



GCSE

Religious Studies B

Unit 3 / 40553 Religion and Morality

Mark scheme

4055

June 2015

Version/Stage: Final Mark Scheme V1

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

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

Further copies of this mark scheme are available from aqa.org.uk

Methods of Marking

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

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

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.

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	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 Religious Attitudes to Matters of Life (Medical Ethics)

01 Give two reasons why some religious believers agree with human genetic engineering.

Target: Knowledge and understanding of why some religious believers agree with human genetic engineering

Award one mark for each of two correct reasons.

Students may include some of the following points:

Prevention of disease / contribute to the birth of a healthy baby / saviour siblings / using God given knowledge and technology to advance the human race / quality of life / saves life / gains the scientist good karma etc. Do not credit freewill.

[2marks] AO1

02 Explain the difference between embryology and cloning.

Target: Knowledge and understanding of the difference between embryology and cloning

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

Students may include some of the following points:

There is no requirement for students to give definitions. Answers that provide an explanation of the difference should be credited according to the level descriptors.

A detailed definition of both terms must be limited to level 2 (unless the difference is obvious). A correct definition of only one term is maximum level 1 no matter how detailed.

Embryology – the scientific study of human embryos.

Cloning – the scientific method by which animals or plants can be created which have exactly the same genetic make up as the original, because the DNA of the original is used. Credit inclusion of therapeutic cloning.

To qualify for sound knowledge and understanding (Level 3) there must be an explanation of the **difference** between the terms.

The main difference is that embryology is the experimentation on embryos which then die whereas cloning is an identical creation from another living thing's DNA which can live.

[3 marks] AO1

03 'It is wrong for religious believers to have a baby to be a saviour sibling.'

What do you think? Explain your opinion.

Target: Expression of a reasoned opinion about whether religious believers should have a baby as a saviour sibling

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

Students may include some of the following points:

God created humans as they are and this should not be changed / sanctity of life / saviour sibling research takes away life from unused embryos contrary to 'Do not kill', ahimsa, first precept, etc./ life is too special to be used to produce embryos to extract stem cells / God gives or takes life so saviour siblings deny this / un-natural / scientists are taking the role of God / saviour sibling does not have a choice/ saviour sibling may have low self esteem // humans should not be used as a means to an end etc.

Helps to save life / anything to support the sanctity of life should be supported / God gives humans the intelligence and capability to carry out medical research successfully and ethically / it is loving to do everything possible to help those with medical conditions / gives good example of the value and quality of life / generates good karma / saviour sibling technology is done with the right intention to save life etc

Two sided answers are creditable but are not required.

[3marks] AO2

04 Explain religious attitudes to artificial insemination by donor (AID). Refer to religious beliefs and teachings in your answer.**Target: Knowledge and understanding of religious attitudes towards artificial insemination by donor**

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

Students may include some of the following points:

AID allows individuals or couples to have a child / right to family includes right to have a child and to be a parent / God wants people to reproduce 'Go forth and multiply' (or similar) / compassionate and loving act to the childless / good chance that the child will be well brought up because it is likely to be a wanted child / God gave humans the intelligence to invent this procedure/ all children are gifts from God etc.

AID can be seen as adultery, contrary to teachings of all religions / masturbation is required (wasting the seed) / no relationship (except biological) between father and the child / donor is a complete stranger / allows single mother, lesbian couple or unmarried couples to have a child / it is un-natural / childlessness may be seen as a result of karma and so should not be challenged / issues of identity for child as it grows up / adoption is an ethical alternative that should be encouraged as an alternative / life is gift from God as it the natural way of creating it / God wants people to have children within marriage, etc.

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

Answers focussing only on artificial insemination (AI) with no consideration of donor are maximum level 3.

[4marks] AO1

05 ‘A child produced using artificial methods of reproduction is a gift from God.’

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 a child produced using artificial methods of reproduction is a gift from God

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

All children are considered to be gifts from God / God gave humans technology to allow children to be produced through fertility treatment / sanctity of life, value of life and requirement to have good quality of life apply to all living things however conceived / although produced artificially, life is still created from life as God intended / God's spirit lives in all people however conceived / artificial methods of reproduction are as much an act of love as 'natural conception', etc.

Main idea is that **all** children are of the same value in the eyes of God so all are gifts from God.

Other views

Artificially conceived children are the result of an unnatural act unsupported by God / childlessness can be seen as God not wanting certain people to be parents so artificial conception goes against God / adoption is a preferable option / 'Hannah had none (children) ...and the Lord had closed her womb' / God should be allowed to choose who he gives the gift of children to / there is no God so a gift from God is impossible etc.

Main idea is that God disapproves of artificial methods of reproduction so any resulting child cannot be considered to be a gift from God.

If there is no reference to the idea of 'a gift from God' maximum level 3.

[6marks] 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.	[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	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 Religious Attitudes to the Elderly and Death

06 Explain the difference between active euthanasia and passive euthanasia.

Target: Knowledge and understanding of the difference between active euthanasia and passive euthanasia

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

Students may include some of the following points:

There is no requirement for students to give definitions. Answers that provide an explanation of the difference should be credited according to the level descriptors.

A detailed definition of both terms must be limited to level 2 (unless the difference is obvious). A correct definition of only one term is maximum level 1 no matter how detailed.

Active euthanasia – when medical professionals or another person deliberately do something to cause a person to die (direct action).

Passive euthanasia – increasing the dose of a pain killing drug whilst recognising that as well as relieving pain in a terminally ill patient, it will shorten their life (principle of double effect) **or** withholding treatment keeping a terminally ill person alive to allow them to die naturally through their illness.

Suicide or assisted suicide should not be credited.

The main difference is in **intention** – active is intentionally killing whereas passive is treating a patient, usually to relieve pain, in the expectation that death will be a 'side effect' **or** allowing natural death to take place. Active is illegal in UK, passive is not.

[3marks] AO1

07 ‘Religious teachings cannot support a right to die when you choose.’

What do you think? Explain your opinion.

Target: Expression of a reasoned opinion about whether religious teachings cannot support a right to die

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

Students may include some of the following points:

Contrary to sanctity of life / only God can give and take life / all religions oppose killing ('Do not kill', ahimsa, first Buddhist precept) / suffering is a test from God or result of bad karma and so must be worked through and not ended through taking life / ending life is playing God / life is entrusted to us / the law does not prohibit ending your life, but does not allow someone else to take it for you and laws are inspired by God etc

Taking life could be considered merciful and loving if it ends suffering / there is no quality of life so it is worthless and cruel to allow life to continue / we are given freewill to make decisions that are beneficial to the individual concerned / idea of self – determination / natural law allows for nature to take its course etc.

The quote asks for whether religious teachings support the right to die when you choose therefore for any credit to be given it must focus on religious teachings.

Two sided answers are creditable but are not required.

[3marks] AO2

08 Explain briefly what is meant by ageism.

Target: Knowledge and understanding of a technical term

Students may include some of the following points:

Discrimination against individuals or groups based on age / can be against any age group but in this unit mainly related to the elderly (but allow other groups including the young).

Award one mark for a simple definition with a second mark given for some accurate development, possibly an example.

[2marks] AO1

09 Explain why religious believers think that the elderly are important. Refer to religious beliefs and teachings in your answer.

Target: Knowledge and understanding of religious attitudes towards the importance of the elderly

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

Students may include some of the following points:

The elderly should be respected for their wisdom and experience / they are good examples of annica – impermanence (Buddhism) / life experiences make them good role models to the young and can pass on their faith / 'show respect to the elderly' (Leviticus 19:32) / love your neighbour / 'Honour your father and mother' / because they brought you into the world' / the young have a duty and responsibility to the old / the elderly have the right to be cared for by the young / the elderly may have made sacrifices and made efforts that the young may benefit from / important for the practical things they do have done etc.

No religion believes that the elderly are not important.

Credit generic answers about how everybody is important due to love your neighbour, etc / all God's children however old etc.

Maximum level 3 for answers that focus only on the treatment / care of the elderly.

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

[4marks] AO1

10 'Religious beliefs and practices cannot comfort those who are mourning.'

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

Target: Evaluation of whether religious beliefs and practices cannot comfort the mourning

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

Nothing can comfort those who are mourning a loved one / God could be blamed for taking the loved one / religion is just a myth and a lie / there is no afterlife / funerals provide no comfort because they are often very sad affairs / the deceased may have been a non-believer and could therefore end up in Hell or reincarnated badly / beliefs and practices cannot offer comfort but maybe religious people can, etc.

Other views

Religion offers a belief in life after death which is good for those who follow religion / religion offers support of other believers, including religious leaders / funeral offers chance to think positively about celebrating the deceased's life / gathers families together / belief that God is an all-knowing and fair judge so the justice of deceased's destiny is not questioned / afterlife can be seen as a reward, etc.

Level 6 can only be achieved by considering both beliefs and practices.

[6marks] 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.	[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	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 Religious Attitudes to Drug Abuse

11 Give two ways that people who use illegal drugsharm the lives of other people.

Target: Knowledge and understanding of two ways that people who use illegal drugsharm the lives of other people

Students may include some of the following points:

Causes distress to families / expense / anti-social acts to gain money to buy drugs / drug users can be unpredictable and cause harm / unable to worke.g provide for their family / cost of treatment to NHS / organised crime in supply of drugs / users are out of control/ peer pressure to take illegal drugs / drug driving etc.

Award one mark for each of two correct ways.

[2marks] AO1

12 ‘Religious believers should keep a clear mind at all times.’

What do you think? Explain your opinion.

Target: Expression of a reasoned opinion about whether religious believers shouldkeep a clear mind at all times

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

Students may include some of the following points:

A clear mind allows people to focus on God / be in control of themselves and others / is less likely to cause harm to themselves and others either by accident or on purpose / humans were created with a clear mind / respectful to God / sets good example to children/ an unclear mind can lead to sin / requirement of the 5 precepts and 8-fold path etc.

Drinking alcohol gives an unclear mind but is enjoyable and sociable / having an unclear mind is alright on occasions / some substances that create an unclear mind are natural and so made by God / freewill to do what we choose / religions do not allow worship with a mind made unclear by drugs / difficult to control because of stress/ some religions e.g Jews at Purim encourage an unclear mind on occasions etc.

Two sided answers are creditable but are not required.

[3 marks] AO2

13 Explain why drinking caffeine is legal but using cannabis is illegal.

Target: Knowledge and understanding of reasons why caffeine is legal and cannabis is illegal

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

Students may include some of the following points:

Answers are mainly due to the effects of each drug either positive or negative.

Caffeine is used widely in food and drinks / can help people to stay awake and alert / potentially addictive but without serious harmful effects / has some possible minor health risks but generally safe / because the government (which represents the people) has decided it is legal, etc.

Cannabis is potentially harmful in the long term / harmful effects eg mental health / can harm society by having people under it's influence / can be addictive / possibly a gateway drug to more harmful substances / some forms of cannabis eg skunk are more harmful than others / because the government (which represents the people) has decided it is illegal, etc.

[3marks] AO1

14 Explain why some religious believers think that drug addicts should be helped rather than punished. Refer to religious beliefs and teachings in your answer.

Target: Understanding of why some religious believers think that drug addicts should be helped rather than punished

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

Students may include some of the following points:

Best help is medically based rehabilitation and this reflects loving and caring religious principles (eg love your neighbour; do to others; ahimsa; first principle, etc.) / addiction is an illness so should be treated not punished / helping those in need is religious duty and service (sewa), etc. / God put some natural illegal drugs (eg cannabis) on earth so people have a right to use them and so should be helped when things go wrong / helping those who are addicted benefits not only the addict but also their friends, family and the whole of society / punishment is usually perceived to be negative but can have positive benefits / involves the judicial system / drug addiction may not be the fault of the individual addict, etc.

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

Level 3 maximum if reference is made **only** to helped or punished.

Do not credit material that states that they should be punished and not helped.

[4marks] AO1

15 ‘People should only use drugs for medical purposes.’

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 anybody should use drugs for non-medical purposes

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

Non-medical drugs can be harmful and addictive / drug induced experiences are no substitute for religiously induced experiences / addiction leads to lack of control of body and destiny / reliance on drugs replaces reliance on God / various religious teachings, many about negative effects of alcohol and religious prohibitions / many drugs are illegal and believers have duty to obey the law / addiction and drug induced behaviour affects others including family in a negative way / non-medical drugs serve no positive purpose, etc.

Other views

Some legal, social drugs eg caffeine cause little harm / encourage social interaction / many non-medical drugs are natural and thus created by God / some religious sects and groups use cannabis to heighten spiritual awareness / alcohol is used in religious practices eg Eucharist, Purim, Shabbat / some are enjoyable / caffeine is used to stay awake for various purposes / assist relaxation, etc.

[6marks] 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.	[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	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 Religious Attitudes to Crime and Punishment

16 Explain the difference between a crime against property and a crime against the state.

Target: Understanding of the difference between a crime against property and a crime against the state

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

Students may include some of the following points:

There is no requirement for students to give definitions. Answers that provide an explanation of the difference should be credited according to the level descriptors.

A detailed definition of both terms must be limited to level 2 (unless the difference is obvious). A correct definition of only one term is maximum level 1 no matter how detailed.

Crime against property – illegal act related to other people’s property eg burglary, vandalism.

Crime against the state – illegal act attacking the state or its government eg treason, terrorist activity.

The main difference is in what or who the illegal act is against although some crimes against the state could be seen as crime against property and technically, all crime is against the state because it is the state that makes laws. Generally crimes against property are viewed as less serious in terms of sentencing.

[3marks] AO1

17 Explain briefly the meaning of the term ‘conscience’.

Target: Knowledge of a technical term

Students may include some of the following points:

Award one mark for a simple definition with a second mark given for some accurate development, possibly an example.

The inner feeling (gut reaction) that you are doing right or wrong / could be interpreted as guidance from God / designed to affect behaviour positively / negative feelings associated with wrongdoing (guilt) / the voice in your head that tells you whether an action is right or wrong, etc.

[2marks] AO1

18 ‘Religious offences are always wrong.’

What do you think? Explain your opinion.

Target: Expression of a reasoned opinion about whether religious offences are always wrong

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

Students may include some of the following points:

Religious offences are against God who is seen as the creator and the source of all good / they cause distress to believers because they are aimed at something they hold very dear / they are sinful / consequences of committing religious offences can be severe / could have an effect on after-life / by definitions an offence is wrong/ can depend on interpretation of wrong etc.

Some religious offences are not even illegal / religion is not based on fact / there is no God so he cannot be offended / how can something be wrong if it offends against something that is not serious and/or based on fiction and fairy tales? / many religious offences are perceived to be out of date eg adultery / different religions have different offences, etc.

Two sided answers are creditable but are not required.

[3marks] AO2

19 Explain religious beliefs and teachings about retribution.**Target: Understanding of religious beliefs and teachings about retribution**

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

Students may include some of the following points:

Retribution means to get even, get your own back or retaliation / revenge. It is seen as righteous and just because it is proportionate to the crime.

Basis for retribution is in Old Testament: 'An eye for an eye' and also features in Shariah punishment / Jesus 'updated 'eye for an eye' by telling followers to turn the other cheek / retribution is linked with deterrence in order to reduce crime and produce a better society / it is linked to justice in terms of the fact it is proportionate and therefore fair / retribution has a negative rather than a positive effect/ retribution is neither loving nor caring for the wrongdoer and therefore against religious teachings (metta, karuna, ahimsa, love your neighbour, do to others, etc.) / retribution does not encourage forgiveness and repentance which allow a second chance once the penalty is paid / it is better and more humane to use punishment for reform rather than getting retribution, etc.

Allow references to retribution in other contexts e.g war.

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

[4marks] AO1

20 ‘Religious believers should never break the law.’

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

Target: Evaluation of whether religious believers should never break the law

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

God provides (possibly through other people) so committing crime through need should not exist / crime is harmful – it is never victimless / the effects of criminal behaviour are negative to others which is not loving, compassionate and could be very harmful / a society based on religious principles should create an environment where people are helped so they do not feel the need to commit crime / crime is an act against humanity and against God's authority / everybody knows the difference between right and wrong / offenders should follow their conscience that could be God-given / instruction to obey the ruling authorities because they are put in charge by God / religious laws are seen in state law eg 'do not murder' / Shari'ah law is seen as Allah's law, etc.

Other views

Some crimes are due to physical or psychological defects / crimes of protest, possibly based on religious teachings eg Martin Luther King and civil rights movement bring about necessary change / some religious duties and observances are illegal in some parts of the world but believers are keen to follow their faith as required / crimes of passion / law broken by accident, etc.

[6 marks] AO2**20 Spelling, punctuation and grammar**

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

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	[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	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 Religious Attitudes to Rich and Poor in British Society

21 Describe what can be done to help a person who is poor.

Target: Knowledge of what can be done to help a person who is poor

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

Students may include some of the following points:

Help the poor to get a job / by creating and supporting training and employment opportunities / provide education on household economics and spending wisely / work with charities to provide for the poor / foodbanks / lead and support campaigns aimed at helping the poor / ensure the poor are not exploited / by being paid less than minimum wage / ensure government pursues just policies that do not penalise the poor / protest and petitions in support of the poor / debt and other types of counselling, etc.

Development should focus on how, not on why.

[3marks] AO1

22 ‘Religious beliefs and teachings do nothing to help the poor.’

What do you think? Explain your opinion.

Target: Evaluation of a reasoned opinion about whether religious beliefs and teachings do anything to help 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 with slight development of one.	3 marks

Students may include some of the following points:

Beliefs and teachings themselves achieve nothing unless people act upon them / some teachings conflict with practice eg wealthy elaborate places of worship in places of poverty / some believers eg monks deliberately make themselves poor, etc.

Positive actions happen because of teachings / many religious teachings stress a duty to help the poor / ahimsa, love and compassion / eightfold path is to avoid extremes of wealth and poverty / Jesus instructed followers to help the poor / Hindu daily duty to show hospitality to the poor / Zakah and Sadaqah / tithing / sewa / all teachings reinforced by linking observance to afterlife and pleasing God, etc.

Two sided answers are creditable but are not required.

[3marks] AO2

23 Explain briefly what is meant by apathy.

Target: Understanding of the meaning of apathy

Students may include some of the following points:

Disinterest or feeling indifferent to doing anything to help others or themselves / laziness / can't be bothered, etc.

Award one mark for a simple definition with a second mark given for some accurate development, possibly an example.

[2marks] AO1

24 Explain religious beliefs and teachings about the wrong use of money.

Target: Understanding of religious beliefs and teachings about the wrong use of money

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

Students may include some of the following points:

Wrong use of money can be interpreted as including greed, selfishness and wasting money on such things as gambling, drugs and alcohol rather than spending it on the needs of themselves and others.

Wrong use of money can be harmful if used on drugs or alcohol / using money wisely and for others is good stewardship so wasting it is unwise and against God / wealth is a gift from God to be used for others as well as oneself / wrong use of money earns bad karma or denies a place in heaven (paradise) / against the example of founders and their teachings / using money responsibly is a duty that wrong use denies / hoarding money is wrong because it can create a barrier between the person and God and you cannot take it with you when you die (parable of rich fool) / teachings on love, caring and compassion discourage wrong use / it is unjust to use money wrongly / craving creates greed which leads to suffering, etc.

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

[4marks] AO1

25 ‘Nobody should be paid an excessive salary.’

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 anybody should be paid an excessive salary

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

Nobody has the need nor worth of an excessive salary / inequality / unjust / excessive salaries take from others including the poor, possibly by exploiting others / satisfies greed and selfishness / against many religious teachings eg 'nobody can serve two masters...you cannot serve both God and money' / spiritual riches are more important than physical ones eg 'Richness does not lie in abundance of worldly goods, but true richness is the richness of the soul.' (Hadith) / riches can lead to craving for more / talents people use to earn money are God-given and should be used to benefit others as well as oneself / excess salaries can lead people away from God, etc.

Other views

Excessive salaries allow large amounts to be given to the poor in accordance with religious teaching / are result of hard work / reflect responsibility in employment / recompense for true talent / result of good karma / chance of riches is good motivation for working hard / an employer has agreed to pay that salary 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.	[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	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 Religious Attitudes to World Poverty

26 ‘Religious believers should buy fairtrade products.’

What do you think? Explain your opinion.

Target: Expression of a reasoned opinion about whether religious believers should buy fairtrade products

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

Students may include some of the following points:

Fairtrade is based on ethics and principles shared by religions / products are traded fairly and producers receive fair, guaranteed income / prevents exploitation of the poor / contributes to sustainable development in LEDCs / first established in UK by charities, some of which (Christian Aid, Cafod, etc.) are religious, etc.

Fairtrade products may be more expensive / range is limited / loyalty to other brands / fairtrade products not sold by all retailers / prefer taste of another brand which is not fairtrade, / people should have the choice etc.

Two sided answers are creditable but are not required.

[3marks] AO2

27 Give two ways in which war causes poverty.

Target: Knowledge of two ways in which war may cause poverty

Students may include some of the following points:

Homes and nation’s resources and infrastructure destroyed / food cannot be produced effectively / many people needed for fighting rather than providing for their family / many die and so cannot support their families / military hardware, weapons and ammunition are expensive / too dangerous for relief agencies to work there, etc.

Award one mark for each of two correct ways.

[2marks] AO1

28 Explain the difference between sustainable development and emergency aid.

Target: Knowledge and understanding of the difference between sustainable development and long term aid

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

Students may include some of the following points:

There is no requirement for students to give definitions. Answers that provide an explanation of the difference should be credited according to the level descriptors.

A detailed definition of both terms must be limited to level 2 (unless the difference is obvious). A correct definition of only one term is maximum level 1 no matter how detailed.

Sustainable development – long term development where people are helped to develop their skills and learn new ones that they can use repeatedly and teach other to use for the benefits of themselves and the larger community.

Emergency aid – immediate assistance to deal with the aftermath of a disaster. Main priority is saving lives so it is not necessarily sustainable.

The main difference is that emergency aid is an immediate response to a serious problem with the emphasis on saving lives whereas sustainable development is usually over a longer period of time and is a planned programme designed to support, involve and help local people to help themselves and their communities to provide lasting development, etc.

[3marks] AO1

29 Describe the work of religious organisations that help the poor in developing countries.

Target: Knowledge of how religious organisations help the poor in developing countries

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

Students may include some of the following points:

Provide emergency and long term aid in developing countries. This can be providing basic resources to keep people alive, build or rebuild homes and other infrastructure projects / education / assistance in growing food / wells for clean drinking water / medical assistance in treatment and prevention / assist birth control, etc.

Various projects could be included in answers. There is no need for aid agencies to be named. If a non-religious organisation eg Oxfam is named, credit information about their work provided (as likely) that it reflects that done by a religious organisation.

This question is about the **work** of religious organisations and not reasons why they do it which should not be judged to be credit-worthy material. No credit to be given for naming the organisation(s).

[4marks] AO1

30 ‘Religious believers must help the poor in developing 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 religious believers should help 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, with slight development of one. NB 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, 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
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

The poor are in desperate need / fulfil requirements for justice, stewardship and compassion – all religious concepts / command to ‘love thy neighbour’ / ‘treat others as you wish to be treated’ / duty to care for all of God’s creation / generosity creates good karma / effects on the afterlife / wealth is God given and should be shared / good stewardship of wealth, etc.

Other views

Many in UK have severe needs and should be helped first / ‘God helps those who help themselves’ / not everybody is able to help the poor due to their own circumstances / poverty can be seen as a result of bad karma which should be worked through rather than help being accepted / it should be everybody regardless of religious belief, etc.

[6marks] 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.	[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	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]