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**GCSE**

**Religious Studies B**

Unit 2 / 40552 Religion and Life Issues

Mark scheme

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4055

June 2015

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Version V1: Final Mark Scheme

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

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

Further copies of this mark scheme are available from [aqa.org.uk](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 Animal Rights**

**01 What is factory farming?**

**Target: Knowledge of a technical term**

Award **one** mark for a correct answer.

Intensive farming of animals for meat, eggs or dairy products / when animals are kept indoors in very small spaces or cramped conditions.  
Accept examples e.g. battery hens, veal crates.

**[1 mark] AO1**

**02 Describe what some religious believers might do to promote animal rights.**

**Target: Knowledge and understanding of what religious believers might do to promote animal 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

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

Set an example by treating their animals well / educate people in religious teachings eg stewardship, which encourage protection of animals / preach or protest that animal cruelty is wrong / write to press / M.P's / might join animal rights' groups to attempt to change public attitudes / celebrate International Animal Rights Day – December 10<sup>th</sup> / support welfare groups e.g. World Wild Fund for Nature or RSPCA who raise awareness and monitor treatment of animals / campaign for law changes to protect from cruelty, neglect and animal experimentation / not to buy products that come from animals eg fur, ivory/become a vegetarian / support online campaigns through Twitter or Facebook / encourage people to pray.

**[4 marks] AO1**

**03 'Religious believers have a duty to prevent endangered species from becoming extinct.'**

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

**Target: Evaluation of whether or not religious believers have a duty to prevent endangered species from becoming extinct**

<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:**

Buddhist idea of Interdependence / loving kindness / Christian belief that they are God's creation / stewardship (Genesis 1:28) / value of each living creature (Luke 12:6) / Hindu belief in sanctity of all life / samsara / Islamic belief that Allah appointed humans as trustees over wildlife / Jews believe we have responsibility over all creation / Sikhs believe we are the custodians of the world / duty to look after God's creation / could join organisations like WWF / could adopt (sponsor) an animal, etc.

Evolution and the survival of the fittest / what can most believers actually do as it is outside their control? / should be the responsibility of everyone / perhaps the world would be better off without some dangerous animals / should be a choice not compulsory / interpretation of dominion that people can do what they want / endangered species might threaten livelihood / religious believers have other priorities e.g. helping the poor, etc.

Two sided answers are creditable but not required.

**[3 marks] AO2**

**04 Explain religious views about genetically modifying animals. Refer to religious beliefs and teachings in your answer.**

**Target: Knowledge and understanding of religious views about genetically modifying animals**

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

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

Some are not opposed as people breed farm animals to improve their health and get better quality meat / enables scientists to study how genes work / study the effects of diseases and test new drugs / pigs have been developed with the idea of supplying organs for human transplantation / others believe that it is playing God and shouldn't be done.

Buddhists oppose animal experimentation / belief in interdependence / loving kindness. Christians oppose cruelty but may accept genetic modification if it benefits humans / ideas of stewardship and dominion.

Hindus find GM difficult because of samsara and some deities appear as animals.

Muslims believe animals have legal rights but may be okay if it benefits humans and does not cause suffering.

Jews are taught not to blemish or injure animals / Deuteronomy 22:6 / may be allowed if it helps to advance medical science.

Sikhs teach that God is present in all living beings but may accept GM if it advances medical science.

Maximum L2 if no reference to religious beliefs and/or teachings. **[4 marks] AO1**

**05 ‘Religious believers should not eat meat.’**

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

**Target: Evaluation of whether or not religious believers should eat meat**

<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**

Killing animals is cruel / meat-production wastes land that could be used to feed far more people / health reasons / fear of disease like BSE / do not like the way meat is produced and transported / not showing good stewardship / people who are vegetarians can be perfectly healthy / need to respect life.

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

**Other Views**

It should be a personal choice / helps people to stay healthy / good source of protein / refusal to eat meat would put many farmers out of business.

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

**[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 and Planet Earth**

**06 What is conservation?**

**Target: Knowledge of the meaning of conservation**

Award **one** mark for a correct answer.

Looking after the environment

Accept examples e.g. protecting animals / maintain the environment for an endangered species / make an area a nature reserve to protect wildlife and the environment there / restoring the environment to its natural beauty.

**[1 mark] AO1**

**07 Describe what religious believers might do to help look after the world’s natural resources.**

**Target: Knowledge and understanding of what religious believers might do to help look after the world’s natural resources**

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

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

Use good stewardship / recycle eg paper, metals / reuse rather than throw away and avoid waste / reduce use of fossil fuels such as oil and gas eg less use of cars – use of alternatives – public transport, walking, cycling / encourage use of renewable energy / not be greedy / sustainable development / protest about the abuse of world’s resources eg tree hugging / write to the press / use the media to highlight the problem / educate people about the problem, etc.

Accept prayer in context / animals as a natural resource.

**[4 marks] AO1**

**08 'The natural world inspires feelings of awe and wonder.'****What do you think? Explain your opinion.****Target: Evaluation of whether or not the natural world inspires feelings of awe and wonder**

<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:**

Creation is amazing / what they see has got the 'wow factor' / Psalm 8 / belief that life is precious / perfection of detail / expression of God's love / Buddhist belief that the universe is a single, vast living thing / Hindu belief that the Earth is our mother and we are her children / everything is provided on planet Earth for our survival / miracle of existence and new life / fascination of how nature works as shown by popularity of wildlife programmes / beauty of a sunset or sunrise / awe at a beautiful tranquil scene / the power of the sea or a storm / the wonder of life springing up in a desert after rains / rest of universe appears to be a hostile environment, etc.

Some people take the natural world for granted and are not inspired / some of nature is cruel / hostility of some environments eg deserts, freezing temperatures, excessive temperatures, floods / product of the forces of gravity, electro-magnetism, etc. so it is nothing to marvel at, etc.

Accept answers which use awe and wonder as proof of God's existence.  
Two sided answers are creditable but not required.

**[3 marks] AO2**

**09 Explain why many religious believers are concerned about pollution. Refer to religious beliefs and teachings in your answer.**

**Target: Knowledge and understanding of why many religious believers are concerned about pollution**

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

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

Pollution is causing many problems in the world eg through oil spills ruining coastlines, destroying marine life and birds / toxic chemicals are difficult to dispose of and cause environmental damage / pesticides and poisonous substances used to control weeds, pests and diseases get into the soil and water supply and into the food chain / acid rain destroys trees, fish / causes global warming, etc.

Belief of religious people in the duty to care and look after the world / it's good stewardship / need to think of future generations / God given responsibility (Genesis 1) / moral responsibility as if allowed it will affect people as it can be dangerous and go against the teaching to 'love one's neighbour' / will harm living things if allowed which is against the Buddhist first precept / there would be pollution everywhere if no one protested with serious consequences / need to protect and not destroy the planet, etc.

Maximum L2 if no reference to religious beliefs and/or teachings. **[4 marks] AO1**

**10 ‘Religious believers must help to stop climate change.’**

**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 must help to stop climate change**

<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**

Duty to look after God / Allah’s world or Mother Earth / good stewardship / trusteeship – climate change will be devastating to flora and fauna / unchecked global warming will cause severe weather – floods, droughts, hurricanes / should support the resolutions of the Earth Summits (Rio 1992, Kyoto 1997, Johannesburg 2002, Rio 2012) / cut carbon emissions / meet to discuss the problem eg Assisi and Ohito / should cut greenhouse gases / morally right to cut their carbon footprint / should campaign for measures to prevent global warming / can ensure sustainable development / so much can be achieved through raising an awareness campaign / golden rules show that religious believers must take action for others and future generations, etc.

**Other Views**

Have been given dominion, so can do what they like (Genesis 1) / what’s the point as they can do little on their own / needs cooperation of everyone / global warming is too big a problem for just believers – needs international action / should be a choice – not compulsion / should be a matter of conscience / some argue that there is no evidence that humans are affecting climate change / scientists say that the Earth’s climate is always changing as it is a natural phenomenon / more to do with the sun than the action of people, 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 Prejudice**

**11 What is scapegoating?**

**Target: Knowledge of the meaning of scapegoating**

Award **one** mark for a correct answer.

Blaming certain groups for problems in society or similar.

Accept examples e.g. Hitler and the Holocaust /blaming immigrants for unemployment etc.

**[1 mark] AO1**

**12 ‘Religious believers should be opposed to all discrimination.’**

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

**Target: Evaluation of whether or not religious believers should be opposed to all discrimination**

<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:**

Everyone should be treated with respect / equality teachings in sacred writings / sanctity of life – value of each individual / discrimination can cause suffering / can lead to genocide and hatred / devastating to minority groups / golden rules / not the way of love and justice / Universal Declaration of Human Rights / need to support the law / Galatians 3 : 28, etc.

Positive discrimination can be very helpful ie treating people more favourably because of who or what they are eg giving wheelchairs users front-row seats at an event so they can see / deliberately employing more women to get a gender balance or employing people from minority ethnic groups / not if it conflicts with their religious beliefs etc.

Two sided answers are creditable but not required.

**[3 marks] AO2**

**13 Explain how religious believers may try to develop harmony in society.****Target: Knowledge and understanding of how religious believers may try to develop harmony**

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

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

Live at peace with others / act justly / have tolerance and empathy / practise kindness (metta), compassion and generosity / develop dialogue with those who have different beliefs / 'love your neighbour' / 'treat others as you wish to be treated' / everyone should be treated equally eg welcomed into the Sangha or langar / follow example of the Good Samaritan / credit reference to examples such as Gandhi, Martin Luther King, Desmond Tutu / practical examples of action which may promote harmony e.g. praying, campaigning against things which cause disharmony / inter-faith dialogue etc.

**[4 marks] AO1**

**14 Explain religious attitudes to ageism. Refer to religious beliefs and teachings in your answer.**

**Target: Knowledge and understanding of religious attitudes to ageism**

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

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

Religions do not support ageism whether it is directed towards young people or the elderly / everyone should be treated with respect – young and old / all equally valuable / honour senior citizens and their experience / older people have wisdom / Fifth Commandment – Honour your father and mother / Muslims and most religions believe it their duty to look after older members of the family / Buddhists believe in loving kindness (metta) and Right Action / the young are the future and their views should be valued, etc.

Maximum L2 if no reference to religious beliefs and/or teachings.

**[4 marks] AO1**

**15 ‘Religious prejudice is the worst type of prejudice.’**

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

**Target: Evaluation of whether or not religious prejudice is the worst kind of prejudice**

<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 prejudice is the worst because it goes against religious teachings / religion can be such a driving force and cause much suffering / can lead to discrimination, hatred violence and death / persecution and martyrdom / wars caused by religious prejudice eg the Crusades, Protestants v Catholics, Sunni v Shia, Hindus v Muslims / may involve prejudice which spans other kinds eg refusal to allow women to be priests (Roman Catholic), homophobia, etc.

**Other Views**

Sacred writings teach that all prejudice is wrong / if people followed the teaching there would be little prejudice / racism and colour prejudice is worst because it has caused so much suffering eg slave trade, apartheid and segregation, genocide and mass elimination including the Holocaust / disability prejudice, homophobia, sexism, class prejudice are all equally as bad because they are hurtful and lead to discrimination / golden rules, etc.

Accept interpretation of religious prejudice as prejudice against religion or prejudice stemming from religious beliefs.

**[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 Early Life**

**16 What is meant by the sanctity of life?**

**Target: Knowledge of the meaning of the sanctity of life**

Award **one** mark for a correct answer.

Life is precious, sacred, holy / life is a God given gift / which only God has the right to take away.

**[1 mark] AO1**

**17 Explain different choices to having an abortion.**

**Target: Knowledge and understanding of the different choices to abortion**

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

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

Don't get pregnant / use contraception / keep the baby rather than having a termination even if it is an unwanted pregnancy or there are problems with the pregnancy / adoption – relatives may raise the child as their own or people who cannot have a child of their own or who wish to have more children / fostering – when the child is placed with a foster care family. The foster parents are paid by the government to look after children / give the baby away / abandon it etc.

Accept interpretation of different choices about having an abortion i.e. Pro-life and Pro-choice arguments / methods of abortion e.g. morning after pill / reasons for or against abortion.

Maximum L3 for only one choice e.g. just adoption or just Pro-choice.

**[4 marks] AO1**

**18 'Religious believers should join Pro-Life pressure groups.'****What do you think? Explain your opinion.****Target: Evaluation of whether or not religious believers should join Pro-Life pressure groups**

<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:**

Religions believe in the sanctity of life / that all life is sacred, precious and valuable and should be protected / humans should be stewards of life / abortion is murder of another human being / the foetus is unable to defend itself / people born with disabilities can have a good quality of life / too many abortions take place / religious duty to influence society and its laws / Pro-life groups offer support to discourage abortion.

It should be up to the individual to decide whether or not they feel strongly about it / religion is about love and compassion / in some circumstances it could be kinder to support Pro-Choice pressure groups / the woman's right should be considered / should concentrate on spiritual matters and not get involved in politics.

Two sided answers are creditable but not required.

**[3 marks] AO2**

**19 Explain why some religious believers think it is necessary to have abortion laws. You may refer to religious beliefs and teachings in your answer.**

**Target: Knowledge and understanding of why some religious believers think that abortion laws are necessary**

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

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

Religions dislike abortion and believe that abortion should not be used as a form of contraception / abortion on demand would result in more abortions so laws are needed / the law allows the woman's circumstances to be considered eg if the mother's life is at risk / rape victims should not be constantly reminded of their ordeal / may not be able to cope financially or emotionally / risk of being born severely handicapped / cruel to allow suffering. Abortion matter of conscience / motive must be right – good intention (Buddhism) / abortion may be the lesser of two evils (Methodist and Anglican) so should be allowed / golden rules / ask question 'what is the most loving thing to do?' / Jesus showed compassion / laws reflect the idea of the last resort / if abortion is to take place it should be before ensoulment (Islam) / mother's life should have priority over that of the foetus (Hinduism / Islam / Judaism – Talmud) / accepted in the case of rape or if the mother's life is in danger (Sikhism) / laws are necessary to prevent abortion when the foetus is viable / to prevent back street abortions, etc.

Maximum L2 if no reference to abortion laws

**[4 marks] AO1**

**20 'It is wrong to teach that life begins at conception.'**

**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 religions should teach that life begins at conception**

<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**

It would only be possibly right if it agrees with their sacred writings or beliefs / Buddhists believe that life begins before conception because all living things are caught up in the circle of life (Samsara) / some Muslims say life begins at ensoulment / some Jews say it is when the baby is half way down the birth canal / many Christians argue for different stages in the development of the foetus including the development of the backbone, when the heart starts beating / when the foetus is viable / no one can really say definitely when life begins so why teach that it starts at conception/ could influence a woman's choice re-abortion etc.

**Other Views**

When the sperm unites with the ovum (egg) the new being's DNA is fixed with all the information needed to make a unique individual / life must begin when this takes place / Hindus, Sikhs and some Christians (Roman Catholics) teach that this is when life begins as it is a potential life / provides an argument to say that abortion is wrong as it would be seen as murder, 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, War and Peace**

**21 What is a weapon of mass destruction?**

**Target: Knowledge of what is a weapon of mass destruction**

Award **one** mark for a correct answer.

Weapons that can kill large numbers of people and / or cause great damage.  
Accept examples e.g. nuclear bomb, chemical and biological weapons.

**[1 mark] AO1**

**22 ‘Religious teachings cannot support terrorism.’**

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

**Target: Evaluation of whether or not religious teachings can support terrorism**

<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:**

Religions teach peace / love your neighbour or similar (golden rules) / ahimsa / First Precept / Noble Eightfold Path / morally wrong to kill indiscriminately / wrong to terrify people / wrong to rule by fear / should work with government (see Romans 13).

Seen by some as freedom fighters / may be viewed as protecting their religion / may be fighting against an injustice / liberation theology / idea of reward in paradise, etc.

**[3 marks] AO2**

|

**23 Explain why some religious believers will fight in a war. Refer to religious beliefs and teachings in your answer.**

**Target: Knowledge and understanding of why some religious believers are prepared to fight in wars**

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

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

It may be right to fight and stand up for what is right / idea of a Holy War / reference may be made to the conditions for a Just War in Christianity, Islam and Sikhism eg a just cause, started by a properly constituted authority, right intention – promote good and avoid evil, must be a last resort, must be a reasonable chance of success, must be reasonable proportion – use only enough force to achieve objectives, and no civilians to be involved / maybe the war is to defend their religion, country, family or freedoms / obey the government / many sacred writings do not forbid war / Old Testament portrays God as a God of war / Kshatriyas (warrior caste) in Hinduism / some wars are obligatory (Judaism) / Sikh Khanda shows two swords and Sikhs wear the kirpan showing a willingness to fight when necessary.

Maximum L2 if no reference to religious beliefs and/or teachings. **[4 marks]** **AO1**

**24 Describe the work of one religious believer who has worked for peace.****Target: Knowledge of the work of a religious believer who has worked for peace**

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

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

Accept any relevant example that is given eg.

**The Dalai Lama**

Worked for peace in Tibet / tried to bring about peaceful solution after the Chinese invasion / after Chinese army crushed uprising lived in exile in India / refused any forms of violence to win back his country / encouraged refugees to save Tibetan culture and way of life / proposed five point peace plan / awarded Nobel Peace Prize.

**Mohandas Gandhi**

Fought apartheid laws in South Africa / used peaceful non-co-operation / believed in ahimsa (non-violence) / succeeded in getting rid of unfair poll tax and making Indian marriages legal / in India fought for Untouchables / called them Harijans (Children of God) / led boycott of British goods / refused to pay taxes eg on salt / wore dhoti (loincloth) to show equality with poor / assassinated after a lifetime of fighting injustice by peaceful methods.

**Desmond Tutu**

Became Anglican priest in South Africa / opposed apartheid / advocated non-violent protest / led peaceful marches in Soweto / saved life of policeman / organised signing of petitions / supported economic sanctions / awarded Nobel Peace prize / first black archbishop of Cape Town / led Truth and Reconciliation Commission.

**Martin Luther King**

Became Baptist minister in Alabama, USA /organised bus boycott / sit-ins / demonstrations / marches / wanted equal rights for blacks / used peaceful methods / awarded Nobel Peace Prize / made inspiring speeches eg 'I have a dream' / because of his work he was assassinated in 1968.

Maximum L2 if no named believer / confused identification

**[4 marks] AO1**

**25 'War is never the best way to solve problems between countries.'**

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

**Target: Evaluation of whether or not war is the best way to solve problems between countries**

<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**

War is never the best way because there is always a losing side and grudges always remain under the surface / causes death / ignores sanctity of life / loss of loved ones / refugees / injuries / poverty / homelessness / bitterness / destruction / resentment / retaliation / terrorism / terrible suffering / development of more powerful weapons / costs billions / eg Iraq where there have been sectarian bombings ever since the war, Syria where thousands of children have been killed and millions of people made refugees / breaks religious teachings such as ‘Do not kill’, ‘Love your enemies’, ‘Hate your enemy mildly’, ‘Those who live by the sword will die by the sword’ / weapons of mass destruction could destroy the world.

**Other Views**

Depends on the outcome / war might be justified / might get rid of an evil dictator eg Saddam Hussein, Hitler / stop genocide / prevent another holocaust / reference to Just War conditions / once finished can bring peace and eventual prosperity / need to defend country, family / faith from aggressors / can right injustices and cause situations to improve / after the war is over people can rebuild their lives / might be the lesser of two evils / ‘Get ready for war’ (Ketuvim), etc.

Maximum L4 if no reference to solving problems between countries.

**[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 Young People****26 What is meant by the generation gap?****Target: Knowledge of the meaning of the generation gap**Award **one** mark for a correct answer.

A difference between the views / beliefs / habits / behaviour / fashion of young people and their parents or grandparents.

Accept examples.

**[1 mark] AO1****27 Explain why many religions have a membership ceremony or a coming of age ceremony.****Target: Knowledge and understanding of why many religions have a membership or coming of age ceremony**

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

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

Most religions have ceremonies for young people approaching adulthood as it enables believer to show commitment to their faith / gives opportunity to recognise them as adults / special preparation and training given / opportunity to take on rights, rules and responsibilities associated with their religion and adulthood / continuation of the faith / development of the community / continuation of traditions / various ceremonies exist eg ordination in Buddhism / confirmation / Kesanta Samskara / sacred thread ceremony / Samavartana / Bar and Bat Mitzvah / Dastaar Bandi which are celebrations and opportunities for families to get together.

Accept birth ceremonies / reference to more than one ceremony.

**[4 marks] AO1**

**28 ‘All young people should learn about religion at school.’****What do you think? Explain your opinion.****Target: Evaluation of whether or not everyone should learn about religion at school**

<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:**

Need to learn about beliefs of different faiths in order to understand people and the world / helps overcome ignorance and prejudice / it is the Law / helps people understand ethical issues / might not have any religious teaching outside of school / live in a multi-cultural society so it is important to know about different faiths / reason the UK has Religious Studies lessons and assemblies.

Young people shouldn't feel pressurised by religion / not allowed in some countries / everyone should make up their own minds whether they want to know about religion / religion a personal thing / might not be taught well – better taught by religious leaders / function of believers in the home or place of worship / might put young people off religion, etc.

Two sided answers are creditable but not required.

**[3 marks] AO2**

**29 Explain some of the problems for young people who choose to follow a religion. You may use examples in your answer.**

**Target: Knowledge and understanding of problems for young people who choose to follow 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

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

Need to learn the teachings of their chosen religion and how to follow them but there are many distractions / following a code of conduct is difficult when your friends do not / peer pressure to do things forbidden by the religion eg drinking, smoking, drugs, having sex outside of marriage / possible isolation or marginalisation / unable to join in some activities of friends / need to attend worship rather than joining in activities with peer group / lots of people do not understand as they do not believe in God or a religion – secular society / get mocked, teased or misunderstood / might find the services difficult to understand or uninteresting, etc.

**[4 marks] AO1**

**30 'Religion has nothing to offer young people today.'**

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

**Target: Evaluation of whether religion has nothing to offer young people today**

<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**

Religion is seen as old fashioned / issues for young people are not a priority in religious teachings / most people who attend worship are older people / youth culture often conflicts with religious teaching / many religions such as Islam and Sikhism promote modest dress, no alcohol, no sex outside of marriage / find worship not relevant / wish to do their own thing and not be given rules and regulations / live in a secular society with many not believing in God / emphasis on science etc.

**Other views**

Religion is for all people of all ages / offers moral codes and guidance / healthy lifestyle / promotes family / positive values / eternal life affected by present life / meet other young people who belong to their religion / lots of activities designed specifically for young people eg youth groups such as Girls' and Boys' Brigades, Taize, Spring Harvest, Soul Survivor, camps, messy church / festivals and celebrations can be magical for children eg Wesak, Christmas, Diwali, Eid-ul-Fitr, Purim, 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]