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**GCSE**

**Religious Studies B**

Unit 1 / 40551 Religion and Citizenship

Mark scheme

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40551

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Version/Stage: 1: Final

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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

## Methods of Marking

Difficulties may arise through the use of different methods of marking. It is, therefore, essential that, in fairness to students, everyone uses the same methods of marking. The advice given here may seem very obvious, but it will be helpful if everyone follows it as exactly as possible.

1. No half marks or bonus marks are to be used under any circumstances.
2. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
3. Indicate, **by ticking**, where you have awarded a mark for questions where there are no levels. For **levels of response**, examiners must record, in the left-hand margin, the level that has been awarded, 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.

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## 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.

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

## 1 Religion and Relationships

### 01 Explain religious attitudes towards marrying someone of a different race.

**Target: Knowledge and understanding of religious attitudes towards mixed race marriages**

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"> <li>At least two relevant and accurate points</li> <li>One point with development.</li> </ul>	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with one developed</li> <li>One well developed point</li> </ul>	3 marks

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

All religions believe all people are equal and no religion stops people from different races marrying although some may discourage it / partners from different cultures may have different ideas about their responsibilities or about raising children but these can usually be overcome / couples may face prejudice but this too can usually be overcome / Galatians 3:28 'All are one in Christ Jesus – neither Jew nor Gentile' / idea of ummah / brothers and sisters in the faith / 'Of His signs is the creation of the heavens and the earth and the diversity of your tongues and colours' Surah 30:22 / Jews in the time of Ezra were encouraged to avoid mixed race marriages but this is no longer the attitude, etc.

Some credit may be given for recognising that race does not matter but religion does.

**[3 marks] AO1**

### 02 What is meant by the term contraception?

**Target: Knowledge of meaning of the term contraception**

1 mark for a valid statement.

Artificial / chemical / natural / any methods used to prevent pregnancy taking place, or similar statement.

**[1 mark] AO1**

**03 'It is wrong for religious believers to have sex before marriage.'**

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

**Target: Evaluation of whether it is wrong for religious believers to have sex before marriage**

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

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

Traditionally no religion is in favour of sex before marriage / expressly forbidden in the Qur'an and is punishable by flogging / sex seen as a gift from God that should be respected / sex seen as an expression of what should be a deep life-long love between a couple / sex before marriage cheapens the act / may damage a person's self-respect if they sleep around / there may be difficulties if the woman gets pregnant / effect on child, etc.

If couple are in a long-term stable relationship why can they not show their love to each other through sex? / may not be able to afford to get married / difference between a committed faithful relationship and casual sex / free will to make own reasoned decisions, etc.

Two sided answers are creditable but not required.

**[3 marks] AO2**

**04 Explain religious beliefs and teachings about family life.**

**Target: Knowledge and understanding of religious beliefs and teachings about family life**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> <li>• At least two relevant and accurate points</li> <li>• One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with one developed</li> <li>• One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with development of at least two</li> <li>• A single point that is exceptionally well-developed may reach this level.</li> </ul>	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> <li>• Two or three relevant and accurate points with detailed development of at least two.</li> </ul>	5 marks

Responses should be focused on family life and not issues of sexual morality, such as sex before marriage.

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

In general, all religions consider the family as the best environment for the bringing up of children and keeping society stable. Children should be raised in accordance with religious teachings and be brought into the faith. Children should learn respect for their parents and elders and care for them when they become old. Traditionally men were seen as responsible for looking after the family, with the expectation that they would work to do so. Women were seen as responsible for looking after the home and children.

**Buddhism** Children are encouraged to care for their parents when they are old so they can repay their parents for bringing them into the world, looking after them and helping them find their way in the world. Buddhists meditate on 'mother love' to understand what pure love or compassion is.

**Christianity** Children are commanded to 'Honour your father and mother' (Exodus 20:12) and parents are instructed by St Paul to treat their children well, bring them up as God wants and not to exasperate them. (Ephesians 6:4) Parents are expected to provide the necessities of life and ensure they are educated and brought up in the Christian faith. As part of the command to honour parents children are expected to care for them when they are no longer able to care for themselves.

<b>Hinduism</b>	Hindu parents should provide their children with all the necessities of life and children should respect and obey their parents. They should also care for their parents when they are no longer able to care for themselves. Parents should teach their children the beliefs of Hinduism, how to pray and perform puja. Every Hindu must go through the householder stage of life. If a Hindu does not perform their duties as a householder and raise a family they will not achieve moksha.
<b>Islam</b>	The extended family is the basis of Islamic society and part of Allah's plan. Children are taught to respect and obey their parents and care for them when they are no longer able to look after themselves. Parents should make sure their home is halal and that children are taught the beliefs of Islam and how to practise the Five Pillars and live a good Muslim life.
<b>Judaism</b>	Children are commanded to 'Honour your father and mother' (Exodus 20:12) and to respect them, 'Listen to your father....and do not despise your mother.' (Proverbs 23:22). The mother in particular passes down the faith to the next generation and children learn through the celebration of festivals within the home both religious practices and the values of charity and hospitality.
<b>Sikhism</b>	The family is important for teaching children moral values and how to live with others as well as where they first become aware of God. Everyone in the extended family should support each other to live, work, raise a family and develop spiritually. Elder members of the family are respected and cared for.

**[5 marks] AO1**

**05 ‘Divorce is always wrong.’**

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

**Target: Evaluation of whether divorce is always wrong**

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

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

All religions see the ideal as marriage being a life-long commitment / promises are made before God and family to remain faithful and together until death / Roman Catholic teaching is that marriage is a sacrament and can never be dissolved / Islam says that divorce is hateful to Allah and Paradise shakes at its thought / Hinduism does not approve of divorce and sees marriage as a normal stage of life / couples should seek counselling and support / should be prepared to work at the relationship and overcome problems/ importance of forgiveness between a couple / divorce can have a huge impact on children / may make it harder for them to 'Honour your father and mother', etc.

**Other views**

Sometimes the problems are just too big to resolve such as repeated infidelity / relationship may have become abusive / goes against all religious teaching about love and mutual respect / need to be realistic and recognise that marriages fail due to fallen humanity / people's feelings change over time / couple may have fallen out of love with each other / couple may have forgiven each other and tried to work through problems previously / may have been given a second chance / divorce may sometimes be the right thing to do / constant arguing and other difficulties may have a big impact on any children / Buddhists see divorce as the right thing to do sometimes as it may limit the harm and suffering caused / Judaism allows divorce / Islam sees divorce as the most hated of all halal practices but there are procedures for the process, etc.

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

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

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

## 2 Religion, Sport and Leisure

### 06 Explain why some people say sport has become a religion.

**Target: Knowledge and understanding of why some people say sport has become a religion**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> <li>At least two relevant and accurate points</li> <li>One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with one developed</li> <li>One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with development of at least two</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with detailed development of at least two.</li> </ul>	5 marks

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

Some fans are obsessed with their sporting heroes to the point of almost worshipping them / collecting memorabilia, eg signed shirts, photos, autographs, football programmes / certain sports venues are seen as being like a place of pilgrimage, eg Wembley for football or Twickenham for Rugby Union / media often adds to this perception by its description of venues / supporters have their own songs which are sung in support of their team / may have rituals they follow that will bring good luck to their team / supporters wear clothes and have symbols associated with their team / many parallels between the way supporters following a sporting team and the way believers may follow a religion, etc.

**[5 marks] AO1**

**07 'Natural ability is a gift from God.'**

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

**Target: Evaluation of whether natural ability is a gift from God**

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

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

We are formed and created by God / God has a plan for us (Psalm 139) / we are given the skills and talents we have / Muslims see Allah as the source of all skills / few people are able to paint masterpieces / compose beautiful music / or have skills to be gifted sportspeople / natural ability is God's gift which we practise to improve.

Presumes God exists / called natural ability so occurs naturally – we are born with it / product of evolution / result of genetic make-up / can improve it by practice / if it was from God why would we need to practise, surely people would just be able to do it / if people believe they are doing something for God then they are likely to spend more time on it and do it to the best of their ability meaning that it is done to a higher standard than it perhaps would have been, etc.

Two sided answers are creditable but are not required.

**[3 marks] AO2**

**08 Give one benefit of leisure time.**

**Target: Knowledge of one benefit of leisure time**

One mark for a valid statement.

Allows people to relax / opportunity to pursue hobbies / able to socialise with family and friends / improve fitness / pursue spiritual activities / do voluntary work / mental health and well-being, etc.

**[1 mark] AO1**

**09 Describe the work of a religious organisation that works within sport and leisure.**

**Target: Knowledge and understanding of a religious organisation that works within sport and leisure**

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

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

Students may choose any relevant example of a religious organisation that works within the sport and leisure sector, however the focus must be on the **work** of the organisation.

The specification mentions Christians In Sport and chaplains. Credit must be awarded for other correct examples, eg rabbis or imams who have a chaplaincy role in sports and leisure activities.

Christians in Sport established in 1980 to encourage Christians in sport to represent and share their faith / provides training, resources to be used in supporting / 1-1 support for sportspeople / prayer support / supports churches in preparing sportspeople to represent Christ / gives evangelistic talks to sportspeople / carries out missions in schools and universities to spread the gospel / train leaders, etc.

No mark is to be awarded for the naming of the organisation.

**[3 marks] AO1**

**10 'It is always wrong to gamble.'**

**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 it is always wrong to gamble**

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

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

**Agree**

Gambling for money opposed by all religions because it encourages selfishness / encourages greed / people unsatisfied, wanting more and more / majority of people lose money / usually win at the expense of somebody else / it puts temptation in people's way / can become addictive / can cause hardship for families / religions talk about the virtues of gaining money through work, 'by the sweat of your brow' / should earn money through our God-given talents / 'Play not with dice: No, cultivate thy corn land. Enjoy thy gain and deem that sufficient wealth.' (Rigved 10:34:13) / 'Believers, wine and games of chance...are abominations devised by Satan.' (Qur'an 5:90) / 'The love of money is the root of all kinds of evil' (1 Timothy 6:10) / 'There are six evil results of gambling, loss of money, the winner is hated, the loser grieves over his losses, his word is unreliable, he is despised by friends and not fit to have a wife.' (Sigalovada Sutta), etc.

**Other views**

We have free will to spend our money in ways we choose / most gambling is harmless fun / few people are addicted to it / people are encouraged to play National Lottery as it supports good causes / if people win through gambling they are able to give to charity / make good use of the win / gambling gives the possibility of a life changing experience / Grand National sweepstake done by many at work as a bit of harmless fun / some churches run raffles to raise money so surely not all gambling can be bad / gambling may not be restricted just to money. Some may gamble with their life or property / gambling with life may be for a reason such as to save somebody else/ sanctity of life teaching / may be for the rush and enjoyment, etc.

**[6 marks] AO2**

**10 Spelling, punctuation and grammar**

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

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

**3 Religion and Work**

**11 What is meant by the term career?**

**Target: Knowledge of the term career**

One mark for a valid statement.

A way of making a living / a job or occupation in which people earn a wage / often a profession such as teacher, lawyer, doctor, etc.

**[1 mark] AO1**

**12 Explain why many religious believers regard their work as a vocation. Refer to religious beliefs and teachings in your answer.**

**Target: Knowledge and understanding of why many religious believers regard their work as a vocation**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> <li>At least two relevant and accurate points</li> <li>One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with one developed</li> <li>One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with development of at least two</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with detailed development of at least two.</li> </ul>	5 marks

Emphasis of the question is on **why** people regard work as a vocation and **not** how their work can seen as a vocation.

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

Religious believers may view vocation in two ways. They may, for example, feel called to work in the church by becoming a priest, alternatively they see vocation as an opportunity to use the gifts they have been given for the good of everyone regardless of the job or profession they follow.

Jobs such as teaching or caring professions may be motivated by a desire to serve others and in so doing serve God / 'Whatever you did for one of these the least of my brothers you did for me.' (Matthew 25:40) / 'Love your neighbour as you love yourself.' / 'He who eats and drinks whilst his brother goes hungry is not one of us.' (Hadith) / idea of Right Action / Right Intention / Right Livelihood / allowing Buddhists to practise compassion and love in serving others / 'All work is noble if performed in the right way.' (Adi Granth) / idea of selfless service (sewa) / socially useful work is valued in Sikhism as it allows a person to develop qualities necessary to become nearer to mukti, that is an understanding of the true self and release from rebirth / 'A place in God's court can only be achieved if we do service for others.' (Guru Granth Sahib).

Other believers may work in other occupations but consider they are called to that job and so seek to serve God in that situation / 'Whatever you do, work at it with all your heart as if working for the Lord, not for man.' (Colossians 3:23) / 'As for those who strive in our cause, we will surely guide them in our paths. Most assuredly Allah is with the pious.' (Qur'an 29:69) / 'My own occupation is to work to praise the Lord.' (Guru Granth Sahib 1331) / 'But remember the Lord your God, for it is He who gives you the ability to produce wealth and so confirms his covenant.' (Deuteronomy 8:18), etc.

**[5 marks] AO1**

**13 'Religious believers should always give some of their earnings to the religious community.'**

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

**Target: Evaluation of whether religious believers should always give some of their earnings to the religious community**

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

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

Giving something to the religious community is a way of giving back to God / 'Bring the first fruits of your soil to the house of the Lord your God.' (Exodus 23:19) / we may not grow crops but our earnings are the equivalent / 'A tithe of everything from the land whether grain from the soil or fruit from the trees belongs to the Lord.' (Leviticus 27:30) / expectation in some religions that a tithe is paid by followers / paying money to the religious community allows it to pay the costs of ministers, etc. / maintain places of worship / provide help and support for members of the faith and also the wider community / all religions place importance on helping others / 'Do to others as you would have them do to you.' / 'He is not a believer who eats his fill whilst his neighbour goes hungry beside him.' (Hadith) / expectation that believers will complete their duty eg zakah and also perform charity sadaqah (Islam) / tzedakah (Judaism) / 'This is the highest blessing, generosity-good conduct.' (Dhammapada) / example of Widow's coin (Mark's gospel), etc.

May not be able to always give as a person may not have much money / is it a right use of money if a person is on benefits? / money should be used to support own family then others / could volunteer time instead of giving money / what is the money being spent on? / some religious buildings are very ornate and are very expensive to run, should money be spent on their upkeep / 'A blind man, a cripple who moves with the help of a board, a man full seventy years old shall not be compelled by any to pay a tax. (Law of Manu 8.394).

Two sided answers are creditable but are not required.

**[3 marks] AO2**

**14 Describe some of the problems that an unemployed person may face.****Target: Knowledge and understanding of the problems faced by the unemployed**

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

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

Unemployment may result in a person losing their self-respect / feeling worthless / loss of dignity / boredom / financial problems eg unable to pay mortgage or rent, unable to pay credit card bills / leads to further problems such as home being repossessed / homelessness / goods being seized by bailiffs / increased stress in the home relationships strained / possible family breakdown, etc.

**[3 marks] AO1**

**15 ‘All holy days should be spent with the family.’**

**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 holy days should be spent with the family**

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

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

**Agree**

In Christianity and Judaism God commanded people to work for six days and rest on the Sabbath / people need a break to rest and relax / holy days are special / may require believers to carry out duties which they could not do if they were working / opportunities for families to get together / worship together / celebrate major festivals / allows bond to grow and deepens and strengthens families / work should not be at the expense of family / pursuit of money to exclusion of other things is seen as wrong as it removes believers focus from God / 'Do not store up for yourselves treasure on earth, where moth and rust destroy and where thieves break in and steal, but store up for yourselves treasure in heaven.' (Matthew 6:19-20) / 'The love of money is the root of all kinds of evil.' (1 Timothy 6:10), etc.

**Other views**

What if the holy day is not one followed by the person's religion? / makes no sense to have a day off for something you do not follow / if everybody had holy days off then no work would get done / what about people who follow no religion, may be a lot of ill-feeling if religious people were always spending time with their family because it was a holy day / low-paid may not be able to afford to spend time with family and feel they have to work instead / people on zero-hours contracts may feel they have no choice but to work on a holy day as they do not know when they will next be offered work / spending day with the family may be impractical for example family may be scattered around the country or the world / often other events happen at these holiday times so family members may want to do their own thing, such as attend sports fixtures / 'Sabbath was made for man, not man for the Sabbath,' suggests it is important to have break from work but people should not be legalistic about it / people could be with the family and at work eg corner shop family business, etc.

**[6 marks] AO2**

**15 Spelling, punctuation and grammar**

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

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

**4 Religion and the Multicultural Society****16 'It is wrong to have a state religion.'****What do you think? Explain your opinion.****Target: Evaluation of whether it is wrong to have a state religion**

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

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

UK now a multi-cultural society so to give one religion precedence over others is inappropriate / may lead to religious tension / state occasions should reflect all sections of the UK society / everybody has freedom of choice about which, if any, religion they wish to follow / religion appears to be increasingly irrelevant in the lives of many people/ some nations are theocracies such as Iran where there have been protests about oppressive government / president only able to rule by permission of the ayatollahs / laws are passed which may appear to be outdated as they seek to preserve the religious status-quo and do not move on with the times / rulers can be seen as increasing out of touch, particularly with the younger generations / fast changing world means that some theocracies may be left behind and have laws with sentences that seem inhumane and archaic to the 'modern world', for example implementation of sharia' law and the death sentence passed on the Sudanese woman for allegedly converting to Christianity.

State religion allows the nation to be united at important times, eg Remembrance Services, state weddings and funerals / ensures there is a religious voice heard in Parliament through the work of the 'Lords Spiritual' / important to maintain as part of the nation's history and tradition.

Two sided answers are creditable but are not required.

**[3 marks] AO2**

**17 Explain different attitudes to religious believers being involved in politics. Refer to religious beliefs and teachings in your answer.**

**Target: Knowledge and understanding of different attitudes to religious believers being involved in politics**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> <li>• At least two relevant and accurate points</li> <li>• One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with one developed</li> <li>• One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with development of at least two</li> <li>• A single point that is exceptionally well-developed may reach this level.</li> </ul>	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> <li>• Two or three relevant and accurate points with detailed development of at least two.</li> </ul>	5 marks

**Students may include some of the following points:****Reasons to get involved in politics**

Attitudes towards involvement in politics vary within all religions with some believers seeing it as a way to serve others and bring about change whilst other believers feel there should be no involvement as it may, for example, compromise believers if they have to support something that their religion is against.

Possible reasons for being involved in politics include ensuring that a nation has just laws and honest people in government / religious believers feel that it is right to try and influence decisions on moral issues / religious believers should serve others by representing them and not putting their own interest first / every area of life should be represented in politics if we are to be a truly democratic society, meaning minority faith groups should be represented / mixing politics and religion may stop extremism and terrorism / Romans 13 says authorities are placed there by God so to serve in politics is to serve God / idea of Right Action / Right Intention / 'A man should hasten towards the good...restrain thoughts from evil.' (Dhamapada) / involvement in politics allows opportunity to work for good / able to achieve good karma through serving and fighting for just laws, etc. / religious values are able to be seen through involvement and the way a person behaves / In the Jataka, Buddha gave ten rules for good government, known as the Dasa Raja Dharma/ 'Allah does not look at your outward appearance; He looks upon your hearts and your deeds.' ( Hadith) / 'Learn to do what is right, seek justice, encourage the oppressed. Defend the cause of the fatherless, plead the case of the widow.' (Isaiah1:17) / Hindus are involved in politics and many use the ideas of Gandhi of truth-force (satya) and non-violence (ahimsa) / 'Love your neighbour as you love yourself' / 'Whatever you did for one of the least of these, you did for me.' (Matthew 25:40) / Sikhs will be involved in politics as they seek to promote harmony and peace and influencing good laws is a way of doing this / Guru Tegh Bahadur said that Sikhs must always keep the law if it agrees with Sikh principles and if is unjust then they must fight to change it, etc.

**Reasons not to get involved in politics**

Politics is about the struggle for power and running the country according to a party's beliefs for the good of all / religion is concerned with spiritual things / political and spiritual beliefs may be in conflict with each other, eg Roman Catholics oppose abortion the state does not / UK now allows gay marriage, religions generally remain opposed to it / debate around assisted suicide with a number of MPs appearing to be in support, would be unsupported by religions / MPs should vote according to their party line, what happens if this clashes with their religious beliefs / members of other faiths and those of no faith may take offence if religion influences politics / or if laws are passed in favour of a particular religion or religious viewpoint / could end up increasing religious tension / some believers may argue that mixing religion and politics sidelines the spiritual aspects and 'waters-down' the true teaching of a faith / many Christians would cite Jesus teaching, 'Give to Caesar what is Caesar's and give to God what is God's' (Luke 20:25) as justification for keeping religion and politics separate / others would argue they should be separate but that a 'prophetic voice' should be maintained such as with the Old Testament prophets calling kings and leaders to account / 'The age is like a drawn sword and the rulers are butchers and truth and justice have taken wings' Guru Granth Sahib 145 suggests that religion and politics should be kept separate, etc.

**[5 marks] AO1**

**18 What is meant by the term ‘diversity’?**

**Target: Knowledge of the meaning of the term diversity**

One mark for a valid point.

Differences / variations in customs / religious beliefs / opinions or similar expression.

**[1 mark] AO1**

**19 Explain religious attitudes towards multiculturalism.**

**Target: Knowledge and understanding of religious attitudes towards multiculturalism**

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

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

All religions work to promote harmony and understanding within a multicultural society / Buddhism, Christianity and Islam all have members from many different nations and hence cultures / ‘There is neither Jew nor Greek, slave nor free, male nor female for you are all one in Christ Jesus.’ (Galatians 3:28) / Allah does not look upon your outward appearance; He looks upon your hearts and your deeds.’ (Hadith) / Muhammad taught that ‘An Arab is not better than a non-Arab, and a non-Arab is not better than an Arab, a black person is not better than a white person and a white person is not better than a black person.’ / Hinduism mainly found within India but it too has a variety of cultures as there are many ethnic groups within India / ‘The things that separate and divide people, race, religion, gender, social position... are all illusory’ (Dhammapada 6) / all religions oppose prejudice on grounds of race / cultural background and work to overcome it / humans can be traced back to Adam and Eve so all are brothers and sister (Judaism, Christianity, Islam) / some groups within religions may view multiculturalism with suspicion as it may lead to the ‘watering-down’ of their traditional faith / may cause some followers to convert to another religion, etc.

**[3 marks] AO1**

**20 ‘Celebrating religious festivals strengthens local communities.’**

**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 celebrating religious festival strengthens local communities**

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

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

**Agree**

Provides opportunities for people to meet together / find out about each other's faith and culture / allows people to share with neighbours and to get to know them better / shared experiences and enjoyment / more likely to offer support to each other afterwards as they know each other / opportunity to show care and concern / often collections such as food parcels are given at festival times and are shared around whole community not just within the faith / way to help people / practical way to 'Love your neighbour as you love yourself.' etc.

**Other views**

Isolates people who have no faith / may feel left out and less part of the community / some believers may feel unable to join in due to their own beliefs / if festivals are in winter, such as Christmas, then may not bring community together unless there are facilities as it is often too cold or too poor weather to meet outside / loud celebrations, etc. may actually cause more problems and disrupt the community feel etc.

**[6 marks] AO2**

**20 Spelling, punctuation and grammar**

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

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

## 5 Religion and Identity

### 21 Explain religious teaching about the physical and spiritual dimension to life.

**Target: Knowledge and understanding of teaching about the spiritual dimension to life and personhood**

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"> <li>At least two relevant and accurate points</li> <li>One point with development.</li> </ul>	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with one developed</li> <li>One well developed point</li> </ul>	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with development of at least two</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	4 marks
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with detailed development of at least two.</li> </ul>	5 marks

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

All religions talk about the physical body and the need for it to be cared for / they emphasise the importance of healthy living and exercise and relaxation, etc. / emphasise that we have gifts and talents that are given to us by God for example being good at sports, or music or art, etc. / these talents can also point us to something beyond us, to a spiritual dimension.

All religions talk about there being a spiritual dimension to life. We each have thoughts, feelings and emotions. We wonder about life and the world around us and question our purpose in life. This ability to think and reflect allows us to develop as humans. Most religions believe that there is a soul or something similar that may continue to exist after death.

**Buddhism** Buddhism teaches that everything is impermanent (anicca) and so there is no unchanging self. Buddhists believe that the belief in a permanent self causes many human conflicts, including those emotional, social and political. Buddhists believe that when a person dies the body and mind disintegrate and that if the mind remains unenlightened then it will cause consciousness to bounce back to an unborn child, so continuing the samsara cycle.

<b>Christianity</b>	Teaches that each human being is made up of body, mind and spirit. The Roman Catholic Catechism says that the soul is 'that which is of greatest value within them, that by which they are most especially in God's image'. When a person dies the Roman Catholic church teaches that the soul goes either to purgatory (a place where you atone for your sins), heaven or hell. Most Protestants do not believe in purgatory but believe that, at death, the soul either remains in the grave until the Day of Judgement when it is raised again to life and given a resurrection body, there then follows judgement before God and the soul goes to spend eternity with God in Heaven or eternity away from God's presence (Hell) or at death the soul goes to a spirit world where it is immortal and in the presence of God.
<b>Hinduism</b>	Refers to the soul as the 'atman' and describes Brahman as the 'supreme soul'. According to the Bhagavad Gita the atman is part of Brahman and is unchanging, indestructible and is made up of three parts, truth / existence, consciousness / knowledge and form / bliss. At death the soul leaves the body and goes to another body based on the actions that were done in the person's life (karma). Hindus aim to break free of samsara to reach moksha.
<b>Islam</b>	Teaches that if a person lead a righteous life and follows the Five Pillars then their soul will grow nearer to Allah. At death the soul goes to a place of waiting (barzakh) until the Day of Judgement when both body and soul are reunited for judgement. Those who deserve a reward will go to paradise while others will receive punishment and be sent to hell. Some Muslims believe that the soul is received on the fortieth day of pregnancy whilst others believe it occurs on the one hundred and twentieth day of pregnancy.
<b>Judaism</b>	Teaching in Genesis suggests that God made Adam and Eve's physical bodies and breathed His spirit into them. The spirit is believed to be part of a person's mind which is made up of physical desire, emotion and thought. This means individuals have an awareness of the existence and presence of God.
<b>Sikhism</b>	Teaches that a human's real personality is the soul or atman. The physical body is only a temporary home for the eternal atman which is a spark from the Eternal Flame, the supreme atman or God. The soul passes through many life forms and being reborn in human form is a special blessing. As humans know what is right they have the ability to achieve the purpose of life which is to find union with God by following the teachings of the gurus.

**[5 marks] AO1**

**22 What is meant by the term ‘personhood’?**

**Target: Knowledge of the meaning of the term personhood**

One mark for a valid statement.

Personhood is the state or condition of being a person / having those qualities that confer distinct individuality and the ability to reason/ accept examples of human quantities such as communicate, show emotion. etc.

**[1 mark] AO1**

**23 Describe ways in which a religious believer might show commitment to their religion.**

**Target: Knowledge and understanding of ways in which a religious believer might show commitment to their religion**

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

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

Through initiation ceremony to full membership of the community, eg Believer’s Baptism, Confirmation, Bar (Bat) Mitzvah, Sacred Thread ceremony, etc. / through following the rules of the community in what they eat / keeping kosher / keeping halal / attendance at worship / attending prayer groups / study groups to learn more about their faith and discuss issues / involvement in community activities, for example helping with groups the faith communities may run / with projects / as a Sikh performing sewa / telling people about their faith / wearing special clothes and / or symbols of the faith, eg 5Ks, etc.

**Note** A description of an initiation ceremony should not receive more than Level 2 as the question asks for ways.

**[3 marks] AO1**

**24 'National identity is more important than religious identity.'****What do you think? Explain your opinion.****Target: Evaluation of whether national identity is more important than religious identity**

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

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

Nationality shows the place you were born or the place you have adopted as home and is therefore important / place of security in the world / place of shared values and shared culture / people have varying degrees of commitment to their religion and may identify more with their nationality than with their religion / some may reject their religion over how it deals with situations, eg secular Jews in Israel who do not identify with the religious stance taken over Palestine / wars have been fought between nations of the same religion where nationality has been more important, eg WW2, Iran-Iraq war, etc.

Religion is a major part of some people's lives / more conscious of it than their national identity / some religions eg Islam see ummah (brotherhood) as the most important / religion crosses national boundaries / some religious people reject national identity as they do not like what it represents, eg in situations where minorities are being persecuted, etc.

Two sided answers are creditable but are not required.

**[3 marks] AO2**

**25 ‘The most important aim of life is to find its purpose and meaning.’**

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

**Target: Evaluation of whether the most important aim of life is to find its purpose and meaning**

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

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

**Agree**

All religions teach that life has purpose and meaning and therefore life's aim is to find that purpose and meaning.

**Buddhism** Teaches that the purpose of life is to overcome desire and craving in order to achieve enlightenment.

**Christianity** Teaches that mankind's purpose is to serve God and do His will/ to love God and love our neighbour is doing God's will.

**Hinduism** Teaches that the purpose of life is to fulfil dharma and achieve moksha, (breaking free from the reincarnation cycle and achieving union of the soul (atman) with Brahman).

**Islam** Teaches to submit to the will of Allah and to follow the Five Pillars.

**Judaism** Teaches that they have a covenant with God and their purpose is to serve and therefore obey God and prepare for the world to come.

**Sikhism** Teaches the purpose of life is to meditate on the wonder of God, discover the part of God which lies in each individual and gain enlightenment and achieve God consciousness.

**Other views**

It is an aim but not the most important one / most important aim is to have fun / be happy / raise a family / do what is right and leave the world a better place / there is no purpose or meaning / all religions have different views about the purpose so how can one find the actual purpose if there so many different ones? / the only aims in life are to survive and ensure the continuation of the species by having children / we are here by chance / result of Big Bang / evolution / life is just a struggle to survive / disease and viruses try to kill us as we try to kill them / survival of the fittest / natural disasters and war, etc. all show life is random / why do bad things happen to good people? / why do babies get ill and die? / shows no purpose or meaning, etc.

**[6 marks] AO2**

**25 Spelling, punctuation and grammar**

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

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

**6 Religion and Human Rights****26 What is the United Nations (UN) Declaration of Human Rights?****Target: Knowledge of what the UNDHR is**

One mark for a valid point.

Statement / document produced by the UN that sets out the rights that all people should be entitled to, or similar statement.

**[1 mark] AO1****27 Describe the work of one religious believer who has supported human rights.****Target: Knowledge and understanding of the work of one religious believer who has supported human rights**

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

**Students may include some of the following points:**The focus of the answer should be on **the work done** by the individual in supporting human rights. It should not focus on his / her life story.

The specification does not identify any specific individuals, however the most likely individuals to be used are Martin Luther King, Mohandas (Mahatma) Gandhi and Desmond Tutu.

If an unknown person is used then the general points likely to be made may include campaigning eg through letters to the governments, organising demonstrations or candlelit vigils outside a nation's embassy. Support of individuals through fundraising / practical gifts or money / writing letters to individuals to show they are not forgotten, etc.

**[3 marks] AO1**

**28 'Religious believers should support all human rights campaigns.'**

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

**Target: Evaluation of whether religious believers should support all human rights campaigns**

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

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

Campaigns often concerned with justice / justice is a central part of all religions / 'Love your neighbour as you love yourself.' / I am a friend to all; I am everyone's friend.'  
 (Guru Granth Sahib 671) / 'Hate evil; love good, maintain justice in the courts.'  
 (Amos 5:14) / 'Let justice roll on like a river, righteousness like a never failing stream.'  
 (Amos 5:24) / many methods are easy to use such as letter writing, praying, media, etc.

Campaign may be against religious principles or teaching / may require believer to break the law / time consuming / so many causes it can be overwhelming / have to prioritise, etc.

Two sided answers are creditable but are not required.

**[3 marks] AO2**

**29 Explain religious attitudes towards the law and human rights. Refer to religious beliefs and teachings in your answer.**

**Target: Knowledge and understanding of religious attitudes towards the law and human rights**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> <li>• At least two relevant and accurate points</li> <li>• One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with one developed</li> <li>• One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with development of at least two</li> <li>• A single point that is exceptionally well-developed may reach this level.</li> </ul>	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> <li>• Two or three relevant and accurate points with detailed development of at least two.</li> </ul>	5 marks

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

Students may take a more general view: All religions promote the ideas of justice, equality and compassion / all religions believe the law should be respected / there is a duty to obey the law of the land / religious believers have a duty to defend those who are vulnerable and unable to defend themselves / the UNDHR was agreed by nation states, for many believers the government of a nation is appointed by God so UNDHR can be seen as God's plan therefore needing support / breaking the law could result in lawlessness and eventually anarchy / law should be upheld to ensure justice and equality / sometimes a law may be bad eg Apartheid in South Africa / it may then be appropriate for believers to take action against these laws and break them but they must be conscious of the consequences of doing so.

**Buddhism** Buddhism teaches that human beings are fundamentally the same and equal in their potential to become Buddha / 'We all want to avoid suffering and achieve happiness (Dalai Lama) / suffering is caused by selfish actions / selfishness is the cause of unhappiness / through respect for others and their rights a healthy, free and prosperous society can be built / only by respecting others can an individual have respect for themselves / law of karma discourages law breaking and actions that will cause suffering/ right action / right intention.

<b>Christianity</b>	Christianity teaches that all are made in the image of God / therefore equal before God / 'Love your neighbour as you love yourself' sets the standard for how a person should be treated / 'So there is neither Jew nor Greek, slave nor free, male nor female for you are all one in Christ Jesus' (Galatians 3:28) affirms the equality of all humans / therefore affirms the right to be treated with respect / teaching on Sanctity of life / 'He sent me to bring good news to the poor, to proclaim liberty to the captives and to set free the oppressed (Luke 4:18-19) has motivated Christians to campaign on a whole range of issues / rulers of nations are given authority by God / 'Everybody must obey the state authorities because no authority exists without God's permission' (Romans 13:1) / law should be obeyed unless it goes against God's law / 'Give to Caesar what is Caesar's and give to God what is God's (Mark 12:17).
<b>Hinduism</b>	Hinduism teaches that the duties (dharma) of each individual if carried out faithfully will protect the rights and freedoms of others in society / all life is sacred / everyone has the right to be free from violence (ahimsa) / traditional Hinduism links all human rights to a person's caste, age and sex / rights are then privileges of status and position for example Brahmins / 'Hurt not others in ways that you yourself would find hurtful' (Udana Vanja 15:18) consequences / Right Intention could lead a Buddhist to break the law in order to bring about a more just situation, etc.
<b>Islam</b>	Islam teaches that all human beings are creations of Allah / therefore there are certain basic human rights which should be shared by all of humanity / these human rights are given by Allah / duty of Muslims to protect them in order to protect against their loss which can lead to tyranny / 'As you are, so you will have rulers over you, (Hadith) / all life is sacred and should be protected / justice should be administered fairly and equitably / 'No bearer of burdens shall be made to bear the burdens of others' (Surah 6:164) / 'There should be no coercion in the matter of faith' (Surah 2:256) / 'Allah doth command you...when you judge between man and man, that you judge with justice.' (Qur'an 4:58) / idea of strict justice within Islam.
<b>Judaism</b>	Judaism teaches that all are made in the image of God and therefore worthy of respect and equitable treatment / 'You shall appoint judges and officers in your towns...and they shall judge the people righteously' (Deuteronomy 16:18) / 'Follow justice and justice alone' (Deuteronomy 16:20) / 'Just as I am righteous', says the Lord, 'so you too be righteous. Just as I visit the sick, feed the hungry and clothe the naked, so you do the same.' (Talmud) / 'If your enemy is hungry give him bread to eat; if thirsty give him water to drink' (Proverbs 25:21) / 'But let justice roll on like a river and righteousness like a never failing stream.' (Amos 5:24) / Humans were created to serve God and they can best carry out this task if they are free to fulfil their potential as individuals.

**Sikhism**

Sikhism see human rights as fundamental to the teaching of the Gurus / 'call no one high or low. God the potter has made all alike. God's light alone pervades all creation.' (AG 62) / Guru Nanak complained to the Mogul emperor Babur about the cruel treatment of prisoners and how innocent victims of war were threatened with slavery, with the result that they were released / Sikhism emphasises respect, love and service to fellow human beings.

**[5 marks] AO1**

**30 'Being a good citizen is the most important responsibility for a religious believer.'**

**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 being a good citizen is the most important responsibility for a religious believer**

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

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

Religious believers are called to live according to religious principles these can be summed up by the Golden Rule / follow this and believers will care for others / seek to help / serve others / therefore they are showing good citizenship / religious believers are interested in justice and fairness so may become involved in community activities / local government, etc. as they try to carry religious principles into a wider setting / 'Whatever you did for one of the least of my brothers of mine, you did for me.' (Matthew 25:40) / should be focussing on how we treat people, 'Do to others as you would be done to.' / if everyone focussed on their responsibility of treating others properly then much of the injustice in the world would be removed / religion is concerned with the preciousness of life and has a responsibility to speak out on issues where the rights of one group may not be heard, eg the right of the unborn child not to be aborted / societies with freedom of speech have a responsibility to speak out against injustice on behalf of others in UK and abroad, etc.

**Other views**

What is a good citizen? / many may argue their main responsibility is to serve God, Allah and if they are a good citizen by doing that then that is good but is not their main aim / many religious believers are law-abiding and play their part in society through voting in elections, helping others, etc. / however there are many instances today where religious believers' rights are being challenged / example of people being unable to wear religious symbols at work without being threatened with disciplinary action or dismissal / does a good citizen allow these things to happen / or do they speak out and challenge what is happening in society / when does somebody stop being a good citizen? / after they have committed a crime? / if they challenge something that is wrong in their society? / if that is the case surely a believer's main responsibility is to speak out for those who cannot speak and not therefore be a good citizen / some believers feel their right to freedom of speech is being restricted as they cannot speak out against situations that are contrary to their religion's teaching / around the world people are arrested, prosecuted and imprisoned because of their religious views in direct contravention of the Declaration of Human Rights, etc.

**[6 marks] AO2**

**30 Spelling, punctuation and grammar**

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

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