

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
JUNE**



**RELIGIOUS STUDIES (SPECIFICATION B) (40551)
RELIGIOUS STUDIES (SPECIFICATION B) (SHORT COURSE)**

UNIT 1 RELIGION AND CITIZENSHIP

SPECIMEN PAPER

For this paper you must have:

- an AQA 12-page answer book.

Time allowed: 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book.
- Answer **four** questions.
- You must answer the questions in the spaces provided. Answers written in margins or on blank pages will not be marked.
- Do all your rough work in the answer book and cross through any work you do not want marked. Do **not** tear out any part of the book. All work must be handed in.

Information

- The maximum mark for this paper is 76.
- Four of these marks are for Spelling, Punctuation and Grammar.
- The marks for questions are shown in brackets.
- You will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.
- Spelling, Punctuation and Grammar will be assessed in Questions 05, 10, 15, 20, 25 and 30. The marks available for Spelling, Punctuation and Grammar (**SPaG**) are shown in *italics* for each question.
- You will be awarded a mark for Spelling, Punctuation and Grammar (**SPaG**) for each of the four questions that you attempt. The best of these marks will be included in your total for the paper.

Answer **four** questions.

There are 18 marks for content for each question.

There are four additional marks on the paper for Spelling, Punctuation and Grammar (SPaG).

Question 1 Religion and Relationships

Look at the photograph below.



0 1 Give **two** responsibilities that couples accept when they marry. (2 marks)

0 2 Explain the ways in which religious belief might influence the choice of a marriage partner. (4 marks)

0 3 'Marriage promises (vows) are out of date.'
What do you think? Explain your opinion. (3 marks)

0 4 Explain briefly religious teachings about the use of contraception within marriage. (3 marks)

0 5 'Couples should marry before they have children.'
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. (6 marks)

SPaG 4 marks

Question 2 Religion, Sport and Leisure

Look at the poster below.



0 6 Give **two** reasons why leisure is important. (2 marks)

0 7 Explain the attitudes of religious believers to the use of performance enhancing drugs in sport. (4 marks)

0 8 'Religious people should not gamble on sporting events.'
What do you think? Explain your opinion. (3 marks)

0 9 Explain briefly the attitudes of religious believers to healthy living. (3 marks)

1 0 'Sport should be banned on holy days.'
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. (6 marks)

SPaG 4 marks

Turn over for the next question

Turn over ►

Question 3 Religion and Work

Look at the road sign below, which shows a person at work.



1 | 1 Give **two** ways in which trade unions help employees. (2 marks)

1 | 2 Explain why religious believers think that work is important. (4 marks)

1 | 3 'Only some jobs can be described as a vocation.'
What do you think? Explain your opinion. (3 marks)

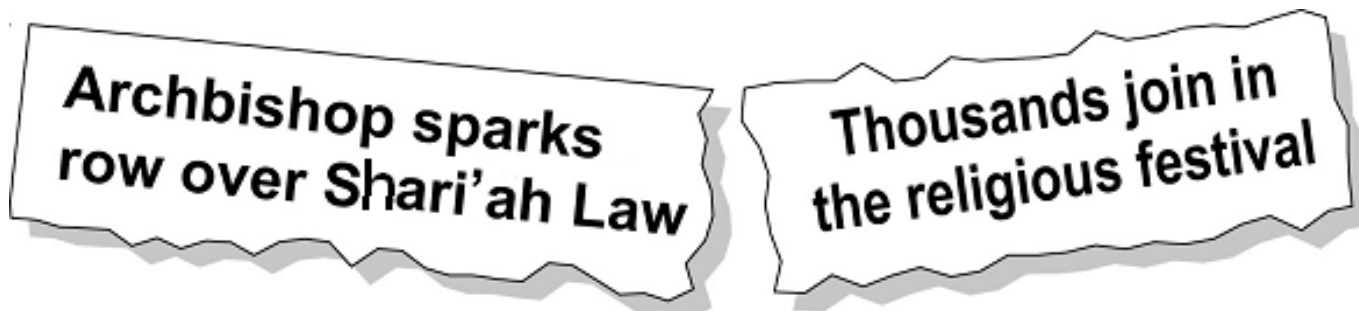
1 | 4 Explain briefly the attitudes of religious believers to unemployment. (3 marks)

1 | 5 'All religious believers should do voluntary work.'
Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. (6 marks)

SPaG 4 marks

Question 4 Religion and the Multicultural Society

Look at the newspaper headlines below.



1 | 6 Give **two** challenges of living in a multicultural society. (2 marks)

1 | 7 Describe a project run by a faith community. (4 marks)

1 | 8 'Religion should stay out of politics.'

What do you think? Explain your opinion. (3 marks)

1 | 9 Explain briefly the attitudes of religious believers about asylum seekers. (3 marks)

2 | 0 'Celebrating religious festivals is the best way to bring people of different cultures together.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. (6 marks)

SPaG 4 marks

Turn over for the next question

Turn over ►

Question 5 Religion and Identity

Look at the drawing below.



2 | 1 Give **two** reasons why young people are concerned about their image. *(2 marks)*

2 | 2 Explain what religious believers may use to guide them in decision-making. *(4 marks)*

2 | 3 'Religion should not be concerned about healthy living.'

What do you think? Explain your opinion. *(3 marks)*

2 | 4 Explain what religious people believe about what it means to be human. *(3 marks)*

2 | 5 'What we do says more about us than what we wear.'

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. *(6 marks)*

SPaG *4 marks*

Question 6 Religion and Human Rights

Look at the drawings below.



2 | 6 Give **two** reasons why citizens have responsibilities. (2 marks)

2 | 7 Explain the work of **either** a national **or** an international pressure group. (4 marks)

2 | 8 'Human rights have nothing to do with religion.'

What do you think? Explain your opinion. (3 marks)

2 | 9 Explain the attitudes of religious believers to protest. (3 marks)

3 | 0 'No one should break the law.'

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. (6 marks)

SPaG 4 marks

END OF QUESTIONS

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General Certificate of Secondary Education

Religious Studies
Full or Short Course
Specification B

Unit 1 Religion and Citizenship

Specimen Mark Scheme
June series

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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Methods of Marking

Difficulties may arise through the use of different methods of marking. It is, therefore, essential that, in fairness to candidates, everyone uses the same methods of marking. The advice given here may seem very obvious, but it will be helpful if everyone follows it as exactly as possible.

1. No half marks or bonus marks are to be used under any circumstances.
2. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
3. 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 candidate 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 candidates' responses. To facilitate this, levels of response marking has been devised for many questions.

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

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

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

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

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

Assessment of Quality of Written Communication

Quality of written communication will be assessed in all components and in relation to all assessment objectives. Where candidates 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 candidate 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.

In addition, marks for spelling, punctuation and grammar will be awarded in the 6-mark questions.

Assessment of Spelling Punctuation and Grammar

Spelling, punctuation and grammar will be assessed in the 6-mark questions. 4 marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The performance descriptions are provided below.

| | | |
|---------------------------------|--|--------------------|
| High performance | Candidates 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> |
| Intermediate performance | Candidates 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> |
| Threshold performance | Candidates 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> |

Question 1 Religion and Relationships**01 Give two responsibilities that couples accept when they marry.****Target: Knowledge of responsibilities associated with marriage****Candidates may include some of the following points:**

Faithfulness / love / finances / parenthood / keeping of vows, etc.

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

(2 marks)**AO1****02 Explain the ways in which religious belief might influence the choice of a marriage partner.****Target: Understanding of the influence of religion in a believer's choice of marriage partner**

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

Candidates may include some of the following points:

Some religions have arranged marriages so parents would choose a suitable marriage partner for their son or daughter. (Credit examples of what a suitable choice would mean.)

A religious person might want to marry someone who shares the same beliefs and values, particularly about bringing up children in their faith. (Credit examples of the sorts of values held by religious believers that might influence their choice of partner.)

Specific rules apply in some religions: a Roman Catholic must marry in the Catholic Church and must undertake to do their best to bring children up Catholic; Muslim women must marry a Muslim, Muslim men can marry a Muslim, Christian or Jew. Sikh women are expected to marry a Sikh; Orthodox Jews must marry from within faith. Caste is important to traditional Hindus in choice.

(4 marks)**AO1**

03 'Marriage promises (vows) are out of date.'

What do you think? Explain your opinion.

Target: Evaluation of marriage vows in the modern era

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

Candidates may include some of the following points:

Many people live together in the modern era / idea of obeying out of date / many marriages end before 'until death do us part', etc.

Marriage promises never date / gives security to marriage partners / made before God / God's blessing on the union of the couple, etc.

(3 marks) AO2

04 Explain briefly religious teachings about the use of contraception within marriage.**Target: Understanding of religious teachings about contraception**

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

Candidates may include some of the following points:

- Contraception is wrong because it goes against the will of God.
- Contraception helps to promote promiscuity so is wrong.
- Contraception is acceptable for family planning purposes.
- Certain forms of contraception help prevent the spread of disease and Aids.
- Contraception is acceptable because it limits population.
- Distinction between artificial and natural contraception.

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

Christianity All denominations permit birth control / some (e.g. Roman Catholic) do not permit artificial forms of contraception / for most others it is down to individual conscience / procreation is encouraged in marriage and is one of purposes of marriage.

Hinduism No objection to birth control / in India it is actively promoted to help solve population crisis / limited response in many cases to its use / preference for male babies may limit contraception until at least one son is born.

Islam Allah controls when birth takes place / conception is welcomed / some birth control permitted but by discussion between partners / mother should be protected / allowed to prevent pregnancy during breast feeding / reason of conscience.

Judaism Contraception impedes God's will / preserving of life is of supreme importance / contraception permitted if mother's health is at risk by pregnancy / for reasons of convenience is not acceptable / Reform approach is more flexible.

Sikhism No opposition to birth control / primary purpose of sexual intercourse is union of husband and wife and not procreation.

(3 marks)**AO1**

05 'Couples should marry before they have children.'

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 the idea that children should be conceived after a couple have married

| Levels | Criteria | Marks | Quality of Written Communication |
|----------------|--|--------------|---|
| 0 | Unsupported opinion or no relevant evaluation. | 0 marks | The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding. |
| Level 1 | Opinion supported by simple reason. | 1 mark | The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive. |
| Level 2 | Opinion supported by one developed reason or two simple reasons. | 2 marks | |
| Level 3 | Opinion supported by one well developed reason or several simple reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3. | 3 marks | The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning. |
| Level 4 | Opinion supported by two developed reasons with reference to religion. | 4 marks | |
| Level 5 | Evidence of reasoned consideration of two different points of view, with reference to religion. | 5 marks | The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. |
| Level 6 | A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion, showing informed insight. | 6 marks | |

Candidates may include some of the following points:

Agree

Marriage is more stable environment in which to bring up children / public commitment of marriage needed for security / financially more advantageous / makes children legitimate; gives legal security (via contract, covenant) / religions teach sex before marriage is wrong / children should be brought up in a religious faith / responsibility taken seriously as vows made before God / marriage a sacrament, etc.

Other views

Marriage ceremony not needed for love, commitment, stability – just a piece of paper / divorce prevalent – marriage does not prevent a partner from abandoning the relationship / marriage expensive – some people can not afford it / accidental pregnancy might mean couple has no opportunity to marry first / many people no longer religious, so do not want a religious ceremony.

(6 marks)

AO2

05 Spelling, punctuation and grammar

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

| | | |
|---------------------------------|--|--------------------|
| High performance | Candidates 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> |
| Intermediate performance | Candidates 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> |
| Threshold performance | Candidates 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> |

Question 2 Religion, Sport and Leisure

06 Give two reasons why leisure is important.

Target: Understanding of why leisure is important

Candidates may include some of the following points:

Relaxation / relieves stress / chance to pursue hobbies and interests / opportunity to exercise / opportunity to help others / social reasons / opportunity to pursue spiritual activities.

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

(2 marks) AO1

07 Explain the attitudes of religious believers to the use of performance enhancing drugs in sport.

Target: Understanding of attitudes of believers towards taking performance enhancing drugs

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

Candidates may include some of the following points:

Wrong because it is cheating / dishonest / affects health / unfair on those who are not taking them / morally wrong / those caught should be banned / dishonoring to God / Allah, etc.

(4 marks) AO1

08 ‘Religious people should not gamble on sporting events.’

What do you think? Explain your opinion.

Target: Evaluation of how believers should spend their leisure time

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

Candidates may include some of the following points:

Gambling means many people lose out / gambling is an addiction / unfair way to gain wealth / does not accrue positive karma; since gambling is done out of desire for more material possessions / encourages greed; love of money is the root of all evil / forbidden in Islam / Guru Granth Sahib speaks against gambling as it exploits others / can lead to corruption in sport – match fixing, etc.

Lottery gives much money to charity, so may be acceptable / can be enjoyable / winners get thrill of success / gives added interest to the sport / winnings can be used to do good, etc.

(3 marks) AO2

09 Explain briefly the attitudes of religious believers to healthy living.**Target: Understanding of attitudes of believers towards healthy living**

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

Candidates may include some of the following points:

| | |
|---------------------|--|
| Buddhism | What people do to their body affects their mind / precept not to cloud the mind, but remain aware / Right Awareness (Noble Eightfold path) / karmic consequences for rebirth / Middle Way. |
| Christianity | Body is a temple to God (New Testament) / life is sacred / God gives life for us to look after / all unique individuals / we are created in God's image – disrespectful to deliberately damage that. |
| Hinduism | All life is sacred / disregard of body by sadhus. |
| Islam | Body is a temple / belongs to Allah / life is sacred – disrespectful to Allah to abuse body. |
| Judaism | Sanctity of life argument / humans are created in God's image – disrespectful to deliberately damage that. |
| Sikhism | Body is a temple built by God to be looked after / to be used in service and worship / insult to God to not look after the body. |

(3 marks)**AO1**

10 'Sport should be banned on holy days.'

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 the idea of banning sport on holy days

| Levels | Criteria | Marks | Quality of Written Communication |
|----------------|--|--------------|---|
| 0 | Unsupported opinion or no relevant evaluation. | 0 marks | The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding. |
| Level 1 | Opinion supported by simple reason. | 1 mark | The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive. |
| Level 2 | Opinion supported by one developed reason or two simple reasons. | 2 marks | |
| Level 3 | Opinion supported by one well developed reason or several simple reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3. | 3 marks | The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning. |
| Level 4 | Opinion supported by two developed reasons with reference to religion. | 4 marks | |
| Level 5 | Evidence of reasoned consideration of two different points of view, with reference to religion. | 5 marks | The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. |
| Level 6 | A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion, showing informed insight. | 6 marks | |

Candidates may include some of the following points:

Agree

Holy days should be for worship / sporting activities act as a distraction to worship / family time / rest and relaxation / keep the Sabbath day holy, etc.

Other views

Can still worship God rest of the day / shouldn't impose religious beliefs on those who don't believe / day to enjoy, etc.

(6 marks)

A02

10 Spelling, punctuation and grammar

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

| | | |
|---------------------------------|--|--------------------|
| High performance | Candidates 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> |
| Intermediate performance | Candidates 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> |
| Threshold performance | Candidates 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> |

Question 3 Religion and Work

11 Give two ways in which trade unions help employees.

Target: Knowledge of the work of trade of unions

Candidates may include some of the following points:

Campaign for fair wages / represent workers in disputes / health and safety issues / campaign for good conditions in work / fight redundancies, etc.

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

(2 marks)

AO1

12 Explain why religious believers think that work is important.**Target: Understanding of importance of work to believers**

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

Candidates may include some of the following points:

Essential to provide for society / opportunity to develop skills / gives purpose / social benefits / need to obtain money / stops boredom / stops laziness / challenging / vocation.

| | |
|---------------------|---|
| Buddhism | Right livelihood / Buddha said to have recommended that a person be 'skilled, efficient, earnest and energetic in whatever profession he is engaged and that he should know it well.' (Rahula 1959:82) / effect on kamma. |
| Christianity | Punishment given to Adam – 'by the sweat of his brow' Genesis 3 ¹⁷⁻¹⁹ / Jesus worked as a carpenter / Paul's teaching – 1 Thessalonians 4 ¹¹⁻¹² and 2 Thessalonians 3 ¹⁰ / Paul's example of working. |
| Hinduism | According to classical theory, Brahmins were to be priests and teachers / Kshatriyas – kings and local rulers / Vaishyas – agriculturists, traders and artisans / Shudras – low-level artisans, agricultural and manual labourers / dharma – 'work is better than idleness' Bhagavad Gita 3:8 / aim of life – Artha / affect on karma. |
| Islam | Avoiding work is disapproved of / duty of Muslim man to earn sufficient for his own and family needs / 'It is better that a person should take a rope and bring a bundle of wood on his back to sell so that Allah may preserve his honour, than that he should beg from people' (Hadith) / 'No one eats better food than that which they have earned by their own labours' (Hadith). |
| Judaism | Necessary for people to have an occupation / Midrash sees idleness as harmful / 'Teach your son a trade or you teach him to become a robber' (Talmud) / Adam told 'By the sweat of his brow' (Genesis 3 ¹⁹) / 'The study of the Torah together with an occupation is an excellent thing' (Ethics of the Fathers). |
| Sikhism | Work a religious duty / 'He who eats what he earns through hard work and gives with his own hand, he alone knows the true way of life' Guru Nanak / 'Every work is noble if performed in the right way' (Guru Amar Das) / affect on karma. |

(4 marks)**AO1**

13 'Only some jobs can be described as a vocation.'**Do you agree? Explain your opinion.****Target: Evaluation of the need to do no work on holy days**

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

Candidates may include some of the following points:

Vocation is a calling to do a particular job from God / caring professions maybe vocations, e.g. doctors, nurses, teachers, social workers / religious leaders have a call to do their job, e.g. missionaries / people who are involved in prostitution or other such 'dubious' jobs cannot be described as having a vocation to do that type of work.

Any job that is done out of a sense of calling can be a vocation / even menial jobs as they are helping society / it is impossible to generalise / what to one person is a vocation may not be to someone else.

(3 marks)**AO2**

14 Explain briefly the attitudes of religious believers to unemployment.**Target: Understanding of attitudes of religious believers to unemployment**

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

Candidates may include some of the following points:

Should be avoided if possible / encourage to find work / retrain if necessary / need to give assistance to those out of work / shouldn't be lazy / those who are lazy should not expect to be fed (St Paul) / religious duty to try to find work, e.g. Right Living (Buddhism); 'By the sweat of their brow' (Genesis 3:19); 'No one eats better food than that which they have earned by their own labours' (Hadith) / Hindu aim of life (Artha) / Adi Granth 1245, etc.

(3 marks)**AO1**

15 ‘All religious believers should do voluntary work.’

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

Target: Evaluation of whether believers should do voluntary work

| Levels | Criteria | Marks | Quality of Written Communication |
|----------------|--|--------------|---|
| 0 | Unsupported opinion or no relevant evaluation. | 0 marks | The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding. |
| Level 1 | Opinion supported by simple reason. | 1 mark | The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive. |
| Level 2 | Opinion supported by one developed reason or two simple reasons. | 2 marks | |
| Level 3 | Opinion supported by one well developed reason or several simple reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3. | 3 marks | The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning. |
| Level 4 | Opinion supported by two developed reasons with reference to religion. | 4 marks | |
| Level 5 | Evidence of reasoned consideration of two different points of view, with reference to religion. | 5 marks | The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. |
| Level 6 | A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion, showing informed insights. | 6 marks | |

Candidates may include some of the following points:

Agree

Voluntary work helps society / love your neighbour / stops laziness / enjoyable – gives satisfactory helping others / gain merit / karma / example of religious leaders / founders, etc.

Other views

Many believers are already involved in voluntary work but some may not be able to help for a number of reasons / should be voluntary not compulsory / need time for other activities including worship / religious duties / relaxation / family, etc.

(6 marks)

AO2

15 Spelling, punctuation and grammar

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

| | | |
|---------------------------------|--|--------------------|
| High performance | Candidates 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> |
| Intermediate performance | Candidates 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> |
| Threshold performance | Candidates 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> |

Question 4 Religion and the Multicultural Society

16 Give two challenges of living in a multicultural society.

Target: Knowledge of challenges of living in a multicultural society

Candidates may include some of the following points:

Prejudice, e.g. racism / integration / language / cultural awareness / customs / religious awareness, etc.

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

(2 marks)

AO1

17 Describe a project run by a faith community.

Target: Knowledge and understanding of a faith community project

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

Candidates may include some of the following points:

Accept any project organized by a faith community, e.g. The Salvation Army and their work in inner cities with homeless people or Christian Aid and one of their projects.

(4 marks)

AO1

18 'Religion should stay out of politics.'**What do you think? Explain your opinion.****Target: Evaluation of whether or not religion and politics should mix**

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

Candidates may include some of the following points:

Possible conflict of interests / may result in laws favouring one religion / possibly unfair on non-believers / danger of prejudice and discrimination / religious leaders are not experts in politics.

Many issues involve morality / already have bishops in the Lords / some countries have religious rulers and rules, e.g. Shari'ah Law / some religious leaders have expertise in areas in which may be wishing to pass legislation, e.g. abortion, euthanasia, medical ethics.

(3 marks) AO2**19 Explain briefly the attitudes of religious believers about asylum seekers.****Target: Understanding of believers attitudes towards asylum seekers**

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

Candidates may include some of the following points:

Ideas of compassion / need to give them a place of refuge / should be helped / 'Love your neighbour as you love yourself' (Treat others as you wish to be treated) / attitude may vary according to reason, e.g. economic reasons not looked on as sympathetically as political reasons, or need to escape persecution / wish to give assistance to those of their faith seeking freedom to practise their religion / maybe concerned about over-population / effect on inhabitants already here.

(3 marks) AO1

20 ‘Celebrating religious festivals is the best way to bring people of different cultures together.’

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

Target: Evaluation of the value of religious festivals in bringing people together

| Levels | Criteria | Marks | Quality of Written Communication |
|----------------|--|--------------|---|
| 0 | Unsupported opinion or no relevant evaluation. | 0 marks | The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding. |
| Level 1 | Opinion supported by simple reason. | 1 mark | The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive. |
| Level 2 | Opinion supported by one developed reason or two simple reasons. | 2 marks | |
| Level 3 | Opinion supported by one well developed reason or several simple reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3. | 3 marks | The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning. |
| Level 4 | Opinion supported by two developed reasons with reference to religion. | 4 marks | |
| Level 5 | Evidence of reasoned consideration of two different points of view, with reference to religion. | 5 marks | The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. |
| Level 6 | A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion, showing informed insight. | 6 marks | |

Candidates may include some of the following points:

Agree

People enjoy celebrations / children taught about each other’s cultures through festivals / colourful occasions / joining in brings communities together, e.g. Christmas, etc.

Other views

Not understanding traditions can bring divisions / festivals not always suitable for people of other faiths to celebrate if they do not understand or believe / can bring resentment rather than harmony, etc.

(6 marks)

AO2

20 Spelling, punctuation and grammar

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

| | | |
|---------------------------------|--|--------------------|
| High performance | Candidates 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> |
| Intermediate performance | Candidates 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> |
| Threshold performance | Candidates 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> |

Question 5 Religion and Identity

21 Give two reasons why young people are concerned about their image.

Target: Knowledge of why young people are conscious of their image

Candidates may include some of the following points:

Wish to assert independence / part of growing up / social reasons / identity with a group / do not wish to be left out / attract partner / feel good factor, etc.

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

(2 marks) AO1

22 Explain what religious believers may use to guide them in decision-making.

Target: Understanding of assistance believers get in decision-making

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

Candidates may include some of the following points:

Prayer / use of holy books / religious leaders / family / peers / seeking God's advice / Holy Spirit / conscience / experience.

(4 marks) AO1

23 'Religion should not be concerned about healthy living.'**What do you think? Explain your opinion.****Target: Evaluation of the concern of religions about healthy living**

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

Candidates may include some of the following points:

Religion is more about spirituality / already teaches believers to look after their health / attitudes to drugs and alcohol well known / other things more important than healthy living, e.g. relationship with God / karma.

Link between a healthy body and mind / human life precious and healthy living helps to preserve life / should have an holistic approach to life, e.g. body, mind and spirit / body is a temple and should not be harmed.

(3 marks) AO2**24 Explain what religious people believe about what it means to be human.****Target: Understanding of religious beliefs about humanity**

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

Candidates may include some of the following points:

Human life is special / sacred / precious and rare / Buddhist turtle story / 'made in the image of God' / 'little lower than the angels' / pinnacle of creation / idea of soul or spirit / suffering / idea of the Fall and sin / in charge of creation – Genesis 1²⁸; Psalm 8 / conscience / capacity to think and develop technology / need for relationship with God (gods) or to gain enlightenment, etc.

(3 marks) AO1

25 'What we do says more about us than what we wear.'

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 the importance of actions versus what we wear in revealing ourselves

| Levels | Criteria | Marks | Quality of Written Communication |
|----------------|--|--------------|---|
| 0 | Unsupported opinion or no relevant evaluation. | 0 marks | The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding. |
| Level 1 | Opinion supported by simple reason. | 1 mark | The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive. |
| Level 2 | Opinion supported by one developed reason or two simple reasons. | 2 marks | |
| Level 3 | Opinion supported by one well developed reason or several simple reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3. | 3 marks | The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning. |
| Level 4 | Opinion supported by two developed reasons with reference to religion. | 4 marks | |
| Level 5 | Evidence of reasoned consideration of two different points of view, with reference to religion. | 5 marks | The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. |
| Level 6 | A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion, showing informed insight. | 6 marks | |

Candidates may include some of the following points:

Agree

Clothes can be a mask / worn for the benefit of image / just to keep in with the crowd and conform with the group / actions show our true self, etc.

Other views

Actions may be done out of a sense of duty / may not reveal our real character / may be one-off for a particular motive / what we wear can signify what we really think / clothes can reflect our character / symbolism of religious dress, e.g. 5Ks / clothes may reflect our religious beliefs, e.g. ideas of modesty and values / reasons for wearing specific religious clothing, e.g. hijab.

(6 marks)**AO2****25 Spelling, punctuation and grammar**

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

| | | |
|---------------------------------|--|--------------------|
| High performance | Candidates 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> |
| Intermediate performance | Candidates 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> |
| Threshold performance | Candidates 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> |

Question 6 Religion and Human Rights

26 Give two reasons why citizens have responsibilities.

Target: Knowledge of why people have responsibilities

Candidates may include some of the following points:

Need to get things done / without responsibilities there would be anarchy / cannot have rights without responsibilities or society would break down / important morally / cannot have people just doing what they want.

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

(2 marks)

AO1

27 Explain the work of either a national or an international pressure group.

Target: Knowledge of the work of a pressure group

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

Candidates may include some of the following points:

The question is asking for information about a pressure group. This can be either a religious or a non-religious group and it can be about any issue (e.g. Greenpeace, Friends of the Earth, SPUC, Amnesty International, etc.).

(4 marks)

AO1

28 'Human rights have nothing to do with religion.'**What do you think? Explain your opinion.****Target: Evaluation of number of rights of people**

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

Candidates may include some of the following points:

Universal Declaration of Human Rights / Human Rights Act give masses of rights to individuals / so many can't remember or know them all / people need responsibilities rather than rights / everything has to be politically correct and this is just over the top.

Helps to protect individuals / human rights abuses make it necessary for the rights to be spelt out, e.g. freedom of speech, freedom to practise faith, need for education and basic human rights / religion concerned about the value/preciousness of humans, e.g. sanctity of life, etc.

(3 marks) AO2**29 Explain the attitudes of religious believers to protest.****Target: Understanding of believers' attitudes to protest**

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

Candidates may include some of the following points:

Religions are peaceful; believers follow the examples of their (peaceful) leaders; the idea that violence leads to violence not peace / retaining the moral high ground; people get hurt; against rules of religion, e.g. 5 Precepts / but peaceful protest may be necessary to protect their religion / protest against an injustice / prepared to take part in marches / writing letters / use of media / use of elected representatives, etc. to right a wrong / should not just stand by and see something wrong happen when it could be stopped / some limited violence might be justified – example of Jesus in the Temple overturning tables, etc.

(3 marks) AO1

30 'No one should break the law.'

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 the need to always keep the law

| Levels | Criteria | Marks | Quality of Written Communication |
|----------------|--|--------------|---|
| 0 | Unsupported opinion or no relevant evaluation. | 0 marks | The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding. |
| Level 1 | Opinion supported by simple reason. | 1 mark | The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive. |
| Level 2 | Opinion supported by one developed reason or two simple reasons. | 2 marks | |
| Level 3 | Opinion supported by one well developed reason or several simple reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3. | 3 marks | The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning. |
| Level 4 | Opinion supported by two developed reasons with reference to religion. | 4 marks | |
| Level 5 | Evidence of reasoned consideration of two different points of view, with reference to religion. | 5 marks | The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. |
| Level 6 | A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion, showing informed insight. | 6 marks | |

Agree

Law needs to be respected / breaking the law leads to anarchy / people would live in fear / Romans 13 ¹ 'Everyone must obey the state authorities, because no authority exists without God's permission' / been made for our protection / law-breakers are punished.

Other views

A few laws may be bad, e.g. apartheid / may be against religious teaching / sometimes people are desperate, e.g. a starving person might steal in order to eat, etc.

(6 marks)

AO2

30 Spelling, punctuation and grammar

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

| | | |
|---------------------------------|--|--------------------|
| High performance | Candidates 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> |
| Intermediate performance | Candidates 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> |
| Threshold performance | Candidates 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> |

Assessment Objectives Grids: GCSE Religious Studies Specification B Unit 1 Religion and Citizenship

| Question | Assessment Objectives | | Specification Section | Marks |
|--------------|-----------------------|-----------|--|-----------|
| | AO1 | AO2 | | |
| 01 | 2 | | 1 Religion and Relationships | 2 |
| 02 | 4 | | 1 Religion and Relationships | 4 |
| 03 | | 3 | 1 Religion and Relationships | 3 |
| 04 | 3 | | 1 Religion and Relationships | 3 |
| 05 | | 6 | 1 Religion and Relationships | 6 |
| 06 | 2 | | 2 Religion, Sport and Leisure | 2 |
| 07 | 4 | | 2 Religion, Sport and Leisure | 4 |
| 08 | | 3 | 2 Religion, Sport and Leisure | 3 |
| 09 | 3 | | 2 Religion, Sport and Leisure | 3 |
| 10 | | 6 | 2 Religion, Sport and Leisure | 6 |
| 11 | 2 | | 3 Religion and Work | 2 |
| 12 | 4 | | 3 Religion and Work | 4 |
| 13 | | 3 | 3 Religion and Work | 3 |
| 14 | 3 | | 3 Religion and Work | 3 |
| 15 | | 6 | 3 Religion and Work | 6 |
| 16 | 2 | | 4 Religion and the Multicultural Society | 2 |
| 17 | 4 | | 4 Religion and the Multicultural Society | 4 |
| 18 | | 3 | 4 Religion and the Multicultural Society | 3 |
| 19 | 3 | | 4 Religion and the Multicultural Society | 3 |
| 20 | | 6 | 4 Religion and the Multicultural Society | 6 |
| 21 | 2 | | 5 Religion and Identity | 2 |
| 22 | 4 | | 5 Religion and Identity | 4 |
| 23 | | 3 | 5 Religion and Identity | 3 |
| 24 | 3 | | 5 Religion and Identity | 3 |
| 25 | | 6 | 5 Religion and Identity | 6 |
| 26 | 2 | | 6 Religion and Human Rights | 2 |
| 27 | 4 | | 6 Religion and Human Rights | 4 |
| 28 | | 3 | 6 Religion and Human Rights | 3 |
| 29 | 3 | | 6 Religion and Human Rights | 3 |
| 30 | | 6 | 6 Religion and Human Rights | 6 |
| Total | 36 | 36 | | 72 |
| | | | SPaG | 4 |
| | | | Total Marks | 76 |