



# SPECIMEN

**General Certificate Secondary Education**

## B611

**Religious Studies C  
(Religion and Belief in Today's World)**

**Religion and Belief in the Modern World**

**Specimen Paper**

Time: 1 hour

Candidates answer on the question paper.

**Additional materials:** None

Candidate  
Forename

Candidate  
Surname

Centre  
Number

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Candidate  
Number

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### INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink only.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer **TWO** questions; you must answer all parts (a-c) of the two questions which you choose.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

### INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **48**.
- Quality of written communication is assessed throughout the paper
- Should you need more space to write your answers there is an extra page at the end of the paper.
- If you need to use this extra page you must number your answers clearly.

FOR EXAMINER'S USE ONLY	
1	
2	
3	
<b>TOTAL</b>	

This document consists of **8** printed pages.



















**OXFORD CAMBRIDGE AND RSA EXAMINATIONS**

**General Certificate of Secondary Education**

**RELIGIOUS STUDIES C  
(RELIGION AND BELIEF IN  
TODAY'S WORLD)**

**J622**

Unit B611: Religion and Belief in the Modern World

Specimen Mark Scheme

The maximum mark for this paper is **48**.

SPECIMEN

## INSTRUCTIONS TO EXAMINERS

### General points

It is important to remember that we are rewarding candidates' attempts at grappling with challenging concepts and skills. Reward candidates for what they know, understand and can do. Be positive. Concentrate on what candidates can do, not on what they cannot do.

For all parts of each response your first task is to match the response to the appropriate level of response according to the generic levels of response given below. Only when you have done this should you start to think about the mark to be awarded.

There are different ways of reaching a high level. Some candidates will go straight to the higher levels. Other candidates will gradually climb their way there by working their way through lower levels first.

The mark scheme for each paper will list responses which a candidate might offer. The list will not be exhaustive and where a candidate offers a response which is not listed, examiners will be expected to use their knowledge and discretion as to whether the response is valid. Examiners who are in any doubt should contact their Team Leader immediately.

### Specific points

Half marks must never be used.

Do not transfer marks from one part of a question to another. All questions, and sub-questions, are marked separately.

Mark what the candidate has written, do not assume that the candidate knows something unless they have written it.

Depending on the objective being assessed the levels of response start with one from the following list of flag words:

AO1 Weak, Satisfactory, Good

AO2 Weak, Limited, Competent, Good

During the standardisation process, examples of work at each level will be used to define the meaning of these flag words for the examination. In particular the word good must not be interpreted as the best possible response. It will be what is judged to be although better responses could be offered.

Remember that we are trying to achieve two things in the marking of the scripts:

- (i) to place all the candidates in the correct rank order
- (ii) to use the full range of marks available – right up to the top of the range; 'Good' means a good response *from a GCSE candidate* and can therefore be awarded the highest marks.

This means that it is imperative you mark to the agreed standard.

**Written communication**

Written communication covers: clarity of expression, structure of arguments, presentation of ideas, grammar, vocabulary, punctuation and spelling.

In the marking of these questions the quality of the candidate's written communication will be one factor (other factors include the relevance and amount of supporting detail) that influences whether an answer is placed at the bottom, the middle, or the top, of a level.

The following points should be remembered:

- answers are placed in the appropriate level according to the RS assessment objectives, i.e. no reference is made at this stage to the quality of the written communication;
- when answers have been placed into the appropriate level, examiners should then consider quality of written communication in the placing of the answer towards the top or bottom of the level;
- the quality of written communication must **never** be used to move an answer from the mark band of one level to another.

## AO1 parts (a) and (b) questions

Level 0 0	<b>No evidence submitted or response does not address the question.</b>
Level 1 1-2	<p>A <b>weak</b> attempt to answer the question. Candidates will demonstrate little understanding of the question.</p> <ul style="list-style-type: none"> <li>• A small amount of relevant information may be included</li> <li>• Answers may be in the form of a list with little or no description/explanation/analysis</li> <li>• There will be little or no use of specialist terms</li> <li>• Answers may be ambiguous or disorganised</li> <li>• Errors of grammar, punctuation and spelling may be intrusive</li> </ul>
Level 2 3-4	<p>A <b>satisfactory</b> answer to the question. Candidates will demonstrate some understanding of the question.</p> <ul style="list-style-type: none"> <li>• Information will be relevant but may lack specific detail</li> <li>• There will be some description/explanation/analysis although this may not be fully developed</li> <li>• The information will be presented for the most part in a structured format</li> <li>• Some use of specialist terms, although these may not always be used appropriately</li> <li>• There may be errors in spelling, grammar and punctuation</li> </ul>
Level 3 5-6	<p>A <b>good</b> answer to the question. Candidates will demonstrate a clear understanding of the question.</p> <ul style="list-style-type: none"> <li>• A fairly complete and full description/explanation/analysis</li> <li>• A comprehensive account of the range and depth of relevant material.</li> <li>• The information will be presented in a structured format</li> <li>• There will be significant, appropriate and correct use of specialist terms.</li> <li>• There will be few if any errors in spelling, grammar and punctuation</li> </ul>

## AO2 part (c) question

Level 0 0	<b>No evidence submitted or response does not address the question.</b>
Level 1 1-3	A <b>weak</b> attempt to answer the question. Candidates will demonstrate little understanding of the question. <ul style="list-style-type: none"> <li>• Answers may be simplistic with little or no relevant information</li> <li>• Viewpoints may not be supported or appropriate</li> <li>• Answers may be ambiguous or disorganised</li> <li>• There will be little or no use of specialist terms</li> <li>• Errors of grammar, punctuation and spelling may be intrusive</li> </ul>
Level 2 4-6	A <b>limited</b> answer to the question. Candidates will demonstrate some understanding of the question. <ul style="list-style-type: none"> <li>• Some information will be relevant, although may lack specific detail.</li> <li>• Only one view might be offered and developed</li> <li>• Viewpoints might be stated and supported with limited argument/discussion</li> <li>• The information will show some organisation</li> <li>• Reference to the religion studied may be vague</li> <li>• Some use of specialist terms, although these may not always be used appropriately</li> <li>• There may be errors in spelling, grammar and punctuation</li> </ul>
Level 3 7-9	A <b>competent</b> answer to the question. Candidates will demonstrate a sound understanding of the question. <ul style="list-style-type: none"> <li>• Selection of relevant material with appropriate development</li> <li>• Evidence of appropriate personal response</li> <li>• Justified arguments/different points of view supported by some discussion</li> <li>• The information will be presented in a structured format</li> <li>• Some appropriate reference to the religion studied</li> <li>• Specialist terms will be used appropriately and for the most part correctly</li> <li>• There may be occasional errors in spelling, grammar and punctuation</li> </ul>
Level 4 10-12	A <b>good</b> answer to the question. Candidates will demonstrate a clear understanding of the question. <ul style="list-style-type: none"> <li>• Answers will reflect the significance of the issue(s) raised</li> <li>• Clear evidence of an appropriate personal response, fully supported</li> <li>• A range of points of view supported by justified arguments/discussion</li> <li>• The information will be presented in a clear and organised way</li> <li>• Clear reference to the religion studied</li> <li>• Specialist terms will be used appropriately and correctly</li> <li>• Few, if any errors in spelling, grammar and punctuation</li> </ul>

Question Number	Answer	Max Mark
1(a)	<p><b>Describe how religions might influence society.</b></p> <p>Candidates should demonstrate their knowledge of the effect of religious belief on the behaviour and/or attitudes of people in the modern world; the question requires this specifically in relation to social issues and candidates should therefore consider the wider impact of religion, in areas that affect both believers and non-believers.</p> <p>Candidates could consider one or two areas of influence in depth or could briefly explore a greater range of issues, including: Education – compulsory RE in Britain, and the involvement of faith communities in this; Politics and the law such as the role of pressure groups with religious specific agendas or human rights legislation allowing freedom of worship and belief; Charities and their work in areas of social need such as with the homeless or drug addictions; Media and the way it reports or responds to religious issues; Religious beliefs and their effect on developing social attitudes such as views about the importance of family, marriage and divorce.</p>	[6]
1(b)	<p><b>How is religious education taught in the two countries you have studied?</b></p> <p>Candidates need to refer to the school system in the particular countries they have studied. For those countries which do not have religious/faith schools then how religious education is taught in lessons will be described.</p> <p>Candidates may discuss the official status of religious education in the country, and whether religious instruction is permitted by the state.</p> <p><b>China</b></p> <ul style="list-style-type: none"> <li>• State schools;</li> <li>• Religious schools;</li> </ul> <p><b>France</b></p> <ul style="list-style-type: none"> <li>• Public schools;</li> <li>• Civilisation and historical knowledge;</li> </ul> <p><b>India</b></p> <ul style="list-style-type: none"> <li>• No religious instruction in government or government-aided schools;</li> <li>• General information about all established world religions is part of the course in Sociology;</li> <li>• Influence of political parties on education, particularly for Muslim or pro-Marxist biases in school curricula;</li> </ul> <p><b>Turkey</b></p> <ul style="list-style-type: none"> <li>• Cannot establish faith-based schools;</li> <li>• Can only have religious teachings after a state decided age;</li> <li>• Mainstream Hanafite school of Sunni Islam is largely organized by the state, through the Diyanet İşleri Başkanlığı (Religious Affairs Directorate);</li> <li>• Religious Education in Turkey;</li> </ul>	

Question Number	Answer	Max Mark
1(c)	<p><b>UK</b></p> <ul style="list-style-type: none"> <li>• Community schools;</li> <li>• Faith schools;</li> <li>• SACRE and Locally Agreed Syllabi</li> </ul> <p><b>USA</b></p> <ul style="list-style-type: none"> <li>• State schools;</li> <li>• Home Schooling;</li> </ul> <p><b>“Religion should play no part in society.”</b>  <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to religious and secular views in your answer.</b></p> <p>Candidates are free to agree or disagree with the statement and should explore their reasons for doing so.</p> <p>Candidates may build on information that they have used in the earlier parts of this question to identify religious viewpoints. They may draw on examples of religious groups which are active in society, such as charities, missionary workers or groups with political or education agendas as evidence that religious believers are likely to disagree with the statement. In contrast candidates could refer to isolationist groups or closed orders or monks or nuns to demonstrate the opposite view. Examples should be specifically related to the statement and should be used to present a balanced argument.</p> <p>Some candidates may also consider how individual religious beliefs, even when kept private, affect the behaviour of that individual in any situation. It could be argued that this makes it impossible to remove religion from society. Candidates may differentiate between this personal effect of religion and the idea of religion being involved in law making that also affects non-believers.</p>	<p>[6]</p> <p>[12]</p>
<b>Total</b>		<b>[24]</b>
2(a)	<p><b>Describe the positive outcomes of interfaith marriage.</b></p> <p>Candidates should demonstrate their understanding of the term ‘inter-faith marriage’ and the potential positive consequences. These may include personal consequences such as the happiness or increased knowledge of the married couple or consequences on a broader scale, with implications for wider society such as dialogue with and understanding of other religions; sharing of beliefs and values; acceptance of differences rather than conflict; the acceptance of human emotions in relation to beliefs.</p> <p>Some candidates may also discuss the example set by an inter-faith couple both for other members of their respective faith communities and also for any children they may have, who are likely to grow up more tolerant and accepting of diversity.</p>	<p>[6]</p>

Question Number	Answer	Max Mark
2(b)	<p><b>What problems can wearing religious symbols cause?</b></p> <p>Candidates are expected to demonstrate their awareness of the powerful emotive nature of religious symbols, both for the wearer and on other people who see the symbol. Candidates may choose to refer to specific examples or to discuss the issue in more general terms.</p> <p>Candidates may consider the role played by visible symbols in announcing loyalty and affiliation and in creating a group identity. Possible problems arising from this are that others may be intimidated by the group identity and respond with aggression or violence.</p> <p>Other potential problems could include the idea that people from other faiths may be offended; that it could be seen as an attempt to shape or influence the beliefs of other people; that it could be seen as a limit to peoples right to express opinions.</p>	[6]
2(c)	<p><b>“Travellers should be allowed to wear and do what they want when visiting other countries.”</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to two or more Religions in your answer.</b></p> <p>Candidates are free to agree or disagree with the statement and should explore their reasons for doing so.</p> <p>Candidates may refer to specific examples of countries with strict rules on dress or behaviour to illustrate their responses to the question. Many candidates will concentrate on restrictions relating to clothing and social interactions such as sexual segregation; they are likely to make a comparison with their own culture and the laws to protect the right to diversity.</p> <p>Some candidates may discuss the need for respect when you are a visitor or a guest, building on the idea that if you have chosen to visit somewhere you have also chosen to abide by the rules of that place. Candidates may draw a link between this and the assimilation of immigrants into British culture.</p> <p>The most sophisticated answers will demonstrate tensions between freedom and religious belief, respect for religious belief and acknowledgment of cultural differences.</p>	[12]
<b>Total</b>		<b>[24]</b>



Question Number	Answer	Max Mark
3(a)	<p><b>Describe two of the beliefs of one of the religious movements you have studied.</b></p> <p>Candidates may select any two beliefs from a new religious movement; the description should include not only the name of the belief but should also demonstrate the candidates understanding of the meaning and significance of these for believers.</p> <p><b>Rastafarianism:</b></p> <ul style="list-style-type: none"> <li>• Zion and Babylon</li> <li>• Afrocentrism</li> <li>• Hoile Selassic and the bible</li> </ul> <p><b>Unification Church:</b></p> <ul style="list-style-type: none"> <li>• God's creation</li> <li>• Fall of humanity</li> <li>• God's original ideal</li> <li>• Jesus and Reverend Moon</li> </ul> <p><b>Falun Gong:</b></p> <ul style="list-style-type: none"> <li>• Zhen</li> <li>• Shan</li> <li>• Ren</li> <li>• Xinxing</li> </ul> <p><b>Jehovah's Witnesses:</b></p> <ul style="list-style-type: none"> <li>• Jehovah</li> <li>• Jesus Salvation</li> <li>• Authority of the Bible</li> </ul> <p><b>Order of Bards, Ovates and Druids:</b></p> <ul style="list-style-type: none"> <li>• Earth and all nature as sacred</li> <li>• Develop creative and spiritual abilities</li> <li>• Celtic</li> </ul> <p><b>Baha'i:</b></p> <ul style="list-style-type: none"> <li>• Unity of God</li> <li>• Unity of religion</li> <li>• Unity of mankind</li> </ul> <p>This is not an exhaustive list of all possible beliefs and other responses will be credited as appropriate.</p>	<b>[6]</b>

Question Number	Answer	Max Mark
3(b)	<p><b>Suggest possible reasons why the two religious movements you have studied have become popular.</b></p> <p>Candidates are expected to demonstrate their understanding of how new religious movements attract and keep followers. There should be knowledge of how popular the religions are and what about them may be attractive. Candidates should also show their awareness of factors which may work to create a spiritual need or void which the new religion fulfils – these may be social, cultural, religious or personal; these factors should be considered in relation to the religious movements identified and any general statements made must be appropriate for both religions.</p> <p>Some candidates may choose to consider why some new religious movements are regarded with ambiguity or hostility by established faiths or governments; this should be related specifically to the question by, for example, discussion of the attraction of the forbidden or the need some people have to rebel against the establishment.</p>	[6]
3(c)	<p><b>“New religions should not be accepted.”</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to two or more Religions in your answer.</b></p> <p>Candidates are free to agree or disagree with the statement and should explore their reasons for doing so.</p> <p>Candidates may build on the answers they have already given to help identify areas where new religions create risk or pose a threat to either society or to established faiths. Many candidates are likely to refer to cults and ‘brainwashing’ and some may discuss whether cults and new religions should be classed as the same thing.</p> <p>Some candidates may argue that humanity should have developed beyond a need for religions, using evolutionary and other atheistic arguments to support this. Others may use multi-culturalism and the modern acceptance of diversity to argue that all religions are of equal value.</p> <p>The most sophisticated answers will demonstrate areas of tension between the new religions, mainstream religion and society as a whole. They may also discuss spirituality as a human need and the apparent failure of traditional faiths to provide this for modern society.</p>	
<b>Total</b>		<b>[24]</b>
<b>Paper Total</b>		<b>[48]</b>

**Assessment Objectives Grid (includes QWC)**

Candidates must answer **TWO** questions.

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>Total</b>
<b>1(a)</b>	6		<b>6</b>
<b>1(b)</b>	6		<b>6</b>
<b>1(c)</b>		12	<b>12</b>
<b>2(a)</b>	6		<b>6</b>
<b>2(b)</b>	6		<b>6</b>
<b>2(c)</b>		12	<b>12</b>
<b>3(a)</b>	6		<b>6</b>
<b>3(b)</b>	6		<b>6</b>
<b>3(c)</b>		12	<b>12</b>
<b>Totals</b>	<b>24</b>	<b>24</b>	<b>48</b>

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