



**General Certificate of Secondary Education  
June 2013**

**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.

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

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## Methods of Marking

Difficulties may arise through the use of different methods of marking. It is, therefore, essential that, in fairness to 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 all components and in relation to all assessment objectives. Where students are required to produce extended written material in English, they will be assessed on the quality of written communication. 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.

The assessment of the Quality of Written Communication (QWC) will continue to be included within the judgement of Levels of Response in the 6 mark evaluation questions. In line with past practice, responses will be assessed chiefly on the evaluation criteria relating to content, using the guidance comments to assist the application of those criteria. (These have now been inserted into the mark schemes for the convenience of examiners.) However the specific QWC criteria may be used in borderline cases e.g. between Levels 1 and 2, 3 and 4, or 5 and 6. So for example coherence may well be a deciding factor in a borderline Level 5/6 response.

### Assessment of Spelling Punctuation and Grammar

The assessment of Spelling, Punctuation and Grammar (SPaG) is a new requirement for 2013 and examiners need to award up to an additional 4 marks, based on the performance criteria set out below. This assessment will be made from work presented in answer to the six mark AO2 questions. Examiners should make a judgment based on the overall standard of this question, bearing in mind that the last part of this question may contain more errors as students rush to finish the paper. If the rest of the question is of a high standard, they should not be penalised. However, answers that contain only a few lines on each part or use bullet points or notes throughout may not meet the threshold level.

Spelling, punctuation and grammar will be assessed in the six mark AO2 questions. 4 marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The performance descriptions are provided below.

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	(4 marks)
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	(2-3 marks)
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	(1 mark)
<b>Below threshold</b>		(0 marks)

## 1 Religion and Relationships

### 1 *What is meant by the term commitment?*

**Target: Knowledge of a key term**

A promise to be faithful / the state of being obligated or involved or similar explanation.

Award one mark for one valid point.

**(1 mark) AO1**

### 2 *Describe a religious marriage ceremony in one religion that you have studied.*

**Target: Knowledge of a religious marriage ceremony in one religion**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks

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

**Buddhism** There is no formal ceremony so couples often follow the local customs of the country they live in. In some ceremonies the man and woman take three sips of rice wine and then repeat this twice more using larger glasses each time. Some couples may visit their local monastery or temple and invite the monks to bless their marriage. Readings may be heard from the Buddhist scriptures. Some couples may make vows to each other which are based on the Eightfold Path or the Five Precepts. Some couples may use the Sigalavada Sutta and recite their responsibilities from it.

**Christianity** There are variations between the different denominations but the main features will include the minister welcoming the couple and acting as the Church's witness to the wedding. Emphasis will be placed on the purpose of marriage and that God is a part of the marriage and that it is for life. There will be readings from the Bible and a short talk or sermon on the nature of Christian marriage. Vows will be exchanged as the couple promise to be faithful and committed to each other until death. Rings will be exchanged as a symbol of the unending nature of marriage. Prayers will be said asking for God's blessing on the couple.

- Hinduism** There will be some variation between ceremonies but most ceremonies include: the groom and family arrive for the wedding and are welcomed by the bride's family. The couple stand under a specially built canopy and the priest begins the ceremony with a blessing on the couple who then give each other garlands. The father pours sacred water to show he gives his daughter away whilst the priest recites hymns from the Vedas. The groom also accepts his responsibilities as a husband. The couple face each other and the end of the bride's scarf is tied to the groom's shirt. This represents their eternal union. Rings are exchanged. The couple then throw samagree into the sacred fire to ask for the blessing of the deities on their marriage. The couple then walk around the fire reciting hymns and prayers. They pray for food, strength, wealth, happiness, children, good health and unity. At the end of each circuit they stand on a stone to pray their marriage will be strong like the stone. They then take seven steps around the fire and make wedding promises. The ceremony then ends with a prayer for the marriage to be strong and not break down and the couple are showered with petals and rice representative of blessings.
- Islam** This is usually a simple ceremony in which the couple, or sometimes the groom and the bride's representatives, declare in front of at least two witnesses that they freely consent to marry. The ceremony often takes place at the home of the bride or groom rather than the mosque. The groom has to pay a mahr (dowry) which belongs to the bride alone. There are readings from the Qur'an and a short sermon on the nature of marriage. The couple may make vows and exchange rings and there is often a large feast to celebrate the union of two families.
- Judaism** The wedding begins with the signing of the Ketubah (wedding contract) in front of four witnesses and the rabbi. It outlines the legal terms of the marriage. The ceremony is then carried out under a canopy (chuppah), a symbol of an open home. The couple drink a glass of wine and plain gold rings are exchanged. The Ketubah is read out and the rabbi speaks about the responsibilities of marriage. Prayers are said for the couple. After a blessing the groom stamps on a wineglass to symbolise the challenges of marriage and the destruction of the temple in Jerusalem.
- Sikhism** The Anand Karaj (Sikh wedding) takes place in the gurdwara before the Guru Granth Sahib. The couple are reminded of the purpose of marriage. They bow before the Guru Granth Sahib to show they accept the teachings and are committed to each other. The bride's father puts flower garlands over the couple and places one end of the groom's scarf into his daughter's hand, showing she is leaving her father to join her husband. The Lavan is sung. At the end of each verse the couple circle the Guru Granth Sahib and bow to show they accept the teaching of the Lavan. The ceremony ends with the Ardas and the distribution of karah parshad to all. After a simple meal in the langar the couple go home.

**(4 marks) AO1**

**3** *'Religious believers should accept homosexual relationships.'*

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

**Target: Evaluation of whether religious believers should accept homosexual relationships**

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

Two sided arguments are creditable but not required

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

God created humans, 'and it was very good' (Genesis 2) regardless of their sexuality / Genesis recognises 'it is not good for man to be alone' so created man a partner / much of the Old Testament teaching on relationships focusses on the continuation of the family name and the tribe hence the focus on heterosexuality and condemnation of homosexuality / New Testament teaching is built around condemnation of cultic prostitution in the temples and maintaining a lifestyle distinct from those who worshipped in the various temples / homosexual relationships today are very different to those seen in the past / many homosexual relationships exhibit the characteristics found in good stable marriages, love, care, trust, faithfulness etc. / God is love so surely if any couple love each other that has come from God / how can something God has created be wrong? / some religious believers accept celibate homosexual relationships.

According to many religious believers homosexuality is against natural law / Roman Catholic church refers to it as 'disordered' / much religious teaching condemns homosexuality and it cannot be explained away just because it is old and inconvenient, etc.

**(3 marks) AO2**



**4 Explain religious attitudes towards divorce. Refer to religious beliefs and teachings in your answer.**

**Target: Knowledge and understanding of religious attitudes towards divorce**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks

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

In general all religions disapprove of divorce and will seek to help couples who are having problems. Christian clergy may offer the couple prayers and counselling. Muslim families will often try to act as mediators between the couples. Jewish couples may seek help from the rabbi.

**Buddhism** The ideal is to remain married and faithful. Factors which lead to marital problems such as intolerance, lack of trust etc. are seen as hindrances to spiritual growth. Buddhists accept some marriages fail and believe it is more compassionate to allow divorce to limit suffering. To not divorce may lead to the breaking of the Five Precepts and will create bad karma which goes against the principles of compassion and ahimsa.

**Christianity** The ideal is that marriage is for life and is supported by Biblical teaching. Churches have to uphold the sanctity of marriage but need care and compassion for those who divorce. Teaching on forgiveness often cited to support those who divorce. Recognition that sometimes divorce is the lesser of two evils or is a necessary evil. Roman Catholics do not believe in divorce and do not recognise civil divorce. Church of England do reluctantly accept divorce and will allow remarriage in church at the vicar's discretion. Eastern Orthodox church has the authority to end marriages and does grant divorces and allows remarriage but not usually for a third time. Protestant churches do allow divorce and allow remarriage in church provided the couple take the vows seriously.

**Hinduism** Marriage is viewed as a normal stage of life and an important way of handing down values. Divorce not actually forbidden but is frowned upon. Hindu scriptures do forbid a woman to divorce her husband under any circumstances. Law of Manu says a woman should respect her husband even if he is unfaithful. Indian Civil Law allows divorce for cruelty, adultery, desertion or being unable to have children after fifteen years of marriage. Remarriage is rare as many feel divorce is shameful.

- Islam** Divorce is ‘Hateful to Allah’ (Hadith) but is permitted as a last resort. Couples should try to resolve their differences and must wait for three months to see if the wife is pregnant and to allow reconciliation attempts. A husband must return any dowry and support his wife until she remarries. A wife can divorce her husband but he does not have to support her unless he was at fault and she must repay the marriage gift. The husband must in all cases support any children.
- Judaism** Deuteronomy 24:10 gives ‘shameful conduct’ of the woman as a reason for divorce but today divorce is often allowed by mutual consent since marriage is a voluntary agreement between two people. Civil divorce is not sufficient and so a husband must begin a religious divorce (*get*) to break the marriage contract by contacting the *bet din*. The wife can divorce her husband for infidelity, impotence, financial deprivation, cruelty or irreligiousness. There has to be a three month wait after the divorce before remarriage is permitted to ensure the woman is not pregnant. Jews regret divorce but do encourage people to remarry.
- Sikhism** Divorce is rare and against the principles of the Sikh religion, ‘one spirit, two bodies’. Sikhs will accept civil divorce but the couple’s families will try everything they can to prevent the separation. Grounds for divorce include adultery, cruelty, desertion, insanity, male impotence and change of religion. Remarriage can occur and is permitted in the gurdwara.

**(4 marks) AO1**

5 **'Commitment is more important than love in a marriage.'**

**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 commitment is more important than love in a marriage**

Levels	Criteria	Quality of Written Communication & Guidance	Marks
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

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

**Agree**

Many couples have arranged marriages and expect love to grow over time but are committed and faithful to each other from the beginning / commitment involves faithfulness, loyalty, trust, all more important than love / marriage is simply a contract or partnership so love is not needed, abiding by the contract terms is / commitment is required to raise children / couples do remain together when no longer in love to ensure children have a stable upbringing, etc.

**Other Views**

What is meant by love? / part of Christian wedding vows include ‘to love and to cherish’ / love changes over time and can become much deeper and so includes trust and faithfulness rather than just being the initial romantic love / love between couple provides an example to children and helps them to develop emotionally.

Could be argued that both are equally important and even if love is not present initially as it grows and develops so a couple grow closer together which also makes them more committed to each other, etc.

**(6 marks) AO2**

**05 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>
<b>Below Threshold</b>		<i>(0 marks)</i>

**2 Religion, Sport and Leisure**

**6 Give one reason why some activities might be regarded as a misuse of leisure time.**

**Target: Knowledge of why some activities might be regarded as a misuse of leisure time**

Activity may be against the law, e.g. drug-taking / may be against religious teaching / sinful / may be harmful to the individual / may be harmful to others around / may lead to other activities that are wrong / not a source of relaxation or way of improving physical, mental, spiritual or social self.

Award one mark for one valid point.

**(1 mark) AO 1**

**7 ‘Religious believers should never be involved in gambling.’**

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

**Target: Evaluation of whether religious people should ever gamble**

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

Two sided arguments are creditable but not required

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

Gambling opposed by all religions because it encourages selfishness and greed / majority of people lose money / winners gain only at somebody else’s expense / it is temptation put in a person’s way / can become addictive / can cause hardship to families / religions talk about the virtues of gaining money through work / ‘Play not with dice: No cultivate thy corn land. Enjoy thy gain and deem that sufficient wealth.’ (Rigved 10:34:13).

Most gambling that people do is harmless fun / few people are really addicted to it / people encouraged to play the National Lottery because some of the proceeds go the help charities so it is a way of helping others whilst also possibly being a winner / taking part in things like the Grand National Sweepstake that many workplaces do is part of the fun of the occasion / some churches run raffles to raise money so surely all gambling cannot be bad, etc.

**(3 marks) AO2**

**8 Explain how involvement in sport can help to overcome prejudice.****Target: Knowledge of how involvement in sport can help to overcome prejudice**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks

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

Team sport based on selecting the best team so the best players are chosen regardless of religion / ethnicity / skin colour / develops team-work skills / team get to know each other, helps to overcome differences / teams earn respect based on their performance rather than who they are / some activities, such as Olympics, are open to amateur participants who compete with best in the world, overcomes the split between amateur and professional sportspeople / paralympic games increasingly important allowing disabled athletes to compete and prove to able-bodied that disability is not a barrier to being a world-class athlete.

**(4 marks) AO1**

**9 Explain religious attitudes towards the use of performing enhancing drugs in sport. Refer to religious beliefs and teachings in your answer.**

**Target: Knowledge and understanding of religious attitudes towards the use performing enhancing drugs in sport**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks

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

All six major religions are against the use of performance enhancing drugs / it is seen as cheating / an unfair advantage is gained over an opponent / prizes or sponsorship could be gained dishonestly hence breaking Commandment 'Do not steal' / use of PEDs can damage the body and even kill the user / sanctity of life, The body is a Temple arguments / use of drugs is illegal so breaking the law / it is dishonourable to God / Allah / 'Make not your own hands contribute to your destruction' (Quran 2:195) / morally wrong and sets a poor example to those who follow sport or see sports people as role models.

**(4 marks) AO1**

## 10 'The devotion of fans has turned sport into a religion.'

**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 devotion of fans has turned sport into a religion**

Levels	Criteria	Quality of Written Communication & Guidance	Marks
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks



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

**Agree**

Many fans support their teams with songs / chants / some teams have their own 'anthems' / going to a stadium is often seen as like a pilgrimage particularly for big occasions such as football at Wembley or Rugby at Twickenham / fans often have mementos and memorabilia, scarves, shirts, etc. / many pay lots of money to follow their team around the country / some even contribute money, etc. to keep their team in existence.

**Other Views**

Religion more than just following a team or a person / it is about spending time with God / worshipping / finding 'peace' / none of this truly comes from following sport / what happens if team loses or somebody is sent off, does not bring peace and contentment / takes a person's time and money but does not bring satisfaction / contentment / sport has outward appearance of being a religion but lacks the inner spiritual element that feeds the soul.

**(6 marks) AO2**

**10 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>
<b>Below threshold</b>		<i>(0 marks)</i>

### 3 Religion and Work

#### 11 *What is meant by the term fair wage?*

**Target: Knowledge of the meaning of the key term fair wage**

Appropriate pay for the time, effort and skill given to a job / gender-equal pay for equal work for both sexes.

Fair wage is not the same as the National Minimum Wage.

Award one mark for one valid point.

**(1 mark) AO1**

**12 Explain religious attitudes towards the use of money that has been earned. Refer to religious beliefs and teachings in your answer.**

**Target: Knowledge and understanding of religious attitudes towards money that has been earned**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks

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

In general all religions teach that money should be spent wisely and that using earned income to help other people is a positive thing / Buddhists, Hindus and Sikhs all believe that generosity and compassion have a positive effect on a person's karma / Hindus believe that the disabled and sick people should not pay taxes / 'A blind man, a cripple who moves with a board, a man full seventy years old... shall not be compelled by any to pay a tax.' (Laws of Manu 8.394) / Christianity and Judaism teach that wages should be spent wisely to support the family and help others / some Christians and Jews pay a tithe to support the church or synagogue / 'A tithe of everything from the land, whether grain from the soil or fruit from the trees, belongs to the Lord.' (Leviticus 27:30) / Christians are taught that the payment of tax is important to allow the government to do their job / 'This is why you pay taxes for the authorities are God's servants' (Romans 13:6) / 'Pay to Caesar what is Caesar's, pay to God what is God's.' (Matt 22:21) / Muslims have to pay zakat which is 2.5% of a person's surplus wealth when all the essentials have been paid / Zakat used for the upkeep of the mosque, help those in need and to spread Islam / Allah provides wealth so it should be spent wisely and with care / money should be earned in honest ways / 'By the sweat of your brow' (Genesis 3:19) / 'Play not with dice: No, cultivate thy corn land. Enjoy the gain and deem thy wealth sufficient.' (Rigved 10:34:13) In many religions money earned in inappropriate or illegal ways cannot be used / Islam regards it as 'haram money' (forbidden money) which cannot even be given to charity / Hinduism sees gaining wealth dishonestly as affecting a person's karma / many Christians would be against accepting money that had been earned through inappropriate or illegal means.

**(4 marks) A01**

**13** *'A religious believer should not work on a holy day.'*

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

**Target: Evaluation of whether a religious believer should ever work on holy days**

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

Two sided arguments are creditable but not required

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

In Christianity and Judaism God commanded people to work for six days and rest on the Sabbath / people need a break to 're-charge' their batteries and relax / working on a holy day prevents worshipping / damages their relationship with God.

What if the holy day is not one that is followed by a person's religion? / makes no sense to have a day off for something you do not follow / if everybody had holy days off then no work would get done / what about people who follow no religion, may be a lot of ill-feeling if religious people were always off for holy days / emergency services may not be able to operate properly if everybody had holy days off meaning lives would be put in danger / 'Sabbath was made for man, not man for the Sabbath, suggests it is important but people should not be legalistic about it.

**(3 marks) AO2**

**14 Explain, using examples, why a religious believer may not want to work in certain jobs.**

**Target: Knowledge and understanding of why a religious believer may not want to work in certain jobs**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks

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

Many jobs may be against the teachings of various religions / jobs may lead to the body being damaged / 'the body is a temple of the Holy Spirit' / other jobs may damage the community or wider society / jobs that promote immorality such as pornography, prostitution would be against all religions teachings / jobs involving dishonesty such as gambling, casinos would be against all religions / slaughter of animals would be against some religions such as Buddhist and Hindu, whilst others would be against dealing with specific animals such as pigs in Judaism / many religions would be against jobs within the brewing industry and tobacco industry.

**(4 marks) AO1**

15 **'The State should not pay benefits to the unemployed.'**

**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 the State should pay benefits to the unemployed**

Levels	Criteria	Quality of Written Communication & Guidance	Marks
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

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

**Agree**

Religions expect people to look after themselves and part of that is to work / 'by the sweat of your brow' (Genesis 3:19) / 'If a man will not work he shall not eat.' (2 Thessalonians 3:10) / 'No one eats better food than that which they have earned by their own labours' (Hadith) / some people find it is not worth them working as benefits give them more than they would earn / benefits encourage people to be lazy / if people had to find ways to earn money then it would encourage them to be more entrepreneurial and contribute to the state rather than relying on it / many important things the state should be funding, such as education and health care, which it could do if it did not have to spend so much on benefits / people in Britain are spoilt as many other countries do not pay benefits to people for doing nothing, etc.

**Other Views**

Benefits should be paid but the unemployed should have to contribute to society in some way to get them / many people who are unemployed want to work but there are no jobs, so it is not right to penalise them for something that is not their fault / people may be unemployed due to disability or other medical reasons, these are vulnerable people and society has a moral duty to care for its weakest members / 'Whatever you did for one of the least of these you did for me' (Matthew 25:40), etc.

**(6 marks) AO2**

**15 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>
<b>Below threshold</b>		<i>(0 marks)</i>

#### 4 Religion and the Multicultural Society

##### 16 Describe how one religious festival is celebrated in the community.

**Target: Knowledge of how one religious festival is celebrated in the community**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks

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

The festivals listed in the specification are Wesak, Christmas, Divali, Eid ul Fitr, Pesach and Baisakhi, however this is not an exhaustive list and students may use any relevant celebration.

**Buddhism** Wesak, celebrates the Buddha's birthday, for some it also marks the Buddha's enlightenment and the Buddha's death. Joyful and colourful celebration with homes cleaned and decorated. Buddhists visit the local temple to chant and pray and receive teaching. Offerings of food, candles and flowers are given to the monks. Thai Buddhists often make Wesak lanterns out of wood and paper and caged birds are released. Some Buddhist traditions 'Bathe the Buddha' and pour water over the Buddha reminding followers of the need to purify the mind from greed, hatred and ignorance. Sometimes vegetarian food is eaten in the temples. Chinese Buddhists include traditional dancing dragons in their celebrations. Many Buddhists give gifts, visit homes for the elderly and orphanages and / or take part in other charitable acts.



**Christianity** Christmas. The celebration of the birth of Jesus. The Christmas season lasts for twelve days. Celebrations and customs vary worldwide but in Britain Christians and non-Christians exchange cards and children look forward to receiving presents brought by Father Christmas during the night of Christmas Eve. Shops, streets and homes are decorated with Christmas lights, trees, holly and other decorations. Families try to get together for Christmas. Special food including roast turkey, mince pies, Christmas cake and Christmas pudding is eaten and many parties take place.

Many Christians see the festival as a time to promote peace and goodwill and for giving to charity. Nativity scenes are displayed and carols sung. Many churches have special services such as special nativity services where children act out the Christmas story, Christmas carol services are held, Midnight Mass may take place on Christmas Eve, Christingle services may also take place.

**Hinduism** Diwali (Divali) This Festival of Light is celebrated by Jains and Sikhs as well as Hindus. The lights symbolise the victory of good over evil. Hindus celebrate with fireworks, lights and flowers. They give and receive sweets and worship. There are numerous local customs throughout India but Lakshmi the goddess of wealth is thanked and people pray that they will have a good year. In Britain houses are cleaned and decorated with lamps and candles. Sweets are given and many send presents to relatives in India. Many non-Hindus and Sikhs celebrate this festival and Leicester has a large celebration every year.

(For Sikhs, Diwali symbolises the struggle for freedom and reminds them of the story of Guru Harogobind being released from prison.)

**Islam** Eid ul Fitr is the festival to mark the end of Ramadan. Muslims offer thanks to Allah for the help and strength they were given to keep the fast. Celebrations begin when the new moon is seen. New clothes are worn and houses decorated, Eid cards are sent to family and friends, children receive presents and money is given to those in need and to the mosque.

A special meal is eaten during the daytime and services are held in the mosque and in some places out doors. The imam delivers a speech and after the congregational prayer the imam declares Eid ul Fitr and worshippers greet and hug each other. Families visit relatives and friends. In some parts of Britain schools and businesses give pupils and workers the day off to celebrate Eid.

**Judaism**

Pesach or Passover celebrates the deliverance of the Israelites from slavery in Egypt. After the tenth and final plague, the Death of the Firstborn, the Pharaoh allowed the Israelites to leave Egypt. They left in a hurry and were unable to wait for bread to rise so Passover is celebrated on one day and the Festival of Unleavened Bread is celebrated for the following seven days. Passover is celebrated in the home. The extended family and others may be invited. Members of the family may have visited the Synagogue. A special meal is eaten, the Seder, during which the story of the Passover is retold through a series of questions asked by the youngest child. Wine is drunk and there are seven special items on the seder plate symbolic of the exodus story. The matzah (unleavened bread) reminds them of slavery, salt water of the tears shed by the slaves. Charoset reminds them of the mud that bricks were built from, karpas dipped in salt water reminds them of the misery of slavery and the tears the slaves wept before they were freed. A shankbone represents the sacrificed lamb and a roasted egg reminds them of the sacrifice in the temple for the Passover.

**Sikhism**

Baisakhi (Vaisakhi) is the New Year festival for Sikhs and also the anniversary of the founding of the Khalsa in 1699. Sikhs celebrate receiving a clear identity and a code of conduct to live by. Community celebrations begin with worshippers making their way to the gurdwara before dawn with flowers and offerings. Parades take place. The Sikh community elect the committee who will run the gurdwara during the coming year. Many young Sikhs are baptised into the Khalsa at this time. In Manhattan in New York Sikhs perform seva by giving out free food or helping people by doing jobs for them.

**(4 marks) AO1**

**17** *'Religious believers should celebrate the festivals of other religions.'*

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

**Target: Evaluation of whether religious believers should celebrate the festivals of other religions**

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

Two sided arguments are creditable but not required

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

Celebrating other religion's festivals allows people to learn and understand about the beliefs of others / allows diverse communities to come together / people get to know each other better / people more likely to support and help their neighbours as they know them / promotes understanding and tolerance.

Lots of different festivals, cannot celebrate all of them / people do not understand all the different festivals / why celebrate something you know nothing about? / some religious believers may be exclusive in their beliefs and feel it is therefore wrong to mix with others of different (or wrong) faiths / ignorance of tradition may lead to some celebrating in inappropriate ways, e.g. non-muslims using alcohol at an Eid celebration / may cause upset or offence and damage the community rather than uniting it, etc.

**(3 marks) AO2**

**18** *What is meant by the term political correctness?*

**Target: Knowledge of the key term political correctness**

Describes language, ideas, policies or behaviour seen as trying to minimise offence to racial, cultural or other identity groups.

Award one mark for one valid point.

**(1 marks) AO1**

**19 Explain some of the advantages of living in a multicultural society.****Target: Knowledge and understanding of some of the advantages of living in a multicultural society**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks

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

Society is enriched by a variety of cultures and lifestyles / different religious festivals and customs add to the variety and educate people / wide variety of food, (curry now more popular than fish and chips) / different sorts of music / opportunity to learn about and understand about other cultures and societies / helps to overcome ignorance and prejudice / can lead to a more dynamic economy with more jobs / better public services as many doctors, nurses, cleaners, care workers etc. are from ethnic minorities.

**(4 marks) AO1**

20 **'Faith communities have very little influence in Britain today.'**

**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 faith communities have very little influence in Britain today**

Levels	Criteria	Quality of Written Communication & Guidance	Marks
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

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

**Agree**

Religion increasingly marginalised in Britain so views of faith communities are listened to less and less / completely ignored / often only time faith groups are heard in the media is to talk about moral issues and they are often seen as being at odds with the wider community, etc.

**Other Views**

Many faith communities very active in their local area running groups for the elderly or toddler groups, etc. / these groups often have influence in the local area and may be consulted by local councils as they review their provision of services / many places of worship have large numbers of people who attend and local areas are therefore influenced by these faith groups / many religious believers serve as councillors and so make their communities' voices heard / Church of England as the established church has influence at a national level through its bishops in the House of Lords / most religious communities now have members in both the House of Lords and the House of Commons, etc.

**(6 marks) AO2**

**20 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>
<b>Below threshold</b>		<i>(0 marks)</i>

## 5 Religion and Identity

- 21 **Describe a ceremony of commitment in one religion that you have studied. Do not describe a marriage ceremony.**

**Target: Knowledge of a ceremony of commitment in one religion**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>two simple points</li> <li>one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>three or more simple points</li> <li>two points with slight development of one</li> <li>one well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks

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

Students may describe any relevant ceremony that shows a person's commitment to their faith. Examples could include those listed below but infant initiation ceremonies could also be used.

If a marriage ceremony is described, award 0 marks.

**Buddhism** Examples could include the Affirmation Ceremony or the Ordination Ceremony. Ordination Ceremony occurs in Theravada Buddhism when a young man enters a monastery. Before entering the young man must be free from debt. He visits the monastery several times and makes gifts of incense, flowers and light and rings a bell showing he is preparing to join the monastery. The day before the ceremony he walks in a procession wearing a white robe symbolising his good and pure intentions in becoming a monk. His head is shaved. On his initiation day he walks around the monastery four times wearing rich clothing and carrying a candle, flowers and incense. He takes off the clothes and throws coins on the floor to symbolise the actions of Prince Siddhartha when he left the palace for the last time. The young man then enters the ordination hall and asks the bhikkus (monks) to ordain him. He puts on plain yellow robes to show he has left his worldly life behind him. He is then asked a series of questions by the abbot which he must answer in Pali. He is then accepted into the monastery and his religious teaching begins.

- Christianity** Examples could include Infant Baptism or Believer's Baptism or Confirmation. Confirmation takes place around the age of 12 but age varies between denominations. This is when young Christians confirm for themselves the vows that were made on their behalf by their parents and godparents when they were baptised as babies. Young Christians will attend a series of preparation classes where they learn what it means to make a full commitment to the Christian faith and church and how they should live a Christian life. In Anglican churches the ceremony takes place at a special service led by a bishop. The bishop asks the candidates three questions, 'Do you turn to Christ?' 'Do you repent of your sins?' 'Do you renounce evil?' Each time the person must answer 'Yes'. After this the bishop places his hand on the candidate's head and says, 'Confirm O Lord your servant with your Holy Spirit.' At this point the young person receives the blessing of the Holy Spirit to guide them in their Christian life. The service then continues with Holy Communion and the newly confirmed received for the first time the bread and wine.
- Hinduism** Example could include the Sacred Thread Ceremony. The Sacred Thread ceremony is one of the 16 samskaras (rites) that are performed during a person's life by the Brahmins (priests). Around the age of 12 a Hindu boy receives religious instruction about the nature of Brahman, the Ultimate Reality. The day of the ceremony is chosen by an astrologer. The ceremony happens in a garden and puja (worship) is conducted. The boy is then presented with the sacred thread which is tied with one knot and placed over the boy's left shoulder and across his body to his right hip. The thread is white, red or yellow and is a sign of adulthood and religious maturity. The strands symbolise the duties associated with belonging to the Hindu community that is, to worship god, to love and respect one's parents and to listen to one's religious teacher.
- Islam** Could include the Aqiqah ceremony (including the reciting of the Adhan) or the Bismillah ceremony. As a child is considered a full Muslim from the moment of birth there are no commitment ceremonies as such within Islam however a significant point is reached when the child is four years of age when they have a ceremony called Bismillah. It remembers the first time the Prophet Muhammad met the angel Gabriel, when he was commanded to read the first words of the Qur'an from a scroll presented by the angel. The child will have memorised the passage known as the Bismillah and recites it for family and friends to hear. They receive gifts of sweets. This marks the beginning of their religious education which will continue and as they get older they will take on more and more religious duties in keeping the Five Pillars.



**Judaism** Could include Brit Milah or Bar / Bat Mitzvah / Bat Chayil. At the age of 13 all Jewish boys have a ceremony called Bar Mitzvah which means ‘son of the commandment’. In reformed synagogues at the age of 12 girls may have a ceremony called Bat Mitzvah which means ‘daughter of the commandment’. These ceremonies are very important as they mark the start of a person’s adult life in the faith. There is a period of preparation during which the rabbi will instruct the young boy in how to read and handle the Torah as well as how to perform other religious duties such as how to wear tefilin. The ceremony usually takes place on the Sabbath nearest to the boy’s thirteenth birthday as part of the usual synagogue service. The Torah scrolls are placed on the bimah and the rabbi calls the boy to read to the rest of the congregation. The boy reads the passages in Hebrew for that Shabbat service. The rabbi then delivers his sermon, part of which is for the boy and reminds him of his duty to keep the commandments throughout his life. Finally the boy is blessed by the rabbi; the service ends and then there follows a big family celebration.

**Sikhism** Examples could include the ceremony to become a Khalsa Sikh. Sikh boys and girls can choose to be initiated into the Khalsa through the Amrit ceremony. The Amrit ceremony is conducted in front of the Guru Granth Sahib. There are five members dressed to represent the Panj Pyare (five beloved ones). The granthi reads from the holy book and one of the Panj Pyare recites the vows the initiates promise to keep. The amrit (sugar and water mixture) is stirred with a Khanda (double-edged sword). The initiates kneel on one knee to show they are ready to defend their faith. Amrit is then sprinkled on their eyes and hair and the words ‘Waheguru ji ka Khalsa’, (Khalsa is the chosen of God) are said. They reply ‘Waheguru ji ki fateh’, meaning ‘Victory to God’. Each person then drinks some of the amrit to show all are equal. There are then hymns and prayers and the ceremony ends with the sharing of karah parshad (blessed food). The initiate is then required to wear the physical symbols of Sikhism, the Five ‘K’s, Kesh, Kangha, Kirpan, Kachha and Kara.

**(4 marks) AO1**

**22 Give one reason why a young person might be concerned about their image.**

**Target: Knowledge of reasons why a young person may be concerned about their image**

Any one correct reason. Possible reasons could include part of growing up / attract a partner / do not wish to be left out / feel good about themselves / assert their independence / gives them an identity with a group/peer pressure etc.

Award one mark for one valid point.

**(1 mark) AO1**

**23** *'Religious clothes and symbols should only be worn in a place of worship.'*

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

**Target: Evaluation of whether religious clothes and symbols should only be worn in a place of worship**

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

Two sided arguments are creditable but not required

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

Religion is a personal thing and so should be kept private or within the confines of the place of worship / having to dress in a particular way makes people easily identifiable and therefore more easy to pick on / having attention drawn to you can cause problems for a person's self-image / self-worth / in a multicultural society having no religious item on show prevents argument and discrimination when some symbols and clothes are ruled not to be as important as others / press coverage of woman not allowed to wear a cross compared to allowing Sikhs to wear turbans and other examples.

Free society, people should be able to wear what they want / some religious items are allowed for some religions then all should be / some items are central to the faith of the believer such as Sikhism's 5 Ks / multicultural society so all religions should be treated equally / some clothes allow people to be easily distinguished which can be important, such as religious leaders, etc.

**(3 marks) AO2**

**24 Explain why religious believers think that healthy living is important. Refer to religious beliefs and teachings in your answer.**

**Target: Knowledge and understanding why religions think healthy living is important**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks

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

Healthy living includes healthy body and mind / concerned with the physical and mental / all religions teach that life is precious / sacred / holy / a gift (from God) / ‘So God created man in his own image.’ (Genesis1:27) / health is the greatest of gifts (The Dhammapada) / a healthy outlook where a person shows love and compassion and forgiveness to others has a positive impact upon them and brings fulfilment / healthy living allows a person to fulfil God’s purpose for their life.

**(4 marks) AO1**

25 **'The most important purpose of life is to have children.'**

**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 the most important purpose of life is to have children**

Levels	Criteria	Quality of Written Communication & Guidance	Marks
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

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

**Agree**

Having children usually brings joy and happiness / feeling of fulfilment / something of the parent will continue / humans made up of body and mind, when body is dead impossible for anything to live on so no afterlife / no convincing evidence of a god to worship / or serve / so no point wasting time on something that does not exist / no evidence of life after death so no point living in the hope of a reward in the afterlife, etc.

**Other Views**

Humans may only be body and mind but are able to reason so have more purposes than just to have children / have ability to research and develop the understanding of the world about them / realise the fragility of the earth and so are aware of the need to look after it / some people are infertile, does this mean they have no purpose in life? etc.

All religions see a purpose to life which includes having children but they see humans as being more than just body and mind / Buddhists see achieving nirvana as their goal / Christians see their purpose as to enjoy a relationship with God on earth now which will continue after death / Christian purpose also ‘to love your neighbour’ / Muslims see the purpose of life as to do the will of Allah and to worship and glorify Allah / Hindus see the purpose of life as achieving moksha, etc.

**(6 marks) AO2**

**25 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>
<b>Below threshold</b>		<i>(0 marks)</i>

**6 Religion and Human Rights**

**26 Give one human right included in the United Nations Declaration of Human Rights.**

**Target: Knowledge of human rights**

Accept any **one** correct human right. Main ones include Right to life / freedom / education / work / fair conditions at work / travel / food and clothes / healthcare / meet with friends / own property / follow your religion / marry and have children / minorities be treated the same as the majority, etc.

**(1 mark) AO1**

**27 Explain religious attitudes towards human rights. Refer to religious beliefs and teachings in your answer.**

**Target: Knowledge and understanding of the attitudes of religious believers towards human rights**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks

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

All religions promote the ideas of justice, equality and compassion / religious believers have a duty to defend those who are vulnerable and unable to defend themselves / the UNDHR was agreed by nation states, for many believers the government of a nation is appointed by God so UNDHR can be seen as part of God's plan therefore needing support.

**Buddhism** Teaches that human beings are fundamentally the same and equal in their potential to become Buddha. 'We all want to avoid suffering and achieve happiness.' (Dalai Lama) Suffering is caused by selfish actions and selfishness is the cause of all unhappiness. Therefore through respect for others and their rights a healthy, free and prosperous society can be built. Only by respecting others can an individual have respect for themselves.

- Christianity** Teaches that all are made in the image of God and therefore equal before God. Teaching such as ‘Love your neighbour as yourself’ sets the standard for how people should treat each other. Galatians 3:28 ‘So there is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus’ affirms the equality of all humans and therefore the right to be treated with respect. Teaching on sanctity of life and ‘He sent me to bring good news to the poor, to proclaim liberty to the captives and to set free the oppressed’ (Luke 4:18-19) have motivated Christians to campaign on a whole range of issues from anti-abortion to political prisoners.
- Hinduism** Teaches that the duties (dharma) of each individual, if carried out faithfully will protect the rights and freedoms of others in society. All life is sacred and everyone has the right to be free from violence (ahimsa). Traditional Hinduism links all human rights to a person’s caste, age and sex. Rights are then privileges of status and position for example Brahmins.
- Islam** Teaches that all human beings are creations of Allah therefore there are certain basic rights which should be shared by the whole of humanity. These human rights are given by Allah and it is the duty of Muslims to protect them in order to protect against their loss which can lead to tyranny. ‘As you are, so you will have rulers over you’ (Hadith). All life is sacred and should be protected. Justice should be administered fairly and equitably, ‘No bearer of burdens shall be made to bear the burden of another’ (Surah 6:164) ‘There should be no coercion in the matter of faith’ (Surah 2:256).
- Judaism** Teaches that all are made in the image of God and therefore worthy of respect and equitable treatment. (You shall appoint judges and officers in your towns... and they shall judge the people righteously.’ (Deuteronomy 16:18) (“Just as I am righteous “ says the Lord, “so you too be righteous. Just as I visit the sick, feed the hungry and clothe the naked, so you do the same.”’) (Talmud) ‘If your enemy is hungry give him bread to eat; if he is thirsty give him water to drink’ (Proverbs 25:21). Humans were created to serve God and they can best carry out this task if they are free to fulfil their potential as individuals.
- Sikhism** Sees human rights as fundamental to the teaching of the Gurus. ‘Call no one high or low. God, the one potter has made all alike. God’s light alone pervades all creation.’ (AG 62) Guru Nanak complained to the Mogul emperor Babur about the cruel treatment of prisoners and how innocent victims of war were threatened with slavery, with the result that they were released. Sikhism emphasises respect, love and service to fellow human beings.

**(4 marks) AO1**

**28** ***'Religious believers should not support non-religious pressure groups.'***

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

**Target: Evaluation of whether religious believers should not support non-religious pressure groups**

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

Two sided arguments are creditable but not required

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

Some of the non-religious pressure groups may be opposed to some religious beliefs / may have ideas which are in conflict with religious teaching / may have methods which religions would oppose e.g. use of violence to achieve their aims.

Concern with equality and justice means some believers will campaign with whoever will be most effective / non-religious pressure groups may be seen as independent whereas a religious organisation might be perceived to be biased when supporting those of the same religion / 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, etc.

**(3 marks) AO2**



**29 Describe how one religious believer has worked to improve human rights.****Target: Knowledge of one religious believer who has worked to improve human rights**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks

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

Focus of answer should be on the work done by the individual to improve human rights. It should not focus merely on their life story.

A well-known individual's work may be cited e.g. Martin Luther King – campaign for equality in USA for black people. Early life and treatment in shops, Bus boycott, Speech, 'I have a dream...' finally assassinated.

Others examples could include Mohandas Gandhi / Desmond Tutu, etc.

If an unknown person is used then the general points likely to be made may include campaigning e.g. through letters to Governments, organising candlelit vigils or demonstrations perhaps outside a nation's Embassy. Support of individuals through fundraising / practical gifts or money / writing letters to individuals to show they are not forgotten, etc.

**(4 marks) AO1**

30 **'Religious believers should always obey the law.'**

**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 believers should always obey the law**

Levels	Criteria	Quality of Written Communication & Guidance	Marks
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

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

**Agree**

Laws need to be respected / breaking the law leads to anarchy, which leads to fear / 'Everyone must submit himself to the governing authorities, for there is no authority except that which God has established' (Romans 13:1) / Muslim belief in strict justice means all wrongdoing should be punished / laws have been made for our protection / Buddhist idea of right action and law of karma discourage people from breaking the law, etc.

**Other Views**

Some laws may be bad and should not be adhered to, e.g. apartheid / some laws may be against religious teaching / sometimes people may be desperate, e.g. a starving person may steal food in order to survive or feed their family, etc.

**(6 marks) AO2**

**30 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>
<b>Below threshold</b>		<i>(0 marks)</i>