

GCSE 2004
June Series



Mark Scheme

Specification B Unit 3: *Faith Studies and Ethics in Two Religions* (Subject Code 3062/3067)

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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.

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Methods of Marking

Difficulties may arise through the use of different methods of marking. It is, therefore, essential that, in fairness to candidates, 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. Mark clearly in red biro. You will need to change all scripts marked prior to the Standardising Meetings and change your original marks from pencil to red pen.
2. No half marks or bonus marks are to be used under any circumstances.
3. 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.
4. Indicate, **by ticking**, where you have awarded a mark for questions where there are no levels. For **levels of response**, examiners must record, in the left-hand margin, the level that has been awarded, e.g. L3, and in the right-hand margin, the mark that has been awarded for the question.
5. The numerical mark awarded for **each** response should be indicated in the right-hand margin.
6. A **separate** mark is to be awarded for the quality of written communication (Refer to the criteria given in the chart on page 5).
7. Do **not** credit material that is irrelevant to the question or to the objective, however impressive that material might be.
8. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the candidate nearer those who have given a correct answer or those who have little idea?'
9. Apply the principle of **salvage**, so that credit is given for what is correct, even if the order is misplaced in the answer.
10. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
11. **All** pages should bear some indication that they have been seen – even those pages that are left blank. Examiners should, for example, place either their initials, a tick or the word 'seen' on each page.
12. Remember, the key to good and fair marking is **consistency**. Do **not** change your marking style once you have started sending scripts to AQA.
13. Only write comments on scripts that can be justified by the mark scheme. It should be remembered that scripts may be returned to centres and candidates.

Levels of Response Marking

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of candidates' 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 the **allocated to the level** it best fits.

The **assessed level** or 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 candidate 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 candidate's response.

Levels of response mark schemes include either **examples** of possible candidates' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that candidates 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

Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication.

Candidates will be required to:

- present relevant information in a form that suits its purposes;
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- use a suitable structure and style of writing.

Quality of written communication will be assessed in all components and in relation to all assessment objectives.

3 marks are available.

3 marks	The candidate 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.
2 marks	The candidate 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.
1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
0 mark	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.

Additional Guidance to Examiners

3 marks, to be added to the total of 80, are available for the quality of language, according to the three criteria given above.

How to assess quality of written communication

You may notice some of these criteria as you mark the paper. However, at the end of the paper, make a final check through the script, beginning with sections of extended writing.

Recommended procedure

1. If no accuracy can be found, 0 marks can be awarded for the quality of written communication.
2. Consider the extended writing first, in order to assess the quality of written communication.
3. Do not limit consideration to spelling alone. Assess grammar, punctuation and form and style. Try to form an overall impression as you read through a script.
4. Base your mark on the standard in the majority of the criteria within a level - a candidate might not maintain the same standard in each category of the criteria.
5. Recognise that the highest mark does not demand perfection and that the more a candidate has written, the more errors should be permitted.
6. High performance should not be awarded if a candidate has written little or nothing in answer to sections where extended writing is required.

Unit 3: Faith Studies and Ethics in Two Religions

A1 Worship

(a) *For each of the two religions you have studied:*

(i) *Name the symbol shown.*

Target: Knowledge of symbols and what they represent

One mark for correct identification of each symbol

(2 marks) AO1

(ii) *Explain what the symbol represents to the believer of that religion.*

Target: Knowledge of symbols and what they represent

Buddhism	8-spoked (cart) wheel / wheel of law – represents Eightfold Path / circle represents cycle of birth, death and rebirth.
Christianity	Crucifix (do not accept cross) – represents suffering and crucifixion of Jesus / focuses on Jesus dying to save mankind from sin / sacrifice.
Hinduism	Symbol of Aum (Om) – sacred symbol of God / from sacred Sanskrit language / credit ideas about oneness of God / sound of creation.
Islam	Crescent moon and star – link with guidance, i.e. stars and moon guide desert travellers; Islam guides people's spiritual journey / five pillars represented by five points on star.
Judaism	Menorah – reminder of lamp that was always alight in the Temple / shows eternal nature of God.
Sikhism	Ik Onkar – represents the first words of the Guru Granth Sahib / acknowledges there is only one God / sound of creation.

One mark for basic explanation of what each symbol represents.

Two marks for developed explanation of what each symbol represents.

(4 marks) AO1

(b) *For each of the two religions you have studied, explain the role of a religious leader.*

Target: Knowledge of role of a religious leader in each religion

Expect mention of at least one role of a religious leader (probably but not necessarily connected with worship) for one mark for **each** religion. Additional mark should be given for **each** religion for a well developed point or additional role of a leader (e.g. counselling, teaching, setting example, etc.).

One mark for basic explanation of role in **each** religion.

Two marks for developed explanation of role in **each** religion.

(4 marks) AO1

- (c) **Believers read sacred texts (writings) regularly. Explain how this helps them in everyday life.**

Target: Understanding the value of reading sacred texts

Use the levels below to determine the mark. It is likely that answers may not be completely specific to the two religions as there is a lot of common material that can be included (learn about faith, guidance, history, inspire prayer, use in worship, the discipline of regular reading, etc.).

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	A basic answer stating one point about value of reading texts.	1 mark
Level 2	Superficial understanding shown of at least one point about value of reading texts.	2 marks
Level 3	Well developed understanding shown of one point about value of reading texts or less developed understanding of more than one point.	3 marks
Level 4	Well developed understanding shown of at least two points about value of reading texts, from at least one of their specified religions.	4 marks
Level 5	Great understanding shown of more than two points about the value of reading texts using both religions.	5 marks

If answer is generalised without specific mention of at least one of their religions, allow maximum Level 3 – 3 marks. Levels 1-3 can also be achieved by candidates who refer to their specified religions according to the levels criteria above.

(5 marks) AO2

- (d) **“It is more important to worship in private rather than in public.”**

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

Target: Evaluation of the worth of both private and public worship

It is likely that answers may be a little vague without specific mention of differing views of believers. If so, restrict to maximum Level 3. For higher levels, there must be reasoned consideration of different points of view that are possibly, but not necessarily, opposing points of view.

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons (for same view or different points of view).	2 marks
Level 3	Opinion supported by one well developed reason or two elaborated reasons (for same view or different points of view).	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two points of view expressed coherently.	5 marks

Look for ideas making distinction between the need for community involvement and privacy. Several worship activities (e.g. hymn singing, listening to scripture, teaching) need a leader who is not available in private worship. Private devotion and meditation is also important to many. Credit any other valid ideas.

(5 marks) AO3

EITHER**B2 Marriage and Divorce**

(a) *What do the two religions you have studied teach about divorce?*

Target: Knowledge of teaching on divorce

Look for specific religious teachings rather than generalised attitudes.
Mark each religion out of a maximum of 3 marks according to the levels below.

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Gives one piece of relevant information.	2 marks
Level 2	Gives two pieces of relevant information or good development of one piece of information.	4 marks
Level 3	Gives at least three distinct pieces of relevant information or at least two pieces of information with development.	6 marks

Accept general comments about the following to maximum of 2 marks per religion

- Broken vows and marriage being for life.
- Adultery is sometimes involved and this is seen as wrong.
- Effect of divorce on family especially children.
- Little respect shown for partner.
- Feelings of guilt.
- Problems of single parents.
- Loving to allow divorce - in case of abuse, etc.

These teachings are relevant to both B2(a) and B2(b)

Buddhism Promises at wedding include husband fulfilling responsibilities to his wife by being courteous, respectful, faithful, sharing authority, giving gifts / Wife shows love by managing household well, being hospitable to his family, completing her jobs skilfully to ensure harmony, security, happiness, safety and security (Sigalovada Sutta) / Dhammapada 309 – “Four things happen to the thoughtless man who takes another’s wife; he lowers himself, his pleasure is restless, he is blamed by others, he goes to Hell.” / Good conduct is in Eightfold Path / third precept is to refrain from sexual misconduct / quality of relationship is more important than the married state / general moral approach is better than rules about divorce.

Christianity Genesis 2 v18-24 suggests man needs a helpmate / Exodus 20 v14 forbids adultery / Exodus 20 v17 “Do not covet your neighbour’s wife” / Matthew 19 v3-6 “A man must leave his father and mother and the two become one body” / man must not divide what God has united / Ephesians 5 v 28-33 “husbands must love their wives and every wife must respect her husband” / Mark 10 v10-12 “anyone who divorces and marries again commits adultery” / Jesus implied divorce was acceptable in cases of adultery / marriage is a sacrament / differences in denominational interpretation / divorce is more loving than staying in a loveless and possibly abusing marriage / marriage vows made in sight of God.

Hinduism	Marriage is a religious stage of life and for life / creator Brahma is within everything and unites everything. Therefore loving your marriage partner is loving yourself / fulfilling duties to partner builds good karma / Krishna and Radha give good example to follow / joys of marriage: happy sex life (Kama), companionship and children / seven steps around fire, ceremony for food, strength, wealth, happiness, children, sustenance and unity / husband's promises should not be broken / faithfulness to each other triumphing over suffering shows victory of good over evil / children to perform religious duties.
Islam	Muhammad was married / family life is important in Islamic teaching / marriages arranged by family / polygamy more acceptable than divorce / marriage unites souls in bond of love / Hadith: "Of permitted things, the most hateful to God is divorce" / Surah 2:230 "If a man divorces his wife, he cannot remarry her until she has wed another man and been divorced from him" / "The best of you are those who treat your wife best."
Judaism	Genesis 2 v18-24 suggests man needs a helpmate / Exodus 20 v14 forbids adultery / Exodus 20 v17 "Do not covet your neighbour's wife" / Proverbs 31 v10-31 – the poem of the perfect wife / sex should be kept within marriage as this continues the Jewish race / Marriage is a covenant of love / Genesis 2 v23-24: "a man leaves his father and mother and becomes one with his wife" / divorce is easy but no-one can be compelled / it is not good to be alone.
Sikhism	Guru Nanak married as did all but one of the other gurus – setting good example. "They are not man and wife who have only physical contact, only those who are truly married have one spirit in two bodies" (Guru Nanak) / no spiritual benefit in being single / love, loyalty and sharing sorrows and joy stressed in wedding ceremony / relationship between husband and wife compared to that between God and a believer / husbands to love and respect their wives in return for love and support / symbolic tying together in ceremony / Rehat Maryada forbids adultery.

(6 marks) AO1

(b) Explain attitudes towards marriage in these two religions.**Target: Knowledge and understanding of the effect religious ideas have on attitudes to marriage**

The question asks for attitudes towards marriage. Better answers will attach beliefs and teachings to these attitudes. This will be necessary for Level 3 and desirable for Level 2. However, top Level 2 can be achieved with only attitudes provided they are well explained.

Levels of response – take both religions together as there is likely to be a lot of common material. If only one religion specified, maximum Level 2.

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Answer restricted to attitudes with no specific beliefs and teachings attached. Shows superficial understanding of the effect of religion on marriage.	1 – 3 marks
Level 2	More developed understanding of the effect of religion on marriage. Attitudes explained thoroughly, probably (but not necessarily) including some specific religious beliefs.	4 – 6 marks
Level 3	A range of attitudes supported by beliefs and teachings, explained coherently and in depth. Both religions specifically referred to.	7 – 9 marks

Accept general attitudes about the following.

- Purpose of marriage.
- Attitude is usually support for couple.
- Stress on marriage being framework for bringing up children.
- Start a new life together with God.
- Tradition.
- Religion encourages marriage.
- Correct state for sexual relationship.
- To continue the family name.

(9 marks) AO2

(c) *“It is better to divorce than to live in an unhappy marriage.”*

Do you agree? Give reasons for your answer, showing that you have thought about different points of view. Refer to religious arguments in your answer.

Target: Evaluation of divorce versus unhappy marriage debate

It is likely that answers may be a little vague without specific mention of differing views of believers. If so, restrict to maximum Level 3.

For higher levels, there must be reasoned consideration of different points of view that are possibly, but not necessarily, opposing points of view.

If no religious content = maximum Level 3.

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons (for same view or different points of view).	2 marks
Level 3	Opinion supported by one well developed reason or two elaborated reasons (for same view or different points of view).	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two points of view expressed coherently.	5 marks

Look for ideas in favour of quote – ideas of individual unhappiness can be ended by divorce and this is what a civilised society should allow. Balance with effect of divorce on family and children – possibly causing greater unhappiness. Religious ideas (which are both for or against depending on religion and tradition) should be used.

Accept any other valid points.

(5 marks) AO3

OR

B3 Prejudice and Sexism(a) *What do the two religions you have studied teach about prejudice?***Target: Knowledge of religious teaching about prejudice**

Look for specific religious teachings rather than generalised attitudes.

Mark each religion out of a maximum of 3 marks according to the levels below.

Levels of Response - for each religion i.e. 2 x 3 marks.

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Gives one piece of relevant information.	1 mark
Level 2	Gives two pieces of relevant information or good development of one piece of information.	2 marks
Level 3	Gives at least three distinct pieces of relevant information or at least two pieces of information with development.	3 marks

Accept general comments about the following.

- Prejudice is wrong and harmful.
- Denies idea of equality.

(6 marks) AO1**To be used also for general ideas in B3(b)**

Buddhism	Good kamma / prejudice comes from delusions of the mind / six main delusions are ignorance, greed, anger, pride, doubt and doctrine of delusion / remove these delusions and remove prejudice / love for others is important / through toleration, unity can be achieved / reference to Right speech and Right actions / Dhammapada "Hate is conquered by love."
Christianity	All created by God and equal in his sight / examples of positive response to prejudice: Good Samaritan, Centurion's Servant, Peter's vision, Cornelius' conversion / Colossians 3 v11 "There is no longer any distinction between Gentiles and Jews...Christ is all, Christ is in all" / examples of Christians fighting prejudice / Galatians 3 v26-29 "There is no difference between Jews and Gentiles...between men and women, you are all in union with Christ Jesus" / "Love your neighbour."
Hinduism	Example of caste system being unjust and now broken down (but not completely) / all created by God so duty to respect all people / Bhagavad Gita 9:29 "I look upon all creatures equally; none the less dear to me and none more dear" / Dharma means people should treat each other with respect / example of Gandhi / women now have more influence for example in the home and become more educated.

Islam	All are equally God’s creation / Hadith “All God’s creatures are his family” / Qur’an 30:22 “Among his signs is...the variation in your languages and colours” / Ummah is multi-racial, multi-cultural and multi-lingual / Muslims united by five pillars / on Hajj equality shown by same clothing (Ihram) / men and women have equal religious, ethical and civil rights but different roles / Qur’an 16:97 “Whether male or female, whoever in faith does a good work for the sake of God will be granted a good life and rewarded with a greater reward” / men should care for women / Allah looks at hearts and deeds / If you see an evil action change it with your hand. If not change it with your tongue.
Judaism	All created in image of God / Law of Moses makes it clear that we should live in harmony and create a just society / Leviticus 19 v33-4 “Do not molest a stranger who lives in your land; you must show love.” / “God loves the stranger by feeding him. Love the stranger because you were strangers in Egypt” / Deuteronomy 24 v14-22 “Hired servants should not exploit hired servants. Wages must be paid. Do not pervert justice when dealing with a stranger. Leave sheaves in the field for strangers, orphans and widows” / men and women have equal status but orthodox Judaism gives them different roles / example of Holocaust should inspire Jews to oppose prejudice / Jews believe they are chosen people but do not look down on others.
Sikhism	God is source of life, all are equal so prejudice is wrong / everyone welcome at langar / Guru Gobind Singh “We need to recognise the oneness of all humanity...all men have the same eyes, ears, bodies, figure, made out of the compounds of earth, air, fire and water” / men and women need each other and are equal in status / tolerance is important / Gurus hated caste system / use of Karah Parshad for all symbolises equality.

(b) Explain attitudes towards sexism in these two religions.

Target: Knowledge and understanding of the effect of religious ideas on sexism

The question asks for attitudes towards sexism. Better answers will attach beliefs and teachings to these attitudes. This will be necessary for Level 3 and desirable for Level 2. However, top Level 2 can be achieved with only attitudes, provided they are well explained.

Levels of Response – take both religions together as there is likely to be a lot of common material. If only one religion specified, maximum Level 2.

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Answer restricted to attitudes with no specific beliefs and teachings attached. Shows superficial understanding of attitudes towards sexism.	1 – 3 mark
Level 2	More developed understanding of attitudes towards sexism. Attitudes explained thoroughly, probably (but not necessarily) including some specific religious beliefs and teachings.	4 – 6 marks
Level 3	A range of attitudes supported by beliefs and teachings, explained coherently and in depth. Both religions specifically referred to.	7 – 9 marks

Accept general attitudes like:

- Believers will be supportive towards victims of sexism.
- Religion does have different roles for people of different genders without being sexist.
- We should show care and concern for all people if they are being mistreated.

Buddhism	Buddha gave full ordination to women / existence of both monks and nuns. When enlightenment is reached, there is no distinction between male and female.
Christianity	God created everyone equal / Jesus' own example in treating women well – Samaritan woman / Kingdom of God open to all / discrimination on grounds of gender is incompatible with God's design – 2 nd Vatican Council. / "There is no difference ...between men and women, you are all in union with Christ Jesus" / "love your neighbour."
Hinduism	Hindus have a duty to respect all because they were created by God. / Laws of Manu 5: 55-6 "Where women are honoured, there the gods shower blessings; but where they are ill treated, sacred rites bring no rewards" / both men and women have potential for spiritual achievement / women now have more influence for example in the home and become more educated.
Islam	Equality emphasised in Islam / Islamic law is founded in justice so sexism is not allowed / different traditional roles for men and women is not seen as sexism / men and women have equal religious, ethical and civil rights but different roles / Qur'an 16:97 "Whether male or female, whoever in faith does a good work for the sake of God will be granted a good life and rewarded with a greater reward" / men should care for women.
Judaism	Prophets protested against injustice / role of the mother is valued in Judaism / men and women are equal with different obligations / men and women have equal status but orthodox Judaism gives them different roles.
Sikhism	Equality is emphasised / Guru Granth Sahib 611 "All men and women are equal – all are children of God" / male and female are functional distinctions / men and women need each other and are equal in status.

(9 marks) AO2

(c) *"Men and women have never been equal and never should be."*

Do you agree? Give reasons for your answer, showing that you have thought about different points of view. Refer to religious arguments in your answer.

Target: Evaluation of ideas about equality and justifications for them

It is likely that answers may be a little vague without specific mention of differing views of believers. If so, restrict to maximum Level 3. For higher levels, there must be reasoned consideration of different points of view that are possibly but not necessarily opposing points of view.

If no religious content = maximum Level 3.

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons (for same view or different points of view).	2 marks
Level 3	Opinion supported by one well developed reason or two elaborated reasons (for same view or different points of view).	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two points of view expressed coherently.	5 marks

Look for ideas about different roles but equal opportunities. It is likely that less able candidates will only respond to part of the quote (either never been equal or never should be). If so give maximum Level 4 but only if excellent and balanced. Possibility of sexist responses. These should be judged using the criteria above but are likely to be unbalanced. Accept any other valid points.

(5 marks) AO3

EITHER**B4 Protest and the Environment**

- (a) *Describe the work of either a national or an international pressure group.*

Target: Knowledge of the work of a pressure group

The question is asking for information about a pressure group. This can be either a religious or a non-religious group and about any issue (e.g. Greenpeace, SPUC, etc.).

Look for depth of information about their work.

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Basic information shown. Possibly does not name pressure group.	1 – 3 marks
Level 2	Gives more information and in greater depth. Name of pressure group must be included.	4 – 5 marks
Level 3	A detailed account given with information about specific interest of the group and their methods of protest.	6 – 7 marks

(7 marks) AO1

- (b) *Explain how the beliefs and teachings of the two religions you have studied may help a believer to decide whether or not to protest about pollution.*

Target: Knowledge and understanding of the effects religious beliefs and teachings may have on whether or not to protest against pollution

There are two purposes to this question. For Level 3 we must expect reference to both protest and pollution. For Levels 1 and 2, marks can be awarded for either protest or pollution although it is likely that for high Level 2, reference will be made to both. The link between religious beliefs and teachings and either protest or pollution (or both) should be evident for Levels 2 and 3.

Levels of response – take both religions together. If only one religion specified, maximum Level 2.

Levels of Response – take both religions together. If only one religion specified, maximum Level 2

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Superficial statements about protest and pollution. Probably without specific teachings. Link between belief and action probably not established.	1 – 3 marks
Level 2	More developed understanding of effect of belief on action shown. Link between belief and action established. May be focussed on either protest or pollution or possibly both for higher marks within level. Includes specific religious references from one or both religions.	4 – 5 marks
Level 3	Good understanding of effect of belief on action shown. Link between belief and action established. Answer will be focussed on both protest and pollution and beliefs and teachings from both religions are included.	6 – 8 marks

Accept general ideas about the following.

- Pollution is harmful to the planet and to life so must be stopped.
- Believers have a duty to protest about pollution because it is harmful to God's earth.
- Violent protest is not allowed by religion.
- Stewardship / khalifah.

Buddhism Law of cause and effect / positive causes bring happiness / negative actions bring negative consequences / **no** teaching about God creating the earth / unselfishness and loving kindness are guiding principles / commitment to non-violence / humans are part of the natural world and must live in harmony with it.

Christianity God created the earth and all life on it for us / we should do all we can to respect his creation / ideas about stewardship – we are here with a responsibility to look after God's earth – this may include protesting against misuse / acts which harm creation are an offence against God / Christians must try to maintain the balance of nature which God intended.

Hinduism All is Brahman / people are a part of nature and should respect it / reverence for life is main theme – pollution threatens that / ahimsa (non violence – respect for life) / Earth is universal mother.

Islam	God created the earth and all life on it for us / we should do all we can to respect his creation / ideas about khalifah – we are here with a responsibility to look after God’s earth as caliphs – this may include protesting against misuse / tawhid (unity) and akhra (accountability) are pillars of environmental ethics / mankind are answerable to Allah for our actions / humans should protest peacefully to ensure they are fulfilling Allah’s purpose.
Judaism	Belief in creator God / man has dominion over nature but should not harm it / creation is good and has been given for man’s benefit / mankind must exercise responsibility for preserving the earth as God intended / this includes need for peaceful protest to prevent harm to God’s earth.
Sikhism	Creator God / dharma in creation refers to order and structure / people are custodians of God’s creation / God dwells in all things / we should protect the earth possibly by protesting against what harms earth.

(8 marks) AO2

(c) “All types of protest should be peaceful.”

Do you agree? Give reasons for your answer, showing that you have thought about different points of view. Refer to religious arguments in your answer.

Target: Evaluation of whether protest can justifiably involve violence

It is likely that answers may be a little vague without specific mention of differing views of believers. If so, restrict to maximum Level 3. For higher levels, there must be reasoned consideration of different points of view that are possibly but not necessarily opposing points of view.

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons (for same view or different points of view).	2 marks
Level 3	Opinion supported by one well developed reason or two elaborated reasons (for same view or different points of view).	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two points of view expressed coherently.	5 marks

Expect ideas against violence being justified. Better candidates may include war as a form of protest which is inevitably violent. This is perfectly acceptable and will provide good balance. Some may draw the distinction between the cause and the protest.

Accept any other valid points.

(5 marks) AO3

OR

B5 The Environment

- (a)
- Describe ways in which human actions harm the planet.*

Target: Knowledge of ways humans are harming the planet**Levels of Response**

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Basic information shown. Possibly generalised.	1 – 3 marks
Level 2	Gives more information and in greater depth. Specific examples are given and explained.	4 – 5 marks
Level 3	A detailed account given with information about a range of issues. Several specific examples given and explained.	6 – 7 marks

There is plenty of choice here. They can include pollution, deforestation, global warming, issues to do with animals, clearance of rainforest, etc.

If a candidate provides little more than a list maximum Level 1.

(7 marks) AO1

- (b)
- Explain how the beliefs and teachings of the two religions you have studied may help a believer to decide how to treat the planet.*

Target: Knowledge and understanding of the effects of religious beliefs and teachings may have on decisions about how to look after the planet

For the higher levels, specific religious beliefs and teaching must be given rather than general attitudes. Expect (except Buddhism) creation ideas and looking after planet to honour God in addition to other specific ideas.

Levels of Response – take both religions together. If only one religion specified, maximum

Level 2		
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Superficial statements about treating the planet probably without specific teachings. Link between belief and action probably not established.	1 – 3 marks
Level 2	More developed understanding of effect of belief on action shown. Link between belief and action established. Includes specific religious references from one or both religions.	4 – 5 marks
Level 3	Good understanding of effect of belief on action shown. Link between belief and action established. Teachings from both religions are included.	6 – 8 marks

Accept general ideas about:

- Planet should be treated well although they may try to make a case that we don't need to treat it well because we are in charge (such answers will probably be very poor!).
- Creation (not Buddhism) / stewardship / khalifah.
- Looking after the planet will **protect** people on the planet.

Buddhism	Law of cause and effect / positive causes bring happiness / negative actions bring negative consequences / no teaching about God creating the earth / unselfishness and loving kindness are guiding principles / humans are part of the natural world and must live in harmony with it / concentration on effects of the actions of individuals / loving kindness (metta) / wildlife should be protected / Five precepts include no killing and no greed.
Christianity	God created the earth and all life on it for us / we should do all we can to respect his creation / ideas about stewardship – we are here with a responsibility to look after God’s earth / acts which harm creation are an offence against God / Christians must try to maintain the balance of nature which God intended / Deuteronomy 20 v19 “do not destroy trees / Luke chapter 12 v6 - God cares for the sparrows and will care for us because we are valued more.
Hinduism	All is Brahman / people are a part of nature and should respect it / reverence for life is main theme / ahimsa (non violence – respect for life) / Earth is universal mother / human race is not separate from nature / the Chipko movement demonstrates respect for trees / links with respect shown by gods, e.g. Krishna.
Islam	God created the earth and all life on it for us / we should do all we can to respect his creation / ideas about khalifah – we are here with a responsibility to look after God’s earth as caliphs / tawhid (unity) and akhra (accountability) are pillars of environmental ethics / mankind is answerable to Allah for its actions / humans should treat the earth well to ensure they are fulfilling Allah’s purpose / Fitrah – maintaining the pattern and balance of the universe / water is important, e.g. for Wudu.
Judaism	Belief in creator God / man has dominion over nature but should not harm it / creation is good and has been given for man’s benefit / mankind must exercise responsibility for preserving the earth as God intended / Exodus 23 – every seventh year let land lie fallow / Deuteronomy 20 v19 – do not destroy trees / Deuteronomy 22 v6 – do not take a mother minding her chicks / recently, establishment of trees and cultivating and reclaiming barren land in Israel.
Sikhism	Creator God / dharma in creation refers to order and structure / people are custodians of God’s creation / God dwells in all things / there is a duty to protect God’s earth.

(8 marks) AO2

- (c) *“People with religious beliefs have more reason to care for the planet than people with no religious beliefs.”*

Target: Evaluation of religious motivation in looking after the planet

It is likely that answers may be a little vague without specific mention of differing views of believers. If so, restrict to maximum Level 3. For higher levels, there must be reasoned consideration of different points of view that are possibly but not necessarily opposing points of view.

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons (for same view or different points of view).	2 marks
Level 3	Opinion supported by one well developed reason or two elaborated reasons (for same view or different points of view).	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two points of view expressed coherently.	5 marks

Look for ideas that link religion and action. They need to be able to link religious teachings on caring for the planet with non-religious motivations. Some teachings from B5(b) may be duplicated here but the task is to evaluate their importance for the individual believer.

(5 marks) AO3

EITHER**B6 Human Relationships**

- (a)
- What do the two religions you have studied teach about contraception?*

Target: Knowledge of the teaching on contraception

Look for specific religious teachings rather than generalised attitudes. Mark each religion out of a maximum of 3 marks according to the levels below.

Allow an extra mark for knowing what contraception is.

Put tick in text where evidence of knowledge is and '1' in right-hand margin.

Levels of Response - for each religion i.e. 2 x 3 marks.

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Gives one piece of relevant information.	1 mark
Level 2	Gives two pieces of relevant information or good development of one piece of information.	2 marks
Level 3	Gives at least three distinct pieces of relevant information or at least two pieces of information with development.	3 marks

Accept general comments about the following.

- Contraception is wrong because it goes against the will of God.
- Contraception helps to promote promiscuity so is wrong.
- Contraception is acceptable for family planning purposes.
- Certain forms of contraception helps prevent the spread of disease and aids.
- Contraception is acceptable because it limits population.
- Distinction between artificial and natural contraception.

Buddhism No absolute rules / all decisions involve pain – would consequences of decision cause more or less pain? / rebirth takes place at conception – contraception makes this impossible but the consciousness will take on a form elsewhere with the ripening of its karma / contraception prevents pain for couples who don't want children or unwanted children.

Christianity All denominations permit birth control some (e.g. Roman Catholic) do not permit **artificial** forms of contraception / For most others it is down to individual conscience / procreation is encouraged in marriage and is one of purposes of marriage.

Hinduism No objection to birth control / in India it is actively promoted to help solve population crisis / limited response in many cases to its use / preference for male babies may limit contraception until at least one son is born.

Islam Allah controls when birth takes place / conception is welcomed / some birth control permitted but by discussion between partners / mother should be protected / allowed to prevent pregnancy during breast feeding / reason of conscience.

Judaism Contraception impedes God's will / preserving of life is of supreme importance / contraception permitted if mother's health is at risk by pregnancy / for reasons of convenience is not acceptable.

Sikhism No opposition to birth control / primary purpose of sexual intercourse is union of husband and wife and not procreation.

(7 marks) AO1

- (b) *How might the beliefs and teachings of these two religions help a believer to decide whether or not to have an abortion?*

Target: Knowledge and understanding of the effect religious beliefs and teachings may have on abortion

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Superficial statements about abortion probably without specific teachings. Link between belief and action probably not established.	1 – 3 marks
Level 2	More developed understanding of effect of belief on action shown. Link between belief and action established. Includes specific religious references from one or both religions.	4 – 5 marks
Level 3	Good understanding of effect of belief on action shown. Link between belief and action established. Teachings from both religions are included.	6 – 8 marks

Accept general ideas about the following.

- Abortion is wrong because it is taking away life.
- Sanctity of life / quality of life.
- Abortion is acceptable in cases of rape, ill health, threat to child, etc.
- Alternatives, e.g. adoption.
- Foetus has a soul from conception.
- Unborn baby has rights.
- Every baby is unique and has limitless possibilities.

Buddhism Life begins at conception / abortion is killing and has serious effects on karma / first precept “I will not harm living beings” / right action rules out abortion unless foetus is severely handicapped / although there are no fixed rules, abortion is rarely the right thing to do / intention and motive for abortion is important: if motive is selfish it is wrong.

Christianity Genesis 1 v27 “we were made in the image of God” / Exodus 20 v13 “do not kill” / Isaiah 49 v5 “we were formed by him in the womb to be his servants” / Psalm 139 v13 “God created my inmost self and put me together in my mother’s womb” / Luke 1 v44 “The child in my womb leapt for joy” / 1 Corinthians 3v 16-17 “you are God’s temple and the spirit of God is in you...the temple of God is sacred” / love your neighbour / specific denominational differences – Roman Catholics against all abortion / some others allow it in circumstances of ill health of mother or foetus or rape / decision based on the principle of love / Free churches leave it to individual to decide.

Hinduism Abortion is wrong because it offends against ahimsa – non-violence / life begins at conception / life is sacred / all souls are immortal / taking life hurts Brahman as souls of all living creatures are one and the same as Brahman / Svetasvatara Upanishad “His being is the source of all beings...He is God, hidden in all beings. He lives in all things” / abortion gives bad karma / allowed if mother’s life is at risk / importance of sons to keep family name going.

Islam	Surah 17:31 “Do not kill your children for fear of want. To kill is a grievous sin”. Surah 40:69 “ God is creator...He ordains life and death” / Surah 53:42-47 “Allah fixes the time span of all things...it is He who causes people to die and be born...it is He who will recreate us anew” / Muhammad prohibited the killing of baby girls / abortion allowed if mother’s health is in danger – her life takes precedence / Hadith “No severer of womb relationship ties will ever enter paradise” / some allow abortion if product of rape.
Judaism	Life should not be taken from conception to death / allowed if mother’s life is threatened / many allow it if child will be handicapped or a product of rape / ”Do not kill” / Exodus 21 v22 - a man has to pay compensation to a woman he attacks which results in the loss of her child / Jeremiah 1 v5 “Before I formed you in the womb I knew you” / Psalm 139 v13 “you created my inmost self and put me together in my mother’s womb” / foetus only becomes individual with rights at birth so can be sacrificed for the sake of the mother.
Sikhism	Life begins at conception and so does not approve of abortion / Gurus prohibited killing of baby girls / abortion allowed if as a result of rape / each individual has a soul which will be reabsorbed into God when liberated / Guru Granth “men and women are all children of God.”

(8 marks) AO2

- (c) ***“People should not use religious teachings to help them make personal decisions about contraception and abortion.”***

Do you agree? Give reasons for your answer, showing that you have thought about different points of view.

Target: To test evaluation of the role of religion in personal decision making

It is likely that answers may be a little vague without specific mention of differing views of believers. If so, restrict to maximum Level 3. For higher levels, there must be reasoned consideration of different points of view that are possibly but not necessarily opposing points of view.

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons (for same view or different points of view).	2 marks
Level 3	Opinion supported by one well developed reason or two elaborated reasons (for same view or different points of view).	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two points of view expressed coherently.	5 marks

Look for the evaluation of ideas and teachings mentioned in B6(a) and (b). Principles like “love your neighbour”; the Eightfold path and the five precepts will probably be much in evidence as justifications for decision making. Some will agree with the quote without religious teachings to support their views. If so, they can achieve 3 marks maximum for a one sided answer.

(5 marks) AO3

OR

B7 Sexual Relationships and Family Life(a) *What advice would believers of the two religions you have studied give to Alice?***Target: Knowledge of commitment and sex outside marriage**

Look for specific religious teachings rather than generalised attitudes. Mark each religion out of a maximum of three marks according to the levels below. **Allow an extra mark for a general comment** that shows recognition of either issue (i.e. commitment or sex outside of marriage). **Put tick in text where evidence of knowledge is and '1' in right-hand margin.**

Levels of Response - for each religion i.e. 2 x 3 marks.

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Gives one piece of relevant information.	1 mark
Level 2	Gives two pieces of relevant information or good development of one piece of information.	2 marks
Level 3	Gives at least three distinct pieces of relevant information or at least two pieces of information with development.	3 marks

Accept general ideas about the following.

- Sex is legal at 17 years of age.
- They have known each other for 6 weeks.
- OK provided she uses contraception.
- Wait longer, possibly until she is married.
- If she is sure she loves him sex is a way of showing it.
- She is too young and not sure about her boyfriend.

Buddhism Important thing is the intention behind the deed / First precept requires that no harm is done / sex must be with the full consent of both parties and be for their good / Third precept guards against sexual misconduct / entering into sexual relationship through lust is contrary to self control required of Buddhists.

Christianity Sex is a gift from God so should not be abused / marriage is the safeguard against abuse and the true framework for sex / sex is intended for procreation within marriage / sex is a general expression of love, and sex before marriage should not be condemned if serious thought is given to it and it is placed in the wider context of their relationship / traditional ideal of virginity before marriage.

Hinduism Sexual purity before marriage is very important / control should be exercised over emotions and sexual desires / importance of achieving sexual pleasure but marriage is framework for this to take place / premarital sex sometimes accepted only if couple plan to marry.

Islam Sexual relations are gift from God / ultimate expression of human love and commitment / sex is designed for procreation / sex before marriage is prohibited to uphold sanctity of marriage / issue of maintaining personal self control and avoiding consequences of guilt associated with wrong doing.

Judaism Traditionally sex is third stage of marriage (betrothal, contract, consummation) / debate about which of these is the strictest / concern about the quality of the relationship / avoidance of promiscuity / self esteem and respect for each other.

Sikhism Responsibility is key / girls are expected to show decent modesty / in modern times, there are restrictions of movement and mixing with boys may be restricted / marriage is both spiritual and physical relationship and both must go together / sex before marriage is giving in to lust and would shame the family.

(7 marks) AO1

(b) *How might the beliefs and teachings of these two religions help believers who are married to decide whether or not to have children?*

Target: Knowledge and understanding of the effect religious beliefs and teachings may have on decisions about having children

For the higher levels, specific religious beliefs and teaching must be given rather than general attitudes. Expect general ideas about children being the future, etc. In addition to specific ideas from Religions.

Levels of response – take both religions together. If only one religion specified, maximum Level 2.

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Superficial statements given, probably without specific teachings. Link between belief and action probably not established.	1 – 3 marks
Level 2	More developed understanding of effect of belief on action shown. Link between belief and action established. Includes specific religious references from one or both religions.	4 – 5 marks
Level 3	Good understanding of effect of belief on action shown. Link between belief and action established. Teachings from both religions are included.	6 – 8 marks

Accept general ideas about the following.

- Children are gift from God.
- Children carry on family name.
- Children are the future of the religion.
- Right to have children.
- To help parents in old age.

Buddhism In wedding, promise can be made for husband to assist in bringing up children / raising of children is a personal matter but children are encouraged / no pressure is exerted to marry and have children.

Christianity One of the main purposes of marriage is to have children / having children is God’s will / in having babies, couples share with God in creation / God is portrayed as a loving Father.

Hinduism Life has four stages – second is grihastha (householder) with duty to have children / traditional extended family / words spoken at wedding involve having children – “May my seed placed in you produce children” / fifth of seven steps in ceremony is for children.

Islam Children are a gift from God and married couples have a duty to have children / children enable Muslims to share in God’s creation / Qur’an 42:49 “He bestows children male or female according to his will” / duty of marriage is to bring up children as Muslims / family is basis of Islamic society.

Judaism	Duty to marry and raise children / family gives religious continuity / life is a gift from God / children are a blessing and gift from God / Judaism is centred on the home where children are an important part / traditional extended family / children keep Judaism alive.
Sikhism	Expectation that Sikhs will marry and have children (duty) / importance of extended family / boys carry the family name and look after aged parents / God is creator of all life.

(8 marks) AO2

(c) *“Parents should teach their children about religion.”*

Do you agree? Give reasons for your answer, showing that you have thought about different points of view.

Target: Evaluation of the role of parents in educating their children about religion

It is likely that answers may be a little vague without specific mention of differing views of believers. If so, restrict to maximum Level 3. For higher levels, there must be reasoned consideration of different points of view that are possibly but not necessarily opposing points of view.

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons (for same view or different points of view).	2 marks
Level 3	Opinion supported by one well developed reason or two elaborated reasons (for same view or different points of view).	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two points of view expressed coherently.	5 marks

Look for ideas about bringing up a child with a faith possibly including initiation ceremonies. Others may interpret this as general religious education by their parents as a responsibility of bringing up a child. Credit all valid interpretations. Expect comment that it is a responsibility of schools not parents to teach about religion; parents not having knowledge and understanding to do this; religious leaders should do it; only believers should teach their children but allow them choice.

(5 marks) AO3