

GCSE

RELIGIOUS STUDIES B

Unit 1 Religion and Citizenship (40551)

Mark scheme

4055
June 2014

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, e.g. L2, and in the right-hand margin, the mark that has been awarded for the question.
4. The numerical mark awarded for **each** response should be indicated in the right-hand margin.
5. Do **not** credit material that is irrelevant to the question or to the objective, however impressive that material might be.
6. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the student nearer those who have given a correct answer or those who have little idea?'
7. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.

Remember, the key to good and fair marking is **consistency**. Do **not** change your marking style once you have started sending scripts to AQA.

Levels of Response Marking

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of students' responses. To facilitate this, levels of response marking has been devised for many questions.

Levels of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

The **assessed level** of response to each part of each question must be indicated in the left-hand margin (L1, L2, etc.), leaving the right-hand margin for the numerical award.

If a student demonstrates knowledge, understanding and / or evaluation at a certain level, he / she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a student's response.

Levels of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully, responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

Assessment of Quality of Written Communication

Quality of written communication will be assessed in all components and in relation to all assessment objectives. Where students are required to produce extended written material in English, they will be assessed on the quality of written communication. The quality of written communication skills of the student will be one of the factors influencing the actual mark awarded within the level of response. In reading an extended response, the examiner will therefore consider if it is cogently and coherently written, i.e. decide whether the answer:

- presents relevant information in a form that suits its purposes;
- is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- is suitably structured and that the style of writing is appropriate.

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

Assessment of Spelling Punctuation and Grammar

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

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

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.	<i>(4 marks)</i>
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.	<i>(2-3 marks)</i>
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.	<i>(1 mark)</i>
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>

1 Religion and Relationships**01 Describe the role of parents in a religious family.****Target: Knowledge and understanding of the role of parents in a religious family**

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:

All religions believe that a key role for parents is to provide their children with all the necessities of life / provide a secure and stable background for children to grow up in / set an example to the children by living the faith / educate and raise children within the faith bringing them to maturity and full membership of the faith / teaching the children right from wrong / giving them moral standards to live by / teaching them to pray / take part in worship at home or in the place of worship / make sure that the home is halal (Islam) / kosher (Judaism) / in some traditions they will arrange the marriage or introduce prospective partners to their children / in some religious families, father and mother have equal but different roles / father working to support the family, mother at home looking after the children e.g. Orthodox Jews, etc.

[4 marks] AO1

02 Explain religious beliefs and teachings about sexual relationships.

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

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

Students may include some of the following points:

Traditionally no religion is in favour of any sexual relationship other than between a married man and woman. Whilst the traditional religious teachings strictly forbid pre-marital sex, in the modern world some religious believers take a more liberal approach e.g. tolerating pre-marital sex amongst loving couples in a long term relationship. Adultery is wrong because it is a betrayal of trust, breaks the marriage vows or contract between the couple, involves secrecy and lies. It can affect children and causes pain to all involved, etc.

Homosexuality is not condemned in Buddhism provided it is part of a loving and committed relationship but many followers of the other religions see homosexuality as wrong because it is unnatural or does not lead to pregnancy or both but see detail below.

Buddhism Buddha taught that a married man should view other women as his mother, daughter or sister. That a man should only have sex with his wife. Adultery breaks the Third Precept – to avoid sexual misconduct. It causes unhappiness and is irresponsible and selfish. Sex before marriage is a cause of suffering because it is based on the desire for pleasure rather than based in love. The sex drive needs to be controlled as ‘craving’ can only lead to suffering, ‘dukkha’. Homosexuality is not condemned provided it is part of a loving and committed relationship and not just a lust-based one-night stand.

Christianity Marriage is seen as an unbreakable bond that demands total faithfulness. It is a sacrament. Sex is the expression of what should be a deep, life-long commitment and loving union. It is a gift of God. Therefore sex before marriage is seen as wrong, as people can be used. In addition, to risk pregnancy or STIs is irresponsible. 1 Corinthians 6 describes the body as a temple of the Holy Spirit and therefore worthy of special respect. Roman Catholic teaching says 'Every sexual act must be within the framework of marriage' (Casti Connubii). Church of England says that casual sex is wrong but it does recognise that some couples in long term committed relationships do have sex before they marry.

Adultery breaks the vows couples make before God. It threatens the stability needed to give children security. Clear in the 10 Commandments, 'You shall not commit adultery' (Exodus 20:14). Jesus taught that lust could lead to adultery and is therefore wrong. Jesus forgave a woman caught in adultery but condemned her sin (John 8:1-11).

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

Hinduism Teaches that sex outside of marriage is wrong as it can damage spiritual development. There are many religious stories that warn about unrestricted sexual activities. Unfaithfulness affects a person's karma and attempts to achieve moksha. Adultery goes against the purposes of marriage by undermining its unbreakable bond and the stability of the family. However adultery is not automatically a reason for divorce. The Laws of Manu tell wives to respect and obey their husbands even if they are unfaithful. Teaches that homosexuality is wrong based upon the teachings of some dharmic texts however a number of Hindu mythic stories have portrayed homosexual experience as natural and joyful. There are several Hindu temples which have carvings that depict both men and women engaging in homosexual sex.

Islam	<p>Sex before marriage is expressly forbidden in the Qur'an and is punishable by flogging. Sex is a gift from Allah and needs to be controlled, hence modest dress and avoidance of actions that lead others into sexual temptation. The Qur'an says a Muslim should have nothing to do with adultery as it is shameful and opens the ways to other evils. It is considered a serious sin and Muslims should be aware of anything that could open the way to improper sexual behaviour. The Qur'an says that a man and woman guilty of adultery should be flogged with a hundred stripes. (Qur'an 24: 2)</p> <p>Homosexuality is against Islam and the Qur'an sets out severe punishment which can include the death penalty. Many Muslim states however use jail or corporal punishment rather than the death penalty as it is argued that the death penalty is not stipulated in the Qur'an. Some Muslims do argue that it is possible to be homosexual and Muslim and argue that it is homosexual lust that is condemned in the Qur'an and not faithful homosexual love. Even amongst 'liberal' Muslims this view is controversial.</p>
Judaism	<p>Sex before marriage is expressly forbidden as it is thought to cheapen sex and lower a person's self-respect. Sex is a wonderful gift but should be carried out only at the proper time and with proper intention. In the Torah the commandment states, 'You shall not commit adultery' (Exodus 20: 14). This only applies to sex between a married woman and a man who is not her husband. It is considered a serious sin for which, in the past, the punishment was the death of both the man and the woman. Today there is no death penalty but a woman becomes forbidden to both her husband and her lover and must be divorced. The Torah lists punishments for homosexuality and many Orthodox Jews consider it to be an abomination. Many Liberal and Reform Jews accept homosexuality if it is within a loving relationship. The Central Conference of American Rabbis in 1998 stated that the holiness within a Jewish marriage "may be present in committed same gender relationships between two Jews and that these relationships can serve as the foundation of stable Jewish families, thus adding strength to the Jewish community."</p>
Sikhism	<p>Sex before marriage is expressly forbidden. Sikhs try to avoid things that might tempt them to have sex such as dancing with the opposite sex or mixing with them without a chaperone. Guru Granth Sahib teaches Sikhs to avoid things that produce evil thoughts in the mind. Faithfulness in marriage is expected. Adultery brings shame on the family and betrays trust. It is one of four misdeeds (kurahat) that members of the Khalsa must not commit. Lust is one of five evil passions. The Kachera (one of the five Ks) reminds Sikhs that they must be faithful and sexually pure in marriage. A Sikh should respect another man's wife as he would his own mother and avoid looking lustfully at someone else's wife (Guru Granth Sahib 274).</p> <p>Most Sikhs see homosexuality as being wrong since it is not mentioned in the Guru Granth Sahib where marriage is repeatedly encouraged. Others argue that Guru Nanak's teaching on universal equality respects the rights of homosexuals and accept it as part of what God has created in a person.</p>

[4 marks] AO1

03 What is meant by the term covenant?**Target: Knowledge of the term covenant**

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

[1 mark] AO1

04 'All religious believers should marry'

What do you think? Explain your opinion.

Target: Evaluation of whether all religious believers should marry

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:**Agree**

All religions see marriage as important and a way of giving a secure upbringing to any children / as the right place for sexual relationship / Hinduism splits life into four ashramas or stages, the second of which is the married householder / Islam sees marriage as the appropriate state for people, disagreeing with choosing not to marry or remaining celibate / Christianity and Judaism both see woman as being made as companion for man which is interpreted as marriage / some Christians see marriage as a sacrament / Sikhism sees marriage as the norm, etc.

Other views

Some people may feel they are called not to marry / Christianity has a celibate tradition within it / the monastic life and in some denominations the priesthood / not marrying allows people to be more devoted to God and to do his work / Buddhism similarly has a strong monastic tradition / some religious believers may not be able to marry, for example people who are homosexual / others may not find the right person / others may not want to commit etc.

Two sided answers are creditable but are not required.

[3 marks] AO2

05 'There is nothing wrong with religious believers using contraception.'

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

Target: Evaluation of whether religious believers should use contraception

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**

Natural contraception is OK to use as it works with the woman's natural cycle and causes no harm / artificial contraception more reliable than natural methods so people better able to plan families by using it / contraception prevents the passing of sexually transmitted infections / allows families to plan their children so they are able to cope with the number of children / prevents serious genetic disorders from being passed on and so prevents suffering and pain / may prevent mother's life and health being put at risk / helps to reduce the population explosion taking place in some parts of the world, etc.

Other views

Contraception goes against the natural law / may encourage infidelity / prevents the will of God / Allah by stopping children God / Allah may want to give a couple / prevents people carrying out their religious duty for example Hinduism where it is a duty to marry and have children / 'Every sexual act should have the possibility of creating new life.' (Humanae Vitae 1968) / some contraception acts by causing an abortion which goes against the sanctity of life teaching / 'Do not harm living beings.' (First Precept: Buddhism) / Allah will give couples the strength to cope with any number of children, etc.

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

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

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

2 Religion, Sport and Leisure

06 Explain religious attitudes to the purpose and use of leisure time.

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

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 who only focus on purpose **OR** use should not exceed Level 3.

Students may include some of the following points:

Purpose of leisure is to allow the opportunity for pursuing spiritual activities e.g. praying / relaxation / relief of stress / provides opportunity to exercise / pursue hobbies and interests / spend time with family and friends / leisure should not be misused, for example gambling and binge-drinking.

Buddhism Sees it as being more important to cultivate a positive attitude in day to day life so that stress and anxiety can be reduced / the life story of the Buddha shows that leisure itself does not make people happy.

Christianity Teaches that God created the world in six days and rested on the seventh / therefore day of rest divinely ordained / 'Leisure is good if used for the glory of God' (Methodist conference 1974) / 'Every society needs a day of rest and "re-creation..." (C of E Board of Social Responsibility, 1985).

Hinduism Sees leisure as contributing to one of the four main areas of Hindu life / each person should keep a balance between work and enjoyment / Hindu festivals are celebrations and times of leisure and enjoyment for all.

Islam Sees leisure time as opportunity to develop spiritually / spend time with family and friends / develop skills and use the talents that Allah has given a person / time should be used in a right way as Allah knows people's thoughts and actions and will judge people on the Day of Judgement.

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

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

[4 marks] AO1

07 'Prayer and meditation are the best ways for a religious believer to relax.'

What do you think? Explain your opinion

Target: Evaluation of whether prayer and meditation are the best ways for a religious believer to relax

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

Students may include some of the following information:

Prayer and meditation allow people to focus on something else / escape from pressures and problems of everyday life / allows you to refocus and get things into perspective / opportunity for reflection.

Many believers may find worship rather than prayer and meditation more relaxing as able to focus fully on God through the ritual, singing, dancing etc. / many people find they relax best by burning off energy such as playing sport / others find best way is to 'lose themselves' in a hobby, etc.

Two sided answers are creditable but are not required.

[3 marks] AO2

08 Give one benefit of being a member of a team.**Target: Identify one benefit of being a member of a team**

Support / friendship / working together to achieve something / improve social skills etc.

Award one mark for a correct point.

[1 mark] AO1**09 Explain religious beliefs and teachings that would encourage honesty in sport.****Target: Knowledge and understanding of religious beliefs and teachings that encourage honesty in sport**

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

Students may include some of the following points:

All religions view honesty as a key value and teach against dishonesty / winning through dishonesty is viewed as cheating or even theft, for example using Performance Enhancing drugs, gamesmanship, etc / talents given to individuals are from God or Allah and should be used to glorify God / '...if you distort justice or decline to do justice, verily Allah is well acquainted with all that you do.' (Qur'an 4:135) / You shall not steal / You shall not bear false witness (Exodus 20) / 'Let your conduct be marked by truthfulness in word, deed and thought' (Upanishads 1:11:1) / Buddhist ideas of Right Action/ Right Intention / Fourth Precept, No Lying / Any cheating would have karmic consequences / affect rebirth / 'Whatever you do work as if working for the Lord and not for men.' (Colossians 3:23) / The Golden Rule, 'Do to others as you would have them do to you.' (Luke 6:31) within Sikhism cheating would be seen as a selfish desire (haumai) which is wrong / 'My own occupation is to work to praise the Lord.' (Guru Granth Sahib 1331)

[4 marks] AO1

10 'Sports superstars should not be paid so much money.'

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 the statement 'Sports superstars should not be paid so much money.'

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

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

Many are paid very high wages plus sponsorship / many earn more in a week than most people do in a year / many people are doing jobs more deserving of high wages than sportspeople such as nurses / many ordinary fans now priced out of following their sport due to costs brought on by paying high wages / far better uses for the money / countless people in need around the world who could be helped with just a fraction of what is paid to sports superstars / 'He is not a believer who eats his fill whilst his neighbour goes hungry.' (Hadith) / 'Love your neighbour as you love yourself.' / 'The love of money is the root of all kinds of evil', etc.

Other views

Much of the money is sponsorship so not directly from the sport / if money is earned honestly then there is no problem / Right action / Right intention / amount of money earned is irrelevant it is how it is used that is important / money allows the sportspeople to train at the highest level and receive the best support without worrying about the cost / allows sportspeople to develop the skills and talents that they have been given by God / these wages often only possible because people willingly pay to watch games, etc. and generate the income for the clubs / being the best they can be at their sport can be an inspiration to others (impact on cycling of Bradley Wiggins et.al.) / high profile sport can create more sponsorship opportunities meaning companies may see an increase in their trade allowing expansion and more jobs for those without them / some of the sports-stars already use their money to fund projects and activities in communities where people are in need for example Patrick Vieira funds a football academy in Senegal and Craig Bellamy in Sierra Leone, 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.	<i>(4 marks)</i>
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.	<i>(2-3 marks)</i>
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.	<i>(1 mark)</i>
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>

3 Religion and Work

11 Give one way in which trade unions can help their members.

Target: Knowledge of one way trade unions can help their members

Negotiate for better wages / ensure fair wages / ensure good working conditions / ensure good health and safety conditions / train members / give advice and support during disputes / represent members in industrial negotiations / support members who are in need through support from union benevolent fund / campaign for better pensions, etc.

Award 1 mark for a correct point.

[1 mark] AO1

12 Explain religious beliefs and teachings about the importance of work.

Target: Knowledge and understanding of religious beliefs and teachings about the importance of working

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:

General Points

All religions believe in the importance of work as a way to earn self-respect and as a way to support oneself and family / allows individuals to develop skills and a sense of purpose / brings benefits to community / gives a legitimate way to earn money though money should not be the sole goal of work, etc.

Buddhism

Idea of 'Right Livelihood'. Impact on Karma. Buddha recommended that a person should 'know his profession well' and 'be skilled, efficient, earnest and energetic in whatever profession he follows'.

Christianity	Jesus may have worked as a carpenter. Paul's teaching, e.g. 'whatever you do work at it as if working for the Lord and not for man' (Colossians 3 ²³). 'Make it your ambition.....to work with your hands just as we told you' (1 Thessalonians 4 ¹¹). 'If a man will not work, he shall not eat' (2 Thessalonians 3 ¹⁰). Example of Paul working to support himself whilst also preaching. Idea of work as a punishment given to Adam and that it is hard, 'By the sweat of your brow' (Genesis 3 ¹⁹).
Hinduism	People born into a caste determining their job and place in society, Brahmins to be priests and teachers, Kshatriyas were warriors and rulers, Vaishyas to be traders, artisans and farmers and Shudras, the low-level manual workers. Bhagavad Gita teaches that 'work is better than idleness'.
Islam	Duty of a Muslim man to earn sufficient to support his family and its needs. Avoiding work is frowned upon. Teaching from Hadith to support this, e.g. 'It is better that a person should take a rope and bring a bundle of wood on his back to sell so that Allah may preserve his honour, than that he should beg from people'.
Judaism	Example of Adam 'By the sweat of your brow' (Genesis 3 ¹⁹). Talmud says 'Teach your son a trade or you teach him to become a robber.' Midrash sees idleness as being harmful. Example of the Ant (Proverbs 6:6-11)
Sikhism	Sees work as a religious duty. Guru Nanak credited with 'He who eats what he earns through hard work and gives with his own hand, he alone knows the true way of life'.

[4 marks] AO1

13 'Religious believers should pay their employees a fair wage, not just the minimum wage.'

What do you think? Explain your opinion.

Target: Evaluation of whether religious believers should pay their employees fair wages rather than just 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:

Fair wage is appropriate pay for the time, effort and skill given to a job and includes idea of gender-equal pay for equal work for both sexes. Minimum wage is the legally set minimum hourly wage payable by employers to employees. This varies depending on age.

People work hard and are entitled to reward for their labours / Do to others as you would have them do to you' (Luke 6:31) / All religions see work as something that should be rewarded / Discrimination is wrong, 'There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus.' (Galatians 3:28) / 'He who gathers wealth by oppressing others is cursed.' (Guru Granth Sahib) etc.

The fair wage for some jobs may be very low / meaning people may not be able to live on the fair wage / the minimum wage may be more than the fair wage for a job.

Employers are not charities they are trying to keep their business going / perhaps cannot afford to pay a fair wage due to the economic situation.

Credit debate about what is fair.

Two sided answers are creditable but are not required.

[3 marks] AO2

14 Describe the work of one religious voluntary organisation.**Target: Knowledge of the work of one religious voluntary organisation**

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

The specification does not name any organisations; however possible examples may include TEAR Fund, Muslim Aid, Jewish Care, Rokpa, BAPS, etc.

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

Examples of work done by voluntary organisations may include, short-term or emergency aid to disaster areas, at home or abroad / long term aid in helping to rebuild communities / providing medical assistance / awareness raising of issues through various means / education programmes / fund-raising / caring for the elderly / running food-banks / running soup kitchens / providing shelter for the homeless etc.

Answers may focus in depth on one particular aspect of work of an organisation or may show a range of examples or work done.

Where **non-religious** organisations, e.g. Samaritans / Red Cross, are selected marks should be **capped at Level 2**.

[4 marks] AO1

15 'All religious believers should do voluntary work.'

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 religious believers should do voluntary work

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

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

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

Other views

Many believers already are involved in voluntary work / some may not be able to help for a number of reasons such as health issues / pressures of work / need time for other activities including worship / religious duties / relaxation / spending time with the family / should be voluntary and not compulsory, 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.	<i>(4 marks)</i>
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.	<i>(2-3 marks)</i>
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.	<i>(1 mark)</i>
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>

4 Religion and the Multicultural Society**16 What is meant by the term emigration?****Target: Knowledge of the meaning of emigration**

People leaving their home country / to go and live in another country.

[1 mark] AO1**17 Explain why many religious believers support asylum seekers. Refer to religious beliefs and teachings.****Target: Knowledge and understanding of religious attitudes to asylum seekers**

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:

Asylum seekers are people seeking sanctuary or safety and so all religions would be in support of helping them as people in need / 'Love your neighbour as you love yourself' (Mark 12:31) / 'Do not mistreat an alien or oppress him, for you were strangers in Egypt.' (Exodus 22:21) / 'Encourage the oppressed, defend the cause of the fatherless, plead the of the widow.' (Isaiah 1:17) / 'I was a stranger and you invited me in, I needed clothes and you clothed me....' Parable of the Sheep and the Goats (Matthew 25:31-46) / 'No one is my enemy, none a stranger and everyone is my friend' (Guru Granth Sahib 1299), etc.

[4 marks] AO1

18 Describe how a project run by a faith community helps people.**Target: Knowledge of how a project run by a faith community helps 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, 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 choose any relevant example of a project run by a faith community, this may be a national project or a local community based one. The emphasis of the answer should be on showing **how** the people are helped by the project.

[4 marks] AO1

19 ‘Only religious believers should celebrate religious festivals.’**What do you think? Explain your opinion.****Target: Evaluation of whether only religious believers should celebrate religious festivals**

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:

By belonging to a religion means you are likely to have a good understanding of the festival and its significance and meaning / more likely to be able to appreciate the symbolism and the actions that are carried out in the festival / if not part of the religion you may just be a bystander for the most important parts of the festival / not fully appreciate the meaning of the events and actions, etc.

Many festivals have celebrations that do not fully reflect the true meaning of the festival / for example many Christmas traditions do not relate directly to the Christian view of Christmas / many festivals are opportunities for people to get together to celebrate / still possible to enjoy the celebrations without knowing all the details of the festivals, etc.

Two sided answers are creditable but are not required.

[3 marks] AO2

20 'People should not mix religion and politics.'

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 religion and politics should not be mixed

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

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

Religion is focussed on spiritual things whereas politics is to do with power so they are very different / too much influence for a religion may cause tensions with other religions / as well as with non-religious people / religious views may well be in conflict with political decisions for example Roman Catholic teaching on abortion / all religions' attitudes towards marriage and homosexual partnerships / religions teach about keeping them separate, 'Give to Caesar what is Caesar's and give to God what is God's.' (Mark12:17) / presence of religion in government may lead to extremism and hard-line attitudes and interpretations which other denominations of the same religion do not share, resulting in political upheaval / civil war.

Other Views

God has created all humans and given rules to live by / these form the very basis of systems of governance so religion and politics are forced to mix / 'The authorities that exist have been established by God' (Romans13:1) / need to have just laws and honest people in Government / religious believers may see politics as a way to serve those in need rather than seeking to serve their own ends / religious believers feel that it is right to try and influence decisions on moral issues / to be truly democratic every part of society should be represented / presence of religion in government helps to protect religious freedoms for all / may help to stop extremism and terrorism, 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.	<i>(4 marks)</i>
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.	<i>(2-3 marks)</i>
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.	<i>(1 mark)</i>
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>

5 Religion and Identity

- 21 Describe the sources of authority that a religious believer may use to help them make decisions.**

Target: Knowledge of the sources of religious authority that a believer may use to help them make decisions

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:

Explanations of how believers may use one or some of the following to guide them, prayer / use of holy books / other religious writings e.g. Hadith / teaching or examples of religious leaders / conscience / Holy Spirit / experience / reason / tradition / peers / family, etc.

[4 marks] AO1

22 ‘Following traditions and customs is the most important part of belonging to a faith community.’

What do you think? Explain your opinion.

Target: Evaluation of whether following traditions and customs is the most important part of belonging to a faith community

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:

Traditions and customs unite believers as they celebrate their faith / following them gives believers a link with those in the faith who have gone before as well as with those to come / gives a sense of history and God acting through time / all sharing and celebrating together strengthens the community / allows relationships to develop across the community and the generations, etc.

Worshipping God is the most important aspect of belonging to a faith community / even then some aspects of worship may have more to do with tradition than pointing people to God / some traditions and customs may have very little to do with the religion for example many Christmas traditions have grown out of the old pagan celebrations / some traditions or customs may not help to understand the faith and rather may prevent understanding, etc.

Two sided answers are creditable but are not required.

[3 marks] AO2

23 **What is meant by the term brotherhood?**

Target: Knowledge of the meaning of the term brotherhood

A group that offers companionship, help and support to each other, or similar idea.

Accept answers that make reference to specific religious ideas of ‘brotherhood’ such as ummah, sangha, sanghat, etc.

[1 mark] AO1

24 Explain religious beliefs about the purpose and meaning of life.**Target: Knowledge and understanding of religious beliefs about the purpose and meaning of life**

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:

All religions teach that we are on earth to grow spiritually, not just physically / we are here to do more than just exist / all religions see a purpose of life as being to serve others within the community either as a result of the teachings of God / Allah, etc. or as a way of building up good karma / life is valuable and a gift of God.

Buddhism Sees purpose of life as to give up craving and break out of the cycle of rebirth that constant craving leads to.

Christianity Sees the purpose of life as to become 'Christlike' / serving others / spreading the Gospel / preparing for Heaven and spending eternity in God's presence.

Hinduism Sees the purpose as to build up good karma / to enjoy a better re-incarnation / to eventually break out of the cycle of re-birth and become one with Brahman.

Islam Sees the purpose as to do the will of Allah / through keeping the five pillars of faith / submitting to his will / sees life as a test.

Judaism Sees the purpose as serving God through living a life pleasing to Him / living by the laws and guidance contained in the Torah.

Sikhism Sees the purpose as becoming God-centred through worship and meditation / allowing self-centredness to be replaced.

[4 marks] AO1

25 ‘There are more important issues in life than being concerned about healthy living.’

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

Target: Evaluation of whether there are more important issues in life than being concerned about healthy living

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

Religion is about the spiritual more than the physical / about one’s relationship with God / Allah / or achieving Nirvana / the body is only a shell for this life / reincarnation will bring a new body / resurrection will bring a perfected body / God, Allah determines the length of life / main concern should be to serve God, Allah / build good karma, etc. / Many other things in the world that believers should be concerned about such as poverty / injustice etc. / many people in the world barely able to survive let alone live healthily, etc.

Other views

Life and bodies are gifts from God; therefore they should be treated with respect and care / ‘So God created man in His image.’ (Genesis1:27) / life is precious / life is sacred / sanctity of life argument / close links between a healthy body and a healthy mind / need a holistic approach to body, mind and spirit / body is a temple of God so should not be harmed / need to live healthily to fulfil God’s purpose for peoples’ lives / many religions have teachings against alcohol / eating certain foods / using drugs so are clearly concerned with healthy living, 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.	<i>(4 marks)</i>
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.	<i>(2-3 marks)</i>
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.	<i>(1 mark)</i>
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>

6 Religion and Human Rights**26 What are legal rights?****Target: Knowledge of the meaning of legal rights**

Rights that are laid down as an entitlement by law.

Accept relevant examples e.g. Free Speech.

[1 mark] AO1**27 Describe a human rights issue that you have studied.****Target: Knowledge of a human rights issue that has been studied**

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

Student may include some of the following points:

Students may choose any relevant human rights issue which they have studied. This may be a case study of somebody who has campaigned on a particular human rights issue such as Malala Yousafzai, the Pakistani school-girl shot by the Pakistani Taliban and now campaigning for education for girls or may be a description of a campaign by an organisation such as Amnesty International etc.

Students may select a human right, e.g. education, and discuss this with reference to examples.

The examples can be local, national or international.

[4 marks] AO1

28 'The right to follow a religion is the most important human right.'**What do you think? Explain your opinion****Target: Evaluation of the most important human right**

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

Students may include some of the following points:

Following a religion is the most important aspect of life as it is doing God's will / to be able to do that is crucial / serving God bring rewards in the afterlife / this life is a preparation for the next so how well God is served is crucial to the afterlife / and therefore being able to have the freedom to follow God is very important, etc.

There are far more important rights / such as the right to life / the right to food, drink and shelter / no point demanding the right to religious freedom if you are going to die of starvation, etc. / many people live out their faith in very quiet ways but witness to their beliefs through the actions they do without actually having the freedom to practise, etc.

Two sided answers are creditable but are not required.

[3 marks] AO2

29 Explain ways in which religious believers might protest about issues.

Target: Knowledge and understanding of ways in which religious believers might protest about issues

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:

Pray about the situation in private / public worship / discuss the matter in faith groups and / or with religious leaders / use passive resistance / organise a religious parade / write letters to those involved in the issue such as MPs / or to the press to raise awareness / organising a petition and collecting signatures for it / organising marches and using publicity such a placards / banners / badges, etc. / involve local or national media / demonstrating of lobbying Parliament / organising public meetings or sit ins / campaign of civil disobedience / using websites and e-media to raise awareness / some believers may resort to the use of violence against others / against themselves e.g. Buddhist monks who set themselves on fire to highlight awareness of issues, etc.

[4 marks] AO1

30 'Religious believers should support all groups who campaign to achieve minority rights.'

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

Target: Evaluation of whether religious believers should support all groups who campaign to achieve minority rights

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	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 use some of the following points:**Agree**

Minorities often persecuted or discriminated against as there are relatively few of them in the society / all humans are created by God / Allah / made in God's image and so special / should be treated with respect / all religions concerned for the marginalised in society / 'Seek justice, encourage the oppressed, plead the case of the orphan and the widow.' (Isaiah 1:16-17) / 'He is not a believer who eats and drinks whilst his brother goes hungry beside him' (Hadith) / 'Love your neighbour as you love yourself' (Mark 12:33) / 'Whatever you did for one of these, you did for me.' (Matthew 25:40) / Buddhist idea of Right Action / loving kindness / compassion / justice / 'I am a friend to all, I am everyone's friend.' (Guru Granth Sahib 671) / 'Truly God loves those who are just' (Qur'an 49:9), etc.

Other views

Minority groups may be campaigning for rights which are against a religion's teaching / for example debate within the Church over gay marriage / methods used by the groups may be against religious teaching for example if violence is involved / or law breaking / religions teach respect for the law / authorities are placed there by God and so should be obeyed (Romans 13:1) / maybe that the issue is between two religious groups, for example Christians campaigning for fair treatment in the application of Shar'ia law / on-going dispute between Burmese Buddhists and the Muslim minority, 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.	<i>(4 marks)</i>
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.	<i>(2-3 marks)</i>
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.	<i>(1 mark)</i>
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>