
GCSE

Religious Studies B

Unit 1 / 40551 Religion and Citizenship

Mark scheme

4055

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Version: 1.0 Final

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

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, eg 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 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, ie 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 eg 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.

High performance	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]
Intermediate performance	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]
Threshold performance	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]
Below Threshold	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 Relationships**01 What is meant by the term ‘covenant’?****Target: Knowledge of the meaning of the term covenant**

An agreement / based on promises between two sides / an agreement before and with God / for example agreement between God and Abraham / in marriage service, agreement between couple and God / ‘to have and to hold from this day forth...till death do us part’ etc.

Award one mark for a correct point.

[1 mark] AO1

02 Describe a religious marriage ceremony in one religion that you have studied.**Target: Knowledge and understanding of one religious marriage ceremony**

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

Students may include some of the following points:

Buddhism There is no formal ceremony so couples often follow the local customs of the country they live in. In some ceremonies the man and woman take three sips of rice wine and then repeat this twice more using larger glasses each time. Some couples may visit their local monastery or temple and invite the monks to bless their marriage. Readings may be heard from the Buddhist scriptures. Some couples may make vows to each other which are based on the Eightfold Path or the Five Precepts. Some couples may use the Sigalavada Sutta and recite their responsibilities from it.

Christianity	There are variations between the different denominations but the main features will include the minister welcoming the couple and acting as the Church's witness to the wedding. Emphasis will be placed on the purpose of marriage and that God is a part of the marriage and that it is for life. There will be readings from the Bible and a short talk or sermon on the nature of Christian marriage. Vows will be exchanged as the couple promise to be faithful and committed to each other until death. Prayers will be said asking for God's blessing on the couple.
Hinduism	There will be some variation between ceremonies but most ceremonies include: the groom and family arrive for the wedding and are welcomed by the bride's family. The couple stand under a specially built canopy and the priest begins the ceremony with a blessing on the couple who then give each other garlands. The father pours sacred water to show he gives his daughter away whilst the priest recites hymns from the Vedas. The groom also accepts his responsibilities as a husband. The couple face each other and the end of the bride's scarf is tied to the groom's shirt. This represents their eternal union. Rings are exchanged. The couple then throw samagree into the sacred fire to ask for the blessing of the deities on their marriage. The couple then walk around the fire reciting hymns and prayers. They pray for food, strength, wealth, happiness, children, good health and unity. At the end of each circuit they stand on a stone to pray their marriage will be strong like the stone. They then take seven steps around the fire and make wedding promises. The ceremony then ends with a prayer for the marriage to be strong and not break down and the couple are showered with petals and rice representative of blessings.
Islam	This is usually a simple ceremony in which the couple, or sometimes the groom and the bride's representatives, declare in front of at least two witnesses that they freely consent to marry. The ceremony often takes place at the home of the bride or groom rather than the mosque. The groom has to pay a mahr (dowry) which belongs to the bride alone. There are readings from the Qur'an and a short sermon on the nature of marriage. The couple may make vows and exchange rings and there is often a large feast to celebrate the union of two families.
Judaism	The wedding begins with the signing of the Ketubah (wedding contract) in front of four witnesses and the rabbi. It outlines the legal terms of the marriage. The ceremony is then carried out under a canopy (chuppah), a symbol of an open home. The couple drink a glass of wine and plain gold rings are exchanged. The Ketubah is read out and the rabbi speaks about the responsibilities of marriage. Prayers are said for the couple.

Sikhism

The Anand Karaj (Sikh wedding) takes place in the gurdwara before the Guru Granth Sahib. The couple are reminded of the purpose of marriage. They bow before the Guru Granth Sahib to show they accept the teachings and are committed to each other. The bride's father puts flower garlands over the couple and places one end of the groom's scarf into his daughter's hand, showing she is leaving her father to join her husband. The Lavan is sung. At the end of each verse the couple circle the Guru Granth Sahib and bow to show they accept the teaching of the Lavan. The ceremony ends with the Ardas and the distribution of karah parshad to all. After a simple meal in the langar the couple go home.

[4 marks] AO1

03 'Religious believers should only marry someone approved of by their parents.'

What do you think? Explain your opinion.

Target: Evaluation of whether religious believers should only marry someone approved of by their parents

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 with slight development of one.	3 marks

Students may include some of the following points:

In some religions parents are involved in choosing their child's partner and most parents want what is best for their child and so would want to be sure that the person their child is to marry would love / support and care for them / share the same values/religion. Parents would want somebody who is of good character / healthy / good education / good job prospects, etc.

It should be the individual's decision as they are the ones who will live with the partner not the parents / a person may fall in love with somebody who their parents disapprove of but that does not mean the marriage will not last / parents may be prejudiced and object to a prospective partner on grounds of, for example, race even though the couple share the same religion. Couples have had mixed race and mixed religion marriages which parents did not approve of initially but over time they come to realise that the marriages are successful, etc.

Two sided answers are creditable but not required.

[3 marks] AO2

04 Explain religious beliefs and teachings about homosexual relationships.

Target: Knowledge and understanding of religious beliefs and teachings about homosexual relationships

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

Students may include some of the following information:

In general homosexual relationships are seen as wrong by many religious believers because they are seen as unnatural or do not lead to pregnancy or both. However attitudes are changing but see detail below.

Buddhism Homosexuality is not condemned provided it is part of a loving and committed relationship and not just a lust-based one-night stand. The sex drive needs to be controlled as ‘craving’ can only lead to suffering, ‘dukkha’.

Christianity Homosexuality is seen as wrong by many Christians though attitudes are changing. ‘No man is to have sexual relations with another man; God hates that.’ (Leviticus 18:22) and ‘Even women pervert the natural use of their sex by unnatural acts. In the same way the men give up natural sexual relations with women and burn with passions for each other.’ (Romans 1:26-27) are probably the two most cited quotes against homosexuality. Some branches of Christianity eg Quakers accept homosexuality and homosexual relationships and others question the traditional application of the teachings on homosexuality. Some Christians distinguish between homosexual orientation and practice, regarding only the latter as sinful. In these cases Christians would accept the individual as a homosexual but would expect that they would live a celibate life as the practice of homosexuality would be seen as wrong. The Metropolitan Community Church is a worldwide denomination that has grown from the LGBT community and therefore accepts homosexual relationships.

Hinduism	Teaches that homosexuality is wrong based upon the teachings of some dharmic texts; however a number of Hindu mythic stories have portrayed homosexual experience as natural and joyful. There are several Hindu temples which have carvings that depict both men and women engaging in homosexual sex.
Islam	Homosexuality and therefore homosexual relationships are against Islam and the Qur'an sets out severe punishment which can include the death penalty. Many Muslim states however use jail or corporal punishment rather than the death penalty as it is argued that the death penalty is not stipulated in the Qur'an. Some Muslims do argue that it is possible to be homosexual and Muslim and argue that it is homosexual lust that is condemned in the Qur'an and not faithful homosexual love. Even amongst 'liberal' Muslims this view is controversial.
Judaism	The Torah lists punishments for homosexuality and many Orthodox Jews consider it to be an abomination. 'No man is to have sexual relations with another man; God hates that.' (Leviticus 18:22). Many Liberal and Reform Jews accept homosexuality if it is within a loving relationship. The Central Conference of American Rabbis in 1998 stated that the holiness within a Jewish marriage "may be present in committed same gender relationships between two Jews and that these relationships can serve as the foundation of stable Jewish families, thus adding strength to the Jewish community."
Sikhism	Most Sikhs see homosexuality as being wrong since it is not mentioned in the Guru Granth Sahib where marriage is repeatedly encouraged. Others argue that Guru Nanak's teaching on universal equality respects the rights of homosexuals and accept it as part of what God has created in a person.

[4 marks] AO1

05 'Sex should take place only within marriage.'

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

Target: Evaluation of whether sex should take place only within marriage

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. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	Level 4 Guidance 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.	Levels 5 and 6 QWC 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 5 Guidance 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.	Level 6 Guidance 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**

In general all religions see sex outside of marriage as wrong / sex is seen as an expression of what should be a deep, life-long commitment and loving union / seen as a gift of God / 'Body is a Temple of the Holy Spirit' (1 Corinthians 6) so is worthy of respect / 'For this reason a man will leave his mother and father and be united to his wife, and they will become one flesh' (Genesis 2:24) / Buddhists see sex outside of marriage as a cause of suffering as it is based on a desire for pleasure rather than based in love / sex drive needs to be controlled / Hinduism sees it as damaging to spiritual development / Islam expressly forbids any sexual activity outside of marriage / sex is a gift of Allah and needs to be controlled / 'You shall not commit adultery' (Exodus 20) / adultery is a betrayal of trust / breaks the marriage contract / causes pain between couples / married couple may provide a more stable environment for raising children etc.

Other Views

If the couple are in a long-term relationship, why should they not be able to show their love for each other? / couple may be homosexual and not able to have a religious marriage ceremony / expense of wedding may mean couple cannot afford to marry / there is a difference between a committed faithful relationship and casual sex / given free will so able to make own decisions / many couples are not married and provide a stable environment for raising children / couple may not see need for a 'bit of paper' etc.

[6 marks] AO2**05 Spelling, punctuation and grammar**

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

High performance	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]
Intermediate performance	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]
Threshold performance	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]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

2 Religion, Sport and Leisure**06 Give one reason why healthy living is important.****Target: Knowledge of one reason why healthy living is important****Students may include some of the following information:**

Keeps people fit and active / helps prevent diseases caused by unhealthy lifestyle such as heart-attacks and some cancers / only one body so important to care for it / healthy body impacts on a person's mental state / body made in the 'image of God' 'body is a temple' 'to reach full potential as a human being', etc.

Award one mark for a correct point.

[1 mark] AO1**07 Explain religious attitudes to the use of performance enhancing drugs in sport. Refer to religious beliefs and teachings in your answer.****Target: Knowledge and understanding of religious attitudes to the use of performance enhancing drugs in sport**

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

Students may include some of the following information:

All six major world religions are against the use of performance enhancing drugs (PEDs) / it is seen as cheating / an unfair advantage is gained over an opponent / prizes or sponsorship could be gained dishonestly, hence breaking the Commandment, 'Do not steal' / use of PEDs can damage the body and even kill the user / sanctity of life arguments, 'The body is a Temple,' / use of the drugs is illegal so breaks the law / it is dishonourable to God, Allah / 'Make not your own hands contribute to your destruction' (Quran 2:195) / participating in sport should be done with 'Right Intention' / Right Action includes not clouding the mind with drugs and other intoxicants / karmic consequences from use of PEDs etc.

For Levels 3-4 there must be reference to religious beliefs and teachings.

[4 marks] AO1

08 'Sport has become a religion.'**What do you think? Explain your opinion.****Target: Evaluation of whether sport has become a religion**

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

Students may include some of the following information:

Many fans support their teams with songs/chants / some teams have their own 'anthems' / going to the stadium is often seen as being like a pilgrimage, particularly for big occasions such as rugby at Twickenham or football at Wembley / fans often have mementos and memorabilia, scarves, shirts etc. / many pay lots of money to follow their team around the country / some contribute money etc. to keep their team in existence / ideas of loyalty / commitment etc.

Depends on the sport / depends on the person / football perhaps more like a religion than other sports / like a religion but not actually one / religion more than just following a team or person / it is about spending time with God / worshipping / finding peace / none of this truly comes from following sport / what happens if the team loses or somebody is sent off, does not bring peace and contentment / takes a person's time and money but does not bring satisfaction / sport has outward appearance of being a religion but lacks the inner spiritual element that feeds the soul etc.

Two sided answers are creditable but not required.

[3 marks] AO2

09 Explain religious attitudes towards the purpose and use of leisure time.

Target: Knowledge and understanding of religious attitudes towards the purpose and use of leisure time

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

Students may include some of the following points:

Purpose of leisure is to allow the opportunity for pursuing spiritual activities / relaxation / relief of stress / provides opportunity to exercise / pursue hobbies and interests / spend time with family and friends.

- Buddhism** Sees it as being more important to cultivate a positive attitude in day to day life so that stress and anxiety can be reduced / the life story of the Buddha shows that leisure itself does not make people happy.
- Christianity** Teaches that God created the world in six days and rested on the seventh / therefore day of rest divinely ordained / 'Leisure is good if used for the glory of God' (Methodist conference 1974) / 'Every society needs a day of rest and "re-creation..." (C of E Board of Social Responsibility, 1985) / limit imposed on activities / "Do not get drunk on wine which leads to debauchery" (Ephesians 5:18).
- Hinduism** Sees leisure as contributing to one of the four main areas of Hindu life / each person should keep a balance between work and enjoyment / Hindu festivals are celebrations and times of leisure and enjoyment for all / limit imposed on activities / "Play not with dice...".
- Islam** Sees leisure time as opportunity to develop spiritually / spend time with family and friends / develop skills and use the talents that Allah has given a person / time should be used in a right way as Allah knows people's thoughts and actions and will judge people on the Day of Judgement.

Judaism When God stopped work on the Sabbath He created contentment, peace of mind and rest' (Midrash) / day of rest seen as a time for spirituality but in high pressure society of today it is also recognised as an opportunity for relaxation / limits imposed on types of leisure activity undertaken / forbidden to take part in anything immodest or obscene / also forbidden from taking part in any cruel sports such as hunting.

Sikhism Views leisure positively and sees it as something to be enjoyed / many take part in sport / go on holiday / best use of leisure time is meditation / limit imposed on activities as smoking, alcohol and gambling are all forbidden.

[4 marks] AO1

10 'Sport is the best way to overcome prejudice.'

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

Target: Evaluation of whether sport is the best way to overcome prejudice

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. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	Level 4 Guidance 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.	Levels 5 and 6 QWC 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 5 Guidance 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.	Level 6 Guidance 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**

Many sports teams are made up of people from different races, religions and nationalities / international fixtures allow people of different backgrounds to mix and play together / increasing TV coverage of events such as Paralympics raises profile / increasing numbers of lesbian and gay sports stars are coming out in many sports / all religions teach about equality / 'The things that divide and separate people, race, religion, gender, social position are illusory', (Dhammapada 6) / 'So there is neither...male nor female, for you are all one in Christ Jesus' (Galatians 3:28) / 'I look upon all creatures equally.' (Bhagavad Gita 9:29) / 'So God created all human beings...he created male and female.' (Genesis 1:27) / 'We are the children of One God' (Guru Granth Sahib 611) religious people should promote equality in sport / things are changing there are now women's football and rugby teams / some women's teams are more successful than the men's / some sport, eg show jumping, women compete on an equal footing with men, etc.

Other Views

Physically men and women are different so there will always be a difference in the abilities and strength meaning they will not be able to compete in the same teams in some sports eg Rugby / men's sport more popular and even when men and women compete in similar competitions there are often more spectators for the men's games, eg Wimbledon tennis finals / far more sponsorship money is paid to men than women which hinders the development of women's sport / still examples of racism appear in sport for example, comments made by both cricketers and footballers in the last few months / racist comments can still be heard from crowds at football matches, only rarely in UK but still an issue elsewhere / no out gay football players in Premier league / some football teams still have remnants of prejudice such as Rangers-Celtic / Adam created first / women expected to dress modestly in some religious traditions meaning they are unable to compete in certain sports as the kit is too revealing, eg swimming and athletics / role of women is to look after the home and not be competing in sport / there are other more effective ways to overcome prejudice eg employment law / education / politics, etc.

[6 marks] AO2**10 Spelling, punctuation and grammar**

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

High performance	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]
Intermediate performance	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]
Threshold performance	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]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

3 Religion and Work

11 Explain religious attitudes to business and enterprise.

Target: Knowledge and understanding of religious attitudes to business and enterprise

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

Students may include some of the following points:

In general religious believers support business and enterprise as they see work as essential / honest conduct in business is often regarded as a form of worship and prayer / deceit and sharp practice are condemned / any jobs that are constructive and helpful to society are regarded as acceptable / jobs that do not show regard for the individual and society would be regarded as inappropriate for example arms manufacturing / are against greed / support rights of the employee.

Buddhism Business is important providing that the environment is respected / the temptation to be greedy is resisted / and the job is appropriate / a job in armaments would be wrong as it involves violence and so goes against the First Precept.

Christianity St Paul's teaching in Colossians 'Whatever you do, work at it with all your heart as if working for the Lord and not for men.' Underlies the belief that Christians should live out their faith and give glory to God. This means work should be done as an offering to God and so honesty and integrity should be shown in all business transactions and work. Other teachings such as 'Love your neighbour as you love yourself' make a similar point.

Hinduism As Hinduism is a way of life there is no separation between the religious part of life and the rest so honest work and business are praise and prayer to God.

Islam For Muslims work is both a duty and an act of worship and Allah will help those who work committedly in business. 'As for those who strive in our cause, we will surely guide them in our paths. (Quran 29:69).

Judaism Jews believe that God allows people to have good business opportunities. Deuteronomy 8:8, 'But remember the Lord your God, for it is he who gives you the ability to produce wealth and so confirms his covenant.'

Sikhism Members of the Khalsa pray before starting work, thereby offering their efforts to God. 'My own occupation is to work to praise the Lord' (Guru Granth Sahib 1331). As work is an offering Sikhs emphasise the importance of working with all their talents and abilities as well as using their intellects and hearts in the service of themselves, family and community.

[4 marks] AO1

12 What is an employee?

Target: Knowledge of the meaning of the term employee

A person who works for another, or similar statement.

Award one mark for a correct point or example.

[1 mark] AO1

13 'Religious believers should help the unemployed.'**What do you think? Explain your opinion****Target: Evaluation of whether religious believers should help the unemployed**

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 with slight development of one.	3 marks

Students may include some of the following information:

All religious believers are part of the human race and so have a moral duty to help those in need/ all religions teach about the need to help those in need / 'love your neighbour as you love yourself' (Mark 12:31) / 'Whatever you did for one of these... you did for me' (Matthew 25) / 'He is not a believer who eats and drinks whilst his brother goes hungry' (Hadith) / right action / right intention / helping those in need is part of fulfilling ones dharma as a householder etc.

Many religious people already do a lot to help those in need, including the unemployed / people have organised basic skills courses to help the unemployed develop ICT skills / basic literacy and numeracy courses / CV writing courses / run food banks / limited number of religious believers so a limit on what they are able to do / Government already provides support for unemployed through benefits and education courses / why should people also have to give them extra help? / religious believers pay taxes which contributes towards paying benefits / many other groups are in need / religious believers should concentrate on those in greater need than the unemployed etc.

Two sided answers are creditable but not required.

[3 marks] AO2

14 Explain reasons why a religious believer should do voluntary work. Refer to religious beliefs and teachings in your answer.

Target: Knowledge and understanding of why a religious believer should do voluntary work

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

Students may include some of the following information:

Voluntary work helps society / 'Love your neighbour as you love yourself' / 'He is not a believer who eats and drinks whilst his brother goes hungry beside him' (Hadith) / gains merit / builds good karma / Right Action / Right Intention / stops people being lazy / can be enjoyable / gives satisfaction of helping to those who do it as well as helping those who benefit from it / example of religious leaders / founders gave up time to help, etc.

Do not credit reasons why they would **not** do voluntary work.

For Levels 3-4 there must be reference to religious beliefs and teachings.

[4 marks] AO1

15 'Worshipping God on a holy day is more important than earning money.'

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

Target: Evaluation of whether worshipping God on a holy day is more important than earning money

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. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	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, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	Level 4 Guidance 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.	Levels 5 and 6 QWC 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 5 Guidance 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.	Level 6 Guidance 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**

Worship is a priority as honouring God will bring his blessing / holy days are important within religions and should be set apart to worship / 'Yours Lord is the greatness the power, the splendour and the majesty...all things come from you and of your own do we give you.' 2 Chronicles 29 / people live 'by faith' and trust God to provide / money is temporary but relationship with God is eternal / reference to worshipping on a holy day rather than working, etc.

Other Views

Need money to live in the world today / 'If a man will not work he shall not eat.' suggests that work and earning is necessary / may have no choice but to work / may work shifts and so be unable to attend worship / possible to worship God through job that one does / 'My own occupation is to work to praise the Lord.' Guru Granth Sahib 1331 / 'Whatever your work, work at it as if working for the Lord and not for man.' Colossians 3:23 / work is service – can be worship, etc.

[6 marks] AO2**15 Spelling, punctuation and grammar**

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

High performance	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]
Intermediate performance	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]
Threshold performance	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]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

4 Religion and the Multicultural Society

16 Describe how one religious festival that you have studied is celebrated in the community.

Target: Knowledge and understanding of how one religious festival is celebrated in the community

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

Students may include some of the following points:

The focus of this question is on ‘how’ not ‘why’ a religious festival is celebrated. The festivals listed in the specification are Wesak, (celebrates the Buddha’s birthday, for some it also marks the Buddha’s enlightenment and the Buddha’s death). Christmas (celebrates the birth of Jesus), Divali (the festival of light celebrated by Jains and Sikhs as well as Hindus), Eid-ul-Fitr (marks the end of Ramadan) Pesach or Passover (celebrates the deliverance of the Israelites from slavery in Egypt) and Baisakhi (Vaisakhi), (the New Year festival for Sikhs and also the anniversary of the founding of the Khalsa in 1699).

Buddhism Wesak: Joyful and colourful celebration with homes cleaned and decorated. Buddhists visit the local temple to chant and pray and receive teaching. Offerings of food, candles and flowers are given to the monks. Thai Buddhists often make Wesak lanterns out of wood and paper and caged birds are released. Some Buddhist traditions ‘Bathe the Buddha’ and pour water over the Buddha reminding followers of the need to purify the mind from greed, hatred and ignorance. Sometimes vegetarian food is eaten in the temples. Chinese Buddhists make include traditional dancing dragons in their celebrations. Many Buddhists give gifts, visit homes for the elderly and orphanages and / or take part in other charitable acts.

Christianity	<p>Christmas: The Christmas season lasts for twelve days. Celebrations and customs vary worldwide but in Britain Christians and non-Christians exchange cards and children look forward to receiving presents brought by Father Christmas during the night of Christmas Eve. Shops, streets and homes are decorated with Christmas lights, trees, holly and other decorations. Families try to get together for Christmas.</p> <p>Many Christians see the festival as a time to promote peace and goodwill and for giving to charity. Nativity scenes are displayed and carols sung. Many churches have special services such as special nativity services where children act out the Christmas story, Christmas carol services are held, Midnight Mass may take place on Christmas Eve, Christingle services may also take place / lighting of the 5th candle of the Advent wreath on Christmas Day.</p>
Hinduism	<p>Diwali (Divali): Hindus celebrate with fireworks, lights and flowers. They give and receive sweets and worship. There are numerous local customs throughout India but Lakshmi the goddess of wealth is thanked and people pray that they will have a good year. In Britain houses are cleaned and decorated with lamps and candles. Sweets are given and many send presents to relatives in India. Many non-Hindus and Sikhs celebrate this festival and Leicester has a large celebration every year.</p>
Islam	<p>Eid ul Fitr: Muslims offer thanks to Allah for the help and strength they were given to keep the fast. Celebrations begin when the new moon is seen. New clothes are worn and houses decorated, Eid cards are sent to family and friends, children receive presents and money is given to those in need and to the mosque.</p> <p>A special meal is eaten during the daytime and services are held in the mosque and in some places outdoors. The imam delivers a speech and after the congregational prayer the imam declares Eid ul Fitr and worshippers greet and hug each other. Families visit relatives and friends. In some parts of Britain schools and businesses give pupils and workers the day off to celebrate Eid.</p>
Judaism	<p>Pesach or Passover: To celebrate Passover a special meal is eaten, the Seder, during which the story of the Passover is retold through a series of questions asked by the youngest child. Wine is drunk and there are seven special items on the seder plate symbolic of the exodus story, Matzah (unleavened bread), Charoset, horseradish, Karpas dipped in salt water, Shankbone, roasted egg. Passover custom is to invite guests to join who would not otherwise have a place to go.</p>
Sikhism	<p>Baisakhi (Vaisakhi) is the New Year festival for Sikhs and also the anniversary of the founding of the Khalsa in 1699. Sikhs celebrate receiving a clear identity and a code of conduct to live by. Community celebrations begin with worshippers making their way to the gurdwara before dawn with flowers and offerings. Parades take place. The Sikh community elect the committee who will run the gurdwara during the coming year. Many young Sikhs are baptised into the Khalsa at this time. In Manhattan in New York Sikhs perform seva by giving out free food or helping people by doing jobs for them.</p>

[4 marks] AO1

17 Explain religious beliefs and teachings that encourage tolerance.

Target: Knowledge and understanding of religious beliefs and teachings that encourage tolerance

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

Students may include some of the following points:

Religious teachings encourage tolerance, such as:- 'Love your neighbour as you love yourself' (Mark 12:31) / 'Whatever you did for one of these... you did for me' (Matthew 25) / right intention / right action / 'The greatest quality is seeking to serve others' (Atisha, Buddhist teacher) / 'Do not do to others what would cause pain if done to you' (Mahabharata 5:1517) / 'And whoso does good works, whether male or female, and he (or she) is a believer, such will enter paradise' (Qur'an 4:124) / Do not mistreat an alien or oppress him, for you were aliens in Egypt' (Exodus 22:21) / 'No one is my enemy, none is a stranger and everyone is my friend (Guru Granth Sahib 1299) etc.

[4 marks] AO1

18 ‘Blasphemy laws are needed to protect religious beliefs.’

What do you think? Explain your opinion.

Target: Evaluation of whether blasphemy laws are needed to protect religious beliefs

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 with slight development of one.	3 marks

Students may include some of the following information:

Religion is important to many people and so should be treated with respect / books have been produced that seem to be deliberately confrontational and cause upset to believers / free speech is not a licence to insult people or the beliefs they hold / there should be a deterrent etc.

Blasphemy laws prevent free speech and debate / people unable to debate issues around religion without being worried that they could break the blasphemy laws / blasphemy laws promotes intolerance of people with different views / may lead to death of followers of other faiths (or of no faith) in some countries eg murder of Salman Taseer in Pakistan / religion has been around for hundreds of years and has survived – it does not need laws to protect it / comedies or cartoons which are disrespectful or cause offence, etc.

Two sided answers are creditable but not required.

[3 marks] AO2

19 What is meant by the term ‘immigration’?

Target: Knowledge of the meaning of the term immigration

Moving to another country to live there, or similar statement.

Award one mark for a correct definition.

[1 mark] AO1

20 ‘All asylum seekers should be welcomed into the United Kingdom.’

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

Target: Evaluation of whether all asylum seekers should be welcomed in to the United Kingdom

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. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	Level 4 Guidance 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.	Levels 5 and 6 QWC 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 5 Guidance 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.	Level 6 Guidance 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**

Asylum seekers have often fled horrific situations and endured great danger to reach the UK and safety / there is a moral duty to help those in need / 'Love your neighbour as you love yourself' (Mark 12:31) / 'Do not mistreat and alien or oppress him, for you were aliens in Egypt' (Exodus 22:21) / 'No one is my enemy, none a stranger and everyone is my friend' (Guru Granth Sahib 1299) / UK has a reputation for tolerance, respect of different cultures and for allowing people to be different / many asylum seekers who come to the UK return home when the situation there changes / there are not huge numbers of genuine asylum seekers who settle here permanently etc.

Other Views

The UK is a relatively small country and already has a large population / some asylum seekers are not genuine but here for economic reasons / too many extra people puts pressure on schools / health service / extra costs of paying benefits / too many asylum seekers in an area can upset the local population and cause racial tension / may cause an increase in nationalism in some areas / asylum seekers need to be willing to follow the laws of the UK etc.

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

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

High performance	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]
Intermediate performance	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]
Threshold performance	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]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

5 Religion and Identity**21 What is meant by the term ‘self-worth’?****Target: Knowledge of the meaning of the term self-worth**

Valuing yourself as a person / recognising that you are still important and of value / confidence in oneself / self-esteem, etc.

Award one mark for a correct point.

[1 mark] AO1

22 Explain religious teaching about what it means to be human.**Target: Knowledge and understanding of religious teachings about what it means to be human**

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

Students may include some of the following points:

In general all religions except Buddhism teach that human life is God-given and is therefore a gift that is precious and sacred or holy / all religions believe in the sanctity of life / to be human is to have a conscience / capacity to think / develop technology.

Buddhism Life is precious and rebirth as a human is a very rare. One Buddhist scripture says that the chance of being reborn as a human is as likely as a blind turtle surfacing from the ocean depths once in a hundred years and putting its head straight through the hole in a cattle yoke that just happened to be floating on the sea. Aim of Buddhists is to achieve enlightenment through following the Eightfold Path.

Christianity	Teaches that humans are created by God and are special and unique within creation. Mankind was ‘made a little lower than the angels.’(Hebrews) / ‘So God created man in his own image, in the image of God he created him; male and female he created them.....God saw all he had made and it was very good.’ (Genesis 1:27 & 31). God is involved in the creation of every human life and so everyone matters. ‘For you created my inmost being; you knit me together in my mother’s womb.’ (Psalm 139:13) God also created mankind with free will, resulting in sin and separation from God. Mankind needs to restore that relationship with God.
Hinduism	There are various stories on the origins of humans in Hinduism, according to one story Brahma created Svayambhuva Manu and a woman called Satarupa and their sons and daughters spread across the world and populated it. The Rig Veda explains the gods sacrificed the divine primeval form of man and the parts of this first being became the various living creatures, including humans. Humans need to build good karma to secure a good rebirth with the eventual aim of ceasing to be reborn.
Islam	The Qur’an teaches that Allah created humans from ‘mud moulded into shape’ (Qur’an 15:26) and gave them free will plus knowledge, a soul and a conscience. All the gifts and talents a person has are the gift of Allah. Humans need to do the will of Allah and follow the Five Pillars so they may enter Paradise on Judgement Day.
Judaism	Teaches that humans are created by God and are special and unique within creation. ‘So God created man in his own image, in the image of God he created him; male and female he created them.....God saw all he had made and it was very good.’ (Genesis 1:27 & 31). God is involved in the creation of every human life and so everyone matters. ‘For you created my inmost being; you knit me together in my mother’s womb.’ (Psalm 139:13) God also created mankind with free will.
Sikhism	Teaches that all life comes from God and that God created the universe and keeps it in existence. Creation is an expression of God’s divine spirit, God’s will and command (hukam). A Sikh’s aim in life is to achieve mukti (reunite with God) and this is achieved through working to develop the positive human qualities that lead a person closer to God.

[4 marks] AO1

23 ‘The main purpose of life is to obey God.’**What do you think? Explain your opinion.****Target: Evaluation of whether the main purpose in life is to obey 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 with slight development of one.	3 marks

Students may include some of the following points:

Islam teaches to submit to the will of Allah and to follow the Five Pillars / Judaism teaches that Jews have a covenant with God and their purpose is to serve God and therefore obey God / Christianity teaches followers to love God and to love their neighbour, in doing this a Christian is doing God’s will etc.

How can one obey something that does not exist? / life has other purposes such as having a family / enjoying oneself / living the best life one is able without needing to obey a deity / life has no purpose; it is just a struggle to survive / how can all the war and famine in the world be part of a purpose? / Buddhism teaches the purpose of life is to overcome desire and craving in order to achieve enlightenment (Nirvana) / Hinduism teaches the purpose of life is to fulfil one’s dharma / Sikhism teaches the purpose of life is to achieve God consciousness etc.

Two sided answers are creditable but not required.

[3 marks] AO2

24 Describe items that people wear to show commitment to their religion.

Target: Knowledge and understanding of items that people wear to show commitment to their religion

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

Students may include some of the following information:

- Buddhism** Monks and nuns are recognised by their robes, made of one piece of cloth. This is coloured red (Tibetan Buddhists) saffron (most of S.E. Asia) black, grey or blue (Japan). A skull cap is worn by Buddhist priests in China and Japan. Prayer beads may be used. On Wesak nuns wear white.
- Christianity** Many clergy wear clerical clothes even when not taking a service. This may consist of a black shirt with white reversed collar (dog-collar) / when taking services cassock and surplice with stole or preaching scarf are often worn / Monks and nuns wear a habit, usually hooded for men and a fitted head covering for women / Christians may wear the symbol of a cross, a crucifix or fish.
- Hinduism** Traditional clothing for a baby is a cap and balut (triangular piece of cloth) / adult clothing has depended on caste, though women wear saris, workmen traditionally wore a loincloth / many Hindus wear a tilaka acknowledging they are servants of Lord Krishna / women wear a bindi on their foreheads / Sacred Thread.
- Islam** Muslims must dress modestly according to the Qur'an / men must be covered between navel and knees / some men wear a topi / women must be covered in loose clothing so that the shape of the body is not apparent / only hands and face should show / headdresses are also worn and sometimes Muslim women wear a veil / hijab / burqa.

Judaism Jewish men wear a skullcap (kippah) and women may wear a scarf covering their heads / for worship in the synagogue men will wear a tallit (prayer shawl with tassels) / many will also wear small leather boxes called tefillin or phylacteries / some Jews will also wear long sidelocks and others beards and sideburns / Hasidic dress eg rekel

Sikhism Male and female Khalsa Sikhs wear the five 'Ks' to symbolise their membership of the Sikh faith / Kesh is uncut hair which is kept tidy by wearing a turban / it is a mark of dedication to and acceptance of God's will/ Kanghas (combs) are worn under the turban to keep the hair in place, a reminder to maintain the body in a clean and healthy state / a kara (steel bracelet) is worn representing God being infinite and that a Sikh has an unbreakable bond with God / Kachera (underwear) representing modesty and control / Kirpan (small sword) representing a Sikh being a member of God's army ready to protect the weak and needy and also act in self-defence / wear beards / accept description of the clothing of the Panj Piare.

Note. Description of what is worn is required. Candidates may well describe the 5Ks and include explanation of the meaning. This is included above but is not required and can be seen as development.

[4 marks] AO1

25 'Sacred writings are the most important sources for decision making.'

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

Target: Evaluation of whether sacred writing are the most important sources for decision making

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. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	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, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	Level 4 Guidance 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.	Levels 5 and 6 QWC 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 5 Guidance 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.	Level 6 Guidance 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**

Sacred writings are handed down and believed to hold the teaching of the religion / be the Word of God and are therefore very important / they provide guidance and support on moral and ethical issues / tell a believer what God wants them to do in a particular situation / they are a foundation of the faith, etc.

Other Views

Sacred writings are old and out of date / do not really deal with the modern day / require a lot of interpretation / how can you be sure they really are God's words if different believers hold different views about issues but use the same teaching? / other sources are important such as conscience, if you read the teaching and reflect your conscience can guide you / advice from religious leaders / religious writings are often unrealistic in the modern world e.g. how many Christians take note of the teaching about not charging interest? etc.

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

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

High performance	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]
Intermediate performance	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]
Threshold performance	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]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

6 Religion and Human Rights**26 ‘The right to religious freedom is the most important human right.’****What do you think? Explain your opinion****Target: Evaluation of whether the right to religious freedom is the most important human right**

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 with slight development of one.	3 marks

Students may include some of the following points:

For religious believers following a religion is the most important aspect of life as it is doing God’s will / therefore the freedom to do this without fear of persecution / torture / death etc. is important / serving God brings rewards in the afterlife / this life is a preparation for the next so how well God is served is crucial to the afterlife / freedom to follow God is very important, etc.

Freedom to follow a religion is an irrelevance if you are not religious, therefore it is not the most important human right / there are far more important human rights / such as the right to life / right to food, drink and shelter / no point demanding religious freedom if you are going to die of starvation / many people do not have freedom to follow their religion but still live out their faith in quiet ways and witness to their faith through their actions etc.

Two sided answers are creditable but not required.

[3 marks] AO2**27 What is meant by the term ‘citizen’?****Target: Knowledge and understanding of what is meant by the term ‘citizen’**

A person belonging to a city or country / a person born in a country and recognised as a member of that nation or similar statement.

Award one mark for a correct answer.

[1 mark] AO1

28 Describe the work of one pressure group that you have studied.**Target: Knowledge and understanding of the work of one pressure group**

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

Students may include some of the following points:

Students may choose any relevant example of a pressure group however the focus of the answer must be on the **work** that the organisation does.

The specification gives Amnesty International, Greenpeace, Abortion Right and Society for the Protection of the Unborn Child as examples however any relevant example of a pressure group may be used.

No mark is to be awarded for naming the organisation.

[4 marks] AO1

29 Explain why some religious believers support non-religious organisations that campaign for human rights. Refer to religious beliefs and teachings in your answer.

Target: Knowledge and understanding of reasons why a religious believers support non-religious organisations that campaign for human rights

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

Students may include some of the following information:

Concern with equality and justice means some people campaign with whoever will be most effective / sometimes a non-religious organisation is more effective in campaigning than a religious one particularly if the people being persecuted are the same religion as the campaigners as it is seen as independent / independent organisations have a wider support than religious based ones and so the campaign can be more effective / organisations working to reduce suffering or with the underprivileged are likely to be supported by religious believers because they are doing good and supporting human rights / 'Love your neighbour' / 'Treat others as you would be treated' / 'We are the children of One God' (Guru Granth Sahib 6:11) / 'I look upon all creatures equally' (Bhagavad Gita 9:29) / Right Action / Right Intention etc.

For Levels 3-4 there must be reference to religious beliefs and teachings.

[4 marks] AO1

30 'It is always wrong to break the law in order to protect human rights.'

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

Target: Evaluation of whether it is always wrong to break the law in order to protect human rights

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. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	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, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	Level 4 Guidance 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.	Levels 5 and 6 QWC 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 5 Guidance 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.	Level 6 Guidance 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**

'Everybody must obey the state authorities because no authority exists without God's permission.' Romans 13:1 / 'Give to Caesar what is Caesar's and give to God what is God's.' Mark 12:17 / breaking the law leads to anarchy and chaos / law should always be respected / possible to challenge injustice without law-breaking / Right Action / Right Intention / law of karma discourages law breaking / idea of strict justice in Islam requires that law breaking be punished etc.

Other Views

If laws are unjust then they should be challenged and in challenging them other laws may be broken for example laws against demonstrations etc. / all religions teach about justice / 'love justice, seek mercy' / 'But let justice roll on like a river and righteousness like a never failing stream.' Amos 5:24 / laws may break human rights / 'when justice is done it brings joy to the righteous but terror to the evildoers' Proverbs 21:15 / Right Action / Right Intention etc..

[6 marks] AO2**30 Spelling, punctuation and grammar**

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

High performance	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]
Intermediate performance	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]
Threshold performance	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]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]