
GCSE

Religious Studies B

40553 – Religion and Morality

Mark scheme

40553

June 2016

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 Religious Attitudes to Matters of Life (Medical Ethics)**01 Give two reasons why some religious believers agree with transplant surgery.**

Target: Knowledge of two reasons why some religious believers agree with transplant surgery

Students may include some of the following points:

It saves life / enables people to help others (when they die) so it is an act of love / sanctity of the life being saved / God given technology means it should be used / it is necessary / helps others / improves the quality of life / shows compassion etc.

Answers that disagree with transplant surgery should not be credited.

One mark for each correct reason given.

[2 marks] AO1

02 ‘Embryology (embryo research) goes against religious beliefs.’

What do you think? Explain your opinion.

Target: Expression of a reasoned opinion about whether or not embryology goes against 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 points:

It is unnatural / embryos are living from conception so must not be experimented on or destroyed / offends against sanctity of life / ‘do not kill’ / ‘do not harm any living thing’ (1st precept + ahimsa) / life is too special to use in this way / worries about taking God’s role as creator / embryos cannot give consent etc.

It leads to medical advances and could save lives / embryos are not yet alive so it is not possible to kill them / God gave mankind skills to perform embryology / potential benefits (to developing medical advances to save and preserve life) outweigh drawbacks / it is a loving act to those who may benefit / good stewardship of God given resources / can prevent genetic illnesses so quality of life could improve etc.

N.B. Be aware that embryos are destroyed after 14 days. Do not credit references to pregnancy or birth.

[3 marks] AO2

03 Explain religious attitudes towards fertility treatment. Refer to religious beliefs and teachings in your answer.

Target: Understanding of religious attitudes towards fertility treatment

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

Students may include some of the following points:

It is a loving and compassionate act to allow childless couples to have children / God created the technology by inspiring mankind to invent it / it facilitates life to be made from life / it allows single people or gay couples to become parents / prevents childless couple from suffering / God said 'go forth and multiply' / some faiths require couples to have a son – fertility treatment makes this possible / it may have detrimental effect on child by AID if they want to find out their father / childlessness may be a result of bad karma / adoption is a preferable alternative / children should be conceived by two people married to each other / some forms (AID) could be considered adultery / masturbation is required and this is forbidden as it spills the seed / God decides who should have children not doctors / children are a gift from God not a right / God gives and takes away life / concern regarding destruction of unused embryos / part of God's plan etc.

For levels 3 and 4, there must be reference to religious beliefs and teachings.

[4 marks] AO1

04 Explain why some religious believers are against surrogacy.**Target: Understanding of why some religious believers are against surrogacy**

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

Students may include some of the following points:

Surrogacy is seen by some as wrong because it uses artificial means of conception and possible use of donated sperm and eggs (although sperm of father and eggs of mother are normally used) / God is the giver of life through natural means / possibly seen as adultery (mechanical adultery) against religious teachings because conception is outside marriage / childlessness is God's will for a purpose we don't know / babies can be seen as commodities to be bought and sold (payment of expenses is permitted) / reduces pool of potential parents to foster or adopt needy children / could potentially have detrimental affect on the child who may want to know more about their birth mother / allows gay couple to become parents / possible distress to surrogate mother when she gives up her child (not loving towards her) / childlessness could be a result of karma etc.

Any information focused on agreement with surrogacy should earn no credit.**[3 marks] AO1**

05 'Religious views should be considered when developing new medical technologies.'

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

Target: Evaluation of whether religious views should be considered when developing new medical technologies

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

Religious views have value / they are from God / they have authority over lots of people / life is special because it is created by God / sanctity of life / religion is huge influence on billions of people’s lives / medical technologies can harm life (do not kill, ahimsa, first Buddhist precept etc.) / is such technology part of God’s plan? (presumably God’s plan is beneficial to life not harmful) / can be seen as inspired by God to fulfil his purpose of caring for his creation / good stewardship / can have great benefits and save many lives / quest for knowledge and understanding / this is a reason why some bishops sit in the House of Lords etc.

Other views

Religion can be seen as getting in the way of progress in some cases and maybe causes delays / many people do not believe in God or any religion / religion is irrelevant / there are more important things to consider eg state law, other sources of morality / religious views are out of date and therefore not relevant to modern technology / it depends on the technology proposed etc.

N.B. For levels 5 and 6, the focus must be on evaluating the value of religious views about the development of new technologies.

[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 Religious Attitudes to the Elderly and Death

06 Give two reasons why some people live in homes for the elderly.

Target: Knowledge of two reasons why some people live in homes for the elderly

Students may include some of the following points:

Elderly may prefer to live in a home for the elderly / some homes for the elderly provide very good care / family cannot cope so there is no alternative / no family / they provide security and care / enables the elderly to socialise / provide specialist around the clock care including medical care / family place them in a home for the elderly / loneliness / family can't afford to care for the elderly / they cannot care for themselves etc.

One mark for each correct reason given.

[2 marks] AO1

07 'Senior citizens are the most valuable members of society.'

What do you think? Explain your opinion.

Target: Expression of a reasoned opinion about whether senior citizens are the most valuable members of society

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:

They possess greater experience / are wiser than the young and can use this to improve the lives of younger people / they may have fought in conflicts that preserved a preferable way of life for them and others / they are considered the most valuable because they have most wealth / any of several religious quotes that imply the elderly are of great value etc.

Those that do not contribute to society are not valued / the elderly often feel as though they are ignored / others are more valuable e.g workers paying taxes / nobody is the most valuable because all are equal etc.

If no focus on 'the most valuable', max level 2

[3 marks] AO2

08 Explain why religious believers support the use of hospices for the dying.

Target: Understanding of why religious believers support the use of hospices for the dying

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

Students may include some of the following points:

They specialise in end of life care / spiritual preparation for death is a feature of hospices / loving and compassionate way of ending life / ensures death is natural and that life is not taken / palliative care is given to relieve possible pain / needs of the family are considered including practical and spiritual support / death is with dignity / alternative to euthanasia / they may have personal experience of hospices through friends and family / fulfils 'love your neighbour' / credit quotes about caring that are applied to hospices / many hospices were established by religions / supports the sanctity of life etc.

Any information focused on disagreement with the use of hospices should earn no credit.

Ensure that the focus is on the terminally ill, not providing care for the elderly who are not terminally ill.

[3 marks] AO1

09 Explain how religious beliefs and teachings about life after death can help the dying.**Target: Understanding of how religious beliefs and teachings about life after death can help the dying**

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

Students may include some of the following points:

Religion offers a belief in life after death which is good for those who follow religion / provides hope and comfort to the dying because they believe they are going to a better place / death is not the end, there is new life waiting / afterlife can be seen as a reward for living a faithful life / can enable them to get closer to God / reincarnation or rebirth can give a better life on earth as a result of good karma / closer to moksha or nirvana / reunited with relatives, / sacraments such as anointing the sick and eucharist or other religious blessings bring a spiritual benefit / death is part of God's plan etc.

Do not accept answers

- related to helping the dying to die eg euthanasia.
- that focus on beliefs that do not help the dying e.g hell.

N.B Max level 2 if answer only describes life after death with no application to helping the dying.**[4 marks] AO1**

10 'Euthanasia goes against religious teachings.'

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 euthanasia goes against religious teachings

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**

Contrary to sanctity of life / only God can give and take life / all religions oppose killing ('Do not kill', ahimsa, first Buddhist precept) / suffering is a test from God or result of bad karma and so must be worked through and not ended through taking life / ending life is playing God / freewill is negated by other teachings so consequences may be severe / references to examples in Old Testament and the Qur'an of those who God punishes for carrying out euthanasia etc.

Other Views

Taking life is merciful and loving if it ends suffering / if there is no quality of life it is worthless and cruel to allow life to continue / we are given freewill to make decisions that are beneficial to the individual concerned / idea of self-determination / passive euthanasia is acceptable as it allows death rather than taking life etc.

N.B. Ensure the response is focused on euthanasia being against religious teachings or not rather than whether it is right or wrong.

[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 Religious Attitudes to Drug Abuse

11 Explain religious attitudes to medically prescribed drugs.

Target: Understanding of religious attitudes to medically prescribed drugs

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

Students may include some of the following points:

Medically prescribed drugs are helpful to the body that God gave / help retain the sanctity of life / improve quality of life / initial discovery and invention of medically prescribed drugs was inspired and supported by God / many are made from natural ingredients / use is safe and controlled if prescribed so God given body is protected / many believers think that drugs should not be used if tested on animals even for medicine / others believe that to save life it is permissible for medically prescribed drugs / illness may be given by God or karma so using medically prescribed drugs contradicts this / even though prescribed, they can be harmful / some religious traditions will only accept medically prescribed drugs from natural sources / they must only be used by the person to who they have been prescribed / accept any teaching about caring or helping that are applied to medically prescribed drugs / if medically prescribed they are acceptable even if in other circumstances they are illegal / they are prescribed by a professional doctor etc.

[3 marks] AO1

12 ‘Religious believers should never use illegal drugs.’**What do you think? Explain your opinion.****Target: Expression of a reasoned opinion about whether religious believers should ever use illegal drugs**

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:

Using illegal drugs is harmful to the user / also to others including family who are in contact with user / God gave life and using illegal drugs seriously threaten this / antisocial addiction / money spent treating and rehabilitating addicts could be used to help others whose problems are not self-inflicted / ‘body is a Temple’ / forbidden by all mainstream religious teaching / issues related to acquiring illegal drugs and the drugs trade / drugs cloud the mind and affect worship / religious believers should follow the law of the land etc.

Freedom of choice / some illegal drugs such as cannabis are natural products created by God / religious believers are no different from others / stress relief / pain relief / to feed existing addiction / limited use of cannabis by Rastafarians, Ethiopian Coptic Church some Hindu Sadhus and Nihang Sikhs to heighten spiritual experiences / references to drugs that in other contexts are illegal being acceptable if medically prescribed to the person using them etc.

[3 marks] AO2**13 Give two methods aimed at reducing drug abuse.****Target: Knowledge of two methods aimed at reducing drug abuse****Students may include some of the following points:**

Rehabilitation / counselling / therapy / improve social and living conditions / make accessing drugs more difficult / increase rehabilitation places and make rehabilitation less expensive / increase focus on curing addiction whilst in prison for drug offences / make them illegal / education / negative advertising / peer pressure / social stigma / more severe punishments / increase the price of legal drugs e.g tobacco / punishment / promote other interests to ‘challenge energies’ elsewhere etc.

[2 marks] AO1

14 Explain religious beliefs and teachings about the use of alcohol.**Target: Understanding of religious beliefs and teachings about the use of alcohol**

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

Students may include some of the following points:

Forbidden in Islam / strongly discouraged in Sikhism and Buddhism / can cloud the mind and remove focus from God and religious requirements / makes prayer unacceptable for Muslims / harmful to the body / addiction / Body is a Temple / has unwanted social effects (violence, drink driving, sexual promiscuity, lack of money to support family etc) which are contrary to religious and moral teachings / teachings in Holy Books forbid or discourage it / some Christians do not drink alcohol on principle eg Salvation Army / mother of all vices (Islam) / 'wine is a mocker and beer a brawler' (Proverbs) etc.

Christianity (Holy Communion) and Judaism (Shabbat, Pesach and Purim) use alcohol in their faith / some Biblical passages allow its use (take a little wine for your digestion (1 Tim 5:23) etc) / less harmful in moderation / freewill, provided it does not harm individual and others around them / it is legal provided the drinker is over 18 and religions teach to obey the law / some Christians (rather than Christianity).....use alcohol in Holy Communion; others use non-alcoholic wine etc.

There are many texts from sacred writings mainly forbidding or discouraging the use of alcohol. Any that are valid can be credited but for higher levels, there must be some development.

[4 marks] AO1

15 ‘Tobacco should be made illegal.’

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 tobacco should be made illegal

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**

Tobacco causes poor health and premature death contrary to religious teachings on God being in charge of when a person dies / offends against the sanctity of life / Sikhism and Buddhism (and Islam during Ramadan daylight hours) prohibit smoking because of the harm it does / discouraged in Islam at all times / passive smoking harms other people contrary to religious teachings about looking after and caring for people / antisocial / addiction can take the place of God in a person's life / 'the body is a temple' means that drugs that cause harm to life should be discouraged / people addicted to tobacco harm others in society including their family through unwise spending patterns by buying tobacco / 'Make not your own hands contribute to your destruction (Qur'an) / He must not get wilfully addicted to any ... substance' (laws of Manu) / body is God given – must be looked after responsibly / there is an alternative in e-cigarettes / would prevent people wasting money on cigarettes etc.

Other views

Tobacco has been deemed to be acceptable to take by ruling authorities, with an age restriction for reasons of safety so there is no need to make it illegal / people have free will given by God to make decisions related to tobacco even though it is harmful / tobacco is a natural product created by God / smoking can be seen as a way of dealing with stress / addiction is very difficult to break and making tobacco illegal will cause addicts to suffer / making it illegal will create many more offenders / a black market in tobacco will develop / taxation of tobacco currently helps the economy so it is unlikely to be made illegal / as many smokers are addicted, it is difficult to enforce the law 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 Religious Attitudes to Crime and Punishment

16 Give two causes of crime.

Target: Knowledge of two causes of crime

Students may include some of the following points:

Social reasons / lack of education / lack of social responsibility or conscience / boredom / peer pressure / retribution on society / addiction etc.

Environmental reasons / unemployment / rivalry between gangs / poor home conditions / deprived background etc.

Psychological reasons / mental illnesses / human nature / selfishness / greed / consumerism and advertising / media influence etc.

Disregarding a law thought to be wrong.

One mark for each correct cause given.

[2 marks] AO1

17 ‘Religious believers always have a duty to obey the law.’

What do you think? Explain your opinion.

Target: Expression of a reasoned opinion about whether religious believers always have a duty to obey the law

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:

Duty to obey the law is because crime is harmful – it is never victimless / the effects of criminal behaviour are negative to others which is not loving or compassionate / crime is an act against humanity and against God’s authority / everybody knows the difference between right and wrong / the law is often based on religious law (eg 10 Commandments, Shari’ah law) / Christians expected to respect the laws of their country, etc.

Crimes committed out of need / unjust laws or laws against religion need not be obeyed / breaking the law in legitimate protest may be permitted / obeying law should be out of a sense of faith or morality, not duty etc.

[3 marks] AO2

18 Explain why religious believers might support reparation as an aim of punishment.

Target: Understanding why religious believers might support reparation as an aim of punishment

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

Students may include some of the following points:

Reparation is making up for crimes committed by putting something back into society / usually not a harmful punishment / enables offender to right their wrong / likely to assist reformation / can help an offender to repent / can show that the offender is sorry for what they have done / restorative justice can reduce the reoffending rate / if the religion supports it e.g Islamic law of recompense / preferable to some other aims of punishment / may help the victim etc.

Any information focused on disagreement with reparation should earn no credit.

[3 marks] AO1

19 Explain why some religious believers disagree with the death penalty (capital punishment). Refer to religious beliefs and teachings in your answer.

Target: Understanding of why some religious believers disagree with the death penalty (capital punishment)

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

Students may include some of the following points:

Killing is wrong, even if it involves killing a serious offender / 'do not kill', do not murder, first Buddhist precept, ahimsa, etc. / most important aim of punishment is to reform which capital punishment does not do / may not allow time for repentance / is neither loving or compassionate / retribution is wrong as an aim of punishment / 'eye for an eye' is about fair justice, not retribution and killing / against sanctity of life / good conquers evil / does not recognise possible cause of the offence / opposed by some religious leaders eg Gandhi ('eye for an eye makes the whole world blind') / God will forgive a penitent offender however serious the offence so they should remain alive / mistakes can be made and innocent people could be killed, etc.

Any information focused on agreement with the death penalty should earn no credit.

References to the death penalty being murder with or without quoting the commandment 'do not murder' must be credited.

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

[4 marks] AO1

20 ‘People sentenced to imprisonment for life should never be released from prison.’

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 people sentenced to imprisonment for life should ever be released from prison

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**

Deterrent / protects society because they will never be released / retribution for serious offences / more loving than executing offenders / 'eye for an eye' supports severe punishment / protects sanctity of life / allows justice to be seen to be done / allows punishment to be down-graded as an act of mercy in Islam if family requires / some offenders cannot be reformed so they should stay in prison / sets an example to the rest of society / life should mean life / family of the victim suffers for their whole lives so the criminal should also etc.

Other views

Most important aim of punishment is to reform and even if prisoner reforms, they will never be released / is neither loving or compassionate / retribution is wrong as an aim of punishment / 'eye for an eye' is about fair justice, not retribution / good conquers evil but this does not allow it to / may not recognise possible cause of the offence / God will forgive a penitent offender however serious the offence / life imprisonment is expensive / it gives no hope for the future and no reason to behave in prison / allowed out to visit for funerals / parole / released on licence or to a halfway house / references to release upon successful appeal / imprisonment also punishes the prisoner's family (loss of earnings, difficulties in visiting) 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 Religious Attitudes to Rich and Poor in British Society

21 'Religious believers should always pay their workers more than the minimum wage.'

What do you think? Explain your opinion.

Target: Expression of a reasoned opinion about whether religious believers should always pay their workers more than the minimum wage

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:

Minimum wage is barely sufficient to pay bills / living wage is more realistic to cover the cost of living / prevents charges of exploitation / any teachings that encourage caring and treating people well, eg love your neighbour, Golden Rule, karma etc should be credited provided they are valid and used correctly / would ensure those dependent on the worker, especially children get a reasonable start in life

Employer may not be able to afford to pay more than the minimum wage / religious beliefs have no place in business / keeping people employed is more important than the minimum wage etc.

[3 marks] AO2

22 Explain some causes of poverty in British society.

Target: Understanding of some causes of poverty in British society

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

Students may include some of the following points:

Unemployment / low wages / wasteful spending affecting the whole family / debt / financial mismanagement / low work ethic / large family / stuck in the poverty trap / poor housing with inefficient heating so money is wasted / children grow up with no aspiration / parents do not value education so qualifications are difficult to obtain / addiction etc.

[3 marks] AO1**23 Give two legal ways a person can become wealthy.****Target: Knowledge of two legal ways a person can become wealthy****Students may include some of the following points:**

Business and enterprise / gifts / inheritance / earnings / savings / gambling / in a very well paid occupation eg footballer, etc.

One mark for each correct cause given

[2 marks] AO1**24 Explain religious attitudes to the responsible use of money. Refer to religious beliefs and teachings in your answer.****Target: Understanding of religious attitudes to the responsible use of money**

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:

Money is only of value for the good it can do / using money wisely and for others is good stewardship / wealth is a gift from God to be used for others as well as oneself / responsible use of money helps spiritual growth / generosity earns good karma or place in heaven (paradise) / to follow example of founders and their teachings / using money responsibly is a duty / teachings on love, caring and compassion encourage responsible use / allow examples in the teaching eg The Rich Fool / tithing / langar / zakah / charity for God etc.

Any information on the irresponsible use of money or how it is gained should earn no credit.

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

[4 marks] AO1

25 'Religious believers should not play any lottery.'

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 believers should play any lottery

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**

Money is provided by God to be used to support a family and the poor / slim chance of winning / winners win at the expense of losers / most players lose so potentially end up wasting their money / money should be earned using God-given talents, not through games of chance / gambling can promote greed (love of money quote etc) / forbidden in some religions eg Islam, Sikhism, Buddhism / does not involve earning through honest work / an 'unsuitable' person may win / some winners have had their lives ruined / you cannot serve both God and money / can lead to addiction etc.

Other views

We have free will to spend our spare money how we choose to / some lotteries support good causes (eg National lottery, Health lottery) / the world economy can be interpreted as based on gambling (eg stock market) / it is OK in moderation as a bit of fun – most people spend only a little / gives hope to the poor if they win 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 Religious Attitudes to World Poverty**26 Explain how corruption can cause people to be poor.****Target: Understanding of how corruption can cause people to be poor**

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

Students may include some of the following points:

Corruption is likely to lead to unfair distribution of money / can lead to instability and civil war / corrupt leaders tend to be greedy so they and their colleagues in government can become very wealthy / unlikely to care for the poor and provide them with sufficient opportunity or resources / if a corrupt person is punished for wrongdoing, they are likely to receive a long prison sentence leading to poverty for their dependents / corruption builds bad karma which may lead to poverty in the future / corrupt individuals diverting funds intended for the poor, etc.

[3 marks] AO1**27 Explain briefly what is meant by justice.****Target: Understanding of what is meant by justice****Students may include some of the following points:**

Bringing about what is right / and fair / according to the law / making up for what has been done wrong / justice can be served through an appropriate punishment for a crime / can lead to equality. Credit examples that display understanding.

Allow one mark for a simple point and a further mark either for development of this point or for a further different simple point.

[2 marks] AO1

28 ‘The problem of poverty would be solved by good stewardship.’**What do you think? Explain your opinion.****Target: Expression of a reasoned opinion about whether the problem of poverty would be solved by good stewardship**

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:

Stewardship is the idea that believers have a duty to look after the environment on behalf of God. This includes caring for all living things, including humans and rules out such practices as exploitation / giving to the poor or charities is seen as important eg tithing, zakah, sadaqah, etc

Accept any valid arguments based upon this definition.

As an alternative argument, the focus may be on the inability to help the poor due to personal circumstances ie practicality over-riding theory and principle / the problem of poverty is too big to be solved by stewardship / allow for alternative view related to ways other than stewardship of solving poverty etc.

[3 marks] AO2

29 Explain religious attitudes to how countries should trade with each other. Refer to religious beliefs and teachings in your answer.

Target: Understanding of religious attitudes to how countries should trade with each other

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:

Trade should be fair and not exploit either the producer or the consumer / there should be equality of opportunity in trade / those that work at producing crops should be paid fairly / teachings relating to greed ('the **love of money** is the root of evil' etc), accumulation of money, hoarding, justice, compassion, loving neighbour / positive trade to create wealth eg Fairtrade / gets people out of poverty, etc.

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

[4 marks] AO1

30 ‘Only emergency aid should be given to developing countries.’

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 only emergency aid should be given to developing countries

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**

Emergency aid meets an urgent need / saves lives / any religious teachings about sanctity of life, 'he who saves the life of one...', karuna, love your neighbour, do to others etc. / aid is expensive and needs are increasing so priorities have to be made / giving all types of aid and too much may develop a dependency culture which is unsustainable etc.

Other views

Developing countries need more than emergency aid / if long term sustainable aid is prioritised, the need for emergency aid may decrease as they may be better able to withstand emergency causing situations / every nation should have an equal opportunity to develop / any religious teaching about justice, compassion, stewardship, helping others, responsible use of money / not even emergency aid should be given 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]