

GCSE

# RELIGIOUS STUDIES B

Unit 3 Religion and Morality (40553)

Mark scheme

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4055

June 2014

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Version: 1.0 Final

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from [aqa.org.uk](http://aqa.org.uk)

## Methods of Marking

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

1. No half marks or bonus marks are to be used under any circumstances.
2. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
3. Indicate, **by ticking**, where you have awarded a mark for questions where there are no levels. For **levels of response**, examiners must record, in the left-hand margin, the level that has been awarded, e.g. L2, and in the right-hand margin, the mark that has been awarded for the question.
4. The numerical mark awarded for **each** response should be indicated in the right-hand margin.
5. Do **not** credit material that is irrelevant to the question or to the objective, however impressive that material might be.
6. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the student nearer those who have given a correct answer or those who have little idea?'
7. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.

Remember, the key to good and fair marking is **consistency**. Do **not** change your marking style once you have started sending scripts to AQA.

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## Levels of Response Marking

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of students' responses. To facilitate this, levels of response marking has been devised for many questions.

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

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

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

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

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

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

## Assessment of Quality of Written Communication

Quality of written communication will be assessed in all components and in relation to all assessment objectives. Where students are required to produce extended written material in English, they will be assessed on the quality of written communication. The quality of written communication skills of the student will be one of the factors influencing the actual mark awarded within the level of response. In reading an extended response, the examiner will therefore consider if it is cogently and coherently written, i.e. decide whether the answer:

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

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

## Assessment of Spelling Punctuation and Grammar

In order to apply Spelling, Punctuation and Grammar (SPaG) examiners need to award up to an additional 4 marks, based on the performance criteria set out below. This assessment will be made from work presented in answer to the six mark AO2 questions. Very brief answers are unlikely to be awarded beyond threshold performance.

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

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>
<b>Below Threshold</b>	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>

**1 Religious Attitudes to Matters of Life (Medical Ethics)****01 What do the initials IVF mean?****Target: Knowledge of technical term**

In vitro fertilisation.

1 mark for the correct answer.

**(1 mark) AO1****02 Explain religious attitudes to surrogacy. Refer to religious beliefs and teachings in your answer.****Target: Understanding of religious attitudes to surrogacy**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>At least two relevant and accurate points</li> <li>One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with one developed</li> <li>One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with development of at least two</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with detailed development of at least two.</li> </ul>	5 marks

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

Parents are not the birth parents, possible use of donated sperm and eggs (although sperm of father and eggs of mother or surrogate mother are usually used) / conception is not considered natural if via AI or IVF / God is the giver of life through 'natural means' / adultery if through sexual relationship (unofficial) or 'mechanical adultery' if by artificial means (against most religions) / inability to have children may be God's choice / a child could be bought (illegal in UK) / contrary to God's plan / potential harmful effect on child as it grows up and finds out / can be seen as demeaning to the surrogate mother / can cause distress to surrogate mother when she gives up the child / may reduce those willing to adopt / childlessness could be a result of karma which surrogacy contravenes, / surrogacy is strictly forbidden in Islam because childlessness is Allah's choice and addressed through plural marriage – 'their mothers are only those who conceived them and gave birth to them' / allows same sex couple to have a child / allowing people to be parents or donating gametes is a loving, generous, altruistic compassionate act / 'go forth and multiply' (Genesis) / surrogacy is part of God's gift in medical technology / pressure, especially in Hinduism, for families to include children, especially boys / issues of caste / fulfils duty to have children, although using donor materials is considered wrong / Old Testament reference to Hagar having baby Ishmael for Abraham and Sarah etc.

For Levels 4 and 5 there **must** be some reference to religious beliefs and/or teachings.

**[5 marks] AO1**

**03 ‘Religious believers should not be against transplant surgery.’****What do you think? Explain your opinion.****Target: Expression of a reasoned opinion about whether religious believers should not oppose transplant surgery**

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

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

Transplant surgery can save lives / sanctity of life / loving and compassionate action / life is too precious to allow it to end / duty and service to preserve life / the dead have no further use for healthy organs so they should be used to help others / living donors e.g. can live with one kidney/ high success rate at keeping people alive / lesser of two evils / ability and knowledge to transplant organs is given by God so it should be used / transplant surgery can be bloodless / xenotransplantation etc.

Organ donors have to give permission whilst alive / involves mutilation of dead bodies which may affect afterlife / complete body should be buried / a person’s organs are their own, even after death / possibility of death being pronounced too early to allow successful harvesting of organs / success rate, whilst high is not 100% / organs can be rejected by new body / anti-rejection drugs can cause side effects / can involve transfusion of blood / xenotransplantation etc.

Two sided answers are creditable but are not required.

**[3 marks] AO2**



**04 Explain why some religious believers disagree with experiments on humans.**

**Target: Understanding of why some religious believers disagree with experiments on humans**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• At least two relevant and accurate points</li> <li>• One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with one developed</li> <li>• One well developed point</li> </ul>	3 marks

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

Potentially harmful / could offend against sanctity of life and quality of life of those tested on / misuse of our God-given bodies whether or not it is done for profit / no need for such testing / God is responsible for life, not scientists / 'body is a temple' so it shouldn't be used for experimentation / delays marketing and use of potentially life-saving drugs / issues of whether consent is given – if not it is abuse (e.g. experimentation in Nazi concentration camps), etc.

Do **not** credit points related to **agreement** with experiments on humans.

**[3 marks] AO1**

## 05 ‘All types of cloning should be allowed.’

**Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to religious arguments in your answer.**

**Target: Evaluation of whether all types of cloning should be allowed**

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

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

Therapeutic cloning gives hope to the sick because it could lead to cures or organs for transplant / increases crop and livestock production to assist the supply of food to the world / good stewardship / God gave the technology to help others / everything depends on the intention behind cloning, if it is compassionate, many would agree that it is acceptable / allows for compassion and an improvement in quality of life / humans have free will which is given by God / animal cloning could help to protect endangered species and reintroduce extinct species by using it's DNA etc.

**Other views**

Against all religious teachings about a creator God / God created living things to be unique / cloned tyrants or dictators / clones will not possess a soul so have no access to God / against natural law / could lead to designer babies being cloned / only God has the right to be involved in life issues / playing God / issues surrounding disposal of embryos being killing / may encourage further and more unacceptable developments by scientists / reproductive cloning could affect identity and position in a family / negative impact of agricultural cloning on the natural environment, ecosystems and possible removal of diversity/ early cloning resulting in Dolly the sheep was unsuccessful and resulted in premature death etc.

It is likely but not necessary that the best answers will focus on both reproductive and therapeutic cloning.

**[6 marks] AO2**

**Spelling, punctuation and grammar**

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

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>
<b>Below Threshold</b>	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>

**2 Religious Attitudes to the Elderly and Death.****06 What is retirement?****Target: Knowledge of a technical term**

When a person's working life is finished usually due to age or infirmity / often associated with payment of a pension to replace earnings. Accept 'giving up work' or similar.

1 mark for a correct definition.

[1 mark] AO1

**07 'Religious believers should always respect the elderly.'**

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

**Target: Expression of a reasoned opinion about whether religious believers should always respect the elderly**

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

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

Although question is about the elderly, many will interpret this as meaning parents or grandparents. This is acceptable.

General teaching such as 'love your neighbour' / metta and Karuna / way of earning good karma / treat others the way you wish to be treated etc. can be interpreted as being teaching related to the elderly.

'We may carry our mothers on one shoulder and our fathers on the other and attend for them even for a hundred years.....still the favour we have received from our parents will be far from requited' (Anguttara Nikaya) – Buddhism / the elderly are a living demonstration of anicca (impermanence) / 'having supported me, I shall support them' (Sigalovada Sutta) – Buddhism / 'Honour your father and mother' (Exodus 20v12); 'do not cast me off in old age, when my strength fails me' Psalms – Christianity and Judaism / 'let your mother be a god to you. Let your father be a god to you.' (Taittiriya Upanishad 1.11.2) – Hinduism / 'may his nose be rubbed in dust who found his parents approaching old age and lost his right to enter paradise because he did not look after them' (Hadith) – Islam / 'Child why do you quarrel with your father due to whom you have grown to this age? It is a sin to argue with him' (Guru Granth Sahib) – Sikhism, Respect for wisdom / respect for the elderly has to be earned etc.

Two sided answers are creditable but are not required.

[3 marks] AO2

**08 Explain why many religious believers agree with the use of hospices for the dying.**

**Target: Understanding of why some religious believers agree with the use of hospices**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>At least two relevant and accurate points</li> <li>One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with one developed</li> <li>One well developed point</li> </ul>	3 marks

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

It is likely but not essential that many answers will focus on ideas about hospices being better than euthanasia linked to the idea that killing is forbidden in all religions and palliative care is preferable.

Teachings from any religions about caring rather than harming (e.g. love your neighbour / do to others what you would have done to you / right action etc.) / hospices are calm places that may offer spiritual support that prepares patients and families for death and life after death whatever that entails (heaven & hell, reincarnation, rebirth) / efforts to reduce pain are a loving thing to do through right motives / hospices help families through respite care / respect sanctity of life and allow death with dignity.

Focus on hospice care could be either care of the dying, support for families or both.

Do **not** credit points related to **disagreement** with the use of hospices.

[3 marks] AO1

**09 Explain religious beliefs and teachings about death and what happens after death.**

**Target: Understanding of religious beliefs and teachings about death and what happens after death**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• At least two relevant and accurate points</li> <li>• One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with one developed</li> <li>• One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with development of at least two</li> <li>• A single point that is exceptionally well-developed may reach this level.</li> </ul>	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> <li>• Two or three relevant and accurate points with detailed development of at least two.</li> </ul>	5 marks

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

Death is seen as God's decision that life should end unless a human intervenes e.g murder / death brings you closer to God / at death, the spirit, soul or self leaves the body to either go to Heaven / Hell or to be reincarnated / reborn. It is seen as a time of sadness (mourning) as the deceased is no longer living and this affects their friends and family who will grieve and mourn their passing. It could also include celebration of the deceased's life and achievements.

Students may interpret 'what happens after death' as the funeral practices including burial or cremation. This is acceptable.

Most are likely to interpret 'what happens after death' as the afterlife. Allow reference to ideas of judgement, heaven, hell, purgatory etc. and/or to reincarnation / rebirth. Do not accept idea that nothing happens because this is not a religious belief or teaching.

Level 5 can only be achieved by mentioning both death and what happens after death in detail with some development and / or analysis of at least one of them.

For Levels 4 and 5 there **must** be some reference to religious beliefs and/or teachings.

**[5 marks] AO1**

**10 ‘Life is too valuable to allow a life support machine to be switched off.’**

**Do you agree? Give reasons for your answer, showing you have thought about more than one point of view. Refer to religious arguments in your answer.**

**Target: Evaluation of whether the value of life allows life support machines to be switched off**

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

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

The value of life is paramount and far more than the sum value of the body's ingredients / people are valuable to God because he created all living things and put people in charge of them – for this reason life should not be taken away / life support machines extend life to reflect its value / the value of life is connected with the sanctity of life; because life is sacred, it has great value and so should be maintained / if technology is available, it should serve to protect life / God is in charge of who lives and who dies / use of life support machines emphasises the value of life, etc.

**Other views**

Although life is valuable, if the quality of life is poor, the value of life diminishes / it is most loving and compassionate to turn off a life support machine regardless of the value of life / if life is lacking in value, maybe God would prefer the people not to be kept alive when they would otherwise have died / quality of life overrides value of life / money used to keep people alive on life support machines could benefit more people whose lives are also valuable if spent elsewhere / they can be seen as keeping alive un-necessarily people whose condition devalues their life / basic ingredients of a living body have little monetary value so consideration of value is irrelevant, etc.

Answers that only discuss whether a life support machine should be switched off or not with no reference to the value of life can only achieve maximum level 3.

**[6 marks] AO2**

**10 Spelling, punctuation and grammar**

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

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>
<b>Below Threshold</b>	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>



**3 Religious Attitudes to Drug Abuse.**

**11 Name one Class B drug.**

**Target: Knowledge of drug classification**

Cannabis (weed, skunk, oil) / amphetamines (speed) / methylphenidate (Ritalin) / pholcodine / barbiturates / mephedrone (meow meow, mcat) / codeine / synthetic cannabinoids.

1 mark for the correct answer.

**[1 mark] AO1**

**12 ‘Religious believers should not use illegal drugs.’**

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

**Target: Expression of a reasoned opinion about whether religious believers should use illegal drugs**

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

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

Illegal drugs are harmful to the mind and body created by God / life is given by God and should not be damaged / religious believers are instructed to obey the law so illegal drugs should not be taken / drugs damage families and friendships / leads to other crimes / can cause death so against sanctity of life / religious experiences are better than drug-induced ones / ‘drugs wreck lives’ body a temple / Fifth Precept, etc.

Free will to make decisions is a gift from God / some illegal drugs are less harmful than others / some are natural substances created by God / cannabis has medicinal properties as a pain killer for sufferers of multiple sclerosis (although many religious believers only support its use when legally clinically prescribed as oral spray) / use of cannabis (or forms of cannabis) for religious observance by Rastafarians, Ethiopian Coptic Church, some Hindu Sadhus and Nihang Sikh etc.

Allow use of alcohol but only if it is clearly in the context of countries where it is illegal

Two sided answers are creditable but are not required

**[3 marks] AO2**

**13 Explain why many religious believers think that drug users should be rehabilitated.**

**Target: Understanding of why many religious believers think that drug users should be rehabilitated**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• At least two relevant and accurate points</li> <li>• One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with one developed</li> <li>• One well developed point</li> </ul>	3 marks

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

Answers can focus on beneficial effects of rehabilitation on the drug user, their family / friends, society or any combination of these.

Importance of the community in supporting individual members is a common religious principle / professional care is the most loving approach to drug users / if they receive no help they may never be useful members of the community and may continue taking illegal drugs until they die / taking illegal drugs can be a cry for help and religious teachings encourage believers to help those in need / accept any valid religious teaching about loving and caring as a justification for rehabilitating drug users e.g. 'love your neighbour'; right action; metta (loving kindness), karuna (compassion) – Buddhism / dharma (duty) to help others – Hinduism / sewa (service to others) – Sikhism / body and mind are valuable creations of God and should be cared for / greater protection of society from violence and crime / limiting the mental and physical suffering of the user's family / help to reduce crime as no longer needing to pay for drugs, etc.

Do **not** credit points that suggest drug users should **not** be rehabilitated.

**[3 marks] AO1**

**14 Explain religious attitudes to the use of tobacco. Refer to religious beliefs and teachings in your answer.**

**Target: Knowledge and understanding of religious attitudes to the use of tobacco**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>At least two relevant and accurate points</li> <li>One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with one developed</li> <li>One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with development of at least two</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with detailed development of at least two.</li> </ul>	5 marks

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

Tobacco causes poor health and premature death contrary to religious teachings on God being in charge of when a person dies / offends against the sanctity of life / Sikhism and Buddhism (and Islam during Ramadan) prohibit smoking because of the harm it does / passive smoking harms other people contrary to religious teachings about looking after and caring for people / antisocial / addiction can take the place of God in a person's life / 'the body is a temple' means that drugs that cause harm to life should be discouraged / people addicted to tobacco harm others in society including their family through unwise spending patterns by buying tobacco / 'Make not your own hands contribute to your destruction (Qur'an) / He must not get wilfully addicted to any ... substance' (laws of Manu) / tobacco has been deemed to be acceptable to take by ruling authorities, with an age restriction for reasons of safety so some religious believers are prepared to use it on this basis / people have free will given by God to make decisions related to tobacco even though it is harmful / tobacco is a natural product created by God although religious believers may argue that it is used in an un-natural way / smoking can be seen as a way of dealing with stress / the issue of craving in Buddhism (tanha)

For Levels 4 and 5 there **must** be some reference to religious beliefs and/or teachings.

**[5 marks] AO1**

## 15 'Alcohol should be an illegal drug.'

**Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to religious arguments in your answer.**

**Target: Evaluation of whether alcohol should be an illegal drug**

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

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

Alcohol is harmful and responsible for many deaths / 'the body is a temple' / alcohol harms society because of the actions of those under the influence of alcohol / takes focus off God / money that could be spent on families is spent on alcohol / Buddhism, Sikhism and Islam prohibit alcohol and other religions discourage over-use / alcoholism is an addiction that controls lives rather than allowing them to be influenced by God / negative effects on family life e.g. role in domestic violence / alcohol is more harmful than some illegal drugs / cost to NHS and the economy etc.

**Other views**

Religious leaders including founders drink alcohol / it is relatively harmless in moderation / some research shows some alcoholic drinks are beneficial to health / alcohol is used in some religious ceremonies e.g. Holy Communion, Shabbat, Purim / it is the abuse of alcohol that is wrong, not alcohol in itself / declaring alcohol illegal would not remove it from society / taxation raised by alcohol is helpful to Government spending / people should be allowed to follow God given free will provided it does not harm others, etc. / some places where it was been made illegal saw rise in unauthorised production which was an offence and a health risk / may result in organised crime as in prohibition / it would be very difficult to achieve e.g prohibition.

Answers that have no focus on legality / illegality can only achieve maximum level 3.

**[6 marks] AO2**

**15 Spelling, punctuation and grammar**

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

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>
<b>Below Threshold</b>	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>

**4 Religious Attitudes to Crime and Punishment****16 Give one example of a religious offence.****Target: Knowledge of a technical term**

A religious offence is an offence against religion e.g sacrilege / blasphemy / converting from Islam to a different faith / adultery / sex before marriage / idolatry etc.

Accept any offence that is against the specific laws of a religion.

1 mark for a superficial comment or a single point.

**[1 marks] AO1**

**17 Explain religious attitudes to how young offenders should be punished. Refer to religious beliefs and teachings in your answer.****Target: Understanding of religious attitudes to how young offenders should be punished**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• At least two relevant and accurate points</li> <li>• One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with one developed</li> <li>• One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with development of at least two</li> <li>• A single point that is exceptionally well-developed may reach this level.</li> </ul>	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> <li>• Two or three relevant and accurate points with detailed development of at least two.</li> </ul>	5 marks

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

Young offenders should be given help through their punishment to prevent them from reoffending / punishment in young offender’s unit should not expose them to a greater risk of reoffending but should offer education and training and advice to assist reform / their punishment should be humane in recognition of their youth and immaturity / should be remembered that young people offending may be the product of poor upbringing which should be tackled / any religious teaching about treating people well (love neighbour, ahimsa, etc.) / God will punish in addition to ‘human’ punishment / ideas related to reformation / punishment provides deterrence / society is protected / vindicates law / provides reparation / fear may prevent reoffending / ‘spare the rod, spoil the child’ / offenders learn more through punishment than kindness / forgiveness and the opportunity to repent are not replacements for punishment, / In many Muslim countries there is little or no distinction between punishments based on age etc.

It is likely that the main emphasis will be on positive benefits of reformation and education. However, no religion is in favour of not punishing young offenders although it may not be as harsh as punishment given to adults.

For Levels 4 and 5, it must be evident that the answer relates to young offenders and not just offenders in general.

For Levels 4 and 5, there **must** be some reference to religious beliefs and/or teachings.

**[5 marks] AO1**

**18 ‘Religion teaches people the difference between right and wrong.’**

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

**Target: Expression of a reasoned opinion about whether religion teaches the difference between right and wrong**

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

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

All religions provide a set of morals and ethics that show right and wrong / religious morality is backed up by eternal ‘reward or punishment’ or karma / God is believed to be perfect so following his example leads to right not wrong, etc.

The example set by some religious believers can blur the difference between right and wrong / religious ‘rules’ and principles are open to interpretation e.g. ‘love your neighbour’, ‘do not kill’ / different religions have different teachings that may conflict e.g. prohibition of alcohol / religion is outdated and so does not make reference to more modern day issues of right and wrong, etc.

Two sided answers are creditable but are not required





**19 Explain why many religious believers think people have a duty to obey the law.**

**Target: Understanding of why many religious believers think people have a duty to obey the law**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• At least two relevant and accurate points</li> <li>• One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with one developed</li> <li>• One well developed point</li> </ul>	3 marks

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

Obeying the law prevents anarchy, chaos and harm to others / many laws are derived from religious teachings e.g. 10 Commandments / many laws promote equality and respect for others / promotes justice / rulers were put in place by God to create a society God wishes for people so there is a duty to obey them (Romans 13) / prevents people living in constant fear / duty to obey the law prevents the need for punishment which harms others along with the offender being punished / duty to obey the law is supported by conscience which is given by God / fulfilling duty to obey the law brings spiritual reward along with the reward of a stable safe society in which to live, etc. / it is the most loving and compassionate thing to do / creates good karma, etc.

Do **not** credit views concerning religious believers thinking they do **not** have a duty to obey the law.

**[3 marks] AO1**

## 20 ‘The death penalty (capital punishment) should never be used.’

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

Target: Evaluation of whether the death penalty should ever be used

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

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

Killing is wrong, even if it involves killing a serious offender / 'do not kill', first Buddhist precept, ahimsa, etc. / most important aim of punishment is to reform / may not allow time for repentance / is neither loving or compassionate / retribution is wrong as an aim of punishment / 'eye for an eye' is about fair justice, not retribution and killing / against sanctity of life / good conquers evil / does not recognise possible cause of the offence / opposed by some religious leaders e.g. Gandhi / God will forgive a penitent offender however serious the offence so they should remain alive / contradicts law on murder / mistakes can be made and innocent people could be killed, etc.

**Other views**

Deterrent / protects society / retribution for serious offences / more loving to kill offenders so they cannot offend against society any further / 'eye for an eye' supports capital punishment / some religious leaders support it in extreme cases e.g. Pope John Paul II / allows justice to be seen to be done / allows punishment to be down-graded as an act of mercy in Islam / is allowed in some Holy Book teachings e.g. Old Testament and Qur'an / some offenders cannot be reformed / sets an example to the rest of society / cheaper than other options / life imprisonment is an expensive alternative, etc.

**[6 marks] AO2****20 Spelling, punctuation and grammar**

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

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>
<b>Below Threshold</b>	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>

**5 Religious Attitudes to Rich and Poor in British Society****21 Give one reason why some people in Britain have a lot of money.****Target: Understanding of possible causes of wealth**

Business and enterprise / gifts / inheritance / earnings / savings / hard work / working long hours / more than one job / investing wisely / gambling (lottery) / proceeds of crime / selfishness / greed, etc.

1 mark for a correct answer.

**[1 mark] AO1****22 ‘Religious believers should not gamble.’****What do you think? Explain your opinion.****Target: Expression of a reasoned opinion about whether religious believers should gamble**

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

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

Money is provided by God to be used to support a family and the poor / winners win at the expense of losers / most gamblers lose so potentially end up having nothing / money should be earned using God-given talents / gambling can promote greed and laziness / forbidden in some religions e.g. Islam, Sikhism, Buddhism / does not involve earning through honest work / an ‘unsuitable’ person may win / some winners have had their lives ruined / you cannot serve both God and money; Matthew 6:24 etc.

We have free will to spend our money how we choose to / lotteries support good causes / without gambling some sports e.g. horse racing would die / the world economy can be interpreted as based on gambling (e.g. stock market) / it is OK in moderation as a bit of fun etc.

Two sided answers are creditable but are not required.

**[3 marks] AO2**

**23 Describe what religious believers can do to help people to overcome poverty in Britain.**

**Target: Knowledge of what religious people can do to help people to overcome poverty in Britain**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• At least two relevant and accurate points</li> <li>• One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>• Two or more relevant and accurate points with one developed</li> <li>• One well developed point</li> </ul>	3 marks

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

The question can be interpreted as overcoming their own poverty or improving the poverty of others. Effectively, the answers are likely to use the same ideas, the difference being doing it yourself (e.g. get a job) or providing something for someone else (e.g. creating jobs).

Employment / charity work or contributions / campaign to create a more just society with equal opportunities / education and training / pray for poverty to be overcome / counselling and support for individuals and families / lobbying government to prioritise support for those in poverty / reference to current campaigns, etc.

Do not credit answers that give reasons why religious believers should help people to overcome poverty. This is a 'how' question, not a 'why' question.

Credit only answers that refer to problems faced by those in poverty in Britain rather than in other countries.

**[3 marks] AO1**

**24 Explain religious attitudes towards being rich. Refer to religious beliefs and teachings in your answer.**

**Target: Understanding of religious attitudes towards being rich.**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>At least two relevant and accurate points</li> <li>One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with one developed</li> <li>One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with development of at least two</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with detailed development of at least two.</li> </ul>	5 marks

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

Riches are a proper reward for hard work and so should be earned honestly / riches allow religious people to help others which also brings spiritual reward or good karma / extremes should be avoided (Buddhism) so excessive wealth is not good / riches should not lead to greed and selfishness / religious teachings guard against the misuse of wealth (Parable of rich fool; Buddha renounced riches etc.) / riches should be shared with the poor / spiritual riches are more important than physical ones / the wrong use of wealth can adversely affect afterlife but compassionate use of riches can help the afterlife / value of riches is in what they can do rather than what they are / riches are a blessing or test from God / people have value whether they are rich or poor and should be respected, etc.

Accept any of the many teachings / quotes from Holy Books provided they are correct and properly applied to riches or to using riches to help the poor.

For Levels 4, and 5, there **must** be some reference to religious beliefs and/or teachings.

**[5 marks] AO1**

## 25 ‘People who are poor because they are lazy should not be helped.’

Do you agree? Give reasons for your answer, showing you have thought about more than one point of view. Refer to religious arguments in your answer.

Target: Evaluation of whether people who are poor because they are lazy should be helped

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

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

God given talents should be used to provide for individuals and families through work so laziness is going against this / all have duty or responsibility to contribute to society, including by paying taxes so they should work in order to do so / some are poor deliberately which could be seen as laziness (e.g. monks, ascetics) and may not want help / a man reaps what he sows / Pauline teaching that he who will not work should not eat / the view God helps him who helps his self / money worked for is appreciated more than that which is given etc.

**Other views**

Duty and responsibility to care for all regardless of reasons why they need help / helping others is the essence of society / compassion / duty (sewa) / love your neighbour / metta and karuna / lazy parents may not bring up their children properly so the 'innocent' suffer / helping the lazy could include encouraging them to be less lazy / who is judging 'laziness' / problems of misjudging / appearances could hide problems e.g. special needs, illness / people who are poor for other reasons are more deserving of help etc.

**[6 marks] AO2****25 Spelling, punctuation and grammar**

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

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>
<b>Below Threshold</b>	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>



**6 Religious Attitudes to World Poverty****26 What is debt?****Target: Knowledge of a technical term**

Situation where a person organization or country owes money, goods or favours (accept owes someone something).

1 mark for a correct definition.

[1 mark] AO1

**27 Explain how believing in stewardship encourages religious believers to help the poor in developing countries.****Target: Understanding of how believing in stewardship encourages religious people to help the poor in developing countries**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>At least two relevant and accurate points</li> <li>One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with one developed</li> <li>One well developed point</li> </ul>	3 marks

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

Stewardship can be defined as ‘the idea that believers have a duty to look after the environment on behalf of God’. This includes all people who live within the earth’s environment. Reference will probably be made to the teachings in Genesis 1-3 which give humans the responsibility of being stewards for God. Ideas about Khalifa etc.

Stewardship imposes a duty and responsibility to help the poor as they are part of the earth that humans are looking after for God / exploiting people (which makes poverty worse) is poor stewardship.

Accept other justifications for helping the poor only if reference is made to the idea of stewardship as the context for them, etc.

[3 marks] AO1

**28 ‘Religious believers should volunteer to help in developing countries.’****What do you think? Explain your opinion.****Target: Expression of a reasoned opinion about whether religious believers should volunteer to help in developing countries**

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

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

‘Volunteer to help’ can be interpreted as providing financial aid for others to use to help the poor or actually going to help the poor as an individual or part of a group.

All religions teach believers to care for each other – lots of teachings that can be used e.g. love your neighbour, etc. / helping others is humane and a responsibility of being human / should work to promote greater equality / helping the poor is good stewardship / develops people’s awareness of world / increases understanding.

Religious believers have free will to decide not to help / some may choose to help the poor in Britain instead / poor are poor as a result of bad karma in previous life / other commitments including family do not allow this / a person’s own financial problems prevent them from helping.

Two sided answers are creditable but are not required.

**[3 marks] AO2**

**29 Explain religious attitudes to world trade. Refer to religious beliefs and teachings in your answer.**

**Target: Understanding of religious attitudes to world trade**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>At least two relevant and accurate points</li> <li>One point with development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with one developed</li> <li>One well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with development of at least two</li> <li>A single point that is exceptionally well-developed may reach this level.</li> </ul>	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or three relevant and accurate points with detailed development of at least two.</li> </ul>	5 marks

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

Simply, religious attitudes favour fair trade over unfair trade. Any religious teaching about justice, compassion and fairness can be used to support this.

Unfair trade may leave most of the population of less economically developed countries (LEDCs) in poverty as they cannot afford the 'market rate' for crops / cash crops use land that could grow crops for survival / religious references to greed and selfishness of developed countries who encourage unfair trade (e.g. 'the love of money is the root of all evil things') / LEDCs run up huge debts in importing what they cannot produce for themselves at 'market prices' / workers can be exploited by being paid too little in order for multi-national companies to buy at low prices to allow higher profits / poor stewardship of the earth's resources / lack of love and compassion, etc.

Fair trade practices are encouraged as they are more ethical because as well as profit, they consider the needs of producers and ensure that LEDCs are exploited less / religious teachings about helping the poor, love, compassion, equal opportunities, stewardship / Fairtrade Foundation set up by charities, including religious ones (CAFOD, Christian Aid) / emphasis on sustainable development rather than on profit / allows consumers to buy ethically traded products in order to do their bit to help / any religious teachings about fairness and justice, etc.

For Levels 4 and 5, there **must** be some reference to religious beliefs and/or teachings.

**[5 marks] AO1**

## 30 'Religious charities should only provide emergency aid.'

Do you agree? Give reasons for your answer, showing you have thought about more than one point of view. Refer to religious arguments in your answer.

Target: Evaluation of whether religious charities should only provide emergency aid

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

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

**Agree**

Emergency aid keeps alive people who would otherwise die / saving life is the greatest thing you can do for a person / sanctity of life / love and compassion / requires world wide effort because too much for individual country to cope with / often nobody's fault / need is immediate / allows religious believers to make response by contributing or volunteering / faith in action / if religious teachings are followed only emergency aid should be necessary.

**Other views**

Depends on the individual situation and need / long term aid may prevent the need for some types of emergency aid in future / similar religious arguments can be made for other types of aid / all types of aid are necessary, not just emergency aid / longer term projects are better carried out by experts in a sustainable fashion, supported by government / there should be a clear role for non-religious charities as well as religious ones / religions teach to respond to all need not just in emergency / good stewardship, etc.

**[6 marks] AO2**

**30 Spelling, punctuation and grammar**

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

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>
<b>Below Threshold</b>	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>