / in the Ardas (prayer), the Sikhs pray for the welfare of everyone / Sikhs resisted by non-violence when the British passed a law making it illegal for Sikhs to wear their Kirpans / there were also peaceful protests when democratic government was suspended in 1976 / Guru Nanak was pacifist suggesting that if someone ill-treated you, you had to bear it three times and the fourth time God would fight for you.

Max Level 3 if no reference to religious teachings or beliefs.

(4 marks) AO1

23 ***‘Religious believers should never support terrorism.’***

What do you think? Explain your opinion.

Target: Evaluation of whether religious believers should ever support terrorism

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

Students may include some of the following points:

There are other ways of dealing with injustice which religions are more likely to support / terrorism results in innocent people being killed or injured / goes against the teachings of sacred writings / religions teach peace not violence and hatred, etc.

Terrorists may be regarded by some as freedom fighters / might result in overthrow of an evil regime and lead to less suffering e.g. apartheid in South Africa / may be way of seeking justice / liberation theology / some Fundamentalists may see it as the only way to achieve their aims.

Two sided evaluation is not required but is acceptable.

(3 marks) AO2

24 Describe the work of one peacekeeping force.

Target: Knowledge of the work of one peacekeeping force

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

Students may include some of the following points:

The specification includes the United Nations and NATO but credit any example of a global, national or local peacekeeping force, e.g. police, army, Oldham peacemaker.

United Nations

Set up at the end of World War 2 to persuade countries to settle their differences without fighting / helps countries cooperate with each other through international law and security / has a security council / sometimes intervenes directly in a conflict / has peacekeeping forces with troops supplied by member nations / placed between opposing armies / try to protect civilians / often keep peace when the conflict is over / has the International Court of Justice in the Hague where war crimes may be tried.

NATO

The North Atlantic Treaty Organisation was created in 1949 and it is a military alliance / would come to the aid of any member who is attacked / when it began it was in response to the threat from the USSR and the Warsaw pact / now some former members of the Warsaw pact are members of NATO / has peace keeping forces like the UN.

Give credit to the work of aid agencies but only in the context of peace activities, e.g. conflict resolution, education.

NB students are not required to name the peacekeeping force.

(3 marks) AO1

25 ***‘Religious believers should be prepared to fight in a “Just War”.’***

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 religious believers should be prepared to fight if the war is regarded as ‘Just’

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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 student 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	

Students may include some of the following points:

Agree

If there is a just cause then it maybe right to fight / reference maybe made to the conditions for a Just War: / a just cause / started by a properly constituted authority / right intention – promote good and avoid evil / must be a last resort / must be a reasonable chance of success / must be reasonable proportion – use only enough force to achieve objectives / no civilians to be involved. Maybe the war is to defend their religion or freedoms / reference to wars in sacred writings / rewarded in the afterlife / religious duty / lesser of two evils / obey the state / accept different interpretations of the Just War.

Other Views

Religions advocate peace (pacifist) / love your neighbour or similar / morally wrong to kill indiscriminately / wrong to scare people / should work with government / seek alternatives to fighting / Buddhists and Hindus believe in Ahimsa / no war is really just as some of the conditions are always broken / commandment 'Do not kill' / conscience / environment / can't guarantee it being a Just War / can help in other ways / punished in the afterlife.

(6 marks) AO2

6 Religion and Young People

26 Give two examples of activities that faith groups provide for young people.

Target: Knowledge of activities faith groups provide for young people

Students may include some of the following points:

(Junior) Church / Faith Youth Clubs / Girls' Brigade / Boys' Brigade / Taize / Spring Harvest / Soul Survivor / Faith Camps / pilgrimages / camping / singing / sports / education / learning about their faith / rites of passage / festivals etc.

Award one mark for each of two valid examples.

(2 marks) AO1

27 ***Explain how a religious upbringing might influence the way a person lives his or her life. Refer to religious beliefs and teachings in your answer.***

Target: Understanding of how a religious upbringing might help with decision making and life choices

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

Students may include some of the following points:

Formation of moral codes / showing right from wrong / encouraging knowledge of sacred writings / encouraging the joining of a religion and their moral codes e.g. Buddhism – Eightfold Path / Christianity – Ten Commandments and the Sermon on the Mount / Hinduism – the ten yamas / Judaism – Ten Commandments, 613 mitzvot, kashrut laws / Islam – value system based on the Qur’an and the Hadith, e.g. alcohol and gambling forbidden / Sikhism – Rahit Maryada (code of discipline) e.g. not to smoke or drink alcohol / certain occupations are forbidden e.g. a Buddhist is unlikely to join the armed forces / or work in a weapons factory / Jews and Muslims would not choose to run a pig farm / crime and immorality discouraged / dress code / dating and marriage partners / use of money etc.

Allow a negative answer if it is backed up by reasons.

Max Level 3 if no reference to religious belief or teachings.

(4 marks) AO1

28 *‘All young people should have a religious coming of age ceremony.’*

What do you think? Explain your opinion.

Target: Evaluation of whether or not all young people should have a coming of age ceremony

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

Students may include some of the following points:

Most religions have ceremonies for young people approaching adulthood / enables believer to show commitment to their faith / gives opportunity to recognise them as an adult / special preparation and training given / opportunity to take on rights, rules and responsibilities associated with their religion / various ceremonies exist e.g. confirmation / sacred thread ceremony / Bar and Bat Mitzvah / Dastaar Bandi.

Shouldn't be compulsory / everyone should have a choice / Buddhists and Muslims don't have a specific coming of age ceremony / no need to have a ceremony to take on rules and responsibilities / many young people are not religious so may not wish to have a special religious ceremony.

NB two sided evaluation is not required but is acceptable.

(3 marks) AO2

29 *Explain why it is sometimes difficult for young people to follow a religion.*

Target: Understanding of the problems young people face in being religious

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

Students may include some of the following points:

Many distractions / following a code of conduct is difficult when your friends do not / peer pressure / possible isolation / unable to join in some activities of friends / lots of people do not understand as they do not believe in God or a religion / they may live in a country where the majority do not follow their religion / insufficient facilities re place of worship, language classes/ upbringing / persecution / secular society / other pressures and priorities / boring / its difficult to understand / pluralism etc.

(3 marks) AO1

30 **'The best place to learn about religion is in school.'**

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 religion is best learnt in school

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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 student 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	

Students may include some of the following points:

Agree

Learn about beliefs of different faiths / helps overcome ignorance and prejudice / is the Law / helps people understand ethical issues / might not have any religious teaching outside of school / live in a multi-cultural society so it is important to know about different faiths / can be taught in a way that enables young people to make up their own minds / unbiased / promotes tolerance e.g. love your neighbour.

Other Views

Young people shouldn't be pressurised / not allowed in some countries / everyone should make up their own minds whether they want to know about religion / religion a personal thing / might not be taught well / function of believers e.g. in their place of worship / might put people off religion / the home is better because you can be brought up in the family faith / I don't need to learn about religion.

NB religious comment will be implicit in the answer.

(6 marks) AO2

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