

GCSE  
**RELIGIOUS STUDIES B**

Unit 2 Religion and Life Issues (40552)

Mark scheme

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4055

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Version 1.0 Final

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

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.

Further copies of this Mark Scheme are available from [aqa.org.uk](http://aqa.org.uk)

## 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.

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 all components and in relation to all assessment objectives. Where students are required to produce extended written material in English, they will be assessed on the quality of written communication. 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.

The assessment of the Quality of Written Communication (QWC) will continue to be included within the judgement of Levels of Response in the 6 mark evaluation questions. In line with past practice, responses will be assessed chiefly on the evaluation criteria relating to content, using the guidance comments to assist the application of those criteria. (These have now been inserted into the mark schemes for the convenience of examiners.) However the specific QWC criteria may be used in borderline cases e.g. between Levels 1 and 2, 3 and 4, or 5 and 6. So for example coherence may well be a deciding factor in a borderline Level 5/6 response.

### Assessment of Spelling Punctuation and Grammar

In order to apply Spelling, Punctuation and Grammar (SPaG) examiners need to award up to an additional 4 marks, based on the performance criteria set out below. This assessment will be made from work presented in answer to the six mark AO2 questions. Very brief answers are unlikely to be awarded beyond threshold performance.

Spelling, punctuation and grammar will be assessed in the six mark AO2 questions. 4 marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The best of these marks will be included in the total for the paper. The performance descriptions are provided below.

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	(4 marks)
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	(2-3 marks)
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	(1 mark)
<b>Below Threshold</b>	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	(0 marks)

**1 Religion and Animal Rights**

**01 Name two different sports in which animals are used.**

**Target: Knowledge of sports where animals are used**

Award **one** mark for each of **two** valid examples.

Horse racing / polo / chariot racing / greyhound racing / hunting / dogsled racing / bull fighting / fishing / pheasant, pigeon or grouse shooting etc.

N.B The animal does not need to be specified.

**[2 marks] AO1**

**02 Describe what religious believers might do to help to protect wildlife.**

**Target: Knowledge of actions religious believers might take to help protect wildlife**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• At least two relevant and accurate points</li> <li>• One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with one developed</li> <li>• One well developed point</li> </ul>	3 marks

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

Support conservation projects / join animal welfare groups like the World Wildlife 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 10<sup>th</sup> / candlelight vigils / protest marches / petitions / personally set an example / do not buy animal products like ivory/ donate to animal welfare groups/ become a vegetarian or vegan/ prayer/ sabotage hunts etc..

N.B Max Level 2 for a list

**[3 marks] AO1**

**03 ‘Religious believers should never support using animals for work.’****What do you think? Explain your opinion.****Target: To evaluate whether or not religious believers should support using animals for work**

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

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

Compassion and loving kindness should extend to all living things / animals shouldn't be exploited / idea of stewardship and looking after animals / animals have rights / 'do not muzzle the ox' / should avoid cruelty / Proverbs 12v10 – a good man is kind to his animals / Hindu dharma to protect animals and show ahimsa / Muslims and Sikhs believe they will be judged on how they treat animals etc.

Idea of dominion / humans in charge of creation so can do what they want with animals / Psalm 8 – man is lord over animals and fish / in some countries no mechanical alternatives for farmers / essential for food production in some places / can still be treated kindly/ positive use of animal skills e.g. guide dogs, sniffer dogs etc.

N.B. For Level 3 there must be inference to the religious believers attitude to the issue of using animals for work.

Two-sided answers are creditable but not required.

**[3 marks] AO2**

**04 Explain why some religious believers think that human life is more valuable than animal life. Refer to religious beliefs and teachings in your answer.**

**Target: Understanding of why some religious believers think that human life is more valuable than animal life**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>At least two relevant and accurate points</li> <li>One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with one developed</li> <li>One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with development of at least two</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	4 marks

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

People made in God's image / some believe people have souls, animals do not / some believe that afterlife is for humans only / God created animals to be of value and support for humans / idea of being reincarnated as animal as a punishment for misdeeds / dominion / humans in charge of creation – Genesis -1:28 / at the top of the evolutionary chain / top of samsara cycle / more intelligent / have ability to make decisions, form opinions, think about consequences of actions / more adaptable / can create art, music and literature / develop and use science and technology / have religious beliefs / worship and communicate with God / moral codes of behaviour/ Matthew 6:26/ Matthew 10:29 etc.

Max Level 2 if no reference to religious beliefs and teachings.

N.B. Do not credit content which argues against the issue

**[4 marks] AO1**

## 05 'There is nothing wrong with experimenting on animals.'

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 there is anything wrong with animal experimentation

Levels	Criteria	Quality of Written Communication & Guidance	Marks
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

**Students may include some of the following points:****Agree**

God has allowed us to discover how to do it so we can / may be justified as may lead to medical advances / needed to find cures to terrible diseases for both animals and humans / saves putting human lives at risk / animals can be especially bred for experimentation purposes / suffering and experimentation can be kept to a minimum / idea of dominion (Genesis)/ humans more valuable than animals etc.

**Other Views**

It is cruel/ animals suffer and often die / cosmetic testing isn't necessary / 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 / ahimsa applies to animals / 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 / Hindus believe all creatures are part of Brahman and thus should be respected / it is part of duty / dharma to protect animals and show ahimsa / Muslims believe that everyone can be challenged on Judgement Day on how they have treated animals / Muslims believe scientific experiments should not involve cruelty and should only be done for important medical research / Christian and Jewish beliefs include Genesis 1 which gives humans responsibility over animals, which must not be abused, / many Biblical passages show concern for animals and treating them fairly (e.g. Proverbs 12:10) / Sikhs see humans as custodians of the earth and not as having superiority to mistreat animals / there are other methods of experimentation which do not cause suffering/ gives the wrong results etc.

N.B. accept references to all types of experimentation/ research using animals e.g. genetic engineering, cloning.

[6 marks] AO2

**05 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	(4 marks)
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	(2-3 marks)
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	(1 mark)
<b>Below Threshold</b>	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	(0 marks)

**Question 2 Religion and Planet Earth**

**06 Give two examples of the effects of deforestation.**

**Target: Knowledge of the effects of deforestation**

Award **one** mark for each of **two** valid examples.

Destruction of natural habitats / causes animals and plants to become extinct / contributes to climate change / less CO<sub>2</sub> taken out of the atmosphere / more pollution/ causes droughts / storms / global warming / flooding / landslides / soil erosion / spoils the landscape/ provides land for other purposes/ making money/ less trees etc.

**[2 marks] AO1**

**07 Describe what religious believers might do to reduce pollution.**

**Target: Knowledge of actions religious believers might take to help reduce pollution**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• At least two relevant and accurate points</li> <li>• One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with one developed</li> <li>• One well developed point</li> </ul>	3 marks

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

Encourage governments to keep to their internationally agreed targets to reduce pollution / write to MPs / use the media / educate people / reduce gas emissions which cause acid rain / use renewable, clean energies / campaign for more safeguards to prevent massive oil spills / reduce the use of toxic chemicals / campaign for the control of pesticides / personally avoid littering or set a good example by clearing up litter / reduce / recycle / reuse/ join environmental groups e.g. Friends of the Earth etc.

N.B. Max Level 2 for a list.

**[3 marks] AO1**

**08 ‘International action is more important than following religious teachings about planet Earth.’**

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

**Target: Evaluation of whether or not international action is more important than following religious teachings about planet earth**

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

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

Practical help to look after planet earth is required / most effective if done internationally by many nations / reference to Earth Summits / carbon reduction targets / doesn't really matter what religions say / action is more important than words / dominion implies we can do what we want etc.

Not mutually exclusive / religious teachings encourage stewardship / everyone should help to protect the planet not just internationally/ following their religion might come first for believers etc.

Two-sided answers are creditable but not required.

**[3 marks] AO2**

N.B. Allow broad interpretation of international action e.g. aid agencies, politics, conflict.

**09 Explain religious attitudes to the use of the Earth's natural resources.**

**Target: Understanding of religious attitudes to the use of the Earth's natural resources**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• At least two relevant and accurate points</li> <li>• One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with one developed</li> <li>• One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with development of at least two</li> <li>• A single point that is exceptionally well-developed may reach this level.</li> </ul>	4 marks

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

Resources are there to use but not exploit / sustainability / need to consider future generations or resources will run out / stewardship – duty of care and protection / avoid waste / need to use renewable energies such as wind, solar, wave power as oil etc. will run out / need to recycle / reuse / idea that everything belongs to God / trustees and so will be answerable to God / Allah / Hindu belief that nature is sacred / support Earth Summits / conservation projects/ dominion – mastery of creation etc.

**[4 marks] AO1**

**10 ‘Having a good lifestyle is more important than caring for the planet.’**

**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 having a good lifestyle is more important than caring for the planet**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

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

**Agree**

People should have a good standard of living / they shouldn't have to live in poverty or endure unnecessary suffering / a good lifestyle encourages good health rather than sickness / people should be able to live in comfort / an individual's lifestyle has little effect on the planet / Genesis 1 teaches the idea of dominion which can be interpreted as meaning people come first and we can live as we want/ living in a good way e.g. helping others, being compassionate / for the greater good might involve damaging the planet etc.

**Other views**

People should be concerned about future generations and sustainable development / harm the planet and no one has a good lifestyle as it affects us all / often modern lifestyles create pollution / CFCs in fridges are destroying the ozone layer but people demand fridges / carbon emissions from vehicles, power stations and factories are causing climate change (the greenhouse effect) and acid rain but people demand power / increasing amounts of waste are being created by a throwaway society / people are demanding more and more – the Earth cannot cope / forests are being destroyed / plastic and non-biodegradable materials are causing pollution / pesticides are getting into the food chain / religions teach to be good stewards and to look after mother earth / given responsibility to care for the world for God / can have a good lifestyle and care for the planet etc.

N.B Good lifestyle may be interpreted and applied in different ways

**[6 marks] AO2**

**10 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	(4 marks)
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	(2-3 marks)
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	(1 mark)
<b>Below Threshold</b>	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	(0 marks)

**Question 3 Religion and Prejudice**

**11 Give two examples of the effects of prejudice.**

**Target: Knowledge of the effects of prejudice**

Award **one** mark for each of **two** valid effects.

People made to feel worthless/ depressed/ threatened / become frightened / vulnerable / can lead to self harm / discrimination / deaths/ war/ terrorism/. Holocaust / ethnic cleansing / retaliation / gang warfare / hatred / people overlooked for promotion or employment / causes someone to be racist / sexist / ageist etc.

N.B Credit positive challenges/ actions arising because of prejudice.

**[2 marks] AO1**

**12 Explain why many religious believers are against discrimination.**

**Target: Understanding of why religious believers may be against discrimination**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• At least two relevant and accurate points</li> <li>• One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with one developed</li> <li>• One well developed point</li> </ul>	3 marks

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

Sanctity of life – each individual is created by God / in God’s image and has a special value / all human life is precious / should treat everyone as equals regardless of race, colour, religion or gender, etc. / everyone should have the same rights and responsibilities / discrimination can be very hurtful and dangerous / can lead to persecution and death e.g. Holocaust / should show tolerance / injustice/ causes disharmony / Right Action / loving-kindness / Jesus opposed prejudice e.g. Good Samaritan / Ummah in Islam / ‘Love your neighbour’ / support for Universal Declaration of Human Rights/ morally wrong etc.

**[3 marks] AO1**

**13 ‘A person who is true to their religious beliefs would never be prejudiced.’****What do you think? Explain your opinion.****Target: Evaluation of whether or not you can be religious and prejudiced**

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

**Students may include some of the following points:****Agree**

Religion teaches tolerance / religions teach that prejudice is wrong / Buddha taught that everyone has equal potential for reaching enlightenment / Right Action, Right Speech and loving kindness / Christians and Jews believe that God created men and women in his own image / everyone of equal value / ‘love your neighbour as yourself’ / Good Samaritan story / example of Jesus and other Christians / Hindu’s duty to regard everyone with respect / men and women are equal but have different roles / Muslims believe that Allah created all people as equals, whatever their race, gender or background / Sikhs believe that all men and women are equal and are tolerant of all religions / everyone welcome in the langar etc.

**Other views**

People can still be prejudiced in their thoughts / some religious groups have been racially prejudiced / some believe that their religion is the only true one and that other religions are wrong / some treat women differently to men e.g. Catholics and Orthodox Christians do not allow women priests, Jesus only had male disciples, women separated from men at prayer in some faiths / some have had experiences which had made them prejudiced even though they are religious / some religious groups do not see treating people (particularly women) differently as prejudice at all/ lifestyles may conflict with religious teachings/ may not see their views as being prejudiced/ other influences e.g. media etc.

Two-sided answers are creditable but not required.

**[3 marks] AO2**

**14 Describe the work of a religious believer who has fought against prejudice.****Target: Knowledge of the work of a religious believer who has fought prejudice**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• At least two relevant and accurate points</li> <li>• One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with one developed</li> <li>• One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with development of at least two</li> <li>• A single point that is exceptionally well-developed may reach this level.</li> </ul>	4 marks

Accept any religious believer who has fought against prejudice – spec includes the following :

**Mahatma Gandhi**

A Hindu who practised non-violence in the way he opposed apartheid and prejudice. While a lawyer in South Africa campaigned for the rights of Indians there. Started campaign on non-violent mass civil disobedience – 1000s refused to register for an unfair poll tax. Succeeded in making Indian marriages legal in South Africa. On return to India used peaceful methods against the British. Campaigned to help the poorest people and against the caste system. Led a national campaign of non-cooperation – boycotted British goods, refused to pay taxes (particularly the salt tax), led 1000s on march to the sea to make salt. Although arrested, beaten and imprisoned he continued to fight injustice. Wore loincloth like the poor to show his belief in equality and peace. Fasted to purify himself spiritually and identify with the poor particularly when India got independence. Tried to make peace between Hindus and Muslims before his assassination in 1948.

**Martin Luther King**

A black Baptist minister who fought against segregation in the USA. Wanted justice for the black people who couldn't attend the same schools, use the same swimming pools or sit in the same restaurants as white people. Wanted to change the law through argument and peaceful methods. Organised a bus boycott when Rosa Parks refused to give up her seat on a bus to a white man. He was arrested, his home bombed and death threats issued. Became leader of the civic rights movement. Organised campaigns for black voter registration, better education and housing for black people and desegregation of public facilities. Led 100,000s of people in protest marches and inspired people with his speeches e.g. 'I've had a dream...' 1964 awarded the Nobel Peace prize and the following year black people were given the right to vote. He was assassinated in 1968.

**Desmond Tutu**

An Anglican priest who fought against apartheid. Black people couldn't vote, didn't have equal access to jobs, housing, education or other public services. White people could not marry non-whites. Became the first black general secretary of the South African Council of Churches in 1978. Campaigned for equal rights for all including a common system of education for all children. Supported non-violent protests against all aspects of apartheid. Led a peaceful march in Soweto against the actions of the police in shooting young people. Saved a policeman's life by throwing himself over him when a crowd tried to stone him to death. Organised petitions, called for other countries to support economic sanctions against South Africa. Critic of racist laws in his writings and preaching. Awarded the Nobel Peace Prize in 1984. Became the first black Archbishop of Cape Town in 1986 and leader of the Anglican Church. When apartheid ended he led the 'Truth and Reconciliation Commission.' Encouraged the admittance of wrong doing and forgiveness. Criticised violent crimes and worked for justice and equality.

N.B. The response needs to refer to the work of one religious believer (not necessarily named). If more than one, credit the best.

**[4 marks] AO1**

## 15 'Most prejudice is caused by ignorance.'

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 the greatest cause of prejudice is ignorance

Levels	Criteria	Quality of Written Communication & Guidance	Marks
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

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

**Agree**

Ignorance makes people fearful of others who are different, e.g. different race / colour / lifestyle / religion / they are fearful that they may be forced to change their way of life or beliefs because they don't know better / failure to understand their culture / they believe incorrect things about others / they jump to conclusions and fear they might lose jobs or the value of their property / they judge people by what they have heard rather than what they know / they fail to understand people who are different / lack of tolerance / lack of education/ failure to understand religious teachings e.g. 'There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus.' Galatians 3: 28 / 'Love thy neighbour'/ ignorance - one of three poisons etc.

**Other views**

There are many other reasons for prejudice / stereotyping, e.g. women seen solely as mothers or the object of sexual desire / fear / scapegoating (blaming someone else for your troubles) / prejudice copied from parents or peer group / influence of the media, e.g. some newspapers / some TV programmes / some books / religion where one thinks that it has all the truth and others are all wrong which may lead to persecution and hatred / Hindu caste system / result of karma / jealousy / greed etc.

N.B. The religious content in these answers may be presented more as moral arguments  
Allow interpretation of ignorance as being disrespectful.

**[6 marks] AO2**

**15 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	(4 marks)
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	(2-3 marks)
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	(1 mark)
<b>Below Threshold</b>	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	(0 marks)

**Question 4 Religion and Early Life**

- 16 Give two different ideas religious people might have about when human life begins.**

**Target: Knowledge of ideas about when human life begins**

Award **one** mark for each of **two** valid ideas.

Cycle of life (samsara)/ Conception / Primitive Streak/ development of the backbone or spinal column / when the heart starts beating / organs developed/ when the foetus receives its soul (ensoulment)/ at viability/ at 24 weeks/ halfway down birth canal/ at birth etc.

Accept specific religious ideas e.g. Adam and Eve / 40 days / 120 days.

**[2 marks] AO1**

- 17 Explain why many religious believers see children as a gift from God.**

**Target: Understanding of why many believers see children as a gift from God.**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>At least two relevant and accurate points</li> <li>One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with one developed</li> <li>One well developed point</li> </ul>	3 marks

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

Many religions believe that children are a miracle of life / do not see children as a 'right' or something they deserve / Bible says that they are a blessing / without them the human race would not survive / they are the planet's future / importance of family/ procreation within religion / sanctity of life/ all life is precious / made in the image of God / bring joy, happiness and fulfilment to a family/ pregnancy after prayer etc.

N.B. Do not credit content which argues against the issue.

**[3 marks] AO1**

**18 ‘Religious believers should encourage adoption rather than abortion.’****What do you think? Explain your opinion.****Target: Evaluation of whether religious believers should encourage adoption rather than abortion**

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

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

All life is precious/ sanctity of life / God given / many couples are unable to have children of their own but would love a child / avoids breaking the commandment to not kill / adopted children can enjoy life, etc.

Why should religious believers interfere with other peoples' decisions? / hard to give up a baby once it is born / mother's choice / in some situations it is possibly better that the birth does not take place e.g. if mother's life is in danger or if the baby is likely to be severely handicapped/ Some religious believers frown upon adoption/ children should be kept within the extended family / fostering is an alternative / psychological impact of adoption etc.

Two-sided answers are creditable but not required.

**[3 marks] AO2**

**19 Explain the conditions in UK Law that are used to decide if a legal abortion can take place.**

**Target: Understanding of what the UK Law says concerning abortion**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• At least two relevant and accurate points</li> <li>• One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with one developed</li> <li>• One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with development of at least two</li> <li>• A single point that is exceptionally well-developed may reach this level.</li> </ul>	4 marks

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

Abortion is illegal in the UK but the law allows abortion under the following circumstances,

1. Risk to the life of the mother (e.g. she might die as a result of continued pregnancy).
2. Risk of injury to the physical or mental health of the mother.
3. Risk to the physical or mental health of existing children.
4. If there is substantial risk of the child being born physically or mentally handicapped.
5. In an emergency, to save the life of the mother.
6. 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 reference to situations which may be allowed under the above conditions, e.g. rape / mother too young / poverty.

N.B. Max Level 2 if only referring to situations without including conditions of the law

**[4 marks] AO1**

## 20 ‘Abortion should be allowed only if the mother’s life is in danger.’

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 abortion should be allowed only if the mother’s life is in danger

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	<b>Level 6 Guidance</b> The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

**Students may include some of the following points:****Agree**

Both mother and foetus might die / there are too many abortions / children are God given / every child has a purpose / she might regret having an abortion later and feel guilty / life begins at conception so abortion is seen as murder / 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 / 'divine spark' in everyone / justified if it saves the mother's life / value mothers above foetus / mother impact for other family members / all possible should be done to save mothers' life / should encourage personal responsibility / stops frivolous abortions etc.

**Other Views**

Pro-choice arguments / 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 / need for compassion / Love thy neighbour / current Law has got it right / should not be any abortions / pro-life arguments / "Do not kill" etc.

**[6 marks] AO2****20 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	(4 marks)
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	(2-3 marks)
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	(1 mark)
<b>Below Threshold</b>	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	(0 marks)

**Question 5 Religion, War and Peace****21 Explain what religious believers might do to help victims of war.****Target: Understanding of actions religious believers might take to help victims of war**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>At least two relevant and accurate points</li> <li>One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with one developed</li> <li>One well developed point</li> </ul>	3 marks

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

Join organisations which help those suffering e.g. Help for Heroes, Earl Haig Fund, Red Cross, Red Crescent / raise funds / send gifts / donations / campaign for peace and justice / pray / sign petitions / write to governments / support peace keeping forces e.g. UN, NATO / use skills to help / support Amnesty International / raise awareness / care for wounded / emergency aid / long-term aid / help refugees etc.

**[3 marks] AO1****22 Give two examples of conflicts between countries.****Target: Knowledge of conflicts between countries**Award **one** mark for each of **two** valid examples.

Crusades / World War 1 / World War 2 / Falklands / Syria / Afghanistan / Iraq / Egypt / Libya / Bosnia/ Arab v Israeli / India v Pakistan / Ukraine v Russia / Vietnam / North Korea v South Korea, etc. Accept ideological disputes or political differences e.g. communism v capitalism / religion / land / oil / cod wars / cold war

N.B. Do not credit civil wars.

**[2 marks] AO1**

**23 ‘Holy Wars should not happen.’****What do you think? Explain your opinion.****Target: Evaluation of the idea of whether or not Holy Wars should happen**

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

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

War isn't holy it is evil / causes death / destruction / maiming / it's a contradiction in terms / peace is holy not violence/ there are different causes for war such as greed, want of power / Holy War is just an excuse, religious leaders should work for peace not declare a Holy War / Do not kill / Live by the sword, die by the sword / Blessed are the peacemakers / eye for an eye makes the whole world blind (Ghandi) / atheist rejection of the idea etc.

Throughout history people have believed that God was on their side and that God had called them to fight e.g. Crusades / Old Testament / Tenakh suggests battles were fought under God's protection / they have religious aims or goals / authorised by God or a religious leader to correct an injustice/ maybe need to defend their religion / spread their faith / Holy war may be regarded as a Just war / lesser Jihad./ obligatory war etc.

Two-sided answers are creditable but not required.

N.B. For Level 3 there must be inference to the concept of Holy War. Credit answers which interpret Holy wars as a spiritual battle e.g. greater Jihad.

**[3 marks] AO2**

**24 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	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>At least two relevant and accurate points</li> <li>One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with one developed</li> <li>One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with development of at least two</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	4 marks

N.B. Level 2 if no reference to religious beliefs and teachings.

**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 / cowardice / conscientious objectors / believe in peace / consequences of war / inspired by other pacifists / upbringing / personal experiences etc..

**Buddhism** Dhammapada 270: "A man is not a great man because he is a 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 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 in India / 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.

[4 marks] AO1

## 25 'There can never be peace everywhere in 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 there can be peace everywhere in the world

Levels	Criteria	Quality of Written Communication & Guidance	Marks
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

**Students may include some of the following points:****Agree**

Without justice there can never be peace / unfairness makes people angry / there is much unfairness in the world / intolerance / people who want power / terrorists / suspicion / poverty / discrimination / wars are happening all the time / conflicts / clash of religion or ideologies / greed / 'You will hear of wars and rumours of wars, but see to it that you are not alarmed. Such things must happen' Matthew 24: 6 / Just Wars and the different criteria / people have different understandings of the meaning of peace e.g. inner peace, environmental peace etc.

**Other Views**

If people followed the teachings in the sacred writings there would be peace / it is possible to change things without using violence e.g. through negotiations, sanctions or peaceful protest / UN peace keepers / if people listen to those who work for peace such as The Dalai Lama / governments need to be persuaded to rule with justice/ Messianic Age etc.

**[6 marks] AO2****25 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	(4 marks)
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	(2-3 marks)
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	(1 mark)
<b>Below Threshold</b>	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	(0 marks)

**Question 6 Religion and Young People**

**26 Give two examples of rights that a young person has.**

**Target: Knowledge of rights a young person has**

Award **one** mark for each of **two** valid examples.

Right to life / education / protection under law / healthcare / welfare support / freedom of expression / treated fairly etc.

**AO1**

Accept all legal rights and those laid down in the UN charters.

**[2 marks]**

**27 Describe one activity led by a faith group which teaches young people about their religion.**

**Target: Knowledge of a youth activity of a faith group**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• At least two relevant and accurate points</li> <li>• One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with one developed</li> <li>• One well developed point</li> </ul>	3 marks

N.B The response needs to describe one activity. If more than one is described, credit the best.

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

The examples given in the specification include Girls' & Boys' Brigades, educating in the faith, Taize, Spring Harvest, worship, key celebrations / ceremonies / festivals. Accept any relevant examples e.g. study groups (Bible, Qu'ran, Junior Church, Messy Church etc.).

The following are examples if they choose to write about what young people might do during festivals.

**Buddhism**      Wesak – Celebrates Buddha's birth, enlightenment and death by putting up colourful lights and decorations in the home / children make lanterns out of paper and wood / cards sent / caged birds released / Chinese Buddhists include dancing dragons / gifts given to charity.

**Christianity**      Christmas – Celebration of the birth of Jesus / carols sung / nativity plays / Christingles and special services / send cards / presents / parties / decorate homes / Christmas tree / special foods.

<b>Hinduism</b>	Diwali – Festival of Light – firecrackers / fireworks / presents / eating sweets such as laddoo and barfi / Lights or lamps lit in the home and floated down rivers. Holi – Festival of Colours – symbolises new life and triumph of good over evil / bonfire built / effigy of Holika burned / throwing of coloured powder or paint and water at each other / dancing / singing / children carried around the fire / gifts of sweets and flowers.
<b>Islam</b>	Eid-ul-Fitr – Celebrates the end of the Ramadan fast / friends and relatives gather / remember past relatives / meeting in homes and mosque / special prayers / new clothes are worn / parties / presents / Eid cards sent.
<b>Judaism</b>	Purim – Celebrates Queen Esther’s victory over Haman / Book of Esther read / Haman’s name drowned out by stamping, booing and hissing / students perform a play mocking their teachers.
<b>Sikhism</b>	Diwali – celebrated in similar way to Hindu Diwali. Golden Temple at Amritsar lit by lights.

[3 marks] AO1

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

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

**Target: Evaluation of whether school assemblies should be religious**

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

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

Law says that they should be acts of worship / should involve a talk or reflection on a moral or spiritual theme / gives an opportunity for spiritual and moral education although the purpose is not to persuade young people to join a particular faith / important in Faith schools etc.

Not all young people are religious so it would not be relevant to them / other reasons for assemblies e.g. issues such as working together to make the most of opportunities the school offers / celebrate the successes of the school / give out notices / students may not wish to sing or pray / may follow a different faith / some parents might see this as compromising the family religion and could lead to withdrawal from assemblies etc.

Two-sided answers are creditable but not required.

[3 marks] AO2

**29 Explain the importance of parents in guiding a child to make the right decisions. Refer to religious beliefs and practices.**

**Target: Understanding the importance of parents in guiding a child to make the right decisions**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>At least two relevant and accurate points</li> <li>One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with one developed</li> <li>One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with development of at least two</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	4 marks

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

Enormous influence / in many cases the mother is the most influential person in early years / father might be role model / in the home taught acceptable behaviour / observe what family members do / behaviour and attitudes are copied / if family religious will be brought up in the beliefs, teachings, traditions and practices of the religion / moral codes adopted / may affect life choices e.g. likely to avoid careers that are not valued or forbidden by their religion / attitudes to religion, spirituality, morality and life first learned in the home etc.

Max Level 2 if no reference to religious beliefs and practices.

N.B. Do not credit content which argues against the issue.

**[4 marks] AO1**

**30** ‘Peer pressure is the main reason why many young people do not follow a religion.’

**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 peer pressure is the main reason why many young people do not follow a religion**

Levels	Criteria	Quality of Written Communication & Guidance	Marks
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

**Students may include some of the following points:****Agree**

It is hard to go against your peers / leads to marginalisation / ridicule and mocking / want to do the same things as your mates / friends may wish to do things which religion does not approve of e.g. relating to morality, smoking, drinking / not seen as cool by peers / want to be with the in-crowd / activities e.g. football club to discourage family attendance at church etc.

**Other Views**

Many young people do become religious despite peer pressure and other negative attitudes / many other reasons why some do not become religious / attitudes of parents / don't see the relevance / find religion uninteresting / don't understand it / lots of different religions / believe science has the answers / don't believe in God / religions appears to be for old people / we live in a secular society / don't see the need to be religious / been put off by zealous parents or bad experiences etc.

N.B. Religious arguments here may include religious attitudes and examples of religious practice, rather than specific beliefs and teachings.

**[6 marks] AO2**

**30 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	(4 marks)
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	(2-3 marks)
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	(1 mark)
<b>Below Threshold</b>	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	(0 marks)