

Version 3.0



**General Certificate of Secondary Education  
June 2010**

**Religious Studies** **40551**

**Specification B**

**Unit 1 *Religion and Citizenship***

***Mark Scheme***

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the 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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## Methods of Marking

Difficulties may arise through the use of different methods of marking. It is, therefore, essential that, in fairness to 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. No half marks or bonus marks are to be used under any circumstances.
2. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
3. Do **not** credit material that is irrelevant to the question or to the objective, however impressive that material might be.
4. 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?'
5. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
6. Remember, the key to good and fair marking is **consistency**. Do **not** change your marking style once you have started sending scripts to AQA.

## Levels of Response Marking

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

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.

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

Quality of written communication will be assessed in the six marks AO2 answers.

## 1 Religion and Relationships

### 01 Give two purposes of marriage.

**Target: Knowledge of a religious understanding of the purpose of marriage**

**Candidates may include some of the following points:**

All religions see purpose of marriage in a similar way. All include faithfulness in commitment / companionship / caring and supporting / having children / legitimate focus for sexual instincts / provides opportunities for developing spiritual qualities.

One mark per reason to a maximum of 2.

**(2 marks) AO1**

### 02 Explain religious attitudes to sex before marriage.

**Target: Knowledge of religious attitudes to sex before marriage**

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks

**Candidates may include some of the following points:**

In general no religion is in favour of sex before marriage. It is forbidden in Judaism, Islam, Hinduism and Sikhism. It is wrong to risk pregnancy and becoming infected with STI's.

Not adultery.

**Buddhism** Sex before marriage is a cause of suffering because it is based on the desire for pleasure rather than base in love. The sex drive needs to be controlled as 'craving' can only lead to suffering, 'dukkha'.

**Christianity** Sex is the expression of what should be a deep, life-long commitment and loving union. It is a gift of God. Therefore sex before marriage is seen as wrong, as people can be used. In addition to risk pregnancy or STI's is irresponsible. 1 Corinthians 6 describes the body as a temple of the Holy Spirit and therefore worthy of special respect. Roman Catholic teaching says 'Every sexual act must be within the framework of marriage' (Castii Conubii). Church of England says that casual sex is wrong but it does recognise that couples in long term committed relationships do have sex before they marry.

**Hinduism** Teaches that sex outside of marriage is wrong as it can damage spiritual development. There are many religious stories that warn about unrestricted sexual activities.

**Islam** Sex before marriage is expressly forbidden in the Qur'an and is punishable by flogging. Sex is a gift from Allah and needs to be controlled, hence modest dress and avoidance of actions that lead others into sexual temptation.

**Judaism** Again it is expressly forbidden as it is thought to cheapen sex and lower a person’s self-respect. It is a wonderful gift but should be carried out only at the proper time and with proper intention.

**Sikhism:** Again expressly forbidden. Sikhs try to avoid things that might tempt them to have sex such as dancing with the opposite sex or mixing with them without a chaperone. Guru Granth Sahib teaches Sikhs to avoid things that produced evil thoughts in the mind.

**(4 marks) AO1**

**03 ‘Religious people who are married should not use contraception.’**

**What do you think? Explain your opinion.**

**Target: Evaluation of whether married religious people should use contraception**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons.	3 marks

**Candidate may include some of the following points:**

One of purposes of marriage is to have children, artificial contraception prevents this / artificial contraception may encourage the infidelity of a partner / Roman Catholic teaching says that every sexual act should have the possibility of creating new life / natural methods of contraception would be viewed as being acceptable as they do not remove the possibility of children / according to Islam, artificial contraception interferes with Allah’s plan.

Artificial contraception helps couples to plan families so that they can have them when they are in a position to provide financial and emotional security / allows them to limit the number of children meaning they are able to look after those they have / means mother’s health is less likely to be damaged by having babies year after year / prevents serious genetic disorders from being passed on and so prevents suffering / some religions, e.g. Sikhism, have no specific guidance and so tend to follow the society in which they live.

**(3 marks) AO2**

**04 Explain religious attitudes towards marrying someone of a different race.**

**Target: Knowledge of religious attitudes towards mixed race marriage**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks

**Candidates may include some of the following points:**

All religions believe all people are equal and no religion stops people from different races from marrying though some may discourage it / partners from different cultures may have different ideas about their responsibilities or how to raise children but these can usually be overcome. Couples may also face prejudice but this too can usually be overcome. Galatians 3<sup>28</sup> 'all are one in Christ Jesus – neither Jew nor Gentiles' / idea of ummah / brothers and sisters in the faith / Jews in time of Ezra encouraged to avoid mixed race marriage, this is no longer the attitude. Race doesn't matter but religion does, some credit.

**(3 marks) AO1**

## 05 'Religious people should never divorce.'

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

**Target: Evaluation of whether religious people should divorce**

Levels	Criteria	Marks	Quality of Written Communication
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 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.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	



**Candidates may include some of the following points:**

**Agree**

All religions see the ideal as marriage being a life-long commitment / promises are made before God and family to remain faithful and together until death / Roman Catholic position is marriage is a sacrament so can never be dissolved / Islam says that divorce is hateful to Allah / Hinduism frowns upon divorce and sees marriage as a normal stage of life / couples should seek counselling and support and be prepared to work at the relationship and overcome difficulties / divorce can affect children and may make it harder for them to respect or honour their parents.

**Other views**

Sometimes problems are too difficult to resolve such as repeated infidelity / abusive relationship goes against all religious teachings on love and mutual respect for each other / need to be realistic and recognise marriages fail due to fallen humanity / people's feelings change overtime and possibly couple fall out of love with each other / divorce sometimes the right thing to do as constant difficulties may impact upon any children / Buddhists sees divorce as the right thing to do in some cases as it may limit the harm and suffering done.

**(6 marks) AO2**

**2 Religion, Sport and Leisure**

**06 Give two reasons why healthy living is important.**

**Target: Understand why healthy living is important**

**Candidates may include some of the following points:**

Keeps people fit and active / helps prevent diseases caused by unhealthy lifestyle such as heart-attack and some cancers / only body we have so it is important to care for it / healthy body impacts on person's mental state, making them more confident / Christianity and Judaism see the body as made in the image of God and so not to look after it is disrespectful / Sikhism sees it as an insult to God not to look after the body / be a good role model to your children.

One mark per reason to a maximum of 2.

Relax – but would need some clarification / live longer / increased life expectancy.

**(2 marks) AO1**

**07 Explain the attitudes of religious believers to the use of leisure time.**

**Target: Understanding the attitudes of religious believers to the use of leisure time**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks

**Candidates may include some of the following points:**

Leisure allows opportunity for relaxation / relief of stress / provides opportunity to exercise / pursue hobbies and interests / pursue spiritual activities / spend time with family.

<b>Buddhism</b>	Sees it as being more important to cultivate a positive attitude in day to day life so that stress and anxiety can be reduced / the life story of the Buddha shows that leisure itself does not make people happy.
<b>Christianity</b>	Teaches that God created the world in six days and rested on the seventh / therefore day of rest divinely ordained / 'Leisure is good if used for the glory of God' (Methodist conference 1974) / 'Every society needs a day of rest and "re-creation..." (Church of England Board of Social Responsibility, 1985).
<b>Hinduism</b>	Sees leisure as contributing to one of the four main areas of Hindu life / each person should keep a balance between work and enjoyment / Hindu festivals are celebrations and times of leisure and enjoyment for all.
<b>Islam</b>	Sees leisure time as opportunity to develop spiritually / spend time with family and friends.
<b>Judaism</b>	When God stopped work on the Sabbath he created contentment, peace of mind and rest (Midrash) / day of rest seen as a time for spirituality but in high pressure society of today it is also recognised as an opportunity for relaxation / limits imposed on types of leisure activity undertaken / forbidden to take part in anything immodest or obscene / also forbidden from taking part in any cruel sports such as hunting.
<b>Sikhism</b>	Views leisure positively and sees it as something to be enjoyed / many take part in sport / go on holiday / best use of leisure time is meditation / limit imposed on activities as smoking, alcohol and gambling are all forbidden.

**(4 marks) AO1**

**08 ‘The best way to relax is to worship God.’**

**What do you think? Explain your opinion.**

**Target: Evaluation of whether the best way to relax is to worship God**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons.	3 marks

**Candidates may include some of the following points:**

Allows people to focus on something else / escape from pressures / problems / refocus and get things into perspective / opportunity for reflection.

Some worship may not be relaxing, possible example being charismatic worship / if worship is done in a religious building the travelling to / from it is time-consuming / may just add to the pressures / problem finding time to go / what if not religious? / or a Buddhist? / meditation can be very relaxing and does not need a religious focus to do it.

**(3 marks) AO2**

**09 Explain why some people say that sport has become a religion.**

**Target: Understanding of why sport is seen by some as a religion**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks

**Candidates may include some of the following points:**

Some fans are obsessed with their heroes to the point of almost worshipping them / collecting memorabilia, e.g. signed shirts, photos, autographs / see certain sports venues as being like a place of pilgrimage / the media often adds to this in its description of venues / supporters have their own songs they sing in support of the team and rituals they follow / supporters will wear clothes and have symbols associated with their team / many parallels in the way supporters follow a sporting team with the way believers may follow a religion.

**(3 marks) AO1**

**10 ‘People who use performance enhancing drugs should be banned for life from taking part in sport.’**

**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 users of performance enhancing drugs should be banned for life from sport**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 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.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

**Candidates may include some of the following points:**

**Agree**

Using performance enhancing drugs is cheating / unfair on those who do not use them / gives an unfair advantage to users / dishonest / morally wrong / use of drugs against religious teachings, e.g. Christianity says that the body is a temple of the Holy Spirit / Islam says Allah created the body and so it is His and should not be polluted / dishonouring to God / Allah, etc.

**Other views**

Some performance enhancing drugs may be taken by accident, e.g. through cold remedies / should people be punished for genuine mistake / some people may take them due to peer pressure for example at the gym / does it matter if it is a non-competitive sport? / bodybuilders are not banned from using prescribed steroids / forgiveness is part of all religions / person may be genuinely repentant / people do change / people do not get life sentences for crimes which have a far greater impact on people.

**(6 marks) AO2**

**3 Religion and Work**

**11 Give two reasons why a person might be unemployed.**

**Target: Knowledge of causes of unemployment**

**Candidates may include some of the following points:**

People have been sacked from their job / made redundant due to recession - cut backs at the company / only employed on a temporary contract / seasonal employment that has come to an end / lack of training in new technologies / cannot be bothered to find a job / would lose more in benefits than they could earn if they went out to work / lack of suitable qualifications / too old / recession / no suitable child care (rather than looking after children) / criminal record.

Not - retired.

One mark per reason to a maximum of 2.

**(2 marks) AO1**

**12 Describe the work of a religious voluntary organisation.**

**Target: Knowledge of the work done by a religious voluntary organisation**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks

Candidates may choose any relevant example of a local or national organisation however, the focus of the answer must be on the work of the organisation, e.g. World Jewish Relief / Muslim Aid / The Salvation Army, local church groups working with the housebound and elderly or young people, etc.

Not – Oxfam, etc. as not religious organisation.

No mark should be given for naming the religious organisation.

**(4 marks) AO1**

**13 ‘Religious believers should always pay their employees more than the minimum wage.’**

**What do you think? Explain your opinion.**

**Target: Evaluation of whether religious believers have a responsibility to help others by paying higher wages**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons.	3 marks

**Candidates may include some of the following points:**

Minimum wage does not allow families to live well / minimum wage jobs often done by the people most in need so by paying a higher wage it is helping the poorer members of society / religious duty to help and support those who are poor / paying good wages shows employer values and cares for employees / provides a good witness to the faith of the employer / ‘Do unto others...’ / ‘Love your neighbour as you love yourself.’

Businesses are not charities / difficult to survive in economic climate so if wages are too high then business may be lost / company loses business then employer will need to make people redundant causing more people to be in financial difficulties / job might only be worth the minimum wage.

**(3 marks) AO2**

**14 Explain why religious believers should pay taxes.**

**Target: Understanding of religious believers attitudes to the paying of taxes**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks

**Candidates may include some of the following information:**

Taxes are used to provide services such as health care and education / without these only the rich would be able to afford healthcare and education / increase in injustice in society / Old Testament prophets talk about social justice and caring for the most vulnerable in society / parables of the Good Samaritan and the Sheep and the Goats also teach Christians about caring for the weakest in society / Islam, ‘He is not a believer who eats whilst his brother goes hungry’ (Hadith) / Money donated by religious believers would have to increase substantially if it was to support all those in need / people have a moral duty to contribute to help those in need whether religious or not, taxes allow this to happen / should pay as they work like everybody else – shouldn’t have special rights just because they are believers.

Some may argue that people should have a say in where their money goes for example a Quaker may not want any of their taxes to be used to pay for armaments.

**(3 marks) AO1**

15 ‘Religious believers should earn money in whatever way they can.’

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

Target: Evaluation of whether religious believers should earn money in whatever way they can

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	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.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 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.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	



**Candidate may include some of the following points:**

**Agree**

Work is viewed as a duty / punishment / all religions expect believers to work to support themselves and their families / 'Work is better than idleness' (Bhagavad Gita 3:8) / 'No one eats better food than that which they have earned by their own labours' (Hadith) / 'It is better that a person should take a rope and bring a bundle of wood on his back to sell so that Allah may preserve his honour, than that he should beg from people.' (Hadith) / Adam told 'By the sweat of his brow' (Genesis 3:19) / Jesus worked as a carpenter.

**Other views**

Money should be earned in reputable ways / all religions frown on gaining money through gambling, prostitution / arms trade / Islam does not permit earning money through charging other people interest / pursuit of money to exclusion of other things is seen as wrong as it removes a believer's focus from God, e.g. 'The love of money is the root of all kinds of evil' (1 Timothy 6:10).

**(6 marks) AO2**

**4 Religion and the Multicultural Society**

**16 Give two reasons why some people come to live in the United Kingdom.**

**Target: Knowledge of the reasons for immigration to the UK**

**Candidates may include some of the following points:**

University / Fleeing from persecution / fleeing from natural disasters / seeking political asylum / married to a UK citizen / have relatives in the UK / got a job in the UK / find a job, e.g. EU people / seeking a better life / more stable country or government.

One mark per reason to a maximum of 2.

**(2 marks) AO1**

**17 Explain the attitudes of religious believers to multiculturalism.**

**Target: Understanding of the attitudes of believers to multiculturalism**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks

**Candidates may include some of the following points:**

All religions work to promote harmony and understanding within a multicultural society / Christianity and Islam have members from many different nations and hence cultures / Hinduism mainly found in India but it too has a variety of cultures as there are many ethnic groups within India / all religions oppose prejudice on grounds of race / cultural background and work to overcome it / humans can be traced back to Adam and Eve so are all brothers and sisters (Judaism / Christianity) / learn more about different cultures, food, music, clothing, etc. However, some believers keen not to have influences 'water down' their faith... etc.

**(4 marks) AO1**

**18 ‘In a multicultural society all religious festivals should be holidays.’**

**What do you think? Explain your opinion.**

**Target: Evaluation of whether in a multicultural society all religious festivals should be holidays**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons.	3 marks

**Candidates may include some of the following points:**

Multicultural society should not favour one religion over another / discriminatory if one is favoured over others / people enjoy celebrations / allows people to find out more about others’ beliefs and practices.

Too many religious holidays in the year / cause of confusion as many holy days move dates from one year to the next / makes business less productive as time is lost to holidays / not all holy days may be suitable for observance by the whole of society / what if not religious? / point of the festival lost if people just have time off without knowing why, e.g. surveys suggest many people in Britain do not know the religious reason behind the Easter holiday.

**(3 marks) AO2**

**19 Explain how celebrating a religious festival might help to strengthen community relations.**

**Target: Understand how community relations could be strengthened through celebrating religious festivals**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks

**Candidates may include some of the following points:**

Religious celebration provides opportunities for people to join together / find out about each others’ cultures / allows people to share with neighbours and get to know them better / shared experiences and enjoyment / more likely to offer support to each other after the event as they know each other and so helps strengthen community ties / often collections such as food parcels given at festival times shared round whole community not just in the faith community.

**(3 marks) AO1**

## 20 'Religious believers should be involved in politics.'

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

**Target: Evaluation of whether a religious believer should be involved in politics**

Levels	Criteria	Marks	Quality of Written Communication
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 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.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

**Candidates may include some of the following points:**

**Agree**

Most religions are concerned with justice and peace and morality / see it as a duty to speak out on behalf of those who would otherwise not be heard / politics allows voice to the minority / some countries already have religious rules and rulers, e.g. Shar'iah law / Britain has bishops in the House of Lords / Romans 13 – authorities from God so involvement in politics is acting as God's servant.

**Other views**

Religious believers may use politics to pursue their own agenda, for example, abortion debate / sometimes believers may vote to block legislation that is against their beliefs but which the Government was elected to enact / could result in prejudice and discrimination / some may argue that religion is a personal and spiritual issue that has nothing to do with the day to day running of society.

**(6 marks) AO2**

**5 Religion and Identity**

**21 Give two sources which might help a religious believer to know the right thing to do.**

**Target: Knowledge of sources of decision making for a religious believer**

**Candidates may include two of the following:**

Holy Books, including named examples / religious leaders, including named examples / conscience / prayer / experience / Holy Spirit / God / parents / friends / the law / reason.

One mark for each correct answer to a maximum of two.

**(2 marks) AO1**

**22 Explain what religious people believe about the purpose of life.**

**Target: Understanding of what religious believers believe about the purpose of life**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks

**Candidates may include some of the following points:**

All religions teach that we are on earth to grow spiritually, not just physically / we are here to do more than just exist / all religions see a purpose of life as being to serve others within the community either as a result of the teachings of God / Allah, etc. or as a way of building up good karma / Buddhism sees purpose of life as to give up craving and break out of the cycle of rebirth that constant craving leads to / Christianity sees the purpose of life as to become 'Christ like' / serving others / spreading the Gospel / prepare for Heaven / Hinduism sees the purpose as to build up good karma to enjoy a better re-incarnation and to eventually break out of the cycle of re-birth and become one with Brahman / Islam sees the purpose as to do the will of Allah / through keeping the five pillars of faith / submitting to his will / Judaism sees the purpose as serving God through living a life pleasing to Him / living by the laws and guidance contained in the Torah / Sikhism sees the purpose as becoming God-centred through worship and meditation / allowing self-centredness to be replaced.

**(4 marks) AO1**

**23 ‘Religious identity should be more important than national identity to a religious believer.’**

**What do you think? Explain your opinion.**

**Target: Evaluation of whether religious identity should be more important than national identity to a religious believer**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons.	3 marks

**Candidates may include some of the following points:**

Religion is a major part of many people’s lives / more conscious of it than their national identity / some religions, e.g. Islam see ummah (brotherhood) as the most important / religion crosses national boundaries / some religious people reject national identity as they do not like what it represents, e.g. in situations where minorities are being persecuted.

People have varying degrees of commitment and may identify more with their national identity than their religious one depending on the situation / some may reject their religion over how it deals with situations, e.g. secular Jews in Israel who do not identify with the religious stance taken over Palestine / wars have been fought between nations of the same religion where the national identity has been more important, e.g. WW2 and Iran / Iraq war, etc.

**(3 marks) AO2**

**24 Explain how religious believers might show commitment to their religion.**

**Target: Knowledge of how a believer might show commitment to their religion**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks

**Candidates may include some of the following points:**

Through initiation ceremony to full membership of the community, e.g. Confirmation / Bar(Bat) Mitzvah / Sacred Thread ceremony, etc. / through following the rules of the community in what they eat / attendance at worship / involvement in community activities / telling people about their faith / wearing of special clothes and / or symbols of the faith, e.g. 5Ks.

**(3 marks) AO 1**

## 25 'Human beings are not special.'

**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 humanity is special**

Levels	Criteria	Marks	Quality of Written Communication
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 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.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

**Candidates may include some of the following points:**

**Agree**

Humans result of evolution / closely related to primates / genetically very similar to other creatures / product of chance / who would have created humans? / if God created humans, who created God?

**Other views**

Religions teach human life is special / sacred / 'made in the image of God / pinnacle of creation / Genesis – Humans created 'It was very good' / experience emotions that other creatures appear not to / show remorse / conscience / appear to need a relationship with God (gods) / search for enlightenment.

**(6 marks) AO2**

**6 Religion and Human Rights**

**26 Explain briefly what is meant by ‘human rights’.**

**Target: Understanding of the meaning of the term ‘human rights’**

The things that all humans should be allowed to have in order to live a fulfilled life.  
Basic rights we have as humans – 1 mark.

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

**(2 marks) AO1**

**27 Describe either a local or a national human rights issue that you have studied.**

**Target: Understanding a local or national human rights issue**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks

Candidates may choose any relevant example, local or national, that they have studied.  
The Human Rights issue needs to be made clear.

Candidates may choose a historical issue, e.g. slavery. Credit answers that have either a breadth or a depth of response.

**(4 marks) AO1**

**28 ‘Religious believers should never use violence when protesting.’**

**What do you think? Explain your opinion.**

**Target: Evaluation of whether religious believers should use violence when protesting**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons.	3 marks

**Candidates may include some of the following points:**

Religions teach respect for the law / religions are peaceful / believers should follow example of their leaders / violence only leads to more violence / example of believers who were successful with their protests but did not use violence, e.g. Gandhi, Martin Luther King / Desmond Tutu.

May be justified in some situations, for example, protecting the religion / all peaceful means have resulted in no action / example of some religious leaders, e.g. Jesus overturning the tables in the Temple.

**(3 marks) AO2**



**29 Explain religious attitudes to keeping the law.**

**Target: Knowledge of religious attitudes to keeping the law**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks

**Candidates may include some of the following points:**

All religions believe the law should be respected / breaking the law could result in lawlessness and eventually anarchy / law is there for our protection / Christianity, Romans 13<sup>1</sup> 'Everyone must obey the state authorities because no authority exists without God's permission' / law should be upheld to ensure justice and equality / idea of strict justice within Islam / recognise that sometimes there are bad laws, e.g. apartheid and so will campaign to change them / sometimes a law may be against religious teaching then believers could break it but would have to be prepared to face the consequences.

**(3 marks) AO1**

**30 'If everybody was religious, there would be no need for the United Nations Declaration of Human Rights.'**

**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 the UNDHR would be needed if everybody was religious**

Levels	Criteria	Marks	Quality of Written Communication
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 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.
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

**Candidates may include some of the following points:**

**Agree**

All major religions believe in the importance and dignity of humans / as creations of God / therefore special / many religious beliefs are reflected in the UNDHR, e.g. justice / equality / right to practise religion / right to life / right to marry / education / health.

**Other views**

UNDHR enshrines some rights that are not necessarily supported by religions / everyone has the right to freedom of thought / freedom of expression / right not to practise a religion / to change religion / all are born free and equal in dignity but some religious people would not apply this to, for example, homosexuals. Religions are followed by humans therefore open to being corrupted / possible rules could be introduced by religions that would limit people's freedoms.

**(6 marks) AO2**

