



**General Certificate of Secondary Education
June 2013**

Religious Studies **40552**

Specification B

Unit 2 *Religion and Life Issues*

Final

Mark Scheme

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

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 to download from the AQA Website: www.aqa.org.uk

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Methods of Marking

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

1. No half marks or bonus marks are to be used under any circumstances.
2. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
3. Indicate, **by ticking**, where you have awarded a mark for questions where there are no levels. For **levels of response**, examiners must record, in the left-hand margin, the level that has been awarded, e.g. L2, and in the right-hand margin, the mark that has been awarded for the question.
4. The numerical mark awarded for **each** response should be indicated in the right-hand margin.
5. Do **not** credit material that is irrelevant to the question or to the objective, however impressive that material might be.
6. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the student nearer those who have given a correct answer or those who have little idea?'
7. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
8. Remember, the key to good and fair marking is **consistency**. Do **not** change your marking style once you have started sending scripts to AQA.

Levels of Response Marking

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

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

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

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

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

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

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

Assessment of Quality of Written Communication

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

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

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

Assessment of Spelling Punctuation and Grammar

The assessment of Spelling, Punctuation and Grammar (SPaG) is a new requirement for 2013 and 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. Examiners should make a judgment based on the overall standard of this question, bearing in mind that the last part of this question may contain more errors as students rush to finish the paper. If the rest of the question is of a high standard, they should not be penalised. However, answers that contain only a few lines on each part or use bullet points or notes throughout may not meet the threshold level.

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 performance descriptions are provided below.

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	(4 marks)
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	(2-3 marks)
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	(1 mark)
Below Threshold		(0 marks)

1 Religion and Animal Rights

1 ***Explain briefly what is meant by the term vegan.***

Target: Knowledge of the term vegan

Student may include some of the following points:

A person who will not use any animal product / e.g. meat / dairy products – milk, cheese, eggs / fur or leather.

For two marks there must be something that makes clear that ‘vegan’ is being referred to.

1 mark for a superficial comment or a single point.

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

(2 marks) AO1

2 ***Give two reasons why animals can make good companions for people.***

Target: Knowledge and understanding of why animals can make good companions

They show loyalty / affection / relieves loneliness / require exercise (good for animal and owner) / can assist people e.g. guide dogs for the blind, guard dog, pets etc.

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

(2 marks) AO1

3 *'Religious believers should not support the cloning of animals.'*

What do you think? Explain your opinion.

Target: Evaluation of whether or not religious believers should support the cloning of animals

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

Students may include some of the following points:

Lots of embryos are destroyed while trying to clone them / main motive maybe to make money / human health and safety risks might be ignored / playing God / interfering with nature / Guru Granth Sahib teaches that God is present in all living creatures and has a purpose for them/ misuse of resources etc.

Form of scientific advance / God has allowed humans to discover how to do it so humans can / may lead to medical advances / human life could be saved, more valuable, could protect endangered species / to increase food production etc.

Allow reference to suffering and appropriate applications of 'sanctity of life' / stewardship / dominion. Allow general answers about experimenting on animals as students are not asked to define cloning.

Two sided arguments are creditable but not required.

(3 marks) AO2

4 Explain religious attitudes to the different methods of farming animals. Refer to religious beliefs and teachings in your answer.

Target: Knowledge and understanding of religious attitudes to methods of farming animals

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks
Level 5	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level.	5 marks

Students may include some of the following points:

Religious believers are concerned with how animals are treated / should avoid cruelty / many look favourably upon free-range farming / organic farming / concern about factory farming because of the conditions, use of antibiotics, pesticides, growth hormones / contrasting views e.g. food production / dominion etc.

Buddhism Protecting the natural world and living in harmony with it is part of Buddhist teaching / interdependence / all creatures are part of cycle of rebirth / compassion and loving kindness should extend to all living things / accept reference to Eightfold Path, i.e. Right Living.

Christianity Christians view animals as part of God’s creation / part of their duty, as stewards of creation, is to protect animals, not exploit them but they are not against rearing animals for food / many campaign against cruelty / the RSPCA started as a Christian response to animal cruelty / a minority sees Genesis as meaning that as we are in charge of animals we can do what we want: Psalm 8 – man is lord over animals and fish, etc. / Proverbs 12v10 – a good man is kind to his animals.

Hinduism All creatures are part of Brahman and thus should be respected / it is part of duty / dharma to protect animals and show ahimsa / cows especially are valued / some animals are associated with particular gods (e.g. Shiva and Nanda, the bull) / Ahimsa, e.g. Manu 5. 48 important.

- Islam** The Qur'an teaches that animals have feelings and purpose in their lives / Muhammad told many stories concerning the welfare of animals / looking after animals is seen as part of the stewardship of humans / animals, if worked, should be shown consideration / animals may be reared for food but some are haram e.g. pigs.
- Judaism** Many Biblical passages show concern for animals and treating them fairly (e.g. Proverbs 12:10) / the fourth commandment includes resting animals / Genesis 1 gives humans responsibility over animals, which must not be abused / Noah given permission to eat meat so farming animals is acceptable / kosher / treifa restrictions.
- Biblical references from Genesis, Leviticus, Deuteronomy, Daniel, Psalm 8:v6-8.
- Sikhism** Humans are seen as custodians of the earth and not as having superiority to mistreat animals / Sikhs believe they will be judged on such actions / Dharma (duty) is important / Guru Nanak – “all food is pure”.
- Maximum L2 answer is about just caring for animals / transportation / slaughter of animals rather than farming.
- Max L2 if no religious beliefs or teachings.

(5 marks) AO1

5 *'There is nothing wrong with religious believers hunting animals.'*

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

Target: Evaluation of whether or not hunting animals is a wrong thing to do

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

Students may include some of the following points:

Agree

Some Christians hunt as Genesis 1:28 gives instruction to bring animals under control / idea of dominion / foxes and deer pests to farmers / some Gurus hunted e.g. Gurus Har Gobind and Gobind Singh / country pastime and tradition / Islam allows hunting for food / entertainment etc.

Other Views

Some religious believers say that as stewards they should protect animals from cruelty / animals are part of cycle of birth, death, rebirth / non-violence should be shown to them (Ahimsa) / compassion and loving-kindness should be shown to animals / hunting not in keeping with Eightfold Path – Right Living / Hindus regard all creatures are part of Brahman and should be respected / dharma (duty) to protect animals / show ahimsa (non-violence) / most Hindus regard it as cruel and unnecessary / Muslims believe that animals have rights / should not be hunted for sport / action can be challenged on judgement day (Hadith) / many Jews disapprove of hunting, even for a living / idea of stewardship / Psalm 8: 6 / Proverbs 12: 10, etc.

(6 marks) AO2

05 Spelling, punctuation and grammar

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

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>
Below Threshold		<i>(0 marks)</i>

2 Religion and Planet Earth

6 *Give two ways in which people destroy natural habitats.*

Target: Knowledge of how people destroy natural habitats

Pollution e.g. oil or chemical spills or over-use of pesticides / deforestation / clearing land for agriculture / building / making roads / mining / developments / littering / tourism / by causing global warming etc.

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

(2 marks) AO1

7 *Explain briefly what is meant by acid rain.*

Target: Understanding of the technical term acid rain

Rain made acid / by contamination / through pollution in the atmosphere / as the result of emissions from factories, vehicles, power stations, / destroys trees and vegetation and kills fish in lakes / corrosive effects.

1 mark for a superficial comment or a single point.

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

(2 marks) AO1

8 ***‘Religious believers do not need to be concerned about climate change.’***

What do you think? Explain your opinion.

Target: Evaluation of whether or not religious believers ought to be concerned about climate change

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

Students may include some of the following points:

Some scientists are not convinced that global warming is a reality and problem / Earth’s climate is always changing irrespective of human actions / some say that predictions about future climate change are alarmist and unreliable / some people believe that we have been given dominion and so can do what we like / if it is happening then it needs everyone to be concerned not just religious believers / it’s God’s job to look after the world / there are benefits to having a warmer climate etc.

If action isn’t taken then global warming will result in severe weather / droughts / flooding / famine / affect wild life causing extinction / many low-lying countries will be flooded / it’s good stewardship / need to think of future generations / could campaign more on the issue / support sustainable development / earth summits / necessary to take more environmentally friendly options to prevent greenhouse gas emissions, etc.

Two sided arguments are creditable but not required.

(3 marks) AO2

9 Explain religious beliefs about the origins of life on Earth. Refer to religious beliefs and teachings in your answer.

Target: Knowledge and understanding of religious beliefs about the origins of life on Earth

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks
Level 5	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level.	5 marks

Students may include some of the following points:

Religious beliefs about the origins of life (how life began) are often expressed through creation stories / apart from Buddhism the main idea concerns a creator God making the world and all life.

Buddhism Creation occurs repeatedly throughout time in cycles. In the beginning of each cycle, land forms, in darkness, on the surface of the water. Beings who populated the universe in the previous cycle are reborn; some of them become the “new” humans in the new universe / no definite creation story / Buddha said it was unimportant / the parable of the man shot with an arrow.

Christianity God created the heavens and the Earth out of nothing, filled the Earth with living creatures including humans. (Genesis 1-2). God completed his work in six days and rested on the seventh day.
 Day 1 – Light
 Day 2 – Sky above, water beneath
 Day 3 – Seas, land, plants
 Day 4 – Sun, moon, stars
 Day 5 – Sea creatures and birds
 Day 6 – Animals and humans
 Day 7 – Day of rest
 Accept reference to Adam and Eve (people) given responsibility to look after the world and the second creation story.

- Hinduism** Many stories about how gods were involved in creation e.g. Vishnu was asleep on a cobra snake as it floated in the ocean / a humming sound woke Vishnu and a lotus flower grew from his belly / Brahma (the creator) who sat in the lotus flower divided the flower into three parts to make the heavens, the Earth and the sky / then he made the grass, trees, flowers, animals, birds, fish and people.
- Islam** Allah made the heavens and the Earth in six days / man was created first, then woman – Surah 2: 31-37 / responsibility to look after life.
- Judaism** Shares the same story as Christianity.
- Sikhism** There isn't a specific creation story but the belief that God created the Earth as an act of love.

N.B. Accept Evolution (and the Big Bang if related to the origins of life)

Many religious believers believe in the scientific account of how life began in a primeval swamp and has developed through evolution. The idea that life on Earth originated and then evolved from a universal common ancestor approximately 3.7 billion years ago. God allowed natural selection to take place causing the development of different species.

Max L2 if no religious beliefs or teachings.

(5 marks) AO1

10 **'Caring for Planet Earth is the best way to improve peoples' lives.'**

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

Target: Evaluation of whether or not caring for the world is the best way to improve peoples' lives

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

Max L4 if only referring to caring for Planet Earth.

Students may include some of the following points:

Agree

Not caring for the world will affect us / the quality of peoples' lives will be affected through e.g. severe climate, lack of resources, through global warming / Assisi Declarations / Ohito / world vital for our survival / need sustainable development / planet was made by God / put humans in charge to look after it / stewardship / need to think of future generations / idea of interdependence and need to keep the right balance as it will affect people / Hindus believe that the world is sacred and precious / if we harm the world it will harm us / need to conserve the world and it will provide the resources necessary for peoples' lives to be improved, etc.

Other Views

There are many other ways to improve peoples' lives / already many people live in poverty or harsh conditions / people should come first / leave God to look after the world / need to provide employment / lives will be improved if we create a better distribution of wealth and food / need to create peace and prosperity which doesn't necessarily mean caring about the planet / costs a lot of money to look after the world which could be spent looking after people, etc.

(6 marks) AO2

10 Spelling, punctuation and grammar

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

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>
Below Threshold		<i>(0 marks)</i>

3 Religion and Prejudice

11 ***Give two ways in which religious groups may oppose racism.***

Target: Knowledge of two ways religious believers may oppose racism

Students may include some of the following points:

Support the law banning racism e.g. Race Relations Act / follow the examples of Mahatma Gandhi / Desmond Tutu and / or Martin Luther King who opposed racism / boycott / campaign / protest / use the media / marches / petitions / teach that it is wrong / invite people of different races to join their groups / worship together / act against e.g. pray / love thy neighbour etc.

Allow specific religious teachings if applied to action.

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

(2 marks) AO1

12 ***Explain briefly what is meant by tolerance of others.***

Target: Understanding of the technical term ‘tolerance’

Students may include some of the following points:

Respecting others / allowing the beliefs / and practices of others / accepting people and valuing their contribution to life and society / there are limits to tolerance e.g. where racist or prejudiced views harm other people.

1 mark for a superficial comment or a single point.

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

(2 marks) AO1

13 *'Religious people should never show prejudice to those who have lifestyles different from their own.'*

What do you think? Explain your opinion.

Target: Evaluation of whether or not religious people should never show prejudice to people who have a different lifestyle

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

Students may include some of the following points:

Everyone a child of God and of value / shouldn't show prejudice / shouldn't stereotype / religions teach equality / concept of love / tolerance and understanding / may be a really nice genuine person / shouldn't judge.

Might have totally different interests or background / may not have anything in common / might have immoral lifestyle / lifestyle against their religious beliefs e.g. sexuality / may not wish to be around smokers / drinkers / person may be involved in crime / don't want to be tempted to do things which are opposed to their religion, etc.

Two sided arguments are creditable but not required.

(3 marks) AO2

14 Explain religious beliefs and teachings about discrimination.

Target: Knowledge and understanding of religious beliefs and teachings about discrimination

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks
Level 5	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level.	5 marks

Students may include some of the following points:

Religions believe (except Buddhism) that each individual is created by God / every person has a special value to God / sanctity of life / each person unique / made in God's image (Genesis 1: 26) / should treat everyone as equals Galatians 3:28, Dhammapada 6, Bhagavad Gita 9.29 / value people of whatever race Lev.19:33 / no caste – Sikhism / Good Samaritan / Buddhism – the turtle story / reincarnation / all should have the same rights and opportunities / love your neighbour as you love yourself / unfair / not just / can cause suffering / result of pre-judging / should fight discrimination / promote harmony and tolerance / brotherhood and sisterhood / equality within religions / but some discrimination still exists within religion e.g. women not allowed to be priests in the Roman Catholic Church / caste / status of women / sexuality.

May support positive discrimination if it has a positive outcome e.g. providing space at the front of a stadium for disabled wheelchair users.

Allow all religious beliefs and teachings that relate to both prejudice and discrimination.

Max L2 if no religious beliefs or teachings.

N.B. Credit negative responses.

(5 marks) AO1

15 **'Religious believers can do little to bring about harmony in society.'**

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

Target: Evaluation of whether or not religious believers can do little to bring harmony in society

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

Students may include some of the following points:

Agree

Many people do not listen to or take notice of religious believers / so many other influences in society / even if religious believers want social harmony it only takes a few to stir up division and cause trouble / different religions often argue or will not associate with each other because of different beliefs / takes the whole community to want it, not just a few individuals / some religions do not always show tolerance and understanding of others, etc.

Other Views

Harmony means living in peace with others which is an aim of religions / should set an example / believers should have a sense of community, feel responsible for each other and share the same values (idea of sisterhood and brotherhood e.g. Ummah) / believers should practise kindness, compassion and generosity / love thy neighbour / loving-kindness / should help overcome prejudice and quarrels / role as peacemaker / already do a lot to promote harmony / fight against injustice / teach respect and tolerance / Right Action / Right Speech / Galatians 3: 28 / Love your neighbour / equality e.g. on hajj / Sikh belief that all men and women are equal / in the langar vegetarian food provided so none is excluded / celebrating festivals encourages harmony in the community / believers often involved in charity work which promotes harmony, etc.

(6 marks) AO2

15 Spelling, punctuation and grammar

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

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>
Below threshold		<i>(0 marks)</i>

4 Religion and Early Life

16 **Give two reasons why some religious couples choose to have children.**

Target: Knowledge of why some religious couples decide to have children

Students may include some of the following points:

Fulfils marriage promises / have a family / to carry on the family business / family name / someone to look after them in later life / babies seen as precious / expression of love that the couple share / religious duty / seen as a blessing / gift from God / because all their friends are having children / they now have enough money / saviour siblings.

Allow – have chosen not to use contraception for religious reasons / alternative to abortion / will of God etc.

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

(2 marks) AO1

17 **Explain briefly what is meant by the term ‘Pro-Choice’.**

Target: Understanding of the technical term ‘Pro-Choice’

Students may include some of the following points:

In favour of having the right to choose / whether or not to have an abortion / not to be dictated to take a particular action by others or the law / pressure group / campaigning for freedom of choice / examples of pro-choice organisations / women’s rights issue.

Allow-permits abortion.

1 mark for a superficial comment or a single point.

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

(2 marks) AO1

18 *'Religious believers are wrong to oppose abortion if it is likely that the baby will have a poor quality of life.'*

What do you think? Explain your opinion.

Target: Evaluation of whether or not religious believers should only be concerned about the quality of life which a baby will have

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

Students may include some of the following points:

In some circumstances the quality of life may be seen as intolerable e.g. severe mental or physical disabilities and life is full of suffering and pain / may need full-time care / affects all the family / might already be living in extreme poverty or difficult circumstances / might be unwanted and neglected / yet some religious believers totally oppose abortion in all circumstances / they need to be more compassionate.

Religious believers have to consider the idea of sanctity of life / life is precious and special / life should be valued and cherished not destroyed / do not murder / karma / rights of the unborn child need to be considered / life a gift from God – God gives and God should be the one to take away, etc.

Two sided arguments are creditable but not required.

(3 marks) AO2

- 19 **Explain why some religious people believe that abortion is always wrong. Refer to religious beliefs and teachings in your answer.**

Target: Understanding of why some religious believers disagree with abortion

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks
Level 5	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level.	5 marks

Students may include some of the following points:

Abortion is ending a life (do not murder) / there are alternatives to abortion such as adoption or fostering / depression and guilt may follow an abortion / disabled people can enjoy a happy and fulfilled life / the sanctity of life / each person is unique and a purpose in life / abortion can be used selfishly to avoid responsibilities.

Buddhism Abortion goes against the 1st Precept – ‘I will not harm any living thing.’ / abortion should not take place out of selfish reasons / ‘Abortion is the same as taking the life of a living being and as such is not a just action’ (The Dalai Lama).

Christianity Roman Catholics oppose abortion / made in God’s image (Genesis 1: 27) / life begins at conception / Exodus 20:13 / God loves children (Matt 18:10; Luke 18:15-16).

Hinduism Brahman, the Supreme Spirit, is within every living being / life is sacred and needs to be valued and respected / Ahimsa.

Islam Human life is precious / sacred gift from Allah (Qur’an 17:33) / ‘No severer of womb-relationship ties will ever enter paradise (Hadith) / on Judgement Day children will ask why they were killed / Qur’an 17:31.

Judaism God creates life and knows us before we are born / Psalm 139:13,15-16 / given vocation before birth (Isaiah 49:5 and Jeremiah 1:5).

Sikhism Child a gift from God (Guru Granth Sahib 1239) / everyone important and valuable / 'divine spark' in everyone / 'abortion is taboo as it is an interference in the creative work of God' (Mansukhani 1986b:183).

N.B. Counter arguments are not accepted.

Max L2 if no religious beliefs or teachings.

(5 marks) AO1

20 **'Life does not begin until birth.'**

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 when life begins

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

Students may include some of the following points:

Allow ideas of differences between life before / after birth.

Agree

Before birth baby cannot survive on his or her own / at birth the life is independent / before needs the support of the mother to breathe and receive nourishment, etc. to grow in the womb / life begins when the baby is half way down the birth channel (Judaism) / before birth is only a potential life, etc.

Other Views

Life begins before birth – ideas about samsara, rebirth and reincarnation e.g. Buddhists / ‘abortion is the same as taking the life of a living being’ The Dalai Lama / many religious believers say that life begins at conception (when the egg is fertilised by the sperm) e.g. Roman Catholics, Muslims, Hindus and Sikhs / all DNA information then present to make a unique human being / biblical references to God’s creation in the womb / Jeremiah 1v5 / Psalm 139v13,15-16 / Chandogya Upanishad 5.10.7 shows that life begins at conception / ‘From the time the ovum is fertilized, a new life is begun’ – RC Declaration on Procured Abortion 1974 / other ideas include when the backbone forms / the first heart beat (when it stops a person is regarded as dead) / when the baby first kicks / at viability (when the baby would survive outside the womb) / the receiving of the soul is very significant / beliefs and teachings affect attitudes to abortion / sanctity of life, etc.

(6 marks) AO2

20 Spelling, punctuation and grammar

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

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>
Below Threshold		<i>(0 marks)</i>

5 Religion, War and Peace

21 *Name two organisations which help victims of war.*

Target: Knowledge of organisations which help war victims

Help for Heroes / Earl Haig Fund / Red Cross / Red Crescent / the forces / NHS / United Nations / NATO / Save the Children / the Church / British Legion / Disaster Emergencies Committee etc.

Accept any relevant international / national / local / charitable organisation

Award **one** mark for each of **two** valid named organisations.

(2 marks) AO1

22 *Explain briefly what is meant by justice.*

Target: Understanding of the technical word 'justice'

Bringing about what is right / fair, according to the law / making up for what has been done wrong / equality of treatment / addressing human rights.

Allow punishment related to justice.

1 mark for a superficial comment or a single point.

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

(2 marks) AO1

23 *'All religious believers should campaign for peace.'*

What do you think? Explain your opinion.

Target: Evaluation of whether or not all religious believers should campaign for peace

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

Students may include some of the following points:

Wrong just to sit back and allow situations of conflict to arise without taking action to prevent it / 'blessed are the peacemakers' / those in authority should be encouraged to look for peaceful solutions to problems / innocent people get killed or injured because of war / killing goes against teachings in sacred writings / first precept / ahimsa / Christians and Muslims should not seek revenge as it is wrong to return evil with evil / overcome evil with good / religious believers might make a difference / follow the example of believers e.g. Martin Luther King, Dalai Lama etc.

Not practical for all religious believers to campaign for peace – some might / would governments take any notice / believers have other important things to do e.g. worship God / may support a Holy War / Just war / sometimes war in extreme cases might be the only way to stop the cruelty and injustice of a nation or leader e.g. Hitler and the holocaust / some Muslims believe in the lesser jihad to defend Islam and promote justice, etc.

Two sided arguments are creditable but not required.

(3 marks) AO2

24 Explain the criteria (rules) for a Just War.

Target: Knowledge and understanding of the Just War criteria

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks
Level 5	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level.	5 marks

Students may include some of the following points:

Criteria include – started and controlled by the state or sovereign / just cause (such as self-defence) / last resort – all other ways of resolving the problems have been tried first / not involve suffering to innocent civilians / protect trees, crops, animals / not act of aggression or to gain territory / aim to restore peace and freedom / enable release of prisoners of war / must be winnable / fought by just means / proportionality / good intention – only occur if the good achieved will outweigh the evil that led to the war etc.

Students may refer to a specific religious tradition.

(5 marks) AO1

25 **'Countries which have nuclear weapons should get rid of them.'**

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

Target: Evaluation of whether or not countries should get rid of nuclear weapons

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

Students may include some of the following points:

Agree

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

Other Views

Nuclear weapons may be a deterrent / could result in maintaining the peace and preventing war as people too frightened to use them / if others have them they may be needed for defence to maintain a balance of power / need to protect their people from attack / Russia and America have made deals to reduce the number of nuclear weapons, etc.

(6 marks) AO2

25 Spelling, punctuation and grammar

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

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>
Below threshold		<i>(0 marks)</i>

6 Religion and Young People

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

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

Students may include some of the following points:

Parents might belong to the religion of the faith school / so their children may be educated within the context of their belief / so they may learn the moral codes of the family's religion / to encourage multiculturalism and tolerance / to learn about religious traditions / often seen as good schools with good reputations / might be the nearest school etc.

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

(2 marks) AO1

- 27 **Explain briefly what is meant by the term 'secular society'.**

Target: Understanding of the technical term 'secular society'

A state or society where most people are not religious / there is no state religion / laws not governed by religion / religious influences are marginalised.

1 mark for a superficial comment or a single point.

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

(2 marks) AO1

28 ***‘Following a religion limits a young person’s freedom of choice.’***

What do you think? Explain your opinion.

Target: Evaluation of whether or not being religious limits young peoples’ freedom of choice

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

Students may include some of the following points:

Cannot follow their religion and do certain things which their friends might do e.g. drink alcohol, play sport on a holy day / could lead to marginalisation / expected to attend worship or classes to learn about their religion while other young people may be doing what they please / mustn’t do things which are immoral / might limit the jobs which are appropriate / have to abide by food laws and other laws of the religion etc.

Still can choose to do lots of things in life / wouldn’t wish to get involved in drugs, immorality anyway / gives young people a whole new list of choices and new culture e.g. prayer, pilgrimage, worship / activities designed for members of their faith, etc.

Two sided arguments are creditable but not required.

(3 marks) AO2

29 Explain the benefits for young people of belonging to a religion. You may use examples in your answer.

Target: Understanding of how being part of a religion might benefit a young person

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks
Level 5	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level.	5 marks

Students may include some of the following points:

Given a purpose for life / have moral codes on which to draw when making decisions / have sources of authority to turn to when making important decisions e.g. sacred writings, religious leaders and traditions / become part of a family of believers and have support e.g. brotherhood and sisterhood (ummah in Islam) / empowerment / lots of activities provided by religious organisations for young people e.g. Brigades, religious youth clubs / special events for young people e.g. Spring Harvest, Taize / festivals to celebrate / membership and coming of age ceremonies e.g. Bar or Bat Mitzvah / beliefs e.g. what will happen to them when they die / become more tolerant and open / interaction with other Faiths etc.

N.B Negative consequences are not accepted.

(5 marks) AO1

30 **'Every child should have a religious birth ceremony.'**

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

Target: Evaluation of whether or not every child should have a religious birth ceremony

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

Students may include some of the following points:

Religious arguments here may include religious attitudes and examples of religious practice rather than specific beliefs and teachings.

Agree

Marks the special occasion of the gift of a child / opportunity to ask God to bless and protect the child / welcomes the child into the faith community / time for rejoicing / to give gifts to the child / wish the child a happy life / as much for the parents as the child / rite of passage / milestone / sacrament etc.

Other Views

Many people are not religious in our secular society / should be the choice of the parents / may not want their child associated with religion / child will not know anything about it at the time as too young / better to have a ceremony when the child is older and can understand what is happening / some religious groups do not have a specific birth ceremony etc.

(6 marks) AO2

30 Spelling, punctuation and grammar

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

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>
Below Threshold		<i>(0 marks)</i>