
GCSE

RELIGIOUS STUDIES A

8062/2A

PAPER 2A

Mark scheme

2018 Draft Specimen

Version 0.1

Draft

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

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

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.

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.

In questions where credit can be given to the development of a point, those developments can take the form of:

- **Example or evidence**
- **Reference to different views**
- **Detailed information.**

Spelling, Punctuation and Grammar (SPaG)

Spelling, punctuation and grammar will be assessed in 12 mark questions.

Spelling, Punctuation and Grammar (SPaG) will be assessed against the following criteria:

Level	Performance descriptor	Marks awarded
High performance	<ul style="list-style-type: none">• Learners spell and punctuate with consistent accuracy• Learners use rules of grammar with effective control of meaning overall• Learners use a wide range of specialist terms as appropriate	4-5
Intermediate performance	<ul style="list-style-type: none">• Learners spell and punctuate with considerable accuracy• Learners use rules of grammar with general control of meaning overall• Learners use a good range of specialist terms as appropriate	2-3
Threshold performance	<ul style="list-style-type: none">• Learners spell and punctuate with reasonable accuracy• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall• Learners use a limited range of specialist terms as appropriate	1
No marks awarded	<ul style="list-style-type: none">• The learner writes nothing• The learner's response does not relate to the question• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning	0

Theme A: Relationships and families

01.1 Which one of the following best expresses the religious view that one purpose of marriage is to have children? 1

A) Procreation B) Contraception C) Stability D) Polygamy

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: A) Procreation

01.2 Give two religious beliefs about the nature of the family. 2

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

1 mark for each of two correct points

Should be based on the marriage of two people – male and female/ extended family/ ordained by God or commanded in scripture/ a duty to marry/ a vocation for some believers only.

01.3 Explain religious beliefs about the role of parents in a religious family. 4

Target: Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Level	Criteria	Marks
4	Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two.	4
3	Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one.	3
2	One relevant and accurate belief / practice / source of authority explained.	2
1	One relevant and accurate belief / practice / source of authority identified.	1
0	Nothing worthy of credit.	0

Students may include some of the following points:

All religions believe that a key role for parents is to provide their children with all the necessities of life / provide a secure and stable background for children to grow up in / set an example to the children by living the faith / educate and raise children

within the faith bringing them to maturity and full membership of the faith / teaching the children right from wrong / giving them moral standards to live by / teaching them to pray / take part in worship at home or in the place of worship / make sure that the home is halal (Islam) / kosher (Judaism) / in some traditions they will arrange the marriage or introduce prospective partners to their children / in some religious families, father and mother have equal but different roles / father working to support the family, mother at home looking after the children e.g. Orthodox Jews, etc.

01.4 Explain different attitudes in contemporary British society to the issue of the use of contraception. 5

You must refer to religious views in your answer. You may also refer to non-religious views.

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs

Level	Criteria	Marks
5	Detailed knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained, and at least two different views are clearly developed. Clear evidence of contemporary views is presented.	5
4	Good knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained with some development of at least two different views.	4
3	Knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained with some development of one.	3
	Answers that do not deal with religious views cannot achieve more than level 3.	
2	Basic knowledge and understanding of different beliefs / attitudes / views in contemporary British society, or slightly developed awareness of one view Different views with simple explanation, or one view explained with some development.	2
1	Basic knowledge and understanding of one belief / attitude / view in contemporary British society. One view with simple explanation.	1
0	Nothing worthy of credit.	0

Evidence of contemporary views may come from, for example: current teaching, news stories and the media or political debate.

Students may include some of the following points:

Goes against natural law / every sexual act should have the possibility of creating new life (Catholic teaching) / purpose of marriage is to have a family / could encourage selfishness / infidelity / having a family is a duty / could be used to prevent children altogether / some methods cause abortion / against sanctity of life, etc. However, acceptable for some people in certain circumstances, e.g. health reasons / financial reasons / to allow couple's relationship to flower before children come along / welfare of other children, etc. Specific religious teaching follows:

- | | |
|--------------|---|
| Buddhism | Rebirth takes place at conception, so no methods which cause an abortion should be used. Principles of ahimsa (non-harming) and right intention operate. |
| Christianity | Contrasting views. Orthodox and Roman Catholics teach artificial contraception is wrong- against natural law and purpose of marriage; might encourage infidelity. Every sexual act should have the possibility of creating new life (Humanae Vitae, 1968). Other Christians accept its use in family planning for health, financial and other personal reasons. |
| Hinduism | Dharma (duty) to marry and have children, but overpopulation means contraception is encouraged in India. Respect for life (each person a reincarnated soul) means Hindus should not bring a child into the world to suffer. |
| Islam | Although Muslims prefer natural methods, most accept artificial methods for reasons of wife's health, financial difficulties, to help 'space' children or avoid passing on genetic disorders. Some Muslims oppose it as against Allah's plans. Allah gives strength to cope with any children that come along. |
| Judaism | A large family is a blessing from God. Orthodox Jews only allow contraception if the mother's health is at risk, not for social or economic reasons. Pill is preferred as it does not destroy semen or interfere with the sexual act. Reform and Progressive Jews accept it for reasons of mother's mental or physical health or welfare of rest of family. |
| Sikhism | No specific teachings so Sikhs follow local custom. Natural methods preferred, but up to the couple. |

01.5 'Divorce is never right.'

12

Evaluate this statement.

In your answer you:

- should refer to scripture, sacred writings or other religious texts
- should give reasoned arguments in support of this statement
- should give reasoned arguments to support a different point of view
- should reach a justified conclusion
- may refer to non-religious arguments.

Target: AO2:1a and 1b Analyse aspects of religion and belief, including significance and influence

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information.	10-12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information.	7-9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence.	4-6
1	Point of view with reason(s) stated in support.	1-3
0	Nothing worthy of credit.	0

Students may include some of the following points:

Agree

Religious couples have made vows to be faithful / stay together no matter what the circumstances / bring up children together / children are badly affected by divorce / couples should pray / seek guidance from religious leaders / family / receive counselling / try to discuss problems to avoid divorce / duty to children / marriage a contract before God / sacred bond / vows are for life / should avoid selfishness / would be going against religious teaching / 'one spirit in two bodies' / 'till death do us part', etc.

Other views

In cases of abuse, harm to children greater than harm done by separation / continual fighting disrupts peace of family life / drug addiction / alcohol problems / infidelity can be detrimental to family life / divorce should be last resort / all means of help given by religions should be tried / humans make mistakes / marriages fail / more compassionate to allow divorce when people have irreconcilable differences, etc.

Specific religious teaching on divorce follows:

- Buddhism** 'Let the wise man avoid an unchaste life, as he would a burning heap of coals...' (Sutta Nippata, 14: 395) Ideal is to remain married and faithful; factors which lead to marital discord like intolerance, lack of trust, etc. are hindrances to spiritual growth. Buddha taught that, once married, a man should regard all women as his mother, sister, or daughter so that even the thought of committing adultery could be considered as harmful, having harmful consequences. However, Buddhists accept some marriages fail and divorce, although it will be painful, should proceed in such a way as to limit the harm done.
- Christianity** Teaching on divorce in Mark 10:2-12; 'Man must not separate what God has joined together' (Matthew 19:6) Ideal: marriage is for life, a view supported by Biblical teaching. Churches must uphold sanctity of marriage but need to love and care for those who are divorced. Roman Catholics believe marriage cannot be dissolved / revoked. Civil divorce not recognised - couple not free to remarry. Annulment only possibility. Church of England until recently did not allow remarriage in church after divorce, but would give informal blessing. Since 1981 General Synod gave parish ministers authority to remarry people in church, if they think appropriate, with permission of their bishops. Eastern Orthodox church has the authority to end marriages: church itself grants divorce and remarries, but usually not for the third time. Protestant churches accept civil divorce as end to marriage and allow remarriage in church.
- Hinduism** Marriage a normal stage of life and important way of handing down values. Divorce not actually forbidden, but frowned upon. Orthodox Hindus believe marriage is for life. Divorce possible under Indian law if husband is cruel or couple unable to have children after 15 years of marriage. Adultery not adequate in itself, Law of Manu states wife must respect husband even if unfaithful. Remarriage legally possible but rare after divorce.
- Islam** Divorce is allowed but is 'hateful to Allah' (Hadith); Before divorce, couple must try to resolve differences; bring in two friends or relatives to help settle matters; couple must wait 3 months (iddah) staying in same home but sleeping separately - to see if the wife is pregnant and to allow reconciliation if possible (Qur'an 4:35) Man is required to pay any part of dowry held back at time of marriage, must provide for her and children until she can be cared for by a man. Wife can divorce husband but must repay dowry, unless cause for divorce is his fault, and she will not be supported by him, although the children will.
- Judaism** Torah says a man can divorce his wife if 'he finds something indecent about her' / 'shameful conduct' (Deuteronomy 24:10) but today divorce (get) is allowed by mutual consent since marriage is a voluntary agreement between two people. 'Tears fall on God's altar for whoever divorces his first wife.' (Gittin90a) Section of Talmud (Gittin) which deals with divorce. Court of 3 rabbis (Bet Din) prepares the divorce document usually at husband's request and it is handed to the wife or her representative in court. Wife cannot initiate a Jewish divorce, but reasonable grounds include infidelity, impotence, financial deprivation, cruelty or irreligiousness. In Israel husband can be imprisoned if he does not grant the divorce to his wife, but elsewhere he is not bound by it, and then she cannot remarry another Jew ('agunot' = chained woman). 3 month wait after divorce to ensure wife is not pregnant before remarriage. Reform Jews have their own get which treats men and women equally. Liberal

Jews now accept civil divorce alone. Divorce regarded as unfortunate but has no stigma attached - people are encouraged to remarry, but not to previous husband (Deuteronomy 24:1-4).

Sikhism Marriage should be for life; couple is 'one spirit in two bodies' (Guru Amar Das) Divorce rare and against principles of Sikh religion. Adultery forbidden – a Sikh should 'respect another man's wife as he would his own mother and another man's daughter as his own daughter' (Rehat Maryada); also is a promise in Amrit ceremony when a Sikh becomes member of the khalsa. Divorce rare but afterwards the wife usually returns to parents' home. Sikhs normally only have one marriage partner, but can remarry, like widows / widowers. Grounds include desertion, insanity, impotence of husband, habitual cruelty, adultery and change of religion. Sikhs follow laws of land they are living in.

SPaG 5 marks

Draft

Theme B: Religion and life

02.1 Which of the following is a religious theory about how the universe began?

1

A) The Big Cloud B) Creation C) Collision theory D) Atomic theory

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: B) Creation

02.2 Give two examples of what religious believers might do to help to carry out the duty of stewardship. 2

Target: AO1:1 Knowledge and understanding of religion and belief

One mark for each relevant example.

Recycle / protect the environment / stop pollution /raise awareness about environmental issues, etc.

02.3 Explain religious beliefs about animal experimentation. 4

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Level	Criteria	Marks
4	Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two.	4
3	Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one.	3
2	One relevant and accurate belief / practice / source of authority explained.	2
1	One relevant and accurate belief / practice / source of authority identified.	1
0	Nothing worthy of credit.	0

Students may include some of the following points:

Attitudes to animals vary greatly in religion. In some they are believed to have the spark of the divine within them (Hinduism) or to be reborn karma (Buddhism), deserving of the same respect as human beings. In others, humans have dominion over animals and may use them for good purposes as long as their suffering is minimised. Good purposes would include testing and developing life-saving medicines but not testing frivolous things such as cosmetics. Respect for animals would include not using them unless there is no alternative and the outcome is likely to be of value, otherwise it is not right to experiment on animals.

02.4 Explain different attitudes in contemporary British society to the issue of abortion. 5

You must refer to religious views in your answer. You may also refer to non-religious views.

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs

Level	Criteria	Marks
5	Detailed knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained, and at least two different views are clearly developed. Clear evidence of contemporary views is presented.	5
4	Good knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained with some development of at least two different views.	4
3	Knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained with some development of one. Answers that do not deal with religious views cannot achieve more than level 3.	3
2	Basic knowledge and understanding of different beliefs / attitudes / views in contemporary British society, or slightly developed awareness of one view Different views with simple explanation, or one view explained with some development.	2
1	Basic knowledge and understanding of one belief / attitude / view in contemporary British society. One view with simple explanation.	1
0	Nothing worthy of credit.	0

Evidence of contemporary views may come from, for example: current teaching, news stories and the media or political debate.

Students may include some of the following points:

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

might regret having an abortion later and feel guilty / society should decide / children are the future / other family members should be involved including the father / life begins at conception so abortion is seen as murder / there are other options e.g. adoption if the child is not wanted / handicapped people can live fulfilled lives.

Depends on the situation – tests might show that child might be severely handicapped/ the woman's circumstances should also be considered / justified if it saves the mother's life/ may be pregnant because of rape / may be deserted by the father / might not be able to cope emotionally or financially / might ruin her career / might be faced with a decision regarding disability / may not want the child / need for compassion / Love thy neighbour / current Law has got it right, allowing abortion under specific circumstances.

- Buddhism** Abortion goes against the 1st Precept – 'I will not harm any living thing./ abortion should not take place out of selfish reasons./ 'Abortion is the same as taking the life of a living being and as such is not a just action' (The Dalai Lama)
- Christianity** Roman Catholics oppose abortion/ made in God's image (Genesis 1 : 27)/ life begins at conception/ Exodus 20:13/ God loves children (Matt 18:10; Luke 18:15-16)/ most Protestants believe that it depends on the circumstances.
- Hinduism** Brahman, the Supreme Spirit, is within every living being/ life is sacred and needs to be valued and respected/ Ahimsa.
- Islam** Human life is precious/sacred gift from Allah (Qur'an 17:33)/ 'No severer of womb-relationship ties will ever enter paradise (Hadith)/ On Judgement Day children will ask why they were killed/ Qur'an 17:31.
- Judaism** God creates life and knows us before we are born/ Psalm 139:13, 15-16/ given vocation before birth (Isaiah 49:5 and Jeremiah 1:5).
- Sikhism** Child a gift from God (Guru Granth Sahib 1239)/ everyone important and valuable/ 'divine spark' in everyone/ 'abortion is taboo as it is an interference in the creative work of God' (Mansukhani 1986b:183).

02.5 'It is not reasonable to believe in life after death.'
Evaluate this statement.

12

In your answer you:

- should refer to scripture, sacred writings or other religious texts
- should give reasoned arguments in support of this statement
- should give reasoned arguments to support a different point of view
- should reach a justified conclusion

- may refer to non-religious arguments.

Target: AO2:1a and 1b Analyse and evaluate aspects of religion and belief, including significance and influence

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information.	10-12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information.	7-9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence.	4-6
1	Point of view with reason(s) stated in support.	1-3
0	Nothing worthy of credit.	0

Agree

There is no proof of any form of afterlife / nobody has come back from the dead in a way that is guaranteed / even Jesus' 'appearances' could have been made up / both reincarnation and resurrection do not make sense / a person can only be human in one physical body / ideas of spirits etc. are just wishful thinking because people are scared of facing the reality that they are alive only for a short time / you cannot live without the body and once death occurs, the body decays rapidly, is buried or burned and that is the end of the body and the individual etc.

Other Views

Religious texts suggest that there is life after death/ it is claimed that Jesus rose from the dead and promised that those who follow him will enjoy the Kingdom of Heaven / 'there are many rooms in my Father's house' / the idea of resurrection is contained in the Bible and the Qur'an/ If the spirit is not mortal it cannot die, so it must move on somewhere else / reincarnation and rebirth are found in the sacred texts of Hinduism, Sikhism and Buddhism / it makes sense of the idea of suffering as a consequence of your own actions (karma) / there are a lot of cases of people being able to recall previous existences in detail that can only be valid if the person actually lived that previous existence/ in near death experiences, the soul leaves the body for a time, proving that the soul is different from the body and can live on without the body / people who have near-death experiences meet people who are already dead but who are obviously continuing in a different form of existence / people have been taken up to heaven or down to hell and have experienced the next stage of existence in a real way etc.

SPaG 5 marks

Draft

Theme C: The Existence of God and Revelation

03.1 Which one of the following best expresses the idea that the divine (God, gods or ultimate reality) is beyond this world? 1

A) Omnipotent B) Omniscient C) Transcendent D) Immanent

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: C) Transcendent

03.2 Give two types of general revelation. 2

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

1 mark for each of two correct reasons.

Revelation in nature / other people / scripture, etc.

03.3 Explain religious beliefs about miracles. 4

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Level	Criteria	Marks
4	Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two.	4
3	Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one.	3
2	One relevant and accurate belief / practice / source of authority explained.	2
1	One relevant and accurate belief / practice / source of authority identified.	1
0	Nothing worthy of credit.	0

Students may include some of the following points:

Miracles are seen by some as the work of God or gods rather than natural events. In this case they are caused by God, have no natural explanation. Examples include raising from the dead. Some religious believers do not believe that God interferes with life, so they do not accept that this type of miracle happens. They believe that God would not interfere to help some people rather than others because that would show that God was unfair. Miracles may also be seen as signs, events in which the presence of the divine is clear although the divine is actually present in every event. Such miracles may be natural events like rainbows or the birth of a child, or a coincidence that happens at exactly the right moment to save a life.

03.4 Explain different attitudes in contemporary British society to religious visions. 5

You must refer to religious views in your answer. You may also refer to non-

religious views.

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs

Level	Criteria	Marks
5	Detailed knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained, and at least two different views are clearly developed. Clear evidence of contemporary views is presented.	5
4	Good knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained with some development of at least two different views.	4
3	Knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained with some development of one. Answers that do not deal with religious views cannot achieve more than level 3.	3
2	Basic knowledge and understanding of different beliefs / attitudes / views in contemporary British society, or slightly developed awareness of one view Different views with simple explanation, or one view explained with some development.	2
1	Basic knowledge and understanding of one belief / attitude / view in contemporary British society. One view with simple explanation.	1
0	Nothing worthy of credit.	0

Evidence of contemporary views may come from, for example: current teaching, news stories and the media or political debate.

Students may include some of the following points:

Some religious believers do accept that God / gods/ holy figures including angels will appear in visions to people: examples the Angels of Mons, St Bernadette's vision of Mary at Lourdes. Some visions are recorded in scripture such as Peters' vision of the sheet, Jacob's ladder, the appearance of Gabriel to Muhammad, so the authority of scripture supports them. Many believers do not believe that the visions in other religions are true, they only accept the ones that support their own faith. Others believe that everyone can have visions but only some people correctly understand them.

Others believe that visions are imaginary or mistaken interpretations of a natural

event – for example a dream or the result of drink or drugs (including natural substances that can cause hallucinations). They believe that people interpreted them as religious visions because of what they already believed.

03.5 ‘The design argument proves that God exists.’ 12

Evaluate this statement.

In your answer you:

- **should refer to scripture, sacred writings or other religious texts**
- **should give reasoned arguments in support of this statement**
- **should give reasoned arguments to support a different point of view**
- **should reach a justified conclusion**
- **may refer to non-religious arguments.**

Target: AO21a and 1b Analyse aspects of religion and belief, including significance and influence

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information.	10-12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information.	7-9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence.	4-6
1	Point of view with reason(s) stated in support.	1-3
0	Nothing worthy of credit.	0

Students may include some of the following points:

Agree

Signs of design in the natural world are obvious. Snowflakes, DNA helix, all have regular patterns. The workings of nature show that it is like a machine, everything runs in fixed patterns of cause and effect which scientists have observed and named. Things like the human eye are like small machines, they are made up of parts put together in a specific way to do a specific job. Machines are the work of intelligence, but these machines are much better than anything a human being can design and make so the intelligence that designed and made them must be much greater than a human being. The universe had to be exactly as it is to

produce human life, the set of conditions needed for human life are so exact that the fact that they have come together cannot be just a coincidence, they must have been deliberately designed by God etc.

Other views

Even if the universe, or our part of it, was designed, it does not have to be God who designed it. The designer(s) may not be intelligent, because what we are seeing could be the end result of a very slow process of trial and error. The designer(s) need not be good – there is so much evil in the world that it looks as though it has been made by an evil God. Science can explain the regular patterns in nature such as the pattern of cause and effect or the shape of snowflakes without needing to refer to God.

SPaG 5 marks

Draft

Theme D: Religion, peace and conflict

04.1 Which one of the following best expresses the religious ideal that there should be no violence in the world? 1

- A) Defence B) Justice C) Peace D) Terrorism**

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: C) Peace

04.2 Give two ways in which religious believers help victims of war. 2

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

One mark for each relevant example.

Provide food and shelter; medical help; help to rebuild their lives; work to create peace.

04.3 Explain religious beliefs about forgiveness. 4

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Level	Criteria	Marks
4	Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two.	4
3	Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one.	3
2	One relevant and accurate belief / practice / source of authority explained.	2
1	One relevant and accurate belief / practice / source of authority identified.	1
0	Nothing worthy of credit.	0

Students may include some of the following points:

Between human beings, forgiveness is a duty, it is wrong to hold grudges because you are only harming yourself by doing so. That does not mean that you are accepting that what the person did was right or that they should not be punished. It does mean that you should try to understand why they did it, because in some cases it may not have been their fault. If the person repents their sin or crime they may be forgiven

Some sins cannot be forgiven according to the teaching of some religions. For example, in Islam shirk (associating partners with God) is unforgivable, but God may forgive any other sin if the believer repents. Buddhism and Hinduism teach that karmic consequences mean that the person will suffer because of the wrong they have done so the victim will get justice, but if the victim wants revenge that will also have karmic consequences because it expresses hate. Forgiveness will bring positive karmic consequences.

04.4 Explain different attitudes in contemporary British society to weapons of mass destruction. 5

You must refer to religious views in your answer. You may also refer to non-religious views.

Target: AO1:3 Knowledge and understanding of religion and belief: similarities and differences within and/or between religions and beliefs

Level	Criteria	Marks
5	Detailed knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained, and at least two different views are clearly developed. Clear evidence of contemporary views is presented.	5
4	Good knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained with some development of at least two different views.	4
3	Knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained with some development of one. Answers that do not deal with religious views cannot achieve more than level 3.	3
2	Basic knowledge and understanding of different beliefs / attitudes / views in contemporary British society, or slightly developed awareness of one view Different views with simple explanation, or one view explained with some development.	2
1	Basic knowledge and understanding of one belief / attitude / view in contemporary British society. One view with simple explanation.	1
0	Nothing worthy of credit.	0

Evidence of contemporary views may come from, for example: current teaching, news stories and the media or political debate.

Students may include some of the following points:

Weapons of mass destruction are powerful enough to destroy the world and should be banned/ religions teach 'Do not kill'/ sanctity of life/ these weapons could get into the wrong hands and someone could start a nuclear war/ those who have them could bully those who do not/ groups who oppose them like the Dalai Lama, CND and pacifists/ might get into the hands of terrorists/ unless countries get rid of them other countries will want them and there will be more danger of a rogue state getting them/ nuclear bombs dropped to end World War II had the effect of killing people for years to come because of radiation/ do not meet the

Just War criteria e.g. of proportionally or not killing innocent civilians/ religions should support disarmament of weapons of mass destruction as they go against ahimsa and religious teachings of peace/ those who take the sword will die by the sword/ should protest to get rid of these weapons.

Nuclear weapons may be a deterrent/ may be justified as it could result in maintaining the peace and preventing war as people are too frightened to use them/ if others have them they may be needed for defence to maintain a balance of power/ need to protect their people from attack/ there is a difference between having weapons of mass destruction and using them/ it is the use of the them which is wrong.

04.5 'War is never right.' **12**

Evaluate this statement.

In your answer you:

- **should refer to scripture, sacred writings or other religious texts**
- **should give reasoned arguments in support of this statement**
- **should give reasoned arguments to support a different point of view**
- **should reach a justified conclusion**
- **may refer to non-religious arguments.**

Target: AO2:1a and 1b Analyse and evaluate aspects of religion and belief: significance and influence.

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information.	10-12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information.	7-9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence.	4-6
1	Point of view with reason(s) stated in support.	1-3
0	Nothing worthy of credit.	0

Students may include some of the following points:

Idea of Just War – criteria include - started and controlled by a properly instituted authority/ just cause/ last resort/ not involve suffering to innocent

civilians/ protect trees, crops, animals/ not act of aggression or to gain territory/ aim to restore peace and freedom/ enable release of prisoners of war/ must be winnable/ proportionality.

Agree

Should be prepared to defend their country/ defend their beliefs or religion/ defend way of life and freedom/ defend an ally/ remove leader or government/ gain land or regain territory previously lost/ gain wealth/ for power/ gain important resources/ stop atrocities/ depose a dictator/ to defeat terrorists/ stop spread of weapons of mass destruction

- Buddhists Generally opposed to all killing but will defend their lands if it is seen as having the right motivation.
- Christians Jesus taught peace, forgiveness and overcoming evil with goodness but he did use force in the temple because it had become 'a den of thieves.'
- Hinduism Hindus have had the Kshatriyas (warrior caste) and believe war is justified if their country is invaded or if the people are oppressed or exploited.
- Islam Islam has the idea of the lesser jihad and those killed in jihad being rewarded in paradise.
- Judaism Judaism portrays God as a warrior and see some wars as obligatory – a necessary last resort/ these may be fought in self-defence or a pre-emptive strike against an enemy about to invade, or by God's command.
- Sikhism The kirpan symbolise the willingness of Sikhs to defend people's religious freedom, dignity and self-respect.

Other Views

Idea that it is wrong to kill / sanctity of life / many religious believers are pacifists/ other methods may be found to solve disputes rather than fighting and war/ some wars are morally wrong and cause terrible suffering needlessly.

- Buddhism Dhammapada 270: "A man is not a great man because he is warrior and kills other men, but because he hurts not any living being he is in truth called a great man." / the first precept not to take life, oppose warfare / concept of Ahimsa (non. violence)
- Christianity Matthew 5v9: "Happy are those who work for peace." / Matthew 5v44: "Love your enemies and pray for those who persecute you." / Matthew 5v38-48 – do not take revenge, if anyone slaps you on the right cheek, let him slap your left cheek...Matthew 22v39: 'Love your neighbour'/ Romans 12v17-21
- Hinduism The Mahabharata: "This is the sum of duty. Do naught to others, which, if done to thee, could cause thee pain." / Hindus believe in the principle of

Ahimsa (non-violence) / good Karma would not involve violence, but work towards peace / the Upanishads teach non-violence/ example of Gandhi

- Islam Surah 49.9: "If two parties of believers take up arms ... make peace between them." Surah 3.134: "Paradise is for ... those who curb their anger and forgive their fellow men." Islam seeks peace within the community / in the daily prayers peace is promoted: "peace be unto you." / the Qur'an teaches that revenge is wrong.
- Judaism Exodus 20v13: "Do not kill" / Micah 4v3 "Nation will not lift sword against nation, there will be no more training for war." / Proverbs 25v21: "If your enemy is hungry, give him something to eat; if thirsty, something to drink." / the Talmud: "What is harmful to yourself do not to your fellow men".
- Sikhism Peace is a gift of God/ believe in non-violence/ Guru Nanak taught that if someone hurt you, you should put up with it three times; on the fourth time God would defend you. GGS teaches Sikhs to cause no one any suffering.

SPaG 5 marks

Theme E: Religion, crime and punishment

- 05.1 Which one of the following expresses the religious idea that one aim of punishment should be to encourage people not to commit crimes? 1

A) Reformation B) Protection C) Deterrence D) Reparation

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: C) Deterrence

- 05.2 Give two examples of religious moral laws which some criminals break. 2

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Students may include some of the following points:

One mark for each of two relevant examples.

Any of the Ten commandments or 5 moral precepts of Buddhism for example, including do not steal/ murder/ commit adultery/ lie / drink alcohol

05.3 Explain religious beliefs about breaking the law in order to get a bad law changed. 4

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Level	Criteria	Marks
4	Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two.	4
3	Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one.	3
2	One relevant and accurate belief / practice / source of authority explained.	2
1	One relevant and accurate belief / practice / source of authority identified.	1
0	Nothing worthy of credit.	0

Students may include some of the following points:

Romans 13:1-7 requires Christians to obey the laws of the land because God has given them the authority to do so. However Acts 5: 27-27 shows that when a government law is against the law of God, it may (and possibly should) be broken. – Christians follow the law of God, not the rules of men. This justifies breaking the law when it contradicts religious teaching. For example, breaking a law that discriminates against different races when religion teaches that all races are equal. Protest including violent protest, raises similar issues. If a repressive government denies its people their human rights as laid down in scripture and makes public demonstrations of opposition illegal, then religious believers should consider breaking the law. They will, however, as citizens of the state be expecting the consequences that follow.

05.4 Explain different attitudes in contemporary British society to corporal punishment. 5

You must refer to religious views in your answer. You may also refer to non-religious views.

Target: AO1:3 Knowledge and understanding of religion and belief:

similarities and differences within and/or between religions and beliefs.

Level	Criteria	Marks
5	Detailed knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained, and at least two different views are clearly developed. Clear evidence of contemporary views is presented.	5
4	Good knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained with some development of at least two different views.	4
3	Knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained with some development of one. Answers that do not deal with religious views cannot achieve more than level 3.	3
2	Basic knowledge and understanding of different beliefs / attitudes / views in contemporary British society, or slightly developed awareness of one view Different views with simple explanation, or one view explained with some development.	2
1	Basic knowledge and understanding of one belief / attitude / view in contemporary British society. One view with simple explanation.	1
0	Nothing worthy of credit.	0

Evidence of contemporary views may come from, for example: current teaching, news stories and the media or political debate.

Students may include some of the following points:

'Spare the rod and spoil the child' (Proverbs 13:24) / 'The woman and the man guilty of illegal sexual intercourse, flog each of them with a hundred stripes' (Qur'an 24:2) / some scriptures support the use of corporal punishment, and, as it is the word of God (Allah) it must be applied / Buddhist teaching on non-violence would oppose the use of corporal punishment as it is damaging life / some people believe that corporal punishment is destroying the innate dignity of the human being given to them by God / corporal punishment is a cheap way of punishing effectively / it is quickly administered and allows the convicted person to resume a normal life speedily / depending on the form of the punishment, it could have no long-term negative effects / only the criminal suffers, not the rest of society which has to pay heavy taxes to maintain prisons etc. / it is creating a society in which violence is not only accepted but actually encouraged / it is destroying one of the basic human rights of integrity of the body / these different attitudes might affect how the different religions respond to the system of punishment in Britain, etc.

05.5 'The death penalty can never be justified.' 12

Evaluate this statement.

In your answer you:

- should refer to scripture, sacred writings or other religious texts
- should give reasoned arguments in support of this statement
- should give reasoned arguments to support a different point of view
- should reach a justified conclusion
- may refer to non-religious arguments.

Target: AO2:1a and 1b Analyse and evaluate aspects of religion and belief: significance and influence.

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information.	10-12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information.	7-9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence.	4-6
1	Point of view with reason(s) stated in support.	1-3
0	Nothing worthy of credit.	0

Students may include some of the following points:

Agree:

Some religions teach that it is wrong to harm any living thing (ahimsa) – for example, Buddhism and Hinduism. God alone knows if the person is truly guilty, humans may execute someone by mistake. The means of capital punishment are inhumane. Only God can take life, Both religious and non-religious thinkers argue that the aims of punishment do not justify capital punishment. The use of capital punishment as a deterrent does not benefit the people who are executed – they are being used as a means to an end which. Capital punishment would fit the aim of retribution – but the desire for revenge is considered a sin in some religions. The aim of reformation cannot be achieved this way and there are other ways of

achieving the protection of society.

Other views:

The death penalty is permitted in some scriptures (for example **the Qur'an**) and implied in others. Some see it as an act of war against sin and so justified by the same arguments that justify war. Others see it as suicide – the person carried out an act knowing that it would result in his/her death. Others argue that the crime of murder requires the death penalty because of justice 'an eye for an eye' or to show the high value placed on life. Religious leaders and teachers have approved the use of the death penalty at various stages in history. Although **Jesus** himself was executed there is no explicit teaching against the right of the state to execute criminals in the Bible – in fact Romans 3: 17 seems to support the right of the state to put people to death. The use of capital punishment as a deterrent is defended by some religious and non-religious thinkers.

Theme F: Religion, human rights and social justice

06.1 Which one of the following best expresses the religious ideal that everyone should get what they deserve? 1

A) Tolerance B) Prejudice C) Justice D) Compassion

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: C) Justice

06.2 Give two examples of what religious believers would see as exploitation of the poor. 2

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

One mark for each of two ways.

Loans offered with interest or excessive interest / low pay / slavery / people trafficking.

06.3 Explain religious beliefs about the status of the disabled in religion. 4

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Level	Criteria	Marks
4	Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two.	4
3	Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one.	3
2	One relevant and accurate belief / practice / source of authority explained.	2
1	One relevant and accurate belief / practice / source of authority identified.	1
0	Nothing worthy of credit.	0

Students may include some of the following points:

God made all people equal – all have sanctity of life and are entitled to respect/ people considered to be disabled are simply different and have different responsibilities and roles than able bodied people/ teaching on miracles shows the lame and blind, for example, as being in need of healing which suggests that they are imperfect / the idea of humanity in the image of God has been taken to mean that the physically perfect are of more worth / the disabled are an opportunity for charity or for a display of healing powers, but that makes them a means to an end, valuable for the way they can be used not in themselves/ disability is seen as a result of sin /negative karma so in some way ‘deserved’ which again suggests that such people are inferior to the able bodied/ the conditions for a valid marriage in some traditions is that procreation is a possibility – some of the disabled are unable to have children so this is discrimination.

06.4 Explain different attitudes in contemporary British society to the right to freedom of religion and belief. 5

You must refer to religious views in your answer. You may also refer to non-religious views.

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and between religions

and beliefs

Level	Criteria	Marks
5	Detailed knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained, and at least two different views are clearly developed. Clear evidence of contemporary views is presented.	5
4	Good knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained with some development of at least two different views.	4
3	Knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained with some development of one. Answers that do not deal with religious views cannot achieve more than level 3.	3
2	Basic knowledge and understanding of different beliefs / attitudes / views in contemporary British society, or slightly developed awareness of one view Different views with simple explanation, or one view explained with some development.	2
1	Basic knowledge and understanding of one belief / attitude / view in contemporary British society. One view with simple explanation.	1
0	Nothing worthy of credit.	0

Evidence of contemporary views may come from, for example: current teaching, news stories and the media or political debate.

Students may include some of the following points:

God made all people free and equal / the ability to express what you believe is an essential quality of being human / it is wrong to try to force people to ignore their conscience and follow other religious beliefs / beliefs and lack of belief are an integral part of what makes an individual / this must not be removed without destroying the dignity, not only of that person but of all people / there is no guarantee that any religion is right, but equally some believe that there is truth in all religions / until there is final proof, which will never happen, everybody must be free to believe and express their beliefs as they feel fit / it is equally important to allow people to reject all forms of belief, religion and ritual as an expression of their individuality / some believe that all religious festivals should be treated with the same respect, so eg Passover should have as much attention paid to it as Christmas

There can be no limits on what people believe, since that is a private matter, but

there must be limits on how they express that belief / some expressions of faith are against the law of the country, or to the rights of citizens of this country / some people believe that theirs is the only true religion so people who reject this religion have no right to worship or mislead others / some people believe that it is their duty to their own religion for put as much pressure on non-believers to convert to the 'true faith' / this can lead to tensions between religious groups and disrupt society.

06.5 'It is always right to give charity to the poor.'

12

Evaluate this statement.

In your answer you:

- **should refer to scripture, sacred writings or other religious texts**
- **should give reasoned arguments in support of this statement**
- **should give reasoned arguments to support a different point of view**
- **should reach a justified conclusion**
- **may refer to non-religious arguments.**

Target: AO2:1a and 1b Analyse and evaluate aspects of religion and belief, including significance and influence

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information.	10-12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information.	7-9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence.	4-6
1	Point of view with reason(s) stated in support.	1-3
0	Nothing worthy of credit.	0

Students may include some of the following points:

Agree:

The duty to give charity is required by many religions / those who are wealthy have a duty to share their wealth with the poor/ greed and selfishness has to be fought against / charities do a great deal of good with the money donated / especially in times of crisis when emergency aid is needed/ if money was not

given, none of this would be possible/ many charities work with those in poverty to overcome the causes of poverty.

Other views:

Beggars may rely on gifts of money rather than help themselves / governments that should be spending money on the poor and needy may spend it on other, sometimes unethical things, such as weapons or luxury for the leaders, knowing that charities will spend their money on the poor/ those who cause suffering (for example in wars) may not take responsibility for the consequences of their actions because they know that there are charities who will / there are professional beggars and groups who treat begging as a job and 'earn' income from donations/ there is no way of guaranteeing that anyone given money will use it to help get themselves out of poverty/ it is better to help the poor to help themselves than give money directly to them.

SPaG 5 marks

Draft

Draft