



**General Certificate of Secondary Education
June 2012**

Religious Studies **40551**

Specification B

Unit 1 ***Religion and Citizenship***

Final

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 students' 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 students' 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 students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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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 students, 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. Indicate, **by ticking**, where you have awarded a mark for questions where there are no levels. For **levels of response**, examiners must record, in the left-hand margin, the level that has been awarded, e.g. L2, and in the right-hand margin, the mark that has been awarded for the question.
4. The numerical mark awarded for **each** response should be indicated in the right-hand margin.
5. Do **not** credit material that is irrelevant to the question or to the objective, however impressive that material might be.
6. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the student nearer those who have given a correct answer or those who have little idea?'
7. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
8. 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 students' responses. To facilitate this, levels of response marking has been devised for many questions.

Levels of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

The **assessed level** of response to each part of each question must be indicated in the left-hand margin (L1, L2, etc.), leaving the right-hand margin for the numerical award.

If a student demonstrates knowledge, understanding and / or evaluation at a certain level, he / she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a student's response.

Levels of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully, responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

Assessment of Quality of Written Communication

Quality of written communication will be assessed in each six mark A02 answer. There will no longer be a separate mark awarded to the student for accurate spelling, punctuation and grammar. Instead, the quality of written communication skills of the student will be one of the factors influencing the actual mark awarded within the level of response. In reading an extended response, the examiner will therefore consider if it is cogently and coherently written, i.e. decide whether the answer:

- presents relevant information in a form that suits its purposes;
- is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- is suitably structured and that the style of writing is appropriate.

1 Religion and Relationships

01 Explain briefly what is meant by the term ‘age of consent’.

Target: Knowledge and understanding of a key term

The age at which an individual can legally have sex. Currently 16 years of age in the UK for homosexuals and heterosexuals.

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

(2 marks) AO1

02 Explain religious attitudes towards contraception.

Target: Knowledge and understanding of religious teachings about contraception

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

Students may include some of the following points:

Contraception is wrong because it goes against the will of God / helps to promote promiscuity / may be acceptable for family planning purposes / certain forms help prevent the spread of disease and HIV / may be acceptable because it limits population size / distinction may be made between artificial and natural forms.

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

Christianity All denominations permit birth control / some (e.g. Roman Catholic) do not permit artificial forms of contraception – against natural law / for most others it is down to individual conscience / some have reservations about the morning after pill considering it abortion rather than contraception / procreation is encouraged in marriage and is one of the purposes of marriage.

Hinduism No objection to birth control / any method can be used provided it is non-harming / in India it is actively promoted to help solve the population crisis / limited response in many cases to its use / preference for male babies may limit its use until one son is born.

Islam	Allah controls when birth takes place / conception is welcomed / some Muslims believe Allah will give couples the strength to cope with any number of children so oppose contraception / some birth control permitted but by discussion between partners / mother should be protected / allowed to prevent pregnancy during breast feeding / permitted to avoid passing on a genetic disorder / sterilisation only permitted if mother's life is at risk.
Judaism	Contraception impedes God's will / some groups do not accept use of contraception at all, however, preserving of life is of supreme importance / contraception is permitted if mother's health is at risk by pregnancy / not acceptable if for matters of convenience / Orthodox prefer use of pill as it does not interfere with the sexual act, or destroy semen (as do condoms) / sterilisation forbidden as it damages the body created by God / Reform and Progressive Jews accept contraception for social / financial reasons / couple is free to use the contraception of their choice.
Sikhism	No opposition to birth control / primary purpose of sexual intercourse is the union of the man and woman and not procreation / no specific guidance in Sikh holy books / couples decide whether to use contraception for sake of mother's health / welfare of other children / couples free to choose method / sterilisation only if a medical necessity.

(4 marks) AO1

03 *'Divorced people should not be allowed to remarry in a religious ceremony.'*

What do you think? Explain your opinion.

Target: Evaluation of whether divorced people should be allowed a religious marriage ceremony if they remarry

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

Student may include some of the following points:

Marriage is supposed to be a life-long commitment / 'what God has joined together let no one separate' / vows made to partner have been broken / vows were made before God / undermines the sanctity of marriage.

Person wanting to marry again may not have been at fault / could have been left by their original partner / could have suffered violence or abuse from original partner meaning vows to love and cherish had already been broken / people make mistakes / religion is about forgiveness and repentance.

Issue of remarriage to the same person.

Two sided evaluation is not required but is acceptable.

(3 marks) AO2

04 Outline religious beliefs and teachings about the family.

Target: Knowledge and understanding of religious teachings about the family

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

Students may include some of the following points:

In general all religions consider the family as the best environment for the bringing up of children / keeping society stable / children should be raised in accordance with religious teachings / be brought into the faith / children should learn respect for their parents and elders / care for them when they become old.

Buddhism Children are encouraged to care for their parents when they are old / they can repay their parents for bringing them into the world, looking after them and helping them find their way in the world / Buddhists meditate on ‘mother love’ to understand what pure love or compassion is.

Christianity Children are commanded to ‘Honour your father and mother’ (Exodus 20:12) / parents are instructed by St Paul to treat their children well / bring them up as God wants / not to exasperate them. (Ephesians 6:4) / parents are expected to provide the necessities of life / ensure the children are educated / brought up in the Christian faith / as part of the command to honour parents children are expected to care for them when they are no longer able to care for themselves.

Hinduism Hindu parents should provide their children with all the necessities of life / children should respect / obey their parents / they should also care for their parents when they are no longer able to care for themselves / parents should teach their children the beliefs of Hinduism / how to pray / how to perform puja / every Hindu must go through the householder stage of life / if Hindus do not perform their duties as householders and raise a family they will not achieve moksha.

Islam The extended family is the basis of Islamic society / part of Allah’s plan / children are taught to respect / obey their parents / care for their parents when they are no longer able to look after themselves / parents should make sure their home is halal / that children are taught the beliefs of Islam / how to practise the Five Pillars / live a good Muslim life.

Judaism Children are commanded to ‘Honour your father and mother’ (Exodus 20:12) / to respect them, ‘Listen to your father....and do not despise your mother.’ (Proverbs 23:22) / the mother in particular passes down the faith to the next generation / children learn through the celebration of festivals within the home religious practices / the values of charity and hospitality.

Sikhism The family is important for teaching children moral values / how to live with others / as well as where they first become aware of God / everyone in the extended family should support each other to live / work / raise a family / develop spiritually / elder members of the family are respected and cared for.

(3 marks) AO1

05 *‘Married couples make better parents.’*

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 married couples make better parents

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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 student 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	

Students may include some of the following points:

Agree

A married couple are more committed as vows have been made before God to remain faithful / part of God's plan for a couple to have children and bring them up / different roles support the raising of children / father's responsibility is to support the family whilst mother looks after the children / two parents means children able to have more quality time with a parent than if there was only one / parents not married then relationship may not be as strong or committed.

Other Views

Many families are strong and supportive of children without the parents being married / some are one parent families and children still have happy childhoods / married parents are no guarantee of happiness as family could still be victims of domestic abuse / surely better to be single parent family and happy than married and unhappy.

(6 marks) AO2

2 Religion, Sport and Leisure

06 Explain religious attitudes to sport.

Target: Knowledge and understanding of religious attitudes to sport

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

Students may include some of the following points:

In general religions see value in sport providing it does not involve dishonesty / cheating / most religious believers believe God created their bodies / they have a duty to look after them / keep them healthy / sport is one way this can be achieved.

Buddhism Right intention is an important part of Buddhist morality / so if taking part in sport is to be of benefit then there is no problem / sports such as boxing are not generally supported by Buddhists as the intention is to disable your opponent.

Christianity 'The body is a temple' meaning it should be cared for / kept healthy / sport is a good way of doing this / sport should not become an idol / the person's relationship with God is more important than sport.

Hinduism	An aim of life in Hinduism is kama or enjoyment / Hindus support sport as it brings enjoyment and balance to life / cricket and hockey are popular in India / other games grew out of Hindu culture such as polo.
Islam	As life is given by Allah it should be looked after / the body should be kept fit / concerns about modesty mean that women's participation is restricted in some sports / Muhammad took part in wrestling, racing, archery and horse-racing.
Judaism	Traditionally Jews have not been sports lovers / this continues today in some orthodox communities / in Israel sport is big business with football, tennis, basketball, athletics being amongst the most popular.
Sikhism	Sikhs have been engaged in sports since the earliest days of the religion / sport was introduced by the gurus to improve fitness / agility / strengthen fighting ability as Sikhs were frequently attacked / martial arts, horse riding, spear throwing, archery, wrestling and athletics were all popular / nowadays hockey and cricket are very popular.

Max Level 3 if no reference to religious principles.

(4 marks) AO1

07 Explain briefly what is meant by the term 'fair competition'.

Target: Knowledge of a key term

No cheating / where contestants have a more or less equal chance to win.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

(2 marks) AO1

08 *‘All competitive sport should be banned on holy days.’*

What do you think? Explain your opinion.

Target: Evaluation of whether competitive sport should be banned on holy days

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

Students may include some of the following points:

Some religious believers would agree with this / Christians and Jews are commanded to keep the Sabbath day holy / the Sabbath is a day of rest and should be respected / people need a break from their day to day work / and this includes people involved in sport / sport can easily take the place of God if holy days are spent playing it / in many teams there are players of different religions each of their religions should be respected – for example Test Match Cricket often hits all three holy days in a week.

If it was banned on all holy days then it would not take place at all on Friday, Saturday or Sunday / it would also not happen on many other days throughout the year / this would put jobs at risk / also damage people’s health as they often do sport on their days off / people should not have to give up sport for a holy day that is not part of their religion. Two sided evaluation is not required but is acceptable.

(3 marks) AO2

09 *Describe the work of a religious organisation working within sport and leisure.*

Target: Knowledge of the work done by a religious organisation in sport and leisure

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

Students may choose any relevant example of a religious organisation or religious individual that works within the sport and leisure sector however the focus of the answer must be on the work of the organisation or person.

The specification mentions Christians in Sport and chaplains but credit must be awarded for any correct example, e.g. rabbi or imam who have a role in a sports or leisure activity.

(3 marks) AO1

10 ***‘There are more important things to spend money on than sports sponsorship.’***

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 there are more important things to spend money on than sports sponsorship

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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 student 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	

Students may include some of the following points:

Agree

Huge amounts of money are spent on sponsoring events whilst there are millions of people going hungry each day / 'He is not a believer who eats his fill whilst his neighbour goes hungry' (Hadith) / 'Love your neighbour as you love yourself' / poor stewardship of resources / salaries of top sportspeople are enormous, surely money would be better invested in community projects to encourage others to participate / invest more in wages of nurses and others who deserve higher wages / Old Testament talks of the need to care for the widowed, orphaned and stranger / society's priorities are wrong if people remain in need whilst others earn millions for wearing a branded kit or playing a particular sport / top sportspeople become idols to people.

Other Views

Top sportspeople get good sponsorship because they are the best and have sacrificed a lot through years of training / they provide entertainment to many and can be an inspiration to others / many use their money to support sport at local levels or in developing nations which brings positive benefits to those communities / high levels of sponsorship mean the sport is likely to have a high profile which can generate more sponsorship / more trade for communities and countries where the sport occurs as people travel to watch and participate / not a waste of money for the sponsors because they get publicity and advertising in return.

(6 marks) AO2

3 Religion and Work

11 Explain briefly one reason why work is important.

Target: Knowledge of a reason why work is important

It is how people earn money / how people provide for their family / it is necessary for survival / enables people to contribute to their society / gives a person a purpose in life / gives a person self-respect / provides opportunities to develop new skills / provides opportunity to socialise.

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

(2 marks) AO1

12 **Explain religious attitudes to business and enterprise. Refer to religious beliefs and teachings in your answer.**

Target: Knowledge and understanding of religious attitudes to business and enterprise

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

Students may include some of the following points:

In general religious believers support business and enterprise as they see work as essential / honest conduct in business is often regarded as a form of worship and prayer / deceit and sharp practice are condemned / any jobs that are constructive and helpful to society are regarded as acceptable / jobs that do not show regard for the individual and society would be regarded as inappropriate for example arms manufacturing.

Buddhism Business is important providing that the environment is respected / the temptation to be greedy is resisted / and the job is appropriate / a job in armaments would be wrong as it involves violence and so goes against the First Precept.

Christianity St Paul's teaching 'Whatever you do, work at it with all your heart as if working for the Lord and not for men.' (Col 3:23) / 'Masters, provide your slaves with what is right and fair,' (Col 4:1) underlies the belief that Christians should live out their faith and give glory to God / work should be done as an offering to God / so honesty / integrity should be shown in all business transactions and work / other teachings such as 'Love your neighbour as you love yourself' make a similar point.

Hinduism As Hinduism is a way of life there is no separation between the religious part of life and the rest so honest work and business are praise and prayer to God / making wealth (artha) is one of the four aims of life.

Islam For Muslims work is both a duty and an act of worship / Allah will help those who work committedly in business / 'As for those who strive in our cause, we will surely guide them in our paths.' (Quran 29:69)

Judaism Jews believe that God allows people to have good business opportunities / Deuteronomy 8:8, 'But remember the Lord your God, for it is he who gives you the ability to produce wealth and so confirms his covenant.' / dishonest business practice is condemned in Amos.

Sikhism Members of the Khalsa pray before starting work thereby offering their efforts to God / 'My own occupation is to work to praise the Lord' (Guru Granth Sahib 1331) / as work is an offering Sikhs emphasise the importance of working with all their talents and abilities as well as using their intellects and hearts in the service of themselves / family / community.

Max Level 3 if no reference to religious principles.

(4 marks) AO1

13 ***‘If employers followed religious teachings there would be no need for trade unions.’***

What do you think? Explain your opinion.

Target: Evaluation of whether trade unions would be needed if people followed religious teaching

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

Students may include some of the following points:

All religions see it as a person’s duty to work to support themselves and their family / they also teach that individuals are entitled to reward for their labour, ‘No one eats better food than that which they have earned by their own labour.’ (Hadith) / employers have a duty to ensure their workforce are rewarded appropriately for their labours / workforce should be treated with respect and dignity / ‘Whatever you do, work as if working for the Lord and not for man.’ (Colossians 3:23) / ‘Love your neighbour as you love yourself.’

Trade Unions seek to protect and improve their members’ interests / at times of economic difficulty employers may put the interest of the firm ahead of the workers in order to secure its future / may be working hours are extended or wages frozen whilst prices etc. continue to rise / religions are followed by humans and therefore open to be corrupted / interpretation of some teaching could be used to be prejudiced towards certain groups such as women or the gay community / women still suffer discrimination in jobs due to maternity leave and child care, following religious teaching strictly may make this worse where religions view a woman’s role as being primarily home based, raising children and supporting her husband / if employers followed some religious teaching (Mark 14:7) ‘The poor you will always have with you.’ then there would be a role for Trade Unions in challenging wage rates, etc.

Two sided evaluation is not required but is acceptable.

(3 marks) AO2

14 *Describe the work of one religious believer who has regarded his or her work as a vocation.*

Target: Knowledge of the work of one religious believer who has regarded his or her work as a vocation

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

Students may choose any relevant example, named or generic roles, of a believer who has viewed work as a vocation, however the focus must be on the **work** of the individual. Possible examples include Jackie Pullinger, Dalai Lama, Martin Luther King, Gandhi, Imam, Rabbi, Sikh Guru, etc.

(3 marks) AO1

15 **‘All unemployed people should do voluntary work.’**

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 all unemployed people should do voluntary work

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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 student 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	

Students may include some of the following points:

Agree

Work gives people status and self-esteem / voluntary work benefits the whole community / other people have to work to earn their money / 'If a man will not work he should not eat' (2 Thessalonians 3:10) / 'By the sweat of your brow' (Genesis) / no one eats better food than that which they have earned (Hadith) / Sewa / Kirat Karna (Sikhism) / Right Livelihood.

Other Views

May be unemployed due to illness and therefore unable to do voluntary work / voluntary work available may not be suitable for the person / may not be suitable child care facilities / a civilised society should recognise that there may be some people who do need extra support / United Kingdom is a Christian country and so should apply Christian teaching by ensuring the vulnerable are cared for / all religions talk of the need to look after the vulnerable / 'Love your neighbour as yourself' / 'What you did for one of the least of my brothers you did for me' (Matthew 25;40) / 'He who eats and drinks while his brother goes hungry is not one of us' (Hadith).

(6 marks) AO2

4 Religion and the Multicultural Society

16 Describe ways in which faith communities can play a positive role in their local communities.

Target: Knowledge of ways faith communities can play a positive role in their local communities

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

Students may approach this question by giving a range of examples that show how a faith community is working in its local community or may look in depth at one particular example. Examples may also be multi-faith projects. The positive role should be apparent from the response and be focussed on practical ways.

(3 marks) AO1

17 Explain religious attitudes towards multiculturalism.

Target: Knowledge and understanding of religious attitudes towards multiculturalism

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

Students may include some of the following points:

All religions work to promote harmony and understanding within a multicultural society / Buddhism, Christianity and Islam have members from many different nations and hence cultures / 'There is neither Jew nor Greek, slave nor free, male nor female for you are all one in Christ Jesus' (Galatians 3:28) / 'Allah does not look at your outward appearance; He looks upon your hearts and your deeds.' (Hadith) / Hinduism mainly found in India but it too has a variety of cultures as there are many ethnic groups within India / 'The things that separate and divide people, race, religion, gender, social position...are all illusory' (Dhammapada 6) / 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 / Islam). Some groups within religions may view multiculturalism with suspicion as it may lead to a 'watering-down' of their traditional faith or may cause some followers to convert to another religion.

Max Level 3 if no reference to religious principles.

(4 marks) AO1

18 Explain briefly what is meant by the term 'tolerance'.

Target: Knowledge of a key term

Allow social, cultural and religious differences without protest, discrimination or interference / respecting the beliefs and practices of others. Allow an example as a development.

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

(2 marks) AO1

19 ***‘Blasphemy laws are needed to protect religion.’***

What do you think? Explain your opinion.

Target: Evaluation of whether blasphemy laws are needed to protect religion

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

Students may include some of the following points:

Religion is important to many people and so should be treated with respect / books have been produced that seem to be deliberately confrontational and cause upset to believers (The Good Man Jesus and the Scoundrel Christ, Satanic Verses, etc.) / free speech is not a licence to insult people or the beliefs they hold / there should be a deterrent.

Blasphemy laws prevent free speech and debate / people unable to debate issues around religion without being worried that they could break the blasphemy laws / blasphemy laws promote intolerance of people with different views / may lead to death of followers of other faiths (or of no faith) in some countries e.g. murder of Salman Taseer in Pakistan / religion has been around for hundreds of years and has survived, it does not need laws to protect it.

Two sided evaluation is not required but is acceptable.

(3 marks) AO2

20 **‘All countries should welcome immigrants.’**

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 all countries should welcome immigrants

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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 student 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	

Students may include some of the following points:

Agree

Immigrants bring many essential skills that nations need / many nations welcome British workers to do jobs e.g. teaching, working in hi-tech industry, oil workers etc. / in UK health service relies on immigrant doctors and dentists / many care workers and cleaners are immigrant workers / many low skilled jobs that the resident population do not want to do are done by immigrant labour, e.g. crop picking on farms / religious teaching such as 'Love your neighbour as yourself' (Mark 12:31) / 'Do not mistreat an alien or oppress him for you were aliens in Egypt' (Exodus 22:21) / 'No one is my enemy, none a stranger and everyone is my friend.' (Guru Granth Sahib 1299) support not stopping immigration. Many immigrants may go to countries to work but many others are seeking asylum from persecution or shelter from war torn nations / 'Encourage the oppressed, defend the cause of the fatherless, plead the case of the widow' (Isaiah1:17).

Other Views

Many countries are already overpopulated / in some areas of the world nations cannot provide for their own people let alone immigrants / many immigrants leave the poorest countries and have few skills that they can use in the new countries they go to / immigration increases fears of residents that they may not be able to get jobs / can increase feelings of nationalism / pressure already exists in some areas on health, housing, schools, etc. due to influx of new people.

(6 marks) AO2

5 Religion and Identity

21 Explain briefly what is meant by the term 'self-worth'.

Target: Knowledge of a key term

Valuing yourself as a person / recognising that even though you are not physically perfect / do not possess outstanding sporting talent / are not academically gifted you are still important and of value.

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

(2 marks) AO1

22 Explain religious teaching about what it means to be human.

Target: Knowledge and understanding of religious teaching about what it means to be human

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

Students may include some of the following points:

In general all religions except Buddhism teach that human life is God-given and is therefore a gift that is precious and sacred or holy / all religions believe in the sanctity of life / to be human is to have a conscience / capacity to think and develop technology.

Buddhism Life is precious and rebirth as a human is very rare / one Buddhist scripture says that the chances of being reborn as a human is as likely as a blind turtle surfacing from the ocean depths once in a hundred years and putting its head straight through the hole in a cattle yoke that just happened to be floating on the sea / aim of Buddhists is to achieve enlightenment through following the Eightfold Path.

Christianity Teaches that humans are created by God / are special and unique within creation / mankind was 'made a little lower than the angels.' (Psalm 8:5) / 'So God created man in his own image, in the image of God he created him; male and female he created them.....God saw all he had made and it was very good.' (Genesis 1:27 & 31). God is involved in the creation of every human life and so everyone matters. 'For you created my inmost being; you knit me together in my mother's womb.' (Psalm 139:13) / God also created mankind with free will resulting in sin and separation from God / Mankind needs to restore that relationship with God.

Hinduism There are various stories on the origins of humans in Hinduism, according to one story Brahma created Svayambhuva Manu and a woman called Satarupa and their sons and daughters spread across the world and populated it / the Riga Veda explains the gods sacrificed the divine primeval form of man and the parts of this first being became the various living creatures including humans. Humans need to build good karma to secure a good rebirth with the eventual aim of ceasing to be reborn.

Islam The Qur'an teaches that Allah created humans from 'mud moulded into shape' (Qur'an 15:26) / Allah gave humans free will plus knowledge, a soul and a conscience / all gifts and talents a person has are the gift of Allah / humans need to do the will of Allah and follow the Five Pillars so they may enter Paradise on Judgement Day.

Judaism Teaches that humans are created by God and are special and unique within creation / ‘So God created man in his own image, in the image of God he created him; male and female he created them.....God saw all he had made and it was very good.’ (Genesis 1:27 & 31) / God is involved in the creation of every human life and so everyone matters. ‘For you created my inmost being; you knit me together in my mother’s womb.’ (Psalm 139:13) / God also created mankind with free will.

Sikhism Teaches that all life comes from God and that God created the universe and keeps it in existence / creation is an expression of God’s divine spirit, God’s will and command (hukam) / a Sikh’s aim in life is to achieve mukti (reunite with God) / mukti is achieved through working to develop the positive human qualities that lead a person closer to God.

(4 marks) AO1

23 ***‘The spiritual side of life is more important than the physical side of life.’***

What do you think? Explain your opinion.

Target: Evaluation of whether the spiritual side of life is more important than the physical side of life

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

Students may include some of the following points:

Physical side of life is only temporary / spiritual side is eternal so is important / need to follow teaching of particular faith to ensure spiritual journey continues after this life / ‘What good is it for a man to gain the whole world and then lose his soul?’ (Mark 8:36) / ‘O my self, you are an embodiment of God’s light; know your true origin’ (Guru Granth Sahib 441).

Looking at a beautiful view may be a spiritual experience that refreshes a person but does not mean there is any more to life than the physical / no evidence of anything beyond the physical reality so it has to be most important / spirit or soul is just an idea to help people cope with their finite life followed by nothingness / spiritual and physical are equally important as both are necessary for a healthy life.

Two sided evaluation is not required but is acceptable.

(3 marks) AO2

24 Describe some of the items a person may wear to show commitment to his or her religion.

Target: Knowledge and understanding of items that a person may wear to show commitment to his or her religion

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

Students may include some of the following points:

- Buddhism** Monks and nuns are recognised by their robes, made of one piece of cloth. This is coloured red (Tibetan Buddhists) saffron (most of S.E. Asia) black, grey or blue (Japan). A skull cap is worn by Buddhist priests in China and Japan.
- Christianity** Many clergy wear clerical clothes even when not taking a service. This may consist of a black shirt with white reversed collar (dog-collar) / when taking services cassock and surplice with stole or preaching scarf are often worn / monks and nuns wear a habit, usually hooded for men and a fitted head covering for women / Christians may wear the symbol of a cross, a crucifix or fish.
- Hinduism** Traditional clothing for a baby is a cap and balut (triangular piece of cloth) / adult clothing has depended on caste, though women wear saris, workmen traditionally wore a loincloth / many Hindus wear a tilaka acknowledging they are servants of Lord Krishna / women wear a bindi on their foreheads.
- Islam** Muslims must dress modestly according to the Qur'an / men must be covered between navel and knees / some men wear a topi / women must be covered in loose clothing so that the shape of the body is not apparent / only hands and face should show / headdresses are also worn and sometimes Muslim women wear a veil / hijab or burqa.
- Judaism** Jewish men wear a skullcap (kippah) and women may wear a scarf covering their heads / for worship in the synagogue men will wear a tallit (prayer shawl with tassels) / many will also wear small leather boxes called tefillin or phylacteries / some Jews will also wear long sidelocks and others beards and sideburns / Hasidic dress e.g. rekel.

Sikhism Male and female Khalsa Sikhs wear the five ‘Ks’ to symbolise their membership of the Sikh faith / Kesh is uncut hair which is kept tidy by wearing a turban / it is a mark of dedication to and acceptance of God’s will / Kanghas (combs) are worn under the turban to keep the hair in place, a reminder to maintain the body in a clean and healthy state / a kara (steel bracelet) is worn representing God being infinite and that a Sikh has an unbreakable bond with God / Kachera (underwear) representing modesty and control / Kirpan (small sword) representing a Sikh being a member of God’s army ready to protect the weak and needy and also act in self-defence.

(3 marks) AO1

25 *‘Religion is the most important part of a person’s identity.’*

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 religion is the most important part of a person’s identity

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	
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	The student 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.

Students may include some of the following points:

Agree

Religion is central in the lives of many people / it governs their entire way of life / symbolism of religious dress e.g. 5Ks / clothes worn can reflect a person's religious belief e.g. dressing modestly / prayer five times a day keeps religion central / Religious upbringing and teaching gives people a 'map through life' and moulds a person into who they are.

Other Views

May only be a small part of a person's identity / many people have beliefs and follow a particular faith but they do not uphold all of the teaching / some may see other roles in their life as more important e.g. being a parent / others may reject their religion and become agnostic or atheist meaning it is not part of their identity / some Jewish people identify as Jew by race but not by religion classing themselves as secular Jews meaning religion is not key part of their identity.

(6 marks) AO2

6 Religion and Human Rights

26 Explain briefly what is meant by the term 'protest'.

Target: Knowledge of a key term

A statement or action as a reaction to events or situations. Usually it is against something although it can be in support of something.

Accept an example as a development.

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

(2 marks) AO1

27 ***‘Religions are the most effective pressure groups in gaining human rights for people.’***

What do you think? Explain your opinion.

Target: Evaluation of whether religions are the most effective pressure groups in gaining human rights for people

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

Students may include some of the following points:

Religions have organisations dedicated to human rights campaigning such as ‘Hindu Human Rights’ / other religions have leaders recognised for their campaigning work such as the Dalai Lama receiving the Nobel Peace Prize for promoting justice through peaceful means / organisation of the Islamic Conference adopted the Cairo Declaration of Human Rights to give guidance to Muslims on human rights / members of religions are motivated by the teaching to act / Buddhist right action in campaigning for justice peacefully / Jews promote Holocaust Memorial Day to highlight human rights and particularly the rights of minorities / Christian ‘Love your neighbour as you love yourself (Mark 12:31) prompted many campaigns which resulted in the abolition of slavery / changes to child labour laws / belief in the sanctity of life has prompted many religious people to campaign against abortion / against human embryology research / against human experimentation / against human cloning.

Religions can be a block to people gaining human rights / religious teachings for many years prevented equality for black people in both South Africa and the USA / in Britain religious pressure contributed to the delay in equalising the age of consent for homosexuals / many people have no religious allegiance and see religion as a block to human rights / religion has prevented for example equal roles for women or adoption by gay couples / religions only change their stance when pressure is applied or when their interests are directly challenged.

Two sided evaluation is not required but is acceptable.

(3 marks) AO2

28 Describe the work of an organisation which may help if a person’s rights are being abused.

Target: Knowledge of the work of an organisation that helps if a person’s rights are being abused

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

Students may include some of the following points:

Students may choose any organisation which helps if rights are being abused. The examples given in the specification are Citizens Advice Bureau, Childline and Samaritans. The focus of the answer must be on the **work** of the organisation.

(3 marks) AO1

29 Explain why some religious believers might support non-religious organisations in campaigning for human rights.

Target: Knowledge and understanding of reasons why religious believers might support non-religious organisations in campaigning for human rights

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

Students may include some of the following points:

Concern with equality and justice means some people campaign with whoever will be most effective / sometimes a non-religious organisation is more effective in campaigning than a religious one particularly if the people being persecuted are the same religion as the campaigners as it is seen as independent / independent organisations have a wider support than religious based ones and so the campaign can be more effective / organisations working to reduce suffering or with the underprivileged are likely to be supported by religious believers because they are doing good and supporting human rights.

(4 marks) AO1

30 *'The United Nations Declaration of Human Rights is more important than religious laws.'*

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 is more important than any religious law

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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 student 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	

Students may include some of the following points:

Agree

UNDHR covers all people regardless of race or religion / focuses on freedom, peace and justice for all / guarantees rights which helps stop discrimination / persecution / nations can be held to account if rights are abused / religious law and teaching can be discriminatory to some groups.

Other Views

Religious leaders were involved in drafting the UNDHR / religious law and principles provided the basis for much of the UNDHR / UNDHR focuses on rights but religious laws in many cases are about a believer's responsibilities to others and so are more relevant day to day.

(6 marks) AO2

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