

General Certificate of Secondary Education

Religious Studies 3062 / 3067 *Specification B*

Unit 3 (30603) Faith Studies and Ethics in Two Religions

Mark Scheme

2006 examination - June series

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.

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)(i) *For each of the two religions you have studied, name a place of worship.*

Target: Knowledge of the correct name for a place of worship in the specified religions

Award one mark per correct answer. Some examples:

Buddhism	gompa; temple; vihara; stupa
Christianity	church; chapel; cathedral
Hinduism	mandir; temple
Islam	mosque; masjid
Judaism	synagogue; western / wailing wall
Sikhism	gurdwara

Where a candidate gives an actual name, e.g. St Paul's cathedral, credit as correct.

(2 marks) AO1

- (a)(ii) *Describe how you would know from the outside that each of the buildings you have named is a place of worship.*

Target: Knowledge of defining features of a religious building

Credit any idea which seems appropriate. One mark per defining feature, with additional marks for explanation, up to 3 marks per religion.

Buddhism	stall selling flower offerings; Buddhist symbolism; incense being burned / sold; statue of Buddha; prayer wheels
Christianity	stained glass windows; Christian symbolism; churchyard with graves; lych-gate; spire / tower; building is cross-shaped
Hinduism	gateway entrance (gopuram); statue of god(s) / god's vehicle; Hindu symbolism; shoes left by those worshipping
Islam	Muslim symbolism; dome; minaret; calligraphy; urdu area / facilities
Judaism	Jewish symbolism; images on windows; Hebrew writing (often on brickwork); 10 Commandments; separate entrances for male / female
Sikhism	flag; Sikh symbolism; dome

Credit comments such as a sign, or worshippers going in to (obviously) worship.

(6 marks) AO1

(b) Explain the advantages of worshipping in a religious building.

Target: Understanding of the advantages to worship in a religious building

Levels of Response

0	No relevant comment.	0 marks
Level 1	Simple, relevant statement.	1 mark
Level 2	Two relevant points made.	2 marks
Level 3	Two or more relevant points made, with some explanation given.	3 marks
Level 4	Coherent response which explains several points and with linked examples.	4 marks

Expect generic responses rather than responses specific to a religion.

Responses may focus on worship in the building – its peacefulness; its closeness to God; right atmosphere; right imagery; tradition.

Or may focus on corporate worship, since that is associated with religious buildings – that others go there, so the worship feels more meaningful; that it is the right way to worship.

(4 marks) AO2

(c) Explain why either prayer or meditation is important to a religious believer.

Target: Understanding of the merits of prayer or meditation to a religious believer

Levels of Response

0	No relevant comment.	0 marks
Level 1	Simple, relevant statement.	1 mark
Level 2	Two relevant points made.	2 marks
Level 3	Two or more relevant points made, with some explanation given.	3 marks

Expect generic responses rather than ones specific to a religion.

Responses may include – oneness with God; spiritual peace / calm brought; brings one closer to God; allows complete focus; allows supplication / veneration / intercession, etc.; shows true belief / devotion; to thank God; to understand higher / spiritual truths.

(3 marks) AO2

- (d) *'It is important to spend money on places of worship.'*

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

Target: Evaluation of whether it is right to spend a lot of money on places of worship

Mark according to Levels of Response for AO3.

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 different points of view expressed coherently.	5 marks

Responses may include:

Agree

Symbol of devotion; link to spirituality; need a special place; individuals often pay for such places, so we can't dictate their choices regarding spending their money; God's will is for such places (Old Testament, Tabernacles, temple, etc.); these places provide a great service to the community in terms of supporting people, etc.; need to maintain these places which costs money.

Disagree

Religions are about actions – helping others – not building monuments; God is everywhere, and places of worship can make people think God is focused there; places of worship can detract from God; people can lose sight of the symbolism behind the building; people are more important than buildings.

(5 marks) AO3

B2 Animal Rights and Protest

- (a) *In what ways could religious believers protest against experiments on live animals, without using violence?*

Target: To understand the appropriate forms of protest which fit with belief in a religion

Award one mark for each valid form of protest.

Award further mark for elucidation of example.

Ways might include: demonstration, holding banners, candlelit vigil, letter to M.P. or newspaper, joining protest groups, e.g. NAVS, boycotting goods.

(3 marks) AO1

- (b) *Explain why many religious people believe violent protest is wrong.*

Target: Understanding of WHY violent protest is wrong

Levels of Response

0	Nothing correct.	0 marks
Level 1	Simple appropriate statement.	1 mark
Level 2	Several simple statements, or one developed statement.	2 marks
Level 3	Clear statement covering at least two points, with some elaboration.	3 marks
Level 4	A clear statement covering at least two points, both of which are elaborated.	4 marks

Expect generic ideas – religions are peaceful; believers follow the examples of their (peaceful) leaders; the idea that violence leads to violence not peace / reason, so solves nothing; retaining the moral high ground; people get hurt; against rules of religion, e.g. 5 Precepts.

(4 marks) AO1

- (c) *Explain attitudes to the rights of animals in each of the two religions you have studied. Refer to religious beliefs and teachings in your answer.*

Target: Knowledge and understanding of the attitudes of two religions to animal rights

Levels of Response

0	No relevant comment.	0 marks
Level 1	Simple, relevant statement.	1 mark
Level 2	Two relevant points made.	2 marks
Level 3	Two or more relevant points made, with some explanation given, using beliefs / teachings.	3 marks
Level 4	Series of relevant points made, with explanation using beliefs / teachings to show a clear understanding of how the issue is approached.	4 marks

Buddhism Compassion / ahimsa; karma; example of Buddha – in one lifetime sacrificed himself for family of animals; interdependence of nature; all beings have anatta; First Precept – not harming other sentient beings; balance of reason for use and suffering caused.

Christianity St Francis of Assisi; stewardship role; need to help others balanced against stewardship of natural world; respect for animals but not equality; Papal teaching against experimentation, and other cruelties to / abuse of animals.

Hinduism Respect for animals as part of creation; role of animals in Hindu worship; all beings part of cycle of reincarnation; ahimsa; karma; vegetarianism.

Islam Respect for God’s creation; position of humans above animals in the creation; heavenly reward; compassion and kindness toward all living beings balanced against need to help others, e.g. experiments for medicines would be acceptable in the absence of any other option; punishment after death for maltreatment of animals; correct stewardship (Khalifah) is an act of worship since Allah created all.

Judaism Animals are not equal to humans and were created for our use, e.g. experiments for medicines acceptable; balance with idea that no unnecessary pain to be caused; instruction to teach the young to respect all animals; respect for and stewardship of God’s creation.

Sikhism Spirit of God in all; respect for God’s creation; stewardship role; will be judged according to all actions, including how we treated animals; sewa, therefore may see this as accepting experimentation for medicinal purposes; vegetarianism.

(8 marks) AO2

(d) *‘All sports involving animals are wrong.’*

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

Target: Evaluation of whether animals should be protected by a bill of rights

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 different points of view expressed coherently.	5 marks

Responses may include:

Agree

Part of God’s creation; cruelty to animals should be punished; animals can suffer, so as civilised beings we should ensure minimal suffering; animals have no way to fight for themselves, so need our protection; it would lead to a morally better world; animals are badly treated when used for sport, e.g. dog fighting, even race horses which are treated well when running are often slaughtered when their race career has finished.

Disagree

God gave us dominion over the world; God said we could eat animals; animals are well treated so they can be successful, e.g. race horses; such sports give great pleasure to many; not all are cruel, e.g. greyhounds.

(5 marks) AO3

B3 Abortion and Protest

- (a) *In what ways could religious believers protest against the work of this clinic, without using violence?*

Target: To understand the appropriate forms of protest which fit with belief in a religion

Award one mark for each valid form of protest.
Award further mark for elucidation of example.

Ways might include – demonstration; holding banners; candlelit vigil; letter to M.P. or newspaper; address people going into the clinic.

(3 marks) AO1

- (b) *Explain why some religious believers may join a pressure group.*

Target: Understanding of WHY religious people join pressure groups

Levels of Response

0	Nothing correct.	0 marks
Level 1	Simple appropriate statement.	1 mark
Level 2	Several simple statements, or one developed statement.	2 marks
Level 3	Clear statement covering at least two points, with some elaboration.	3 marks
Level 4	A clear statement covering at least two points, both of which are elaborated.	4 marks

Responses are likely to be general – they disagree with what is happening; it is against the codes of their religion; they feel they have a moral / religious duty to voice disagreement; they feel they can cause change; they have been personally affected by an issue, so are motivated; to follow religions to fight injustice.

(4 marks) AO1

- (c) *Explain attitudes to abortion in each of the two religions you have studied. Refer to religious beliefs and teachings in your answer.*

Target: Knowledge and understanding of religious attitudes to why abortion is considered to be right or wrong

Mark according to Levels of Response for AO2.

Levels of Response

0	No relevant comment.	0 marks
Level 1	Simple relevant statement.	1 mark
Level 2	Two relevant points made.	2 marks
Level 3	Two or more relevant points made, with some explanation given, using beliefs / teachings.	3 marks
Level 4	Series of relevant points made, with explanation which includes beliefs and teachings to show clear understanding of the issue.	4 marks

Buddhism	Conception is traumatic time in life, so to be conceived yet not born, so unable to work through karma is cruel; bad karma; ahimsa.
Christianity	Roman Catholic tradition sees abortion as always wrong; Do not Kill (Ten Commandments); all life sacred; all life planned by God; all life given by God; Didache 'Do not kill your children by abortion', accepts Principal of Double Effect, but this is NOT abortion. Protestant groups accept abortion as a necessary evil at times, but agree with all above Roman Catholic ideas – sharing beliefs and teachings.
Hinduism	Issue in India of abortion of female foetus; non-violence within faith; abortion against Laws of Manu – killing; denying a life the chance to work through karmic debt.
Islam	Ensoulment at 40-120 days (debate within faith), which technically allows abortion before that time; God gives life; God plans life; life is sacred; Muhammad's entreaty not to kill children through Poverty can be used against abortion for financial reasons; Abortion seen as necessary evil where life of mother at risk – woman's life always takes precedence.
Judaism	Arguments focus on well-being of mother, whose life always takes precedence – necessary evil if mother's life at risk; this view extended by some authorities to include mental health risk; acceptance of abortion where foetus is damaged; also arguments focus on 'personhood' of foetus – not until after birth (when head emerges); laws in Old Testament do not class an assault leading to miscarriage as murder; concern that the availability of abortions encourages immorality.
Sikhism	Life begins at conception, so abortion morally wrong; life is sacred; life is God-given; as with anything, Sikhs defend the rights of the couple to decide what is best for them, and fits with their conscience.

(8 marks) AO2

(d) *'If a woman wants an abortion, no one has the right to stop her.'*

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

Target: Evaluation of whether abortion should be solely the woman's choice / decision

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 different points of view expressed coherently.	5 marks

Responses may include:

Agree

Her body; her rights; she has to look after the child; like kidnapping her body if she is forced to have the child; personal autonomy; free will; what if the father raped her or has left her, why should he have rights?

Disagree

Father's rights; rights of foetus to life; God created child; others have to be involved to regulate abortion and to carry them out; law gives power to doctors not woman; we have to protect the unborn – they can't protect themselves.

(5 marks) AO3

B4 Prejudice in Society

- (a)
- Describe the work of one individual or organisation that has tried to stop prejudice.*

Target: Knowledge of the work of one individual / organisation fighting prejudice

Mark according to Levels of Response for AO1.

Levels of Response

0	Nothing relevant presented.	0 marks
Level 1	Simple relevant statement.	1 mark
Level 2	Basic description of work, giving at least two simple or one elaborated idea.	2 marks
Level 3	Good description of the work, which provides range and depth within the response.	3 marks
Level 4	Coherent description of work, giving breadth and depth.	4 marks

Expect an organisation to be named. This may be a famous, or local example.

Generally responses should include descriptions of the work done / being done by this individual or organisation. Better answers will refer to impact or motivation.

(4 marks) AO1

- (b)
- Explain the attitudes to prejudice of each of the two religions you have studied. Refer to religious beliefs and teachings in your answer.*

Target: Knowledge and understanding of the attitude of two religions to the issue of prejudice

Mark according to levels of Response for AO2. Apply TWO lots of marks (2 × 4 maximum).

Levels of Response

0	No relevant comment.	0 marks
Level 1	Simple, relevant statement.	1 mark
Level 2	Two relevant points made.	2 marks
Level 3	Two or more relevant points made, with some explanation given, using beliefs / teachings.	3 marks
Level 4	Series of relevant points made, with explanation which includes beliefs and teachings to show a clear understanding of the issue.	4 marks

Knowledge and understanding of the attitude of two religions to the issue of prejudice.

Buddhism	Compassion central to religion, prejudice not based on this; Dali Lama's teachings against prejudice; to be prejudiced is to generate bad karma for oneself; Buddha's example, e.g. he went back to those ascetics who had rejected him to teach them; breaks several of Eightfold Path; can lead to breaking of Precepts, and is probably a form of breaking Precept re. 'clouding the mind', is certainly breaking the principle of the Precept of not harming others, if it leads to discrimination. From all this it can be surmised that Buddhism will look to protect the rights of all, since all are equal. If that protection leads to the breaking of Precepts / generation of bad karma, then it may be seen as better not to.
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Christianity	Against Golden Rule; Jesus taught non-prejudice; Parable of Good Samaritan; Paul's statement re. neither Jew nor Gentile, etc.; can lead to breaking of Commandments; all created equal in God's sight; 'love your neighbour'; Jesus' example – no prejudice; discrimination incompatible with God's design – Vatican 2. From this, it can be surmised that Christianity will look to protect the rights of all, since all are equal, and especially since Jesus can be seen to have worked with the equivalents in his day.
Hinduism	Caste system now being broken down (work of Gandhi), though still exists to encourage discrimination; all created by God, so equal in that sense; Gita 9 v29 'I look upon all creatures equally; none the less dear to me and none more dear'; good karma; duty to respect all. There are numerous examples of prejudice and violent discrimination against minority groups within Hinduism, e.g. violence against Muslims and Sikhs, and against the 'Untouchables'. Whilst one part of society supports the rights of certain groups, another attacks them. It is common to see images of all faiths in India, suggesting equality and tolerance in that sense.
Islam	Idea of brotherhood (umma); equality within hajj / prayer; Qur'anic teachings against prejudice as unjust; Qur'an – 'O mankind, we created you from a single pair of a male and a female, and made you into tribes and nations...' (49:13); Prejudice is clearly against Muhammad's teachings and practice, e.g. black caller to worship, Bilal; all humans considered Muslims, if they turn to Islam they are called 'reverts' not 'converts', so when taken with idea of umma, must be equal; Hadith 'Allah does not look upon your outward appearance; He looks upon your hearts and your deeds'. Muslims are expected to fight against injustice, and this is a criterion for holy war. Muslims would have a problem with defending the rights of some groups who support ideas against their own, e.g. Christian gay rights groups (even though those groups exist within an Islamic context in the West, e.g. Shakti). Islam can be intolerant of some faiths, e.g. Hinduism with its 'idolatry', hence blasphemy.
Judaism	Torah teaches that foreigners are to be treated with compassion; laws regarding feeding and support of foreigners (Leviticus); story of Jonah can be seen as God's disapproval of prejudice; Laws of Moses regarding a just society (also many prophets pushed social justice above religious ritual); idea that men and women are equal but with different roles; Holocaust gives them particular reason to not be prejudiced, but rather to support minority rights. Should expect Judaism to support any minority rights because of above. May see differing tolerance / support depending upon group within Judaism. Israeli society split over Palestinian issue, which lends itself to rights debates.
Sikhism	Equality of all 'All men and women are equal – all are children of God' (Guru Granth Sahib 6: 11); amrit / karah parshad at services is for all; everyone welcome to be granthi; langar; tolerance of other faiths, because of idea of all worshipping one God; 'Know people by the light which illumines them, not by their caste'. In the hereafter no one is regarded as different from another on grounds of caste' Adi Granth 349; Guru Nanak's teachings were all against prejudice and inequality. Several of Gurus were martyred for religious rights. Sikhs have had to fight for own their rights, and continue to do so today. Common to see images of religious leaders of non-Sikh faiths in gurdwaras – respected as men of God.

(8 marks) AO2

- (c) *What could a pupil with religious beliefs do to help reduce prejudice in school?*

Target: Understanding of how pupils can help to reduce prejudice

Award one mark per relevant way given. Additional marks can be given for elaboration, up to three marks in total.

Responses may include – pray; get involved in school council; educate others; not show prejudice themselves (set good example); ensure their religion is fully inclusive; address a school assembly; organise for a speaker; organise a poster campaign; set up a group.

(3 marks) AO1

- (d) *'Religious believers should do more than other people to stop prejudice.'*

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

Target: Evaluation of whether having religious belief should influence you to protest more than non-religious people should

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 different points of view expressed coherently.	5 marks

Responses may include:

Agree

Duty to help others; equality; religions generally peaceful; belief in heaven creates need to be 'good'; following teachings of their faith.

Disagree

We all have the same duty as humans; biggest duty should fall to those where prejudice is the biggest issue; that attitude gives a kop-out to non-religious people; if everybody works together, we'll get rid of it quicker.

(5 marks) AO3

B5 The Environment

- (a) *Describe the work of one individual or organisation that campaigns on environmental issues.*

Target: Knowledge of the work of one individual or organisation which has fought on environmental issues

Levels of Response

0	Nothing relevant presented.	0 marks
Level 1	Simple relevant statement.	1 mark
Level 2	Basic description of work, giving at least two simple or one elaborated reason.	2 marks
Level 3	Good description of work, which provides range and depth within the response.	3 marks
Level 4	Coherent description of the work, giving breadth and depth.	4 marks

Expect an organisation to be named. It could be famous or local.

Generally responses should include descriptions of the work done / being done by this individual or organisation. Better answers will refer to impact or motivation.

(4 marks) AO1

- (b) *Explain the attitude of each of the two religions you have studied to the destruction of the environment. Refer to religious beliefs and teachings in your answer.*

Target: Knowledge and understanding of attitude of two religious traditions to how we mistreat our planet

Levels of Response

0	No relevant comment.	0 marks
Level 1	Simple, relevant statement.	1 mark
Level 2	Two relevant points made.	2 marks
Level 3	Two or more relevant points made, with some explanation given.	3 marks
Level 4	Coherent outline giving several developed reasons, and clearly religious.	4 marks

Mark according to Levels of Response for AO2 with up to four marks being allocated to each religious tradition. Apply TWO lots of marks in annotation, but one combined mark in margin.

Buddhism We should not harm the planet; it is an act of loving compassion to look after the world – the world, people now, and future; positive karma of looking after world versus negative karma of not doing; most Buddhists are vegetarians, suggesting looking after the world; Buddhist attitude that world is one vast living thing; allusion to bee – taking but not harming; interdependence of all; link to negative karmic effects of not looking after the world.

Christianity Everything in Christian teaching goes against damaging the world, and for helping it; Christian Ecology Movement; work of St Francis of Assisi; stewardship duty; rules regarding fallow land; free will, and reward in heaven for good use of such; should look to protect what God has created as act of worship.

Hinduism	Hindu teaching goes against damaging the world; vegetarian ethic; non-violence; generation of good karma through not hurting others; looking after others leads to good karma; ‘the earth is our mother and we are all her children’; all nature is an expression of God; several gods take forms as animals – must protect; reverence shown to many aspects of nature – medicinal plants.
Islam	Damaging the world would be mark of disobedience and disrespect; duty to look after God’s creation (khalifah); act of worship to do so; gratitude to God for his gifts; many references in Qur’an to God’s creation; wrong to change what God has created, so damaging environment should be punished; heaven / hell balance for behaviour, especially what can be regarded as respect / disrespect of God.
Judaism	Damaging the world would be mark of disobedience and disrespect to God; duty of stewardship; idea of using but not destroying nature; laws about not damaging plants, etc. in war; laws regarding fallow land.
Sikhism	Damaging world would be against Sikh duty to protect God’s creation; idea of God within creation, creating all the time; should use resources responsibly; many Sikhs vegetarian; disagree with hunting, as it is wilfully causing suffering; transmigration of all souls through all stages of existence.

(8 marks) AO2

- (c) ***What could a pupil with religious beliefs do to help care for the environment at school?***

Target: Understanding of the ways in which religious pupils can care for the environment around them

Award one mark per relevant way given. Additional marks can be given for elaboration, up to three marks in total.

Responses may include – pray; educate others; not waste, e.g. paper; recycle; give to environmental charities; do environmental work; join gardening club; put litter in bins.

(3 marks) AO1

- (d) *‘Caring for the world is the most important work religious believers can do.’*

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

Target: Evaluation of the different duties religious believers have, and whether stewardship is the most important

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 different points of view expressed coherently.	5 marks

Responses may include:

Agree

Duty to look after the world; belief in heaven creates need to do ‘good’; following teachings of their faith; morally correct things to do; if we don’t meet this duty, we cause the whole world to suffer; it is the most obvious way to worship / god – through his creation.

Disagree

More important to spread God’s word, for the salvation of others; more important to look after people – as Jesus did; we all have the same duty as humans, since we live on the same planet; biggest duty should fall to those where environmental problems are worst, or where people can best afford to fix them; that attitude gives a kop-out to non-religious people; lots of duties all equal; most important duty is that of worship itself (Islamic Pillars).

(5 marks) **AO3**

B6 Human Sexuality and Marriage

- (a) *Some people believe that the age of consent for sex should be eighteen. Explain why they believe this.*

Target: Understanding why people believe in an equal age of consent at 18

Award one mark per valid reason, up to two maximum. Award additional mark for some explanation.

Possible reasons may include – equal age for all, including same sex couples; 18 is seen as ‘adult’ in the sense of able to vote, able to marry without parents’ permission, able to view pornography; idea of being mature enough to make a decision; link to religions which encourage early marriage as a recognition of need to control sex drive.

(3 marks) **AO1**

- (b) *Explain how the beliefs and teachings of each of the two religions you have studied may help a religious believer to decide whether to have sex before marriage.*

Target: Understanding attitudes to sex before marriage

Mark according to Levels of Response for AO2.

Levels of Response

0	No relevant statement.	0 marks
Level 1	Simple, relevant statement.	1 mark
Level 2	Two relevant points made.	2 marks
Level 3	Two or more relevant points made, with some explanation given, using beliefs / teachings.	3 marks
Level 4	Series of relevant points made, with explanation which includes beliefs and teachings to show a clear understanding of the issue.	4 marks

Buddhism	No teachings about having to be married; should be part of a loving relationship; exploitation or abuse by either would lead to bad karma; if any were adulterous, this would break several Precepts, hence leading to bad karma etc.; Precepts involved – not harming others, no sexual immorality.
Christianity	Roman Catholic – sex within marriage; Paul – fornication; sex primarily for procreation, which must be within marriage. Protestant – less disapproving than Roman Catholic, but need for secure relationship, preferably leading to marriage; sex is gift to married couple; respect and love.
Hinduism	Marriage is a tradition within the religion, and marriages are often arranged very early; social stigma to not being a virgin when marrying.
Islam	Sex outside marriage is against Shari’ah law – carrying sentences of flogging, imprisonment, execution; seen to be an act against the fabric of society; immoral; sex must be within context of marriage – blessing of Allah on couple.
Judaism	Recognition of sexual need, so encouragement of early marriage to control sex drive; many orthodox communities would not sanction these relationships, but would encourage early marriage; idea of need for commitment so a couple may live together and have sex, but it would be wrong to be in a relationship just for sex; marriage is a strong tradition within Judaism.
Sikhism	Forbidden; some disagreement within faith of any activities which can increase risk of this, e.g. dancing, youth parties, etc. encouragement of early marriage to control sex drive; use of chaperones at all times.

(8 marks) AO2

- (c) *Explain why some people believe that gay couples should be able to get married.*

Target: Reasons for supporting rights of same sex couples to be married

Levels of Response

0	No relevant detail.	0 marks
Level 1	Simple relevant statement.	1 mark
Level 2	Two ideas given, or one elaborated idea.	2 marks
Level 3	Series of ideas with some elaboration, or one well elaborated idea	3 marks
Level 4	Coherent response which gives several ideas with exemplification / elaboration.	4 marks

Expect a generic response – equality for all; God made us all the same; God loves all, and would want all to have his blessing; allows public show of love; would help against prejudice in the long run; gives the same rights to all, e.g. pension rights; is a modern attitude to relationships.

(4 marks) AO1 / AO2

- (d) *‘Religion should not be allowed to tell people what to do.’*

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

Target: Evaluation of how legitimate it is for religion to act as a control on personal life

Mark according to Levels of Response for AO3.

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 different points of view expressed coherently.	5 marks

Responses may include:

Agree

Personal is personal – our choice; should be between us and God, religion shouldn’t interfere; not everyone is religious, so religions shouldn’t try to impose their ideas on everyone; it is up to the individual, who may not want the religion’s opinion; some people’s lifestyles would never be allowed by religions, yet they harm no one, e.g. gay couples; religion is out of date with now; freewill.

Disagree

Religious codes are eternal; God’s codes are highest codes; need to have morality with behaviour; religious codes have worked for centuries, why ignore them now; people need boundaries / rules.

(5 marks) AO3

B7 Human Relationships and Marriage

- (a)
- Explain why some religious people say that divorce is always wrong.*

Target: To show understanding of why religions disapprove of divorce

Award one mark per valid reason given, up to two. Award additional mark for explanation.

Possible reasons – against teachings of religion; sign of breaking vows / promises where they have stated ‘until death’; cultural taboo; seen as leading to adultery; idea that couples should work at problems to become closer, not give up; children.

(3 marks) AO1

- (b)
- Explain how the beliefs and teachings of each of the two religions you have studied may help a couple if they were having difficulties in their marriage.*

Target: Understanding of religious attitudes to couples when their marriage is in difficulties, regarding supporting them, and whether they should / should not divorce**Levels of Response**

0	No relevant detail.	0 marks
Level 1	Simple relevant statement.	1 mark
Level 2	Two relevant points made.	2 marks
Level 3	Two or more relevant points made, with some explanation given, using beliefs / teachings.	3 marks
Level 4	Series of relevant points made, with some explanation which includes beliefs and teachings to show a clear understanding of the issue.	4 marks

Responses may legitimately discuss practical / spiritual help a religion gives to a couple, as well as the teachings about divorce. Accept and credit such responses.

Buddhism	Support of couples – good karma to help others; couple should try to work together to work out differences; divorce as a last resort to prevent suffering.
Christianity	Support couples via many means; role of vicar / priest in marriage counselling; Roman Catholic – no divorce, but allows annulment if applicable; Church of England – divorce as last resort, but up to individual vicar’s conscience; God hates divorce (Malachi).
Hinduism	Extended family means support to sort out problems; social stigma against marriage break-up, especially for women; divorce granted under Hindu law, though varies according to caste.
Islam	Extended family and arranged marriage systems mean families work to help couple; divorce as last resort; ‘of all lawful things, the one Allah hates most is divorce’ (Qur’an).
Judaism	Support for couples to sort out problems; role of rabbi in marriage counselling; availability of divorce.
Sikhism	Arranged marriage / extended family systems help to support couples; divorce allowable as conscience of couple is final arbiter for Sikhs.

(8 marks) AO2

(c) *Explain why some people choose not to get married.*

Target: To show understanding of why people choose not to marry

Levels of Response

0	No relevant detail.	0 marks
Level 1	Simple relevant statement.	1 mark
Level 2	Two simple ideas given, or one elaborated idea.	2 marks
Level 3	Series of ideas with some elaboration, one well elaborated idea.	3 marks
Level 4	Coherent response which gives several ideas with exemplification / elaboration.	4 marks

Expect generic discussion including pursuit of reasons such as – following career; prefer single lifestyle; commit to holy orders; have a vocation which excludes getting married out of fairness to another; never met the right person, so choose to stay single; expense; not sure about commitment for life.

(4 marks) AO1 / AO2

(d) *‘People who do not go to worship regularly should not marry in a religious building.’*

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

Target: Evaluation of whether religious ceremonies should be reserved for religious couples

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 different points of view expressed coherently.	5 marks

Responses may include:

Agree

The place and its symbolism is meaningless; promises aren’t as binding, because of no sense of God; it is hypocritical; it devalues the religiousness of the ceremony; people don’t understand the promises.

Disagree

Places of worship need to attract money to stay open – this is one way to do so; it might lead to more believers in the future; reinforces sense that God gave us marriage; makes the ceremony more special, and perhaps more binding; it is a personal decision; traditional; church should be open to everyone.

(5 marks) AO3