



# SPECIMEN

**General Certificate Secondary Education**  
**Religious Studies C**  
**(Religion and Belief in Today's World)**

**B614**

Community Cohesion and the Individual

**Specimen Paper**

Candidates answer on the question paper.  
**Additional materials:** None

Time: 1 hour

Candidate  
Forename

Candidate  
Surname

Centre Number

--	--	--	--	--

Candidate  
Number

--	--	--	--

**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 any **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 Secondary Education**

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

**J622**

Unit B614: Community Cohesion and the Individual

**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>Explain beliefs about the ‘value of human life’ in two religions/secular beliefs that you have studied</b></p> <p>Candidates must show their knowledge and understanding of beliefs and teachings, where appropriate, on the ‘value of human life’. This will vary from a simplistic statement on the meaning of the phrase as a satisfactory response to a discussion of different beliefs concerning the place of humanity in the world and its significance from a religious secular viewpoint.</p>	[6]
1(b)	<p><b>How and why might tensions arise between religious beliefs and the laws of the State? Reference to one issue you have studied must be made.</b></p> <p>Candidates should focus on one issue that illustrates a conflict between legality and morality. This might be in relation to religious clothing; the wearing of symbols; freedom of expression; issues of sexuality; transplant technology. A satisfactory response might consider why a religion or belief would object to the legality or illegality of a particular issue. More competent responses will examine the teachings of their chosen religions in relation to the law and explain how a conflict may occur.</p>	[6]
1(c)	<p><b>“Justice and equality is the duty of politics not religion.”</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 must express an opinion; the stronger candidate will use evidence and reasons for their view. To achieve above the limited level, they must present at least one alternative view and use the religions they have studied to explain different possible responses to the quotation. A limited response may give one or more statements of opinion without presenting reasons or evidence for the view. Candidates achieving higher levels will use specific examples to illustrate their points and give a range of views from their chosen religions.</p> <p>Possible responses might include:</p> <ul style="list-style-type: none"> <li>• The question of the desired connection between religion and politics in areas of the world and the conflicts that might arise from the combination.</li> <li>• Historical reference to examples of times when religion and the state were one and the same and the repeating of history in parts of the world.</li> <li>• Conflicts between state and religion over concepts of justice and equality with relevant example;</li> <li>• These might include areas such as views about the aim and instigation of types of punishment.</li> </ul>	

Question Number	Answer	Max Mark
	<ul style="list-style-type: none"> <li>• Tensions between different religions over the nature of proscribed punishment e.g. differing views about the instigation of Shari'ah law in countries across the world, including the UK.</li> <li>• Belief standpoints on a range of issues as set out in the specification, for example the on-going conflict in some parts of the world on women in society, their freedom and rules set down about their place in society and the rules governing their style of life and freedom for self-determination.</li> <li>• The rise of 'fundamentalism' may be addressed in relation to the power of religion to shape/control people's lives.</li> <li>• Tensions between individuals and state in relation to safety from persecution.</li> <li>• The use of religion as a political tool in the carrying out of 'ethnic cleansing'/genocide.</li> </ul>	[12]
<b>Total</b>		<b>[24]</b>
<p><b>2(a)</b></p> <p><b>Explain, with examples of religious teaching, what is meant by the phrase 'biotechnology'.</b></p> <p>Candidates must show that they understand the phrase and will give examples to illustrate their points. They may explain the positive and negative aspects of biotechnology as a new technology and refer to ways in which religious teaching may mirror such arguments. Candidates at the satisfactory level may explain the word/phrase and state examples; others may explain examples without considering the positive and negative implications. The strongest candidates may employ examples to illustrate their answer and consider the implications.</p>		[6]
<p><b>2(b)</b></p> <p><b>Describe the benefits and disadvantages of using genetic engineering as a means of finding cures for disease.</b></p> <p><b>You must refer to the religions you have studied and give examples from these religions.</b></p> <p>Candidates are asked to consider the place of new technology in modern medicine. They must look at both advantages and disadvantages, demonstrating a good working knowledge of this aspect of technology and its connections with religion. A satisfactory answer may give examples and simple statements of opinion, better answers will consider both sides and the wider implications of this use of research, using examples to illustrate their points.</p>		[6]

Question Number	Answer	Max Mark
2(c)	<p><b>“The internet can bring religion to everyone”.</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 must express an opinion; the stronger candidate will use evidence and reasons for their view. To achieve above the limited level, they must present at least one alternative view and use the religions they have studied to explain different possible responses to the quotation. A limited response may give one or more statements of opinion without presenting reasons or evidence for the view. Candidates achieving higher levels will use specific examples to illustrate their points and give a range of views from their chosen religions.</p> <p>Possible responses might include:</p> <ul style="list-style-type: none"> <li>• The ability of the Internet in bringing people of similar beliefs together wherever they live in the world.</li> <li>• The benefits for religions of such worldwide access in explaining teachings and a wider understanding of their beliefs.</li> <li>• The diversity of religious sites and communities on the Internet.</li> <li>• The ability to promote a better understanding of religion, whether specific faiths or other aspects of spirituality.</li> <li>• Concerns about unregulated sites where teaching may not reflect mainstream views/beliefs.</li> <li>• Difficulties in distinguishing the valid nature of religious sites in relation to the mainstream.</li> <li>• The use of the Internet for promoting extreme religious views.</li> <li>• The possibility of persuading the ‘vulnerable’ towards more dangerous organisations such as cults or terrorism.</li> </ul>	[12]
<b>Total</b>		<b>[24]</b>
3(a)	<p><b>What is meant by ‘citizenship’ and how might religious belief affect behaviour in society?</b></p> <p>Candidates should be able to define what is meant by ‘citizenship’ and make connections between belief and behaviour. A satisfactory answer may make general statements about how religious people are expected to be good and therefore be ‘good citizens’. More developed answers may include religious teachings about the role of believers and social responsibility or the idea of ‘setting an example’ to others. There should be connections made between being a member of society and the need for responsible behaviour for the benefit of all.</p>	[6]



Question Number	Answer	Max Mark
3(b)	<p><b>Explain, with at least one specific example from the religions you have studied, the way in which people work to promote responsible behaviour in society.</b></p> <p>Candidates are required to study two specific examples of practical instances of religion working in communities and answers may focus on one or two of those studied. The number of examples will be determined by the amount of detail included. It would be possible for one example to gain 6 marks if the level of detail is sufficient, otherwise two examples of lesser detail will be required. The chosen project/s must be arranged, promoted or sponsored by a religious organisation or have a particular religious focus.</p>	[6]
3(c)	<p><b>“Religious people have more responsibility to help others”.</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 must express an opinion; the stronger candidate will use evidence and reasons for their view. To achieve above the limited level, they must present at least one alternative view and use the religions they have studied to explain different possible responses to the quotation. A limited response may give one or more statements of opinion without presenting reasons or evidence for the view. Candidates achieving higher levels will use specific examples to illustrate their points and give a range of views from their chosen religions.</p> <p>Possible responses might include:</p> <ul style="list-style-type: none"> <li>• The role of religion in promoting social responsibility at home and abroad.</li> <li>• Beliefs/teachings of religion in regard to social responsibility.</li> <li>• Beliefs/teachings about the nature of community and ideas such as ‘the Golden Rule’ in chosen religions.</li> <li>• Ideas about whether religious people have the same or a greater responsibility in regard to helping others in comparison to those without a faith standpoint.</li> <li>• A discussion of the nature of worldwide citizenship and individual responsibility within it.</li> <li>• Ideas about setting an example to others at home and abroad.</li> <li>• The role of government/s in looking after their citizens.</li> </ul>	[12]
<b>Total</b>		<b>[24]</b>
<b>Paper Total</b>		<b>[48]</b>

**To be used by registered pilot centres only**  
**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>