



GCSE

Religious Studies B

Unit 2 / 40552 Religion and Life Issues

Mark scheme

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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

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 Animal Rights

01 Explain briefly why many people choose to have a pet.

Target: Knowledge and understanding of why many people choose to have a pet

Students may include some of the following points:

Provides companionship / love / comfort / prevents loneliness / way of expressing affection / treat them like a member of the family / encourages owners to exercise eg. taking the dog for a walk / some make it a source of income (sell the offspring) / assisting people eg. guide dogs, protection / teaches children responsibility / replacement for not having children / to rescue abandoned animals etc.

1 mark for a superficial comment or a single point.
2 marks for a developed answer or more than one point.

[2 marks] AO1

02 Give two reasons why some religious believers are against the fur trade.

Target: Knowledge and understanding of two reasons why some religious believers are against the fur trade

Students may include some of the following points:

Fur farms keep animals in small individual cages to save fur from damage / seen as cruel in way they are reared and killed / some wild animals are facing extinction because many have been killed for their fur eg. tigers / there are alternatives to using real fur / not good stewardship / should look after God's creation / disrespectful to animals / affects karma / ahimsa / some believers say that all life is sacred (Buddhism, Hinduism and Sikhism) etc.

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

[2 marks] AO1

03 'It is wrong for religious believers to buy animal products that have been factory farmed.'

What do you think? Explain your opinion.

Target: Evaluation of whether it is wrong for religious believers to buy animal products that have been factory farmed

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:

Regarded as cruel / violates animal rights / in factory farming animals live in overcrowded conditions / never have the opportunity to graze / other types of farming such as free range is much kinder to animals as they can roam freely outdoors and live a more natural life / factory farming not good stewardship / ahimsa / is not halah / not kosher / righteous person is kind to animals etc.

Free range products are more expensive to buy / less food produced / factory farming is more efficient and costs less / can be farmed without suffering / the hungry need to be fed/animals grow more quickly, providing meat for the consumer / more eggs and milk produced / more profit for the farmer / dominion / matter of conscience etc.

Two sided answers are creditable but not required.

[3 marks] AO2

04 Explain why some religious believers are vegetarians and others eat meat. Refer to religious beliefs and teachings in your answer.

Target: Knowledge and understanding of why some religious believers are vegetarians and others eat meat

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, eg 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
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> Two or three relevant and accurate points with detailed development of at least two. 	5 marks

Students may include some of the following points:

Some choose to be vegetarian because they do not wish to harm animals / matter of conscience / they object to the way meat and poultry are produced / transported / slaughtered / they think vegetables, particularly those grown organically, are safer and healthier to eat / fear of disease like BSE / meat-production wastes land that could be used to feed far more people. Meat helps people to stay healthy / good source of protein / refusal to eat meat would put many farmers out of business / many like the taste of meat.

Buddhist and Hindu principle of not harming living creatures (ahimsa) / most Buddhists are vegetarians / Surangama Sutra says that living creatures should not be killed, treated with violence nor abused or tormented / Hindu principle of cycle of reincarnation / most are vegetarians / some meats are forbidden to Muslims and Jews eg. pig meat / many Sikhs are vegetarians and the langar only serves vegetarian food.

In Genesis God told Noah after the flood that he could eat animals / Peter told that no food is unclean / Paul wrote to the Romans that all food may be eaten / Christians, Jews and Muslims may be vegetarian if they choose to be but they believe that animals were created by God to provide humans with food / idea of dominion / idea of stewardship / acceptable to eat meat provided the food laws are obeyed eg. kosher or halal / Buddhist monks will eat meat if it is offered to them / Sikhs believe meat can be eaten provided the animals are treated and killed humanely, etc.

For levels 4 and 5, there must be some reference to religious beliefs and/or teachings.

[5 marks] AO1

05 'All experiments on animals should be banned.'

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 all experiments on animals should be banned

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, ie 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**

Causes suffering to animals / results on animals might be different from that on humans / research for makeup and luxury goods may not be acceptable.

Buddhists believe in non-violence and ahimsa/ 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.

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 / many oppose tests for make-up / many campaign against cruelty / the RSPCA started as a Christian response to animal cruelty / Proverbs 12:10 – a good man is kind to his animals.

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 / cows especially are valued / some animals are associated with particular gods (eg Shiva and Nanda, the bull) / Ahimsa, eg Manu 5. 48 important so opposed to animal suffering.

Muslims teach that animals have feelings and purpose in their lives / Muhammad told many stories concerning the welfare of animals / it is seen as part of the stewardship of humans / animals should be shown consideration and have rights.

Jews are taught to show concern for animals and treat them fairly (eg Proverbs 12:10) / a commandment includes resting animals / Genesis 1 gives humans responsibility over animals, which must not be abused.

Sikhs believe that humans are custodians of the earth and should not mistreat animals / they will be judged on such action.

Other Views

Important medical research may be justified / could benefit animals as well.

Christians may agree on the use of animals for medical experiments if it benefits humans, but would insist on humane conditions / opposed to animal experimentation for make-up / a minority see Psalm 8 – man is lord over animals and fish – as meaning that humans have dominion and can do to animals what they like.

Muslims believe that scientific experiments should not involve cruelty and should only be done for important medical research / no repetition experiments / use of pain relief / not for self-inflicted illness.

Jews believe that it is important not to cause animals pain but the principal of pikuah nefesh means that experiments which might save life would be allowed / not for cosmetic reasons or monetary gain.

[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 and Planet Earth

06 Give two problems caused by climate change.

Target: Knowledge of two problems caused by climate change

Students may include some of the following points:

The Earth is warming up (global warming) / causing problems for flora and fauna / results in more extreme weather causing droughts / floods / hurricanes etc. / some areas may become unliveable / icecaps melting / causing problems for polar bears / sea levels rising causing problems for low lying countries eg Bangladesh / health problems / destroys lifestyles / forces migration etc.

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

[2 marks] AO1

07 Explain briefly how Earth Summits have tried to deal with the problem of climate change.

Target: Knowledge and understanding of how Earth Summits have tried to deal with the problem of climate change

Students may include some of the following points:

Have set targets for governments to reduce carbon emissions and greenhouse gases / have encouraged the use solar, wind or other renewable energies / encouraged replanting of trees / have met on a regular basis to discuss progress and the need for additional measures / have introduced Agenda 21 / supported by religious leaders / publicise the problem / address issues globally / focus for environmental discussion etc.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

[2 marks] AO1

08 'Religious believers should never use pesticides.'**What do you think? Explain your opinion.****Target: Evaluation of whether or not religious believers should ever use pesticides**

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:

Pesticides are poisons as they are harmful to the environment and people/ they poison the soil / they are a serious hazard to wildlife / high doses not only kill insects but birds and mammals as well / they get into the water table / absorbed into the atmosphere and fall as acid rain / could use natural means to protect from pests / humans should look after the world (stewardship – Genesis) / ahimsa / love one's neighbour (if applied to humans).

They are necessary to protect crops from weeds, pests and diseases / without them food production would be much lower / people would starve / financial advantages / weeds, pests and diseases would get out of control / dominion / modern pesticides do not cause long term harm / people's needs should come first / personal choice (free will) etc.

Two sided answers are creditable but not required.

[3 marks] AO2

09 Explain why many religious believers are concerned about the abuse of the Earth’s natural resources. Refer to religious beliefs and teachings in your answer.

Target: Knowledge and understanding of why many religious believers are concerned about the abuse of the Earth’s natural resources

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, eg 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
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> Two or three relevant and accurate points with detailed development of at least two. 	5 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 / forests are being destroyed at an alarming rate / should not be abusing the environment / need to recycle / reuse / need to change attitude from a throwaway society to preserve resources / idea that everything belongs to God – ‘The earth is the Lord’s, and everything in it’ Psalm 24:1. / trustees and so will be answerable to God / Allah / Hindu belief that nature is sacred / support Earth Summits / need conservation projects/ population growth is putting a human strain on resources etc.

For levels 4 and 5, there must be some reference to religious beliefs and/or teachings.

[5 marks] AO1

10 'Living a modern lifestyle is more important than worrying about any pollution it might cause.'

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 living a modern lifestyle is more important than worrying about any pollution it might cause

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, ie 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**

Modern lifestyles enable people to have a good standard of living / they shouldn't have to live in poverty or endure unnecessary suffering / a modern lifestyle encourages good health rather than sickness / people should be able to live in comfort / an individual's lifestyle has little effect on pollution / Genesis 1 teaches the idea of dominion which can be interpreted as meaning people come first and can live as they want / humans are made in the image of God so are more important than anything else.

Other views

People should be concerned about pollution as it harms life / very selfish just to consider oneself / harm the planet and no one has a good lifestyle as it affects everyone / Buddhist idea of interdependence / 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 / 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 / modern lifestyles may not be desirable for all / care of the Ummah / Parable of the Talents 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 Prejudice

11 'It is important for religious believers to show tolerance towards people of other faiths.'

What do you think? Explain your opinion.

Target: Evaluation of whether it is important for religious believers to show tolerance towards people of other faiths

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:

It is important because the Golden Rules of all religions encourage tolerance eg. Treat others as you wish to be treated / Universal Declaration of Human Rights said that all human beings are born free and equal in dignity and rights / people should be allowed to keep their beliefs, practices and ways of life so long as they do not harm others / ideas of metta and loving kindness / compassion / agape / showing tolerance does not mean agreeing with people of different beliefs / if every religious believer showed tolerance there would be harmony in the world and terrorism would cease / live in a multicultural society etc.

There are limits to tolerance / racist or other prejudiced views may harm people and so cannot be tolerated / those who are persecuting others because they have different beliefs should not be tolerated / some believe that they have the correct way and that other believes should not be tolerated / terrorists who are killing in the name of religion should not be accepted etc.

Two sided answers are creditable but not required.

[3 marks] AO2

12 Explain briefly how discrimination is different from prejudice.

Target: Knowledge and understanding of how discrimination is different from prejudice

Prejudice is thinking badly of someone because of the group he/she belongs to / pre-judging before knowing someone.

Discrimination is the action taken as a result of prejudice.

Both prejudice and discrimination need to be mentioned for two marks to be obtained.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

[2 marks] AO1

13 Give two reasons why some people become prejudiced.

Target: Knowledge of two reasons why some people become prejudiced

Upbringing and influence of parents / influence of the media / have been victims of prejudice / personal experience / religion / fear / ignorance / stereotyping / scapegoating / jealousy / been bullied / felt rejected / perceive others as different etc.

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

[2 marks] AO1

14 Explain how some religious believers have fought against prejudice.

Target: Knowledge and understanding of how some religious believers have fought against prejudice

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, eg 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
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> • Two or three relevant and accurate points with detailed development of at least two. 	5 marks

Students may include some of the following points:

Students may answer in a generic way, **focusing on the actions** religious believers have taken to fight against prejudice such as marches, petitions, speeches, pray etc. This is acceptable for full marks as the question does not ask for the religious believers to be named.

Where examples of individuals are used, accept any religious believer who has fought against prejudice but it is likely that they will refer to examples which are included in the specification:

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. Became leader of the civil 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 eg 'I've had a dream...' 1964 awarded the Nobel Peace prize and the following year black people were given the right to vote.

Desmond Tutu

An Anglican priest who fought against apartheid. eg 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. 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.

[5 marks] AO1

15 'Not all discrimination is wrong.'

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 all discrimination is wrong

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, ie 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

Positive discrimination can help to right a past wrong or injustice / can be used to address issues such as gender balance in the workplace / helpful for those with disabilities if they are given special consideration such as providing car parking spaces near shops for those who have walking difficulties or the front row in the theatre or football match for those in wheelchairs so they can see what is happening / show concern for the elderly / can be used to show compassion / Golden Rules / depends on motive / can be the Right Action / may be helpful and not hurtful / lessons can be learnt / different treatment may result from a person's actions, eg. criminals / because of beliefs eg. religious, political, cultural etc.

Other Views

Everyone should be treated equally / Galatians 3 : 28 / can be very hurtful / may not be fair / religions teach that discrimination 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.

[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 Early Life

16 Give two different situations where the UK law may allow an abortion.

Target: Knowledge of two situations where the UK law may allow an abortion

Students may include some of the following points

Health reasons (mother or foetus) / threat to mother's life / can't cope mentally / foetal problems / may affect the mother's current children / criteria of the law allows for eg. too young, rape, multiple pregnancy, poverty / quality of life / meets UK legal criteria eg. 2 doctors agree, before 24 weeks etc.

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

[2 marks] AO1

17 Explain briefly what is meant by the sanctity of life.

Target: Knowledge and understanding of what is meant by the sanctity of life

Students may include some of the following points

Life is sacred / precious / holy / gift / God given / humans are made in the image of God / very valuable so should not be taken away / life has a purpose / worthy of respect / Buddhist turtle story, etc.

1 mark for a superficial comment or a single point.
2 marks for a developed answer or more than one point.

[2 marks] AO1

- 18** 'When abortion is being considered, religious believers should support the father having equal rights with the mother.'

What do you think? Explain your opinion.

Target: Evaluation of whether or not, when abortion is being considered, religious believers should support the father having equal rights with the mother

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

It is fair that fathers should have equal rights with the mother / he has helped to make the baby / he has the legal responsibility to help to support the child financially when s/he is born / in the UK the father has no legal right to an opinion as to whether the woman has an abortion or keeps the child – is this fair? / shouldn't the father have a say / man may not want to be a father / love your neighbour etc.

It should be the mother's choice / she has to go through the pregnancy / she has nine months of carrying the baby with all the consequences of morning sickness etc. / she has to face the pain of childbirth / need for compassion for the mother if she cannot face the pregnancy / she will have to give up a lot for a child eg. career / the father might not be on the scene / he could have been a rapist / in the UK the father has no legal right / father's rights are irrelevant as abortion is wrong / pro-life arguments etc.

Two sided answers are creditable but not required.

[3 marks] AO2

19 Explain different religious views about when life begins. Refer to religious beliefs and teachings in your answer.

Target: Knowledge and understanding of different religious views about when life begins

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, eg 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
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> Two or three relevant and accurate points with detailed development of at least two. 	5 marks

Students may include some of the following points

There are lots of different religious ideas about when life begins eg. before conception / at conception / development of the backbone or spinal column / when the heart starts beating / when the foetus receives its soul / at viability / at birth.

Buddhism Buddhists believe that life begins even before conception because all living things are caught up in the cycle of life, death and rebirth (samsara) / there is no point where life begins.

Christianity Christians have many opinions / Catholics and some Protestants believe that life begins at conception / the DNA is present for a potential person / others such as Methodists believe that life begins sometime between conception and viability eg development of the spinal cord or when the heart starts beating.

Hinduism Hindus believe life begins at conception, when something unique comes into being / they also believe in samsara.

Islam Muslims believe that there is potential life from the moment of conception / the foetus receives a soul (ensoulment) at 40 or 120 days – this is an important event.

Judaism Some Jews believe that life begins at conception / many believe that life begins when the baby is half way down the birth canal.

Sikhism Sikhs believe life begins at conception, when something unique comes into being / they also believe in samsara.

For levels 4 and 5, there must be some reference to religious beliefs and/or teachings.

The focus of the question is about when life begins and not about when it can be terminated.

[5 marks] AO1

20 'An abortion should be allowed if the baby would have a poor quality of life.'

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 an abortion should be allowed if the baby would have a poor quality of life

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, ie 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**

The physical and mental well-being of the child should be of prime importance / it isn't fair to bring a baby into the world to suffer a life of misery, pain and suffering / can the family support a new baby? / severe disability may result in needing full time care / the child may be unwanted and resented / the father may not be involved / the family may already be large / may be on a low income / parents may not be able to give emotional support / Pro-choice arguments / compassion and golden rules should be considered / the current law takes the circumstances into consideration etc.

Other Views

All religions teach that life is special and precious / belief that life is sacred and holy / comes from God / should be valued and cherished, not destroyed / God gave life so only he can take it away / shouldn't attempt to 'play' God / Muslim belief that life is a test / Qur'an 17:31 / Buddhist, Hindu and Sikh belief that life should be valued because it enables the building up of good karma / destroying life creates bad karma / turtle story / first precept / ahimsa / life is sacred and should be preserved / Pro-Life arguments / those with disabilities can still have a good life eg. Paralympics / who is to judge whether the baby will have a poor quality of life / the quality of life can improve 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, War and Peace

21 Give two examples of the effects of war.

Target: Knowledge of two examples of the effects of war

Students may include some of the following points:

Many get injured physically / mentally / death / cities destroyed / environment destroyed / homes lost / families and friends separated / children orphaned / livelihoods lost / refugees / refugee camps with poor conditions / development of devastating weapons including weapons of mass destruction / radiation / chemical and biological impacts / hardship and suffering / fear / torture / enormous cost / disease and famine / people may work together for the war effort / allies working together to defeat a common enemy / loss of land or capture of territory / defeat or victory / cruel dictator might be overthrown / people might gain freedom and democracy / baby boom / can bring justice etc.

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

[2 marks] AO1

22 Explain briefly what is meant by terrorism.

Target: Knowledge and understanding of what is meant by terrorism

Students may include some of the following points:

The unlawful use of violence / usually against innocent civilians or organisations / to achieve a political or religious goal / creates a climate of fear / examples might include religious extremists, eco-terrorists, animal rights activists, cyber terrorism, 9/11 etc.

1 mark for a superficial comment or a single point or a named relevant example(s).

2 marks for a developed answer or more than one point.

[2 marks] AO1

23 'Religious beliefs are never a good reason to go to war.'

What do you think? Explain your opinion.

Target: Evaluation of whether or not religious beliefs should ever be a good reason to go to war

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:

Religions are all about living in peace / Golden Rules / ideas of love / forgiveness / mercy / tolerance / people should be allowed to believe what they wish and not attacked for believing something different / there is no such thing as a Holy War / all war is evil and causes destruction and death.

In reality many people have a lack of tolerance for those of other beliefs / may feel that their sacred beliefs are being attacked and need to defend them / many wars in history have been at least partly caused by religious beliefs eg. Crusades / Spanish Armada / Middle East / wars have been caused by different groups in the same religion eg. Catholics v Protestant / Sunni v Shi'ite / conflicts in Afghanistan / Syria / Israel / Northern Ireland / Nigeria for example have been at least partially caused by religion / idea of jihad / examples from the holy books / idea of Holy War / idea of Just War.

Two sided answers are creditable but not required.

[3 marks] AO2

24 Explain the ‘Just War’ criteria (rules).**Target: Knowledge and understanding of the Just War criteria**

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, eg 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
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> Two or three relevant and accurate points with detailed development of at least two. 	5 marks

Students may include some of the following points

Just War criteria are found across the religions. They may include a just cause eg. stopping genocide or to overthrow a cruel dictator / started by a properly constituted authority / right intention eg. promote good and avoid evil / must be a last resort eg. have tried every other avenue and that has failed / must be a reasonable chance of success / must be reasonable proportion, eg. use only enough force to achieve objectives / no civilians to be involved eg. the conflict should be between the armed forces / self-defence eg. to stop an invasion / need to protect trees and the environment wherever possible / fighting must stop as soon as the enemy concedes / prisoners must be treated humanely / pre-emptive strike allowed / Sikhism teaches that the war does not have to be winnable etc.

Credit where students have answered in a more general way rather than listing the criteria.

[5 marks] AO1

25 'No country should have nuclear weapons.'

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 any country should have nuclear weapons

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, ie 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

Nuclear weapons are powerful enough to destroy the world / 'Do not kill' / could get into the wrong hands / someone could start a nuclear war / those who have them could bully those who do not / sanctity of life / CND / might get into the hands of terrorists / unless countries get rid of them other countries will want them and there will be more danger of a rogue state getting them / nuclear bombs dropped to end World War II had the effect of killing people for years to come because of radiation / do not meet the Just War criteria eg. of proportionality or not killing innocent civilians / religions should support disarmament of weapons of mass destruction as they go against ahimsa and religious teachings of peace / those who take the sword will die by the sword / countries who get rid of them will be setting an example for others to follow / because they are expensive etc.

Other views

Nuclear weapons may be a deterrent / could result in maintaining the peace and preventing war as people are too frightened to use them / if others have them they may be needed for defence to maintain a balance of power / need to protect their people from attack / secular, not a religious issue / technology cannot be undone / provides employment 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 Young People

26 Give two reasons why some parents choose to send their children to a faith school.

Target: Knowledge and understanding of why some parents choose to send their children to a faith school

Students may include some of the following points:

Want their children to learn about their religion / like the moral codes and ethos which is taught / good reputation of the school / could be the nearest school / family tradition / religious discipline / child chooses to go / single sex education etc.

1 mark for a superficial comment or a single point.
2 marks for a developed answer or more than one point.

[2 marks] AO1

27 Explain briefly what is meant by peer pressure.

Target: Knowledge and understanding of what is meant by peer pressure

Students may include some of the following points:

Influence exerted by friends / contemporaries or own age group on each other / pressure to change a person's attitudes, values or behaviour to be the same as the rest of the group / could involve bullying etc.

1 mark for a superficial comment or a single point.
2 marks for a developed answer or more than one point.

[2 marks] AO1

28 'Religion should only be taught to young people in the home.'

What do you think? Explain your opinion.

Target: Evaluation of whether or not young people should only be taught about religion in the home

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:

Home and upbringing has a tremendous influence on young people / can be argued that mother is the most influential person in most children's lives / can be brought up in the religious beliefs, teachings, practices, customs and traditions of the family / duty of parents / attitudes to religion, spirituality, relationships, morality and life are all learned about first in the safe environment of the home / school is for other subjects.

Many homes do not have religious parents / ignored by non-believing parents / will only teach about one faith if they are believers / school is a much better place for an unbiased approach to religion / need for expert teaching from religious leaders eg. in religious buildings and communities like the church or mosque or temple / young people should make their own choices etc.

NB. Religion can be interpreted in different ways, eg. faith, academic subject.

Two sided answers are creditable but not required.

[3 marks] AO2

29 Explain, using examples, why faith groups provide special activities for young people.

Target: Knowledge and understanding, using examples, of reasons why faith groups provide special activities for young people

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, eg 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
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> Two or three relevant and accurate points with detailed development of at least two. 	5 marks

Students may include some of the following points

To make their faith relevant and interesting to young people / so they can understand / to spread their faith / educate young people in their beliefs eg. study of holy scriptures / to encourage young people to become actively involved in living by the rules of the faith / to encourage commitment / to keep the traditions / gives guidance and helps young people gain salvation or enlightenment / makes religion attractive and fun eg. Brigades, camps, messy church, Godly play, youth clubs / provides energetic worship eg. Spring Harvest / gives opportunities to meet other young people of similar beliefs eg. Taize / opportunities to celebrate together eg. festivals such as Diwali, Purim / to keep young people safe in their leisure time / to mix with like-minded people in their own community / faith groups provide activities for school parties etc.

For levels 4 and 5, there must be some reference to examples.

[5 marks] AO1

30 'Religious rules are not relevant for young people today.'

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 religious rules are relevant for young people today

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, ie 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 of the rules were written a long time ago / are outdated as they do not reflect modern lifestyles eg. food laws written at a time when no way of safely preserving certain foods / young people wish to do the same things as their peers / could lead to marginalisation / we live in a secular society / moral codes different today eg. same sex marriages / dress codes are not suitable for today as fashions change / have plenty of other rules to live by eg. Highway Code, laws of the land / too young to understand.

Other Views

Principles of religious codes like the Ten Commandments are timeless / Golden Rules apply to all generations for all time / keep young people from getting into trouble / many modern laws based on religious rules / Buddhists believe the Eightfold Path is the way to end suffering and reach enlightenment and reach Nibbana / Sermon on the Mount and The Ten Commandments are the basis of Christian morality / Hindus believe in the importance of the 10 yamas and the 10 traditional niyamas which help to keep young people from extremism / the 613 mitzvot affect a Jew and their lifestyle / Muslims are given guidance to avoid alcohol and gambling and in some countries have Shariah law / Sikh young people are taught the Rahit Maryada / these rules have benefits – that’s why they became rules in the first place.

[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]