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**General Certificate of Secondary Education
June 2010**

Religious Studies

40553

Specification B

Unit 3 *Religion and Morality*

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

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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 Religious Attitudes to Matters of Life (Medical Ethics)

01 What is meant by the initials AIH?

Target: Knowledge of a specialist term

Artificial Insemination by Husband.

(1 mark) AO1

02 Explain briefly two reasons why religious believers might agree with the use of fertility treatment.

Target: To explain two reasons why a religious person might agree with fertility treatment

Candidates may include two of the following points:

Allows childless couples to have a family / children are a gift from God / right to a family / God has inspired the inventing of the technology that allows it / allows good parents to use parenting skills / allow gay couples to have children.

Allow one mark for each of two reasons and one mark for development of each reason.

(4 marks) AO1

03 ‘Religious believers should support medical experiments on humans.’

What do you think? Explain your opinion.

Target: Evaluation of whether religious believers should support medical experiments on humans

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

Candidates may include some of the following points:

Helps scientists to develop treatment and cures / human experimentation is the final stage so it is almost certainly safe / furthers scientific knowledge / good stewardship / selfless act for others / helps further sanctity of life and ensures better quality of life for those healed.

Potentially harmful / could offend against sanctity of life and quality of life of those tested on / misuse of our bodies if done for profit / no need for such testing / delays marketing and use of potentially life saving drugs.

Allow references to embryology or cloning.

(3 marks) AO2

04 Explain religious attitudes towards transplant surgery.

Target: Explanation of religious attitudes to transplant surgery.

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:

It is likely that many answers will focus on saving life and sanctity of life / the idea that God gave us the ability and technology to perform transplants / link between selfless act of giving and reward after death.

Buddhism Believe in relief of suffering but leave believers to make up their own mind according to their conscience / acts of compassion highly valued / links to 8 step path and 5 precepts which are applied to topic / human life is rare so must be preserved at all costs / ideas of samsara (life, death, rebirth).

Christianity Seen by most as gift of life from one person to another to better a human life / an opportunity to show love to others / act of charity / link to Jesus' teaching, e.g. love neighbour / enemy; what you did for others you did for me; treat others how you would like to be treated, etc. / God creates life and we have a special relationship with him so we should preserve life.

Hinduism Allowed if it relieves the suffering of others / up to individual to decide / life is valuable because Brahman is in every living creature and working his will through humans including scientists and doctors / ahimsa (non-injury) and quest for Moksha (liberation) is important / transplant playing part in some Hindu myths, e.g. Ganesha's elephant head.

Islam "If anyone has saved a life, it would be as if he had saved the life of the whole of mankind" – (Qur'an) / organs used must be freely given by the donor's permission only / body parts must not be sold / animal organs can be used / some unease about desecration of the body but transplant is seen as lesser of two evils.

Judaism Donation of organs is a duty to save life / link to teachings on sanctity of life etc / some uneasy with taking organs from the dead / saving life is paramount / humans are gifts from God and precious to him.

Sikhism God creates life with a "divine spark" (soul) in us / this is part of God and will be reabsorbed into him / transplant is acceptable as an act of kindness but no financial reward should be gained.

(4 marks) AO1

05 'Religion tells us all that we need to know about matters of life.'

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

Target: Evaluation of whether religion tells us all we need to know about matters of life

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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	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	

Candidates may include some of the following points:

Agree

God is in overall control of life and most knowledgeable / religion answers higher level 'why' questions rather than 'how' questions / God created life / religious leaders inspired by God to pass on His message.

Other views

Religion talks of spiritual things, not real life / science actively pursues knowledge / mankind is constantly developing new skills enabling people to do things to progress life / other areas of study focus on investigating and proving theories, religion just promotes a particular way of life / more concerned about death than life.

(6 marks) AO2

2 Religious Attitudes to the Elderly and Death.

06 What is ageism?

Target: Definition of a technical term

Prejudice and discrimination against the elderly.

(1 mark) AO1

07 Explain briefly two reasons why some religious believers think that the elderly should be cared for by their families.

Target: Understanding of two reasons why believers think the elderly should be cared for by their families

Candidates may include some of the following points:

Religious (or secular) duty / 'Respect father and mother' – Ten Commandments / gratitude for upbringing / extended family is strong social unit / cultural expectations / wisdom of the elderly is valued and respected / nobody else to do it / less strain on social services / cheaper.

Allow one mark for each of two reasons and one mark for development of each reason.

(4 marks) AO1

08 'Religion provides support for the elderly.'

What do you think? Explain your opinion.

Target: Evaluation of whether religion provides support for the elderly

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

Candidates may include some of the following points:

Religion provides teaching about life after death / religion gives people a duty to value and respect the elderly / many examples of elderly people in Holy Books who made a contribution / general moral teachings about loving neighbour, etc. / attending worship provides companionship with other people.

Only provides support if the elderly believe in religion / could cause anger if elderly are suffering and perceive it as God's fault / potential discomfort caused by believing in life after death but realising this may not be good for them, e.g. sinners / only provides support if the elderly accept it.

(3 marks) AO2

09 Hospices care for the dying and support their families. Explain religious attitudes towards hospices.

Target: Knowledge of religious attitudes to hospices

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:

It is likely that answers will focus on ideas about hospices being better than euthanasia linked to the idea that murder is forbidden in all religions / teachings from any religions about caring rather than harming / hospices prepare patients for death and life after death whatever that entails (heaven and hell, reincarnation, rebirth) / efforts to reduce pain are a loving thing to do through right motives / hospices help families through respite care.

Focus on hospice care could be either care of the dying, support for families or both.

(4 marks) AO1

10 ‘People should not be kept alive by artificial means.’

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

Target: Evaluation of continuation of life by artificial means

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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	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	

Candidates may include some of the following points:

Agree

Only God should be in control of life and death / when your time comes, nothing should stand in the way of death / some people want to die naturally and should be allowed to / keeping people alive delays next life which may be better / keeping people alive may cause more distress to families / value of life / un-natural / chance of complete recovery.

Other views

Life is sacred and should be maintained / God gave us the technology and we should use it / most loving thing to do because it prevents suffering / if quality of life is poor, it should be ended

Allow reference to any medical intervention including life saving drugs/pacemakers.

(6 marks) AO2

3 Religious Attitudes to Drug Abuse.

11 Name an illegal drug.

Target: Knowledge of identification of an illegal drug

Heroin, Ecstasy, LSD, Cocaine, Crack Cocaine, Amphetamines, Speed, Cannabis, Anabolic Steroids, Tranquilisers, Temazepan, etc. Accept 'slang terms', e.g. Charlie, pot, smack.

(1 mark) AO1

12 Explain briefly two reasons why religious believers think that taking illegal drugs is wrong.

Target: Understanding of reasons why believers think taking illegal drugs is wrong

Candidates may include some of the following points:

Harmful to the mind and body created by God / illegal and God influences lawmakers / damages families / leads to crime / can cause death / religious experiences are better than drug induced ones.

Allow one mark for each of two reasons and one mark for development of each reason.

(4 marks) AO1

13 'Religious believers should only use medically prescribed drugs.'

What do you think? Explain your opinion.

Target: Evaluation of whether religious believers should only use medically prescribed drugs

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

Candidates may include some of the following points:

All religions permit the taking of medically prescribed drugs / they are legal so religions are happy with this / intention of taking them is to do good not harm / ideas of sanctity and quality of life / God inspired scientists to invent medically prescribed drugs / most come from natural sources / they are taken under medical supervision and therefore safer

Some concern about testing on animals in development of the drugs / taking medically prescribed drugs is unnatural and may be against God's wishes / should rely on God for healing / earlier death would help to reduce overpopulation and pension requirement / could use complementary medicines / over the counter medicines deal with minor ailments / possible side effects if drugs are not medically prescribed.

Allow discussion on recreational drugs, including caffeine.

(3 marks) AO2

14 Explain religious attitudes towards drinking alcohol.

Target: Knowledge of religious attitudes towards drinking alcohol

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:

It is likely that most answers will focus on the health aspect but **for good development** this should be linked to the value of life as taught by religions. Financial aspects may also be mentioned but again **for good development** they must justify their comments by referring to ways of spending money that their religion would approve of, e.g. for the needy and / or refer to money being God given for his purpose. Actions performed under the influence of alcohol, e.g. violence drink driving must be put in context of religious teaching, e.g. do not kill, violence is against will of God, obey state authorities, etc.

Buddhism Alcohol can damage the body, clouds the mind and is a retreat from truth / prevents effective meditation / craving is bad / against 5th precept / harms others / wrong choice to make / Sigolavada Sutta in Pali Canon gives six dangers of alcohol (loss of wealth increased arguing, disease, loss of character, immoral behaviour, lessening of intelligence). But some Buddhists drink in moderation.

Christianity Body is “Temple of the Holy Spirit” and should not be abused / alcohol is bad stewardship of our bodies / addiction is harmful to self and others / Salvation Army and Methodists discourage alcohol / St Paul wrote “the right thing to do is to keep from drinking wine” / “Do not get drunk with wine which will only ruin you” / several references in Proverbs to abuse of alcohol / Jesus drank alcohol and instructed Christians to drink wine at Holy Communion / Church of England and Roman Catholic (and others) allow it in moderation / use in some Christian festivals / abstention is not official Christian practice / wine is given by God to ‘gladden the heart of man’ (Psalm 104¹⁵) / take a little wine for your health (1 Timothy chapter 5²³).

Hinduism Alcohol abuse is wrong because it causes loss of control and evil doing / clouds the mind and leads to addiction which is bad / “all those that produce intoxicants are to be forbidden by those who desire spiritual rewards” (Manusmriti) / “In the first place, the mind of a drunken person becomes confused, then the confused mind commits sins. Those stupid people fall into Hell (Arthashastra of Kautilya) / alcohol not bad in itself, just in its abuse so some Hindus agree to consumption in moderation / sadhus make use of alcohol.

- Islam** The Qur'an forbids alcohol because it is addictive and harms Allah's creation / "do not contribute to your own destruction" (Qur'an 2:195) / Muslims are not owners of their bodies (Allah is) so they have a duty to avoid intoxicants or poisons / alcohol causes loss of faculties which can lead to being unable to fulfil responsibilities and take mind off Allah / Muhammad had personal experience of drunkenness of others in Makkah.
- Judaism** Alcohol is allowed but not to excess because it potentially harms the body / alcohol clouds judgement so the Talmud prohibits Rabbis giving judgement if they have been drinking alcohol / wine is used in Shabbat / festivals especially Purim / no celebration without wine / use in marriage ceremony and some other worship / wine is given by God to 'gladden the heart of man' (Psalm 104¹⁵) / excess alcohol causes people to do what they wouldn't normally do and takes mind off God.
- Sikhism** Alcohol is one of the prohibitions (Kurahits) / minds should not be clouded by alcohol / body is a Holy Temple which should not be damaged / alcohol abuse can hurt the family / Reht Maryada and Guru Granth Sahib forbid alcohol / 'money should not be spent on things such as gambling and drinking' (Guru Granth Sahib 914).
- (4 marks) AO1**

15 'People should take illegal drugs if they want to.'

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

Target: Evaluation of whether people should take drugs

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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	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	

Candidates may include some of the following points:

Agree

Freedom of choice / free will / drugs are natural and thus provided by God (argument in favour of cannabis) / religious people should be allowed to do what others do and some take drugs.

Other views

They are harmful to individual and society / negative effect on the mind and body / illegal / negative effect on society in obtaining money for drugs / cause problems in families / specifically forbidden in religious teachings / all of the above are against religious principles of harming self and others / setting bad example.

(6 marks) AO2

4 Religious Attitudes to Crime and Punishment

16 What is meant by the word ‘crime’?

Target: Definition of technical term

A breach of state law.

(1 mark) AO1

17 Explain briefly two reasons why religious believers think that crime against property is wrong.

Target: Understanding why religious believers think that crime against property is wrong

Candidates may include some of the following points:

Against the Law which is given by God / property is owned by people so it is a crime against them / destructive rather than creative / causes grief and upset to the victim who is often vulnerable / any religious teaching that opposes harming people / increases insurance premiums for all / instruction to obey the law of the land you live in / damaged or stolen items must be repaired or replaced.

Allow one mark for each of two reasons and one mark for development of each reason.

(4 marks) AO1

18 ‘Religious believers should try to improve prison life.’

What do you think? Explain your opinion.

Target: Evaluation of role of religious people in prison reform

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

Candidates may include some of the following points:

Responsibility to care for all people, including prisoners / opportunity to reform / include any social teaching about treating people well / creation of a better society / follow example of great religious reformers, e.g. Elizabeth Fry.

Prisons should not be made better because they are for punishment / too soft already / God would want punishment to be meaningful for deterrence, protection.

(3 marks) AO2

19 Explain religious attitudes towards the death penalty.

Target: Knowledge of religious attitudes to the death penalty

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:

Answers may focus on: offenders get what they deserve / 'eye for eye...life for life' / protects society from re-offending / deterrence / cheaper than prison / wrong to kill / sanctity and value of life / not up to us to judge.

Buddhism	The ideal way of punishment is to assist reform to improve karma / people should be punished to protect others and themselves / loving kindness (metta) and compassion (karuna) should be shown to the criminal so execution is unacceptable as nothing can excuse the taking of life / first precept is against execution (and also murder) / retribution is seen to be wrong / ideas about importance of life / teachings on karma and selflessness would lead to less readiness to blame individuals / some Buddhists argue that the existence of capital punishment provides a deterrent.
Christianity	Forgiveness and punishment go together / reform and reconciliation are important / prison achieves the above but execution does not / "eye for eye; a life for a life" opposed by Jesus but some Christians accept it / sanctity of life against murder and execution / good conquers evil / society should be protected from criminals / chaplains appointed to help prisoners cope with prison and to reform criminals / executing could kill an innocent person / Pope John Paul did not rule out execution when absolutely necessary to defend society.
Hinduism	The law should protect people so they can carry out their dharma (duty) / lower castes were punished more severely including capital punishment / karmic effects / "great criminals should all be put to death" (Vishnusmriti 5:1 / death penalty still exists in India / Gandhi opposed execution (ahimsa) / Brahmins cannot be executed / most important purpose of dandha (punishment) is reformation.
Islam	Shari'ah law is fundamental to Muslims / justice must be seen to be done / death sentence can be downgraded to prison as an act of mercy or for compensation / Qur'an specifies execution for murder / only Allah can forgive / deterrence and protection are important aims / Muhammad accepted "a life for a life".

Judaism Death penalty not supported in Israel as it does not give a chance for repentance / God will forgive a penitent murderer / prevention and rehabilitation are important / prison protects society / Torah allows execution but only if two people witness the murder / threat of execution is a deterrent / “eye for eye” is about fair justice not retribution.

Sikhism Karmic effects / forgiveness and reform encouraged / Sikh teaching opposes capital punishment although some believe the threat is a deterrent / prison is supported to protect society.

(4 marks) AO1

20 ‘Young offenders should be helped, not punished.’

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

Target: Evaluation of treatment of young offenders

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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	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	

Candidates may include some of the following points:

Agree

Helping young offenders may prevent reoffending / humane way to treat a person / offending may be due to bad parenting so young offender not wholly responsible / custodial sentence may make offender worse / any religious teaching about treating people well (love neighbour etc) / God will punish instead.

Other views

Punishment provides deterrence / society is protected / vindicates law / provides reparation / fear may prevent reoffending / God punishes so we should as well / 'spare the rod, spoil the child' / 'eye for eye', etc. / offenders learn more through punishment than kindness.

Credit ideas supporting the opinion that punishment can be seen as helping offenders.

(6 marks) AO2

5 Religious Attitudes to Rich and Poor in British Society.

21 Give one way a person might become rich.

Target: Knowledge of how people become rich

Candidates may include some of the following points:

Born into wealthy family / marriage / gifts / gambling / investment / talent / work / saving / spiritual riches. Accept an example of illegal activity that can lead to riches.

(1 mark) AO1

22 'Religious people should not be rich.'

What do you think? Explain your opinion.

Target: Evaluation of whether religious people should be rich

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

Candidates may include some of the following points:

Riches are proper rewards for hard work / riches allow religious people to help others / there is nothing wrong with being rich / some religious leaders are rich so rich religious people are following their example / riches come from God.

Religious teachings guard against wealth (Parable of rich fool; Buddha renounced riches, etc) / riches should be shared with the poor / spiritual riches are more important than physical ones / riches can adversely affect afterlife.

Allow rich to be interpreted as spiritually rich.

(3 marks) AO2

23 Explain briefly two causes of poverty in British society.

Target: Knowledge of causes of poverty

Candidates may include some of the following points:

Unemployment / low wages / wasteful spending / debt / homelessness / laziness / gambling / lack of education / family situation / addiction / illness, etc.

Allow one mark for each of two reasons and one mark for development of each reason.

(4 marks) AO1

24 Explain religious attitudes towards the poor in British society.

Target: Knowledge of religious attitudes to the poor

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:

Along with religious teachings about the poor, many will write about the religious obligation to help the poor, especially for the rich to do this. This is acceptable and is reflected in the religious teaching below.

Buddhism Craving wealth is obstacle to spiritual enlightenment / extremes of poverty have to be avoided (the middle way) so rich should help the poor to build their own karma / poverty may be result of previous lives / Buddha gave up riches / Buddhists should work in line with 8 fold path / ascetics, monks and nuns are respected for giving up possessions / in Mahayana Buddhism, generosity is one of the six perfections.

Christianity Poor will always be with us so they should be helped as part of Christian duty which will help to build riches in heaven / Jesus told rich man to sell his possessions and give proceeds to the poor and early church did this / better to build riches in heaven rather than on earth / Christians have responsibility to help others, especially the poor / parable of the sheep and goats – refusing to help needy is refusing to help Jesus / God gives talents to everyone which should be developed to earn money / Salvation Army good example of denomination that helps poor / “love of money is the root of all evil” (1 Timothy 6¹⁰).

- Hinduism** Poverty may be the result of bad karma – however, the poor should be given help although some in India treat poverty as a punishment / the poor can build good karma for future advancement / caste system that created massive underclass is now illegal / Gandhi made himself poor and some have followed his example / Hindus encouraged to use money for their families needs in the first instance with remainder going to local poor / good karma is built by helping poor / before midday meal many Hindus give food to a needy person / sacrificial giving brings unseen merit / up to 10% of income should be given to facilities for community, temples or charity.
- Islam** Wealth comes from Allah and its value is in the good it can do, rather than what it is, so the poor should be helped / families are encouraged to help the poorer members / poverty could be seen as a test from Allah / Allah expects Muslims to be charitable and help the poor / “He who eats and drinks while his brother goes hungry is not one of us” (Hadith) / Zakah (2.5% of surplus income to poor) is one of 5 pillars / voluntary giving (sadaqah) is encouraged / Allah gives wealth so should decide on use, i.e. for family and community.
- Judaism** Wealth is a sign of God’s blessing but should be used for the whole community / the poor should be helped by the wealthy – this is a requirement from God / greed, selfishness and exploiting others are dangers of wealth so it should be used wisely / one tenth of income should be given to poor (tzedakah) / tzedakah belongs to poor and not giving it is seen as robbing the poor / any Jew (poor or rich) worldwide has right to live in Israel where they will be supported.
- Sikhism** Poverty can be seen as a result of bad karma / Sikhs opposed the caste system which exploited the poor / langar provides free food for everybody and all are welcome in Gurdwara / three duties for a Sikh are pray, work, give / “Blessed is the godly person and the riches they possess because they can be used for charitable purposes” (Guru Amar Das) / expectation to give at least one tenth (daswandh) of their income, not necessarily money but food for langar / inheriting wealth is reward from previous life but should be used for others / Vand Chhakna is charity giving.

(4 marks) AO1

25 'Religious believers should not take part in lotteries.'

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

Target: Evaluation of whether religious people should take part in lotteries

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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	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	

Candidates may include some of the following points:

Agree

Gambling is wrong or undesirable in all religions except most Christian denominations / lotteries are based on greed which religion opposes / money should be used for benefit of the family and society not in the forlorn hope of winning more / good causes would benefit from whole amount being given rather than gambled on lotteries / lotto is seen as extra voluntary tax paid mainly by the poor / risk of unsuitable winner (rapist, prisoner, etc.) / money should be earned by doing positive work for society rather than won / many big winners cannot cope with sudden riches.

Other views

Good causes benefit from lottery funding, including Christian places of worship under heritage funding from lotto / tickets are usually affordable / no-one is forced to play lotteries / proportion of jackpot winnings can be given to the poor / winning lotteries can be seen as God providing / bit of fun.

(6 marks) AO2

6 Religious Attitudes to World Poverty

26 Name a religious organisation that helps to reduce suffering caused by world poverty.

Target: Knowledge of a religious organisation that helps to reduce suffering caused by world poverty

Allow any religious organization, e.g. Christian Aid, CAFOD, Islamic Relief, Muslim Aid, World Jewish Relief, Tear Fund, World Vision, etc.

If the organisation is not a religious one, e.g. Oxfam, Save the Children, no mark can be given.

(1 mark) AO1

27 Describe the work of this religious organisation.

Target: Knowledge of the work of a religious organisation

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:

Credit information that is relevant to the work of such an organisation including emergency aid and projects linked to long term development.

(4 marks) AO1

28 ‘Religious people should buy ‘fairtrade’ products.’

What do you think? Explain your opinion.

Target: Evaluation of buying fair trade products

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

Candidates may include some of the following points:

Fair trade products reward producers properly / help development of region or country / sustainable development / quality products / promotes justice, etc.

More expensive / further disadvantages workers for non-fairtrade producers / market should encourage entirely free trade / prefer other brands.

(3 marks) AO2

29 Explain briefly two reasons why a religious believer may care for the poor in other countries.

Target: Explanation of reasons for caring for the poor

Candidates may include some of the following points:

Religious teaching (accept any about helping the poor, love neighbour, etc.) / compassion / all share common humanity / prevent death, disease, starvation, etc. / justice / stewardship.

Allow one mark for each of two reasons and one mark for development of each reason.

(4 marks) AO1

30 'The debts of all poor countries should be cancelled.'

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

Target: Evaluation of whether debts of poor countries should be cancelled

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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	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	

Candidates may include some of the following points:

Agree

A just thing to do / would reflect religious teachings on use of money / duty to help poor / would enable poor countries to be less dependent on rich countries / would free up money for the poor country to use for its own people / ideas of one world that should exist in harmony / teaching in Torah that debts should be written off every seven years (Deuteronomy chapter 15¹).

Other views

Some debts have built up through unwise use of money (e.g. war) / free market economics / what about countries that are only just outside 'poor' classification? / may encourage poor countries to incur further debt in the expectation it doesn't need to be paid off (poor stewardship of money) / may penalise people in rich countries / rich countries have debts too.

If candidate names a country you do not regard as poor (e.g. Greece, UK), consider the quality of the argument accordingly.

(6 marks) AO2