



**General Certificate of Secondary Education
June 2012**

Religious Studies **40553**

Specification B

Unit 3 *Religion and Morality*

Final

Mark Scheme

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

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

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Methods of Marking

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

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

Levels of Response Marking

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

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

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

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

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

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

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

Assessment of Quality of Written Communication

Quality of written communication will be assessed in each six mark A02 answer. There will no longer be a separate mark awarded to the student for accurate spelling, punctuation and grammar. Instead, 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.

1 Religious Attitudes to Matters of Life (Medical Ethics)

1 Explain briefly why many religious believers agree with blood transfusions.

Target: Knowledge of why religious people may agree with blood transfusions

Students may include some of the following points:

To save life / sharing – accept any religious teaching appropriate (love your neighbour; if anyone saved a life it would be as if he saved the life of the whole people, etc.) / act of kindness, service or duty, etc.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

(2 marks) AO1

2 Explain why some religious believers do not agree with Artificial Insemination by Donor (AID). Refer to religious beliefs and teachings in your answer.

Target: Knowledge of reasons why religious people do not agree with AID

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

For Level 4 there must be some reference to religious belief and teachings.

Students may include some of the following points:

Adultery / masturbation is required / child does not know their father / father does not know the child / donor is a stranger / allows a single mother or unmarried couple to have a child / allows a lesbian couple to have a child and bring it up in a single sex home / it is unnatural, etc.

Do not accept answers on AID being acceptable.

| | |
|---------------------|--|
| Buddhism | Childlessness may be seen as a result of karma. |
| Christianity | Roman Catholics oppose AID (adultery – conception should be within marriage, infertility seen as an ‘invitation’ to adopt, God’s will) / Protestants generally more in favour although concern raised about use of donor sperm because it is seen as adultery / problems of identity for child / issues raised by the right to know parents. |
| Hinduism | AID wrong because it causes problems regarding determining caste / adoption is preferred option for childless couples / childlessness may be due to karma. |
| Islam | Allah gives life to whom he chooses as a gift / adultery / AID seen as fornication which is wrong. |
| Judaism | AID seen as adultery which is against 10 Commandments / masturbation is ‘wasting seed’. |
| Sikhism | Childlessness may be seen as a result of karma / adultery / God chooses who will be born. |

(4 marks) AO1

3 *‘Religious believers should accept not being able to have children.’*

What do you think? Explain your opinion.

Target: Expression of a reasoned opinion about whether people should accept not being able to have children

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

Students may include some of the following points:

God influences life so believers should accept his wishes / having children is a gift and a privilege not a right / God chooses who has children and humans shouldn't question this / childlessness is a result of sin or bad karma / some are incapable of raising children / fostering and adoption are alternatives.

‘Go forth and multiply’ implies that God wants all believers to have children / having children is a main reason to marry / children carry on family name / humans were created with the opportunity to procreate so all should be able to / fertility treatment technology developed through God's inspiration / fostering and adoption are part of God's plan, etc.

NB: Two-sided evaluation is not required but is acceptable.

(3 marks) AO2

4 Explain the difference between designer babies and saviour siblings.

Target: Understanding of the difference between designer babies and saviour siblings

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

To qualify for sound knowledge and understanding (Level 3), there must be an explanation of the difference between them **or** two correct detailed definitions that make the difference obvious. A detailed definition of one key term should be credited at Level 2.

Students may include some of the following points:

Designer babies are babies with gender and/or characteristics chosen by their parents. This is currently illegal in UK.

A saviour sibling is a sibling (brother or sister) genetically compatible with a sick child which is implanted and born to use stem cells from it to treat the sick child. This is legal in UK for stem cells but not organs or tissues.

The main difference is that designer babies fulfill wishes of parents regarding gender and / or characteristics (illegal) whilst saviour siblings are created to help cure a brother or sister (legal). Both result in the child living.

(3 marks) AO1

5 ***‘Religious believers should support all medical research.’***

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 religious believers should support all medical research

| Levels | Criteria | Marks | Quality of Written Communication |
|----------------|---|--------------|---|
| 0 | Unsupported opinion or no relevant evaluation. | 0 marks | The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding. |
| Level 1 | Opinion supported by simple reason. | 1 mark | 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. |
| Level 2 | Opinion supported by one developed reason or two simple reasons. | 2 marks | |
| Level 3 | Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3. | 3 marks | |
| Level 4 | Opinion supported by two developed reasons with reference to religion. | 4 marks | 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. |
| Level 5 | Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion. | 5 marks | 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. |
| 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. | 6 marks | |

Students may include some of the following points:

Agree

God influences humans to develop technology used in medical research so it should be supported / life is sacred and/or valuable so its well-being should be paramount / medical research can prevent suffering of individuals and families / beliefs and ethics are not proven so research is useful practice which should over-ride what is not proven / research based on positive (religious) principles such as saving life.

Other Views

Research can take away lives of embryos, animals through experimentation and testing, etc which are just as valuable as human life saved / medical ethics that oppose some aspects of medical research are partially based upon teachings from religions e.g. ahimsa; do not kill / medical research may lead to discoveries that may be completely against religious beliefs and teachings and potentially destructive / God chooses the time to die and we are interfering with this / Cardinal O'Brien 'human hybrid experimentation is an aberration'.

(6 marks) AO2

2 Religious Attitudes to the Elderly and Death

6 Explain the difference between a hospice and a hospital.

Target: Understanding of the difference between a hospice and a hospital

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

To qualify for sound knowledge and understanding (Level 3), there must be an explanation of the difference between them **or** two correct detailed definitions that make the difference obvious. A detailed definition of one key term should be credited at Level 2.

Students may include some of the following points:

A hospital treats people with a wide range of ailments many of which are not life threatening / they give treatment and perform surgical operations that put things right / some have hospice wards which serve the same purpose as a hospice / funded by the state or private.

A hospice is a place for people to receive palliative care before their imminent death and provides respite care for terminally ill people and their families / they are also a place for respite care for degenerative conditions / funded by charity or donation / higher proportion of staff – patient ratio.

Main difference is that hospitals treat to heal, hospices offer respite care, prepare terminally ill people and their families for death / make it more comfortable but accept other differences which are valid.

If students write that they are the same, this can be allowed **only** if the reasoning is related to care of the dying / palliative care.

(3 marks) AO1

7 Explain why some religious people do not agree with using care homes for the elderly. Refer to religious beliefs and teachings in your answer.

Target: Explanation of why some religious people do not agree with using care homes for the elderly

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

For Level 4 there must be some reference to religious beliefs or teachings.

Students may include some of the following points:

Homes for the elderly can be impersonal and provide a low quality environment that does not stimulate / they can be expensive and remove independence the elderly want to retain / looking after the elderly is a family responsibility or duty and a better option than homes for the elderly / maintenance of extended family / can positively influence younger members of the family through their wisdom and experience, etc.

Do not accept answers focussed on the use of care homes being acceptable.

- Buddhism** Looking after the elderly is a family responsibility / ‘support for one’s parents...this is the highest protection’ / children owe a great debt to their parents / an elderly person in the house gives a good demonstration of anicca (impermanence) / the elderly have wisdom and experience / homes for the elderly provide none of this.
- Christianity** ‘Honour your father and mother’ / elderly need to be cared for and home for the elderly may not be the best place for this / some elderly may not wish to live in a home for the elderly – their opinion should be respected / the family home can be a more spiritual environment for the elderly.
- Hinduism** ‘Let your mother be a god to you. Let your father be a god to you’ / one of daily duties (Pitri Yajna) is to serve and care for parents / support for extended family / responsibility for elderly parents lies with eldest son / homes for the elderly provide none of this / looking after elderly brings good karma (also applies to homes for the elderly).
- Islam** Extended family means elderly are looked after by family / ‘The Lord has decreed that you be kind to parents’ / ‘may his nose be rubbed in the dirt who found his parents approaching old age and did not look after them’ / responsibility and duty of the family to care for elderly members and provides for spiritual growth / homes for the elderly provide none of this / sending parents to homes for the elderly seems unkind and disrespectful.

- Judaism** 'Honour your father and mother' / 'show respect for the elderly' / homes for the elderly are reserved for the very elderly and frail who cannot cope elsewhere / extended family is valued but not always possible.
- Sikhism** Looking after elderly parents is duty of eldest son and service (sewa) / 'when a man acts in an unkind way towards his parents, his religious actions are worthless' / gurdwara has role in providing day care to the elderly / homes for the elderly used as a last resort.

(4 marks) AO1

8 **'Believing in life after death gives great comfort to the elderly.'**

What do you think? Explain your opinion.

Target: Expression of a reasoned opinion about whether the believing in life after death gives great comfort to the elderly

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

Students may include some of the following points:

It is likely that the elderly are closer to death so may have greater reason to think about the afterlife / life after death offers religious believers something better / enables the elderly to think about new beginnings and not endings / it offers reward for living a faithful life / offers the opportunity to be with God.

Those who do not follow a religion may see life after death as a punishment rather than a reward / something that is not real cannot offer any comfort / we don't know when we are going to die so it should offer comfort to all, not just the elderly.

NB: Two-sided evaluation is not required but is acceptable.

(3 marks) AO2

9 Explain briefly what is meant by the quality of life.

Target: Explanation of the quality of life

Students may include some of the following points:

Can relate to material comfort / wealth / free from pain / able to live with freedom and dignity / chance to experience or access God / awareness of the world around them / relationships with others / lack of some or all of these will be bad quality of life, etc.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

(2 marks) AO1

10 ***‘Terminally ill people should be allowed to choose when they die.’***

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 terminally ill people should be allowed to choose when they die

| Levels | Criteria | Marks | Quality of Written Communication |
|----------------|---|--------------|---|
| 0 | Unsupported opinion or no relevant evaluation. | 0 marks | The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding. |
| Level 1 | Opinion supported by simple reason. | 1 mark | 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. |
| Level 2 | Opinion supported by one developed reason or two simple reasons. | 2 marks | |
| Level 3 | Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3. | 3 marks | 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. |
| Level 4 | Opinion supported by two developed reasons with reference to religion. | 4 marks | |
| Level 5 | Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion. | 5 marks | 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. |
| 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. | 6 marks | |

Students may include some of the following points:

Agree

Money used to keep people alive could benefit more people if spent elsewhere / life is ours and we have the right to do what we want to do / death relieves pain and suffering (poor quality of life) / ensures afterlife is reached sooner, etc. / freewill.

Other Views

God sets time of birth and death so we should not interfere / nature determines when people should die and should not be interfered with / sanctity of life / life should be protected at all times / killing is wrong in all religions / body is a temple and should be respected / effect on friends and family, etc.

(6 marks) AO2

3 Religious Attitudes to Drug Abuse

11 Give two reasons why some people smoke tobacco.

Target: Identification of two reasons why some people smoke tobacco

Students may include some of the following points:

Relieve stress / addiction / peer pressure / upbringing in a house where parents smoke / enjoyment / think it controls weight / makes them seem more of a person / think it will not harm them / social pressure / lack of education / smoking in the media, etc.

Give one mark for each of two valid reasons.

(2 marks) AO1

12 ***‘Religious believers should not drink alcohol.’***

What do you think? Explain your opinion.

Target: Expression of a reasoned opinion about whether religious believers should drink alcohol

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

Students may include some of the following points:

Religions (Islam, Buddhism, Sikhism) and some Christians (e.g. Salvation Army and Methodists) forbid alcohol / it harms the body and can be fatal – ‘body is a temple’ / it is addictive and takes the place of God in a person’s life / harmful effects on friends, family and society / alcohol is expensive personally and to society – money that could be better spent elsewhere / can cause innocent deaths (drink driving), etc.

Judaism, Christianity and Hinduism allow it in moderation / used in Christian Eucharist / Jewish festival of Purim / St Paul advised it aids digestion / alcohol is made from natural substances / only causes harm if taken to excess / relaxes people in social context, etc.

NB: Two-sided evaluation is not required but is acceptable.

(3 marks) AO2

13 ***Explain why most religious believers think that taking illegal drugs is wrong. Refer to religious beliefs and teachings in your answer.***

Target: Understanding of why most religious believers think that taking illegal drugs is wrong

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

For Level 4 there must be some reference to religious beliefs or teachings.

Students may include some of the following points:

Drugs are harmful, addictive and can kill / effects on society (crime, family, homelessness etc.) / treatment is expensive to public funds / the law should be obeyed and such substances are illegal.

Do not accept answers focussed on illegal drugs being acceptable, e.g. Rastafarian view of cannabis.

- Buddhism** Illegal drugs are forbidden – they create bad karma, affect the spiritual journey, cloud the mind / harm meditation / against 5 precepts / they are a retreat from truth / loss of wealth, increase in quarrels, proneness to disease, loss of good character, indecent exposure and impaired intelligence (from Sigalovada Sutta), etc.
- Christianity** They are harmful to the body / ‘body is a Temple’ / bodies are owned by God not ourselves / have negative effect on society, families and friends contrary to ‘love your neighbour’ etc / Christians instructed to obey the state authorities / illegal drugs are not a valid substitute for God.
- Hinduism** Negative effect on achieving Moksha – Karmic effects / meditation and worship cannot be properly undertaken under the influence of drugs / effects on society, family and friends / misuse of natural gifts from God.
- Islam** Drugs are haram (forbidden) and khamr (intoxicants) / Muhammad taught against drug use / body is a gift from God and loaned to us until judgement day / drugs cloud the mind and keep Muslims from Allah – their prayers will not be accepted and their judgements may not be valid / any attack on the body is an attack on Allah.
- Judaism** God created humans and our bodies are on loan from him until judgement day so they shouldn’t be damaged by drugs / living correctly and making a positive contribution is not possible if intoxicated.
- Sikhism** The Kurahit forbids taking illegal drugs / Guru Nanak refused drugs because he was hooked on praising God / damage to body and mind will adversely affect meditation / body is a Temple built by God and so should be looked after.

(4 marks) AO1

14 Explain the difference between legal drugs and medically prescribed drugs.

Target: Understanding of the difference between legal drugs and medically prescribed drugs

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

To qualify for sound knowledge and understanding (Level 3), there must be an explanation of the difference between them **or** two correct detailed definitions that make the difference obvious. A detailed definition of one key term should be credited at Level 2.

Students may include some of the following points:

Legal drugs are any drugs (e.g. caffeine, paracetamol) that can legally be bought and taken. Age-restricted drugs (e.g. alcohol and nicotine) are included in this definition. Some legal drugs are harmful and can be addictive.

Medically prescribed drugs can only be obtained with the authorisation of a medical doctor in order to control or cure medical conditions. Misuse can cause harm.

Main difference is that legal drugs are widely available and easy to obtain. Many of them are used socially and can cause harm. Medically prescribed drugs are more difficult to obtain and are designed to control or cure.

(3 marks) AO1

15 **'People who take illegal drugs should not be helped.'**

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 people who take illegal drugs should not be helped

| Levels | Criteria | Marks | Quality of Written Communication |
|----------------|---|---------|---|
| 0 | Unsupported opinion or no relevant evaluation. | 0 marks | The student's presentation, spelling, punctuation and grammar seriously obstruct understanding. |
| Level 1 | Opinion supported by simple reason. | 1 mark | 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. |
| Level 2 | Opinion supported by one developed reason or two simple reasons. | 2 marks | |
| Level 3 | Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3. | 3 marks | |
| Level 4 | Opinion supported by two developed reasons with reference to religion. | 4 marks | 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. |
| Level 5 | Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion. | 5 marks | 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. |
| 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. | 6 marks | |

Students may include some of the following points:

Agree

Support services are put in place to help those genuinely in need rather than those whose need is self-inflicted / they deserve punishment for breaking the law (against religious teaching) rather than help etc. / individuals are responsible for their own actions / taking illegal drugs is misuse of freewill and of God’s creation so help is not deserved.

Other Views

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 / if helping includes methods of safer drug taking e.g. providing sterile needles, these should be credited.

(6 marks) AO2

4 Religious Attitudes to Crime and Punishment

16 Explain the difference between prison and community service.

Target: Explanation of the difference between prison and community service

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

To qualify for sound knowledge and understanding (Level 3), there must be an explanation of the difference between them **or** two correct detailed definitions that make the difference obvious. A detailed definition of one key term should be credited at Level 2.

Students may include some of the following points:

Prison is when a custodial sentence is given to an offender. They live in a secure environment (prison) for a length of term decided by the sentencing judge. This term is often reduced if the prisoner accepts guilt and behaves well in prison (parole).

Community service is a punishment for a minor offence. The offender is forced to do unpaid work for the benefit of the local community, rather than going to prison.

Main difference is that community service is an alternative to prison with offenders living at home. Also they have different aims, costs and psychological effects on offenders.

(3 marks) AO1

- 17 **Explain religious attitudes to the use of retribution in punishing offenders. Refer to religious beliefs and teachings in your answer.**

Target: Explanation of religious beliefs about the use of retribution in punishing offenders

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

For Level 4 there must be some reference to religious beliefs or teachings.

Students may include some of the following points:

Retribution (revenge) is seen as the offender receiving the harsh sentence they deserve / society is getting its own back on the offender / the application of justice / it is less constructive than many other aims of punishment, showing less consideration for the needs of the offender / there are more helpful and positive aims e.g. reformation, etc.

Other aims of punishment should only be credited if a link to retribution is made.

Buddhism Retribution is against loving kindness (metta) and compassion (karuna) / severe punishment makes offenders bitter and resentful and affects those who punish in a negative way / bad karma offender earns is an important and powerful element of punishment.

Christianity Some Christians believe ‘an eye for an eye, a tooth for a tooth’ justifies retribution / repentance and forgiveness are important but not naturally connected with retribution / all have sinned so nobody should use retribution to judge others / Jesus was concerned about motivations as well as wrong acts – retribution focuses more on the act / Jesus said that reform supersedes ‘eye for eye’.

Hinduism Retribution is shown more to lower castes than higher ones / in scriptures, retribution is one of four aims of punishment alongside deterrence, protection and reformation / retribution can be seen as a way of being punished now in order to complete earlier karmic misdeeds in this lifetime and allow improving / starting afresh in a future life.

Islam Although some punishments in Shariah law seem harsh, the main aim is deterrence rather than retribution / Allah will forgive those who repent and seek forgiveness / ‘we ordained for them; life for life’ seems to support retribution / justice is the main principle and retribution may not be seen as just.

| | |
|----------------|---|
| Judaism | Deterrence is the main principle in punishment / 'eye for an eye; tooth for a tooth' has been interpreted as retribution by some / God will forgive people who truly repent. |
| Sikhism | There is no place for retribution in Sikh punishment / the main aims are deterrence and protection although reformation is also important / 'if someone hits you, do not hit him back' / karma is an important consideration when considering punishment. |

(4 marks) AO1

18 *‘People who commit religious offences should be punished severely.’*

What do you think? Explain your opinion.

Target: Expression of a reasoned opinion about whether people who commit religious offences should be punished severely

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

Students may include some of the following points:

Strong punishments provide deterrence and protect society / religious offences are against God so must be taken seriously / attacking someone’s faith is offensive to them and should be discouraged by giving harsh punishment / strong punishment encourages tolerance of religion, etc.

Religious offences are not important because God does not exist and believers are deluded / there should be no punishment because some see the offence as trivial / freedom of speech should allow blasphemy / religious offences are between an individual and God so only God should be able to punish etc. / depends on the specific religious offence / many religious offences do not break state law.

NB: Two-sided evaluation is not required but is acceptable.

(3 marks) AO2

19 *Explain briefly what is meant by deterrence.*

Target: Explanation of what is meant by deterrence

Students may include some of the following points:

To put people off committing crimes / potential offenders seeing a person punished harshly may think twice about committing an offence e.g. murderers being executed may make someone decide not to murder / designed to prevent punished offenders from committing crimes in the future / deterrence through education.

1 mark for a superficial comment or a single point.
2 marks for a developed answer or more than one point.

(2 marks) AO1

20 ***‘If people were religious they would not break the law.’***

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

Target: Evaluation of whether if people were religious, they would not break the law

| Levels | Criteria | Marks | Quality of Written Communication |
|----------------|---|--------------|---|
| 0 | Unsupported opinion or no relevant evaluation. | 0 marks | The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding. |
| Level 1 | Opinion supported by simple reason. | 1 mark | 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. |
| Level 2 | Opinion supported by one developed reason or two simple reasons. | 2 marks | |
| Level 3 | Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3. | 3 marks | 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. |
| Level 4 | Opinion supported by two developed reasons with reference to religion. | 4 marks | |
| Level 5 | Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion. | 5 marks | 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. |
| 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. | 6 marks | |

Students may include some of the following points:

Agree

Religion forbids committing crime unless the law is unjust / everyone must submit himself to the ruling authorities / breaking the law is not loving or caring to the victim and therefore breaks religious teachings / breaking the law creates bad karma / commitment to a religion leads to belief that a crime is an offence against God / true punishment is after we die and God determines this based on how we live, etc.

Other Views

Some crimes are on the spur of the moment or crimes of passion / many religious people have broken unjust laws deliberately / there are many religious people in prison for committing serious crimes / believing in a religion does not always lead to following it / idea of free will / religious obligation may encourage law breaking, e.g. civil disobedience, etc.

(6 marks) AO2

5 Religious Attitudes to Rich and Poor in British Society

21 Give two reasons why some people take part in lotteries.

Target: Knowledge of reasons why people take part in lotteries

Students may include some of the following points:

To win money / to help good causes / habit / widespread advertising / addiction / same numbers every week so don't want to miss a draw / fulfil a dream / dream lifestyle / get rich quick / fun.

Give one mark for each of 2 valid reasons.

(2 marks) AO1

22 *‘All religious believers should help the poor.’*

What do you think? Explain your opinion.

Target: Expression of a reasoned opinion about whether all religious believers should help the poor

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

Students may include some of the following points:

Helping the poor is a fundamental religious teaching / will build good karma or help to get to Heaven / any teachings related to this e.g. ‘love your neighbour’, metta (loving kindness), karuna (compassion), sewa (service) / tithing / zakah and Sadaqah / everybody has something to give.

Poor should look after themselves / they are poor as a result of karma / no more so than non-religious people / their poverty may be self inflicted through gambling / some religious believers may be poor themselves.

NB: Two-sided evaluation is not required but is acceptable.

(3 marks) AO2

23 *Explain why some religious believers think there is nothing wrong with being rich. Refer to religious beliefs and teachings in your answer.*

Target: Explanation of why some religious believers think there is nothing wrong with being rich

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

For Level 4 there must be some reference to religious beliefs or teachings.

Students may include some of the following points:

Riches may be a product of hard work / God gives talent which brings riches / product of karma / rich people can afford to be generous to others / wealth is a blessing from God / how riches are used is the issue.

Do not accept answers focussed on riches being unacceptable.

| | |
|---------------------|---|
| Buddhism | Wealth earned honestly following the principles of the 8 fold path is acceptable for the good it can do for the individual and others / wealth should not cause greater craving nor should it be hoarded / allows people to be generous. |
| Christianity | Everything belongs to God / people created with talents they can use to earn money / striving to earn more money can take attention away from God / provides opportunity to give to help the poor / tests people to see whether they can use wealth wisely. |
| Hinduism | Wealth may be a result of karma so cannot be bad / can be used to gain greater karma if it is used wisely to help others / wealth is necessary to provide for a family but excess wealth should be shared / should be earned honestly and used wisely / making money is one of the four aims of life (artha). Can also be a hindrance to devotional / spiritual life? |
| Islam | Wealth is given by Allah so he has the right to decide how it is used / wealth is valued for what it can do / hoarding wealth will be punished on the Day of Judgement / wealth provides opportunity for generosity over and above necessary zakah (2.5% to the poor) / rich people will be judged by Allah on how they use their riches. |
| Judaism | Wealth is permitted but should not take the place of God / focus on acquiring wealth may lead to selfishness, greed and sin / a rich person has an opportunity to share their riches with the poor / a fair standard of living is necessary for well being / wealth is not a problem but coveting what others have is a sin. |
| Sikhism | Wealth may be a result of karma / wealth is not wrong but spiritual goals are more important / a wealthy person is blessed by God because they are able to help the poor / wealth should not be gained by oppressing others. |

(4 marks) AO1

24 Explain the difference between inheritance and earnings.

Target: Explanation of the difference between inheritance and earnings

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

To qualify for sound knowledge and understanding (Level 3), there must be an explanation of the difference between them **or** two correct detailed definitions that make the difference obvious. A detailed definition of one key term should be credited at Level 2.

Students may include some of the following points:

Inheritance is when a friend or family member leaves you money or property in their will when they die whereas earnings are what a person is paid for work they do.

Main difference is that inheritance is a gift given after death, earnings are worked for.

(3 marks) AO1

25 **‘Money should be used responsibly and not wasted.’**

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 money should be used responsibly, not wasted

| Levels | Criteria | Marks | Quality of Written Communication |
|----------------|---|---------|---|
| 0 | Unsupported opinion or no relevant evaluation. | 0 marks | The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding. |
| Level 1 | Opinion supported by simple reason. | 1 mark | 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. |
| Level 2 | Opinion supported by one developed reason or two simple reasons. | 2 marks | |
| Level 3 | Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3. | 3 marks | 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. |
| Level 4 | Opinion supported by two developed reasons with reference to religion. | 4 marks | |
| Level 5 | Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion. | 5 marks | 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. |
| 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. | 6 marks | |

Students may include some of the following points:

Agree

People who have money have a duty to ensure it is used responsibly / wasting money is a sign of greed and irresponsibility / money is most useful for what it can do, if it is wasted it does nothing / we have responsibility to be stewards – means sharing wealth with the poor / how money is used will be a criterion for judgement after death / money is provided by God for the benefit of all / discussion about what constitutes ‘responsibility’.

Other Views

We have earned money so can do what we like with it / even if money is wasted, it is redistributed to others / giving to others may be wasteful because you don’t know how they will use it / discussion about what constitutes ‘waste’.

(6 marks) AO2

6 Religious Attitudes to World Poverty

26 Explain the difference between emergency aid and long term aid.

Target: Explanation of the difference between emergency aid and long term aid

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

To qualify for sound knowledge and understanding (Level 3), there must be an explanation of the difference between them **or** two correct detailed definitions that make the difference obvious. A detailed definition of one key term should be credited at Level 2.

Students may include some of the following points:

Emergency aid is immediate assistance to deal with the aftermath of a disaster. Long term aid is assistance given to a poor country possibly over a long period of time that has a lasting effect.

Main difference is the circumstances and timescale aid is needed for.

(3 marks) AO1

27 *Explain briefly what is meant by global interdependence.*

Target: Knowledge of the meaning of global interdependence

Students may include some of the following points:

Global interdependence is defined as where different countries in the world are dependent upon each other for trade and survival / accept mention of different countries working together as a single point.

1 mark for a superficial comment or a single point.
2 marks for a developed answer or more than one point.

(2 marks) AO1

28 *'Religious believers should do more to oppose unfair trade.'*

What do you think? Explain your opinion.

Target: Expression of a reasoned opinion about whether religious believers should oppose unfair trade

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

Students may include some of the following points:

Unfair trade makes the gap between rich and poor wider / makes poverty even worse / unfairness is against religious principles, etc.

Opposing unfair trade will make no difference / people have free will to trade in whichever way they choose / unfair trade hits the traders but not the poor in developing countries who can be helped in other ways / everyone should do more to oppose unfair trade.

Accept references to the benefits of fair trade as an alternative to unfair trade.

NB: Two-sided evaluation is not required but is acceptable.

(3 marks) AO2

29 Explain the work of one religious organisation which helps the poor in developing countries.

Target: Explanation of the work of one religions organisation which helps the poor in developing countries

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

Maximum Level 2 for a simple list. Purely naming an organisation does not reach Level 1.

Students may include some of the following points:

Examples likely to be used are Tibet Foundation, Cafod, Christian Aid, Tear Fund, World Vision, Sewa International, Islamic Relief, Red Crescent, Muslim Aid, World Jewish Relief and Khalsa Aid.

Description of their work does not have to refer to a specific project. Generalised answers that are in the spirit of the work a religious organisation is expected to do are acceptable.

If a secular organisation is chosen or an organisation is not named or unknown to you, credit must be given. Credit is only given if the answer explains work a religious organisation is expected to do to maximum Level 4.

(4 marks) AO1

30 ***‘Good stewardship is the most important reason why religious believers should help the poor.’***

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 good stewardship is the most important reason why religious believers should help the poor

| Levels | Criteria | Marks | Quality of Written Communication |
|----------------|---|--------------|---|
| 0 | Unsupported opinion or no relevant evaluation. | 0 marks | The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding. |
| Level 1 | Opinion supported by simple reason. | 1 mark | 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. |
| Level 2 | Opinion supported by one developed reason or two simple reasons. | 2 marks | |
| Level 3 | Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3. | 3 marks | 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. |
| Level 4 | Opinion supported by two developed reasons with reference to religion. | 4 marks | |
| Level 5 | Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion. | 5 marks | 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. |
| 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. | 6 marks | |

Students may include some of the following points:

Agree

Stewardship is a religious duty and a duty towards all people / God created humans to look after his creation / exploiting the poor is an example of bad stewardship / would remove exploitation.

Other Views

Allow a reasoned evaluation of any other reason given e.g. compassion, justice, other religious or secular teachings ('love your neighbour', common bond of humanity, 'if anyone saved a life, it would be as if he saved the life of the whole people' etc.)

(6 marks) AO2

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