



**General Certificate of Secondary Education
June 2013**

Religious Studies **40553**

Specification B

Unit 3 *Religion and Morality*

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 Religious Attitudes to Matters of Life (Medical Ethics)

1 Explain briefly what is meant by transplant surgery.

Target: Knowledge and understanding of the meaning of transplant surgery

Students may include some of the following points:

When organs from another person or animal (xenotransplantation), usually harvested just after death, are surgically put into another person whose own organ is failing / has failed.

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 ‘Religious believers should not donate blood for transfusion.’

What do you think? Explain your opinion.

Target: Evaluation of whether or not religious believers should give blood for transfusion

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:

Life is carried in the blood so a person should not have blood from anybody else within them / it is not natural / giving blood could be seen as against the authority of God in giving and taking life, conscience / can be health issues e.g. related to HIV and Aids if blood not screened / some people are unable to give blood, etc.

Giving blood allows lives to be saved / love and compassion / act of kindness / obligation or duty to save life. All these are what God wants believers to do, etc. / should be down to individual.

Allow correct references to Jehovah’s Witness teachings that blood transfusion is wrong because life is carried in the blood (Leviticus 17:11), etc.

Two sided arguments are creditable but not required.

(3 marks) AO2

3 Explain religious attitudes to human genetic engineering. Refer to religious beliefs and teachings in your answer.

Target: Knowledge and understanding of religious attitudes to human genetic engineering

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

For levels 3, 4 and 5 there must be some reference to religious beliefs or teachings.

Students may include some of the following points:

Many answers will focus on the 'killing' of embryos that are the product of most human genetic engineering (sanctity of life; 'do not kill'), God giving us the knowledge and technology to save and improve life (quality of life) and the idea that human genetic engineering is un-natural.

Buddhism Intention behind the deed is important (Right intention) / if human genetic engineering saves or improves life it should be allowed / destruction of embryos associated with human genetic engineering is against first precept / embryos are not fully embodied people with the five Skandhas so do not merit protection.

Christianity Most oppose human genetic engineering because it takes or devalues life / scientists are taking the role of God (playing God) / positive aspects are to the benefit of mankind so acceptable / people should use their God given intelligence and creativity.

Hinduism Human genetic engineering could offend against ahimsa (not harming) / if the purpose is to help people, human genetic engineering can be considered acceptable / karmic effects.

Islam	Sanctity of life / disposal of unwanted embryos / belief that Allah is the creator / debate about beginning of life (120 days?) means that disposal of embryos is not taking life / human genetic engineering is an extension of Allah's gifts to His people.
Judaism	Human genetic engineering may be acceptable if it is designed to save life / embryos should be treated with respect / sanctity of life / God is the creator, not scientists.
Sikhism	Life begins at conception but spare embryos from IVF can be used for human genetic engineering provided it is designed to eliminate illnesses / cycle of birth, death and rebirth rules out human interference. Human genetic engineering and cloning are different, therefore do not credit references to cloning. If beliefs and teachings used for cloning apply to human genetic engineering as well they can be credited although for higher levels, they should be correctly applied to human genetic engineering.

(5 marks) AO1

4 Give two reasons why some religious believers agree with artificial insemination by husband (AIH).

Target: Knowledge of why religious believers may agree with AIH

Students may include some of the following points:

Allows heterosexual childless couples to have a child / sanctity of marriage is maintained / may keep marriage together / could make other methods less likely / not adulterous because sperm is from husband / God wants people to reproduce / it is compassionate to childless couples / everyone has the right to be a parent / good chance the child will be loved and have a good upbringing / God gave us the intelligence to develop new technology, etc.

Award one mark for each of two valid reasons.

(2 marks) AO1

5 **'People who want children should not use artificial methods of reproduction.'**

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 people who want children should not be allowed to use artificial methods of reproduction

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

Child could react badly to being the product of fertility treatment and could possibly get bullied or teased causing unhappiness / could allow ‘unsuitable’ people to be parents, including unmarried couples, single or gay people / wanting a child may not be a good enough reason for having one if it is not going to be cared for / only God can give or take life and human beings were created with reproduction as an important element in a sexual relationship / can be seen as an unnatural act / life is too special, sacred and valuable to be created artificially / it may go against God’s plan for individuals / adoption is a better alternative / it could involve the use of an unknown donor which could be seen as adultery or fornication / childlessness can be seen as a result of bad karma so artificial methods go against this, etc.

Other views

People using artificial methods of reproduction are doing it because they really want a child and a wanted child is likely to be a cared for child / they may have excellent parenting skills / having a family can be seen as a religious duty / ‘go forth and multiply’ / artificial methods were invented by scientists inspired by God and therefore doing his will / it is not loving to prevent childless people from having a baby of their own / children are a marriage blessing / allowing childless people to have a child is compassionate and loving / everybody has the right to be a parent / if follows God’s plan / an adopted child is not biologically the parent’s child / the right to have a child 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 Religious Attitudes to Elderly and Death

6 *Explain briefly what is meant by death.*

Target: Knowledge and understanding of the meaning of death

Students may include some of the following points:

The end of life / which can be determined by the permanent failure of the functions of the brain, heart or lungs / when the soul (spirit) permanently leaves the physical body / the beginning of the afterlife.

1 mark for a superficial comment or a single point.
2 marks for a developed answer or more than one point.

(2 marks) AO1

7 *'Religion provides comfort for people who mourn.'*

What do you think? Explain your opinion.

Target: Evaluation of whether or not religion provides comfort for the mourning

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:

Promise of life after death is comfort for the mourning / religious community may provide practical and / or spiritual support / belief that a person's death is God's will for a purpose people don't know, etc.

God has unfairly taken the life of a loved one / religion is not true so cannot provide real comfort / life after death may not be good, etc.

Ensure focus is on people who mourn rather than those who are dying.

Two sided arguments are creditable but not required.

(3 marks) AO2

8 Explain religious attitudes to euthanasia. Refer to religious beliefs and teachings in your answer.

Target: Knowledge and understanding of religious attitudes to euthanasia

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

For levels 3, 4 and 5 there must be some reference to religious beliefs or teachings.

Students may include some of the following points:

God sets time of birth and death so people should not interfere / do not kill / ahimsa / sanctity of life / life should be protected at all times / technology should be used for the benefit of humans to keep them alive (or kill them painlessly) / God is in charge of who lives and who dies / it may be an act of love and charity to put a person out of their misery / it is illegal in most countries including UK so law must be upheld (put in place or inspired by God) / can be seen as murder which is against all religions / palliative care or use of a hospice is preferable.

Answers **may** distinguish between different types of euthanasia, some of which can be justified more easily than others (e.g. passive euthanasia which can be seen as allowing nature (or God's will) to take its course).

Buddhism It is against first precept to kill any living thing but this may not apply to allowing someone to die (passive euthanasia) provided it is with right intention / creates bad karma / suffering is a fact of life and must be accepted / loving kindness (metta) and compassion (karuna) in allowing a suffering person to die / human life is of great value / removing suffering is important principle but it is arguable whether this should excuse killing.

Christianity The body is the Temple of the Holy Spirit so it should be maintained / life is a gift from God and should be continued / 'love your neighbour' – which is most loving course of action? / idea of dying with dignity, not life at all costs / do not kill / sanctity of life / quality of life / freewill allows people to choose.

Hinduism	Karmic effects of killing or allowing someone to live or die / life ends when the Supreme Spirit decides it should / all forms of life should be respected / relevance of ahimsa (no harming) / suffering allows bad karma from a previous life to be worked through.
Islam	Service to parents and the elderly is a duty and an honour but does this mean people should do everything to prolong life? / Allah controls who dies and when and any interference is against his plan / suffering is for a purpose and test from Allah / life must not be taken / passive euthanasia can be seen as allowing nature (or Allah's will) to take its course.
Judaism	Life should be preserved if possible / 'do not kill' / God gives life so only he can take it away / if euthanasia shortens the act of dying rather than shortening life some Jews would accept it as bringing a good death.
Sikhism	Suffering is a part of life and has a place in God's scheme which euthanasia interrupts / only God can give or take life / nature should be allowed to take its course / karmic effects of killing or allowing someone to live or die / suffering allows bad karma from a previous life to be worked through / if quality of life is very low, euthanasia can be seen as an act of kindness.

(5 marks) AO1

09 Give two problems faced by elderly people.

Target: Knowledge of problems faced by elderly people

Students may include some of the following points:

Ageism / retirement problems / financial problems / poor health / feeling of lack of worth / dependent on others / loneliness if widowed / fear of death or dying, etc.

Award one mark for each of two valid answers.

(2 marks) AO1

10 **'Families should always take care of their elderly relatives.'**

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

Target: Evaluation of whether families should always take care of their elderly relatives

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

It is a mark of gratitude and respect to look after elderly family members who have looked after younger family members as children / ‘Respect your father and mother’ (10 Commandments) / looking after elderly members is a privilege and a duty / allows for spiritual needs to be met / gains good karma / families should support each other / it is unkind and disrespectful for families not to take care of elderly family members / various well known teachings or quotes (paraphrases) from each religion / looking after elderly relatives does not just mean looking after them at home but includes allowing them the opportunity to receive specialist healthcare elsewhere, etc.

Other Views

Families may not have the expert knowledge to care for the elderly properly / medical care may be needed / elderly prefer to keep independence and live on their own and this choice should be respected (freewill) / spiritual needs may be better met within framework of care from the faith / faiths often provide facilities and care for the elderly, 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 Religious Attitudes to Drug Abuse

11 **Name two 'class A' drugs.**

Target: Knowledge of 'class A' drugs

Students may include some of the following points:

Heroin (smack) / Ecstasy (E) / LSD (acid) / Cocaine (Coke, Charlie) / Crack Cocaine (rocks) / Crystal Meth / Methadone / Opium, and any class B drug (amphetamines, codeine, cannabis (hemp), morphine derivatives and opioids) prepared for injection.

Award one mark for each of two valid answers.

(2 marks) AO1

12 **Explain briefly what is meant by rehabilitating drug users.**

Target: Knowledge and understanding of the meaning of rehabilitating drug users

Students may include some of the following points:

Process by which addicts are helped to defeat their addiction to drugs / best achieved with professional medical help / process of reintroduction into normal life.

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 believers should agree that money raised through tax on alcohol must only be used to treat alcoholics.'*

What do you think? Explain your opinion.

Target: Evaluation of whether or not religious believers should agree that money raised through tax on alcohol must only be used to treat alcoholics

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:

It is an appropriate way for alcoholics to indirectly pay for their own care / individual responsibility / others should not have to pay extra for this self-inflicted problem / money raised through this sort of taxation is greatly in excess of the cost of treating alcohol-based illnesses so can be afforded / belief that those who need help should receive it regardless of cause / it is an act of love and compassion to make treatment of alcoholics available through taxation.

Taxation on alcohol is intended partially as a deterrent, not to pay for care and treatment / Muslims, Sikhs and Buddhists prohibit alcohol so paying extra for treatment may be a further deterrent / paying extra is punishment for self-inflicted harm / others need help from taxation and are more deserving, etc.

For level 3 there must be reference to tax on alcohol being used to treat alcoholics.
General help answers maximum level 2.

Two sided arguments are creditable but not required.

(3 marks) AO2

14 Explain why many religious believers are willing to use only some legal drugs. Refer to religious beliefs and teachings in your answer.

Target: Knowledge and understanding of why many religious people are only willing to use some legal drugs

Comments

Levels	Criteria		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

For levels 3, 4 and 5 there must be some reference to religious beliefs or teachings. Do not accept answers on illegal drugs.

Students may include some of the following points:

It is likely that the general response will be that helpful ones may be used but harmful ones will not. Medically prescribed drugs which are legal are helpful to the body – healing various illnesses and ailments and taking away pain. Some other legal drugs (e.g. paracetamol, aspirin, etc.) may also do this but many others do not and are harmful (e.g. alcohol, tobacco). Answers should be developed by reference to religious teachings on maintaining the mind and body in good health, ‘body is a temple’. Some may refer to doctors who prescribe drugs using God-given knowledge and talent to heal and so the drugs they prescribe can be trusted.

It is likely that reference will be made to the sanctity, quality and value of life and such answers should be credited if applied to healing properties of medically prescribed drugs.

Buddhism ‘Health is the greatest of gifts’ (Dhammapada) so legal drugs that heal or promote health can be taken / human life is valuable so it should be maintained / right awareness and other effects related to 8-fold path / the fifth precept prohibits taking intoxicating substances (even if legal) because of the effect on the mind / detrimental effects prevent ‘right meditation’ / harming body and mind potentially delays enlightenment / being under the influence of some legal drugs may cause behaviour harmful to others e.g. drink driving, passive smoking.

- Christianity** 'Don't you know that you yourselves are God's temple and that God's spirit lives in you? If anyone destroys God's temple, God will destroy him' (1 Cor 3) / body should be cherished and protected as it is on loan from God so medically prescribed (legal) drugs should be used to achieve this / sanctity of life / legal drugs can have detrimental effects on body and mind that God created / the mind being intoxicated by legal drugs can lead to immorality / references in Bible, especially Proverbs, that refer to loss of self-control caused by alcohol use / wine is used in Eucharist.
- Hinduism** Physical and spiritual health assists success in life / 'He must not get wilfully addicted to any ... substance of self-gratification; he must try to overcome such dependence through will power' (Laws of Manu) / 'Yoga destroys suffering for him who is moderate in eating, leisure activities, work, sleep and wakefulness' (Bhagavad Gita) / anything that causes a person to lose their mind does not bring spiritual rewards' / abusing body and mind with legal drugs has negative karmic effects / intoxication has adverse effect on worship and is disrespectful to mandir (temple) and to the community who also worship there.
- Islam** The body is gift from Allah until judgement day and it should be returned to Allah in a fit state / 'We give through this Qur'an all that gives health and is a grace to those who believe' (Qur'an) / body is temple created by God / 'Make not your own hands contribute to your destruction' (Qur'an 2:195) / Muslims prohibited from duty of praying if the mind clouded / intoxicants are forbidden (haram) in Islam, even if they are legal in state law.
- Judaism** Body and mind created by God should not be damaged but maintained in good health / 'God's teaching will bring health to your body and nourishment to your bones' (Psalms) / being intoxicated makes duty to others in society difficult to achieve and potentially causes immorality / references in Bible, especially Proverbs, that refer to loss of self-control caused by alcohol use / traditional use of alcohol in Shabbat, Pesach and Purim observance celebrations.
- Sikhism** Body is a temple for God and should be looked after even if legal drugs are needed to achieve this / a healthy mind and body is required to serve God / Khalsa Sikhs should avoid anything that alters the body detrimentally even if legal / 'Drinking the wine, his intelligence departs, and madness enters his mind' / kurahits forbid intoxicants / Guru Nanak refused an opiate, preferring to be hooked on praising God / intoxication affects meditation, prayer and concentration on God / intoxicants lead to immorality.

(5 marks) AO1

15 **'The use of cannabis should be made legal.'**

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

Target: Evaluation of whether the use of cannabis should be made legal

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

Humans have freedom of choice (freewill) / cannabis is a natural product put on earth by God (Rastafarian view) / it appears to do no immediate harm and less than tobacco and alcohol / used in some religions (Rastafarian, Hindu Sadhus, Nihang Sikhs, Ethiopian Coptic Church) / brings higher spiritual awareness / currently criminalises a lot of people and wastes police and court time / it can relieve pain (e.g. multiple sclerosis), etc.

Other Views

Can cause long term harm / is often smoked with tobacco which has health risks / gateway drug to class A and B drugs / stronger and more potentially harmful forms of cannabis (e.g. skunk) are now on the illegal market / cannabis should not replace a religious experience / having an intoxicated mind is against most religious teachings and prevents religious practices e.g. Islamic prayer / offends against 'body is a temple' / illegality restricts availability, 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 Religious Attitudes to Crime and Punishment

16 **Give two reasons why some people break the law.**

Target: Knowledge of why some people break the law

Students may include some of the following points:

Social: (lack of education or qualifications / lack of parental guidance / adrenaline rush / sense of achievement gained by acquiring possessions / poor role models / boredom / get revenge on society / addiction / peer pressure / opportunity / poverty / ignorance etc.).

Environmental: (unemployment, rivalry between gangs, living in an uncared for environment, etc.).

Psychological: (mental illness / greed and selfishness / advertising of glamorous products and lifestyles / influence of media / passion / self defence / religion / amoral / evil etc.).

Award one mark for each of two valid reasons.

(2 marks) AO1

17 **Explain briefly what is meant by the term 'probation'.**

Target: Knowledge and understanding of the meaning of probation

Students may include some of the following points:

An alternative to prison where an offender has to meet regularly with a probation officer to ensure that they do not reoffend. Movements may be restricted. The probation officer monitors the offender's behaviour, gives advice and reports to the court.

1 mark for a superficial comment or a single point.

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

Accept references to probation being linked to early release from prison (parole) provided there is some mention of monitoring by the probation service.

(2 marks) AO1

18 *'Religious believers should support the early release of prisoners.'*

What do you think? Explain your opinion.

Target: Evaluation of whether or not religious believers should support the early release of prisoners

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:

It is a loving thing to do provided the offender has been reformed / cheaper than keeping offenders locked up / helps families if offender is allowed to look after children / compassionate / reward for good behaviour / is symbol of forgiveness linked to repentance / gives second chance to be a law abiding citizen and productive member of society which is what God requires / less chance of the offender being institutionalised thereby possibly lessening problems on release.

Unfair to victim who may believe that a long sentence is just / offender may not be reformed yet and go on to reoffend / does not provide adequate deterrent / society is not protected for long enough / undermines the sentence the court imposed, etc.

Two sided arguments are creditable but not required.

(3 marks) AO2

19 Explain religious attitudes to the use of the death penalty (capital punishment). Refer to religious beliefs and teachings in your answer.

Target: Knowledge and understanding of religious attitudes to the death penalty

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

For levels 3, 4 and 5 there must be some reference to religious beliefs and teachings.

Students may include some of the following points:

Standard teachings like “Do not kill” “love your neighbour” and “eye for eye” will probably feature in many answers. Whilst they are correct, ensure that the explanation of their relevance to capital punishment is included to display higher levels of understanding. It is also likely that students will use ideas about innocent people being wrongly executed. If so, the explanation should have religious focus.

Do not credit references to forgiveness as a **replacement** for any sort of punishment.

Buddhism The ideal way of punishment is to assist in reform and to improve karma / punishment should protect others and also the punished / loving kindness (metta) and compassion (karuna) should be shown to the criminal and capital punishment does not do this / first precept rules out execution (and murder) / retribution is wrong / credit ideas about the importance and value of human life / some Buddhists support capital punishment as a deterrent.

Christianity Reform and reconciliation is important / ‘eye for eye’ accepted by some but not all Christians and opposed by Jesus / sanctity of life rules out capital punishment / good conquers evil / society should be protected and capital punishment achieves this / chaplains are appointed to help prisoners cope with prison (alternative to capital punishment) and to reform criminals / Pope John Paul II approved of it if absolutely necessary to defend society / capital punishment can be a deterrent.

- Hinduism** The law should protect people so they carry out their dharma (duty) / capital punishment offends against ahimsa / lower castes were historically punished severely including capital punishment / karmic effects / 'great criminals should all be put to death' (Vishnusmriti 5:1) / capital punishment still exists in India / Gandhi opposed capital punishment / Brahmins cannot face capital punishment / most important aim of dandha (punishment) is reformation.
- Islam** Shariah law is fundamental to Muslims and it allows for capital punishment / justice must be seen to be done / capital punishment can be downgraded to imprisonment as an act of mercy or for compensation and this is encouraged / Qur'an specifies capital punishment for murder / only Allah can forgive / deterrence and protection are important aims of punishment / Muhammad accepted 'a life for a life' / blood money.
- Judaism** Death penalty not supported in Israel as it does not allow criminal to repent / God will forgive a penitent murderer / prevention and rehabilitation are important / prison protects society so should be used / Torah has allowed capital punishment for murder but only if 2 people have witnessed the murder / threat of capital punishment is a deterrent / 'eye for eye' is about fair justice, not retribution.
- Sikhism** Karmic effects of capital punishment / forgiveness and reform are encouraged / Sikh teaching opposes capital punishment although some believe that the threat of it is a deterrent / prison protects society and is a good alternative / capital punishment is uncivilised.

(5 marks) AO1

20 **'Crime against a person is the worst type of crime.'**

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

Target: Evaluation of whether crime against a person is the worst type of crime

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

Crimes against the person are more damaging and distressing than any other, offending against the sanctity of life / property can be replaced, a person cannot / ideas about the value of life – worth more than property / every crime is a crime against a person at least in part / people are the highest level of creation and the most important / causes greater suffering than other crimes which is distressing to God and offends against basic Buddhist teachings about suffering / no-one has the right to cause another person to suffer / adversely affects the quality of life more greatly than other sorts of crime, etc.

Other Views

Property involved in crimes against property belongs to people so it is crime against person as well / people work hard to earn money to buy property / crimes against property are often due to greed and selfishness which is against religious teachings e.g. 'do not covet', 'do not steal', Four Noble Truths, etc. / property has financial value – often very great so it is a waste of resources / property is made by people, people are made by God who is concerned for his creation / religious offences are worse because they directly offend God and religion / ideas about the value of life – worth more than property / a crime against the state can affect many more people. Accept references to crimes against animals.

(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 Religious Attitudes to Rich and Poor in British Society

21 Explain briefly what is meant by the term ‘the poverty trap’.

Target: Knowledge and understanding of the term the poverty trap

Students may include some of the following points:

Not being able to break out of poverty / living in socially deprived areas without aspiration / having poor education so unable to find a job / no jobs or only poorly paid jobs available in areas of deprivation, etc.

1 mark for a superficial comment or a single point.
2 marks for a developed answer or more than one point.

“Being trapped in poverty” is worth one mark.

(2 marks) AO1

22 ‘No religious family should be poor.’

What do you think? Explain your opinion.

Target: Evaluation of whether or not a religious family should be poor

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:

Working for a living is a religious obligation / religious people should have spending patterns that do not lead to poverty / a certain amount of wealth helps to bring up children in a family / religious communities support each other / spiritual riches are more important than financial riches / no family should be poor etc.

Some believers cannot influence whether they are poor or not / some believers choose to be poor / interpretation that teachings state a person should not be rich / being religious has no connection with being poor etc.

Two sided arguments are creditable but not required.

(3 marks) AO2

23 Explain why many religious people will not take part in lotteries. Refer to religious beliefs and teachings in your answer.

Target: Knowledge and understanding of why many religious people will not take part in lotteries

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

For levels 3, 4 and 5 there must be some reference to religious beliefs and teachings. Do not accept answers stating that taking part in lotteries is acceptable.

Students may include some of the following points:

Answers will probably focus on the conflict between gambling v providing money for good causes. Some may raise issues of wasting money that could be used to support the family or to help the needy whilst others may mention that nobody needs massive sums of money on offer as first prize and that they are against religious teaching. Some see lotteries as reflecting society's materialist values.

Buddhism True happiness does not come from craving associated with gambling and wealth (tanha) / we need wealth for our needs but no more in case we become attached to it / wealth should be earned honestly (right livelihood) / spare wealth should be generously used for others, not gambling / can be seen to be against second precept (no stealing) although some would interpret winnings as taking what is given from a business transaction and therefore acceptable.

Christianity Some denominations e.g. Methodists do not allow gambling / gambling is associated with greed / gambling shows an unhealthy and unchristian interest in money ('the love of money is the root of all evil' – 1Tim 6v9-10) / people should use God given talents to work to provide / gambling can be addictive and deny the family or the poor money for their needs / false hope of winning.

Hinduism	Wealth can be seen as a result of good karma so winning through gambling is not right because it is not earned / winning could harm losers / 'uncontrolled pursuit of wealth will result in unhappiness' (Laws of Manu) / 'One should only accept those things that are set aside as his or her quota' (Sri Isopanisad 1).
Islam	Gambling is forbidden because Allah provides for what people need / if some have too much others do not have enough / excess money should be used generously for others, not for gambling / gambling can lead to a sense of loss of reason which could destroy faith in Allah / Allah is more important than wealth which lotteries could provide.
Judaism	Motive of gambling is greed but it is not forbidden / spiritual consequences are a worry / materialism leads to sin / money should be earned from working – doing God's work on earth.
Sikhism	Wealth has no permanent value and distracts from spiritual goals / 'money should not be spent on things such as gambling and drinking' (Guru Granth Sahib 914) / sewa (service) to others is important rather than the selfishness of gambling / the pursuit of wealth is against Sikh thought.

(5 marks) AO1

24 Give two reasons why it is important to have a minimum wage in Britain.

Target: Knowledge of why it is important to have a minimum wage in Britain

Students may include some of the following points:

To prevent workers being exploited / to prevent workers from being paid too little / to make working seem like a better option than drawing benefits / to properly reward low skill jobs / prevents 'foreign workers' who are willing to earn much less from taking jobs from 'British workers' / protects employers from workers claiming their pay is unfair / or illegal sanctions / helps employers employ the staff they need because they can more easily afford them / to make work seem worthwhile etc.

Award one mark for each of two valid answers.

(2 marks) AO1

25 **'The rich in Britain should do more to help the poor.'**

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

Target: Evaluation of whether the rich in Britain should do more to help the poor

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

Wealth is only valuable for the good it can do / the rich have obligations and a duty to help the poor / wealth may have been gained through the efforts of the poor / religious teaching about use of money e.g. tithe, zakat, 'he who eats and drinks whilst his brother goes hungry is not one of us' / sharing wealth is good stewardship, etc.

Other Views

Wealth is worked for so people should be able to enjoy it / freewill to decide how to spend money / the poor deserve to be poor because of bad karma / if the poor worked hard, they may become rich / 'he who does not work shall not eat' / everybody should help the poor 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 Religious Attitudes to World Poverty

26 **Give two reasons why some countries are poor.**

Target: Knowledge of reasons why some countries are poor

Students may include some of the following points:

Exploitation / debt / war / unfair trade / corruption / natural disasters / climate / selfishness and lack of compassion of the wealthy / they lack economic development, etc.

Award one mark for each of two valid reasons.

(2 marks) AO1

27 **Explain how religious organisations provide long term aid and emergency aid.**

Target: Knowledge and understanding of how religious organisations provide long term aid and emergency aid

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

Maximum Level 4 for answers that are entirely focussed only on **either** long term aid or emergency aid

Students may include some of the following points:

Long term aid: Assistance given to a poor country possibly over a long period of time that has a lasting effect. This may include education and training, provision of water, assistance with growing crops, routine health care including vaccinations and health and contraception education. It is usually sustainable development and the product of local consultation and involvement involving learning new skills and developing existing ones using resources provided by an aid agency / government or other body or individual.

Emergency aid: This is immediate assistance to help people to cope with a situation that threatens their existence e.g. climate, war, natural disaster. The purpose is to provide food, water, shelter and health care to keep people alive. Once the immediate threat has passed, emergency aid often develops into long term aid as priorities change.

If specific projects are described, assume that they are accurate **only** if they appear to be likely projects that religious organisations would support.

If organisations selected are not religiously based (e.g. Oxfam, Comic Relief), the information given about their work can be credited **provided** it is likely that a religious organisation would support them.

Some examples of relevant religious organisations are Tibet Foundation, Cafod, Christian Aid, Tear Fund, Sewa International, Islamic Relief, Muslim Aid, World Jewish Relief, Khalsa Aid. Accept any others that are correct.

(5 marks) AO1

28 *'Obeying religious teaching on justice should ensure that everybody in the world has enough to eat.'*

What do you think? Explain your opinion.

Target: Evaluation of whether or not religious believers should show compassion for the poor

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

Justice is related to fairness to all parties involved. Theistic religions believe that God is completely just – all his creations are valued equally. World poverty offends against God's sense of justice can also be seen as making up for what has been done wrong.

Students may include some of the following points:

Using the above explanation of justice, it is clear that it gives people an obligation to look after every person on the earth and not just the planet itself / this means that it is fair or just that everybody should have food / justice should ensure that there is enough food grown on the planet and that it is distributed fairly / ensuring that everybody has enough to eat can be seen as making up for past wrongs and inequalities.

The earth cannot sustain chronic overpopulation in some parts of the world so everybody having enough to eat is impossible / people have freewill to live in the way they choose provided they are able to / justice is irrelevant because as an idea it is flawed / we have done nothing wrong so we have nothing to make up for, etc.

Two sided arguments are creditable but not required.

(3 marks) AO2

29 *Explain briefly the meaning of voluntary service.*

Target: Knowledge and understanding of the meaning of voluntary service

Students may include some of the following points:

A person chooses to work often with the poor or needy / without being paid or being paid only a local wage or a small amount e.g. expenses / often inspired as a religious vocation or to give something back or to gain experience etc.

1 mark for a superficial comment or a single point.

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

(2 marks) AO1

30 *'Religious believers should show more compassion for the poor in developing countries.'*

Do you agree? Give reasons for your answer, showing 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 show more compassion for the poor in developing countries

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, 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

Compassion is a religious duty / builds good karma or helps believers to get to Heaven / many teachings tell believers to show compassion e.g. ‘love your neighbour’, ‘treat others as you wish to be treated’, ‘he who eats and drinks whilst his brother goes hungry is not one of us’ / some poor cannot take care of themselves and rely on others / compassion is part of human nature / there is still a great need to help the poor in developing countries and compassion challenges people to do this / as only humans feel compassion, it is a gift from god to humankind, etc.

Other views

Sometimes compassion does not lead to action – it is just a feeling / stewardship and justice are more important reasons for helping the poor / many are poor through their own fault / could build a dependency culture / ‘he who does not work shall not eat’ / poverty is a result of bad karma and is therefore deserved / sometimes compassion does not lead to action – it is just a feeling / many religious believers are already highly compassionate and cannot show more compassion / applies equally as much to non-religious believers as compassion is the human response, not just a religious response, 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>