



**General Certificate of Secondary Education  
June 2011**

**Religious Studies** **40551**

**Specification B**

**Unit 1**      ***Religion and Citizenship***

**Final**

<b><i>Mark Scheme</i></b>
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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 candidates' 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 candidates' 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 candidates' 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 candidates, everyone uses the same methods of marking. The advice given here may seem very obvious, but it will be helpful if everyone follows it as exactly as possible.

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

## Levels of Response Marking

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

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

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

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

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

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

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

## Assessment of Quality of Written Communication

Quality of written communication will be assessed in each six mark A02 answer. There will no longer be a separate mark awarded to the candidate for accurate spelling, punctuation and grammar. Instead, the quality of written communication skills of the candidate will be one of the factors influencing the actual mark awarded within the level of response. In reading an extended response, the examiner will therefore consider if it is cogently and coherently written, i.e. decide whether the answer:

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

**1 Religion and Relationships****1 Explain one reason why a person might choose not to get married.****Target: Understand why a person may choose not to marry****Candidates may include some of the following points:**

A person may choose to remain celibate for either personal or religious reasons / may feel called to a religious way of life that requires celibacy, e.g. Roman Catholic priests, monks and nuns / may not be allowed to marry due to religious differences, e.g. Muslim woman and Christian man/ may have a civil partnership as they are not allowed a religious marriage ceremony / may choose to live together to see if their relationship is going to work/ may not see the point of 'a piece of paper' if things work out. Practical reasons could also be suggested such as weddings cost too much.

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

**(2 marks) AO1****2 Explain the responsibilities that couples take on when they marry.****Target: Knowledge and understanding of the concept of responsibility in marriage**

<b>Levels</b>	<b>Criteria</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.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks

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

In general, responsibilities involve love / care and concern for the partner / faithfulness / sexual fidelity / having children / sharing life together / helping spiritual development of partner and children / mutual respect / care for ageing parents.

Specific detail might include:

**Buddhism** Husband to treat wife with love and respect, be kind and considerate, be faithful, share authority with her (delegate domestic management), show appreciation by giving gifts, wife to perform household duties efficiently, be hospitable to his family and friends as well as her own, be faithful, take care of family's belongings (protect and invest earnings), discharge responsibilities skilfully and industriously.

**Christianity** Mutual help and comfort of partner in life, procreation of children, the right relationship for sexual intercourse, faithfulness, love and honour partner through good times and bad, commitment till death, sharing of whole self with the other person. May take on responsibilities to care for ageing parents / relatives.

<b>Hinduism</b>	For a man, marriage is a religious duty producing good karma. In addition to general responsibilities above, some religious rituals can only be performed by married couples. In wedding ceremony the groom promises to look after his bride, follow his religious duty, earn money honestly and enjoy sexual pleasures with moderation. Husband must respect his wife and give her clothes and food; a woman should keep the house tidy, be contented, economical in housekeeping, bow before parents-in-law and show devotion to husband. (Yajnavalkya 82,83) She must bring children up in religious way, woman conducts worship in the home. She must obey her husband. Couples also have responsibilities to ageing parents / relatives.
<b>Islam</b>	Husband's responsibilities include being 'head' of the family, protect and maintain wife so she does not have to work or use her own money, pay dowry to guarantee wife's financial security, treat wives equally (in polygamous situation); wives must please and look after husband's needs, look after his children and take care of his possessions while he is away. (Hadith) Couple also have responsibilities to ageing parents / relatives.
<b>Judaism</b>	Responsibilities similar to above. Ketubah states the couple should 'cherish, respect and support one another.' Companionship, personal development, create stable environment for raising children. Also take on responsibilities for caring for ageing relatives.
<b>Sikhism</b>	Similar responsibilities as above. Ideal marriage reflects faithfulness, love, loyalty and happiness. Husband should gently guide and support his wife, she should respect her husband and share joys and sorrows with him as an equal.

**(3 marks) AO1**

**3** ***‘Religious believers should only marry someone their parents approve of.’******What do you think? Explain your opinion.*****Target: Evaluation of whether religious believers should only marry people their parents approve of**

<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.	3 marks

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

In many religions parents are involved in choosing their child's partner and most parents want what is best for their child and so would want to be sure that the person their child is to marry would love / support and care for them / share the same values / religion. Parents would want somebody who is of good character / healthy / good education / good job prospects.

It should be the individual's decision as they are the ones who will live with the partner not the parents / a person may fall in love with somebody who their parents disapprove of but that does not mean the marriage will not last / parents may be prejudiced and object to a prospective partner on grounds of, for example, race even though the couple share the same religion. Couples have had mixed race and mixed religion marriages which parents did not approve of initially but over time they come to realise that the marriages are successful.

**(3 marks) AO2****4** ***Explain religious attitudes to sex outside marriage (having an affair). Refer to religious beliefs and teachings in your answer.*****Target: Knowledge and understanding of religious attitudes to sex outside of marriage**

<b>Levels</b>	<b>Criteria</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.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks

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

In general all religions place a high value on faithfulness within marriage and teach adultery is wrong because it is a betrayal of trust / breaks the marriage vows or contract between the couple / involves secrecy and lies / it can affect children / causes pain to all involved.

<b>Buddhism</b>	Buddha taught that a married man should view other women as his mother, daughter or sister. That a man should only have sex with his wife. Adultery breaks the Third Precept – to avoid sexual misconduct. It causes unhappiness and is irresponsible and selfish.
<b>Christianity</b>	Adultery breaks the vows couples make before God. It threatens the stability needed to give children security. Clear in the 10 Commandments, 'You shall not commit adultery' (Exodus 20:14). Jesus taught that lust could lead to adultery and is therefore wrong. Jesus forgave a woman caught in adultery but condemned her sin, (John 8:1-11) Marriage is seen as an unbreakable bond that demands total faithfulness. It is a sacrament.
<b>Hinduism</b>	Unfaithfulness affects a person's karma and attempts to achieve moksha. Adultery goes against the purposes of marriage by undermining its unbreakable bond and the stability of the family. However, adultery is not automatically a reason for divorce. The Laws of Manu tell wives to respect and obey their husbands even if they are unfaithful.
<b>Islam</b>	The Qur'an says a Muslim should have nothing to do with adultery as it is shameful and opens the ways to other evils. It is considered a serious sin and Muslims should be aware of anything that could open the way to improper sexual behaviour. The Qur'an says that a man and woman guilty of adultery should be flogged with a hundred stripes. (Qur'an 24: 2).
<b>Judaism</b>	In the Torah the commandment states 'You shall not commit adultery' (Exodus 20: 14). This only applies to sex between a married woman and a man who is not her husband. It is considered a serious sin for which, in the past, the punishment was the death of both the man and the woman. Today there is no death penalty but a woman becomes forbidden to both her husband and her lover and must be divorced.
<b>Sikhism</b>	Faithfulness in marriage is expected. Adultery brings shame on the family and betrays trust. It is one of four misdeeds (kurahat) that members of the Khalsa must not commit. Lust is one of five evil passions. The Kachera (one of the five Ks) reminds Sikhs that they must be faithful and sexually pure in marriage. A Sikh should respect another man's wife as he would his own mother and avoid looking lustfully at someone else's wife. (Guru Granth Sahib 274)

**(4 marks) AO1**



**5** ***‘The age of consent for sex should be raised to 18.’***

***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 age of consent for sex should be raised to 18**

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

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

**Agree:**

Many under 18 year olds are not emotionally ready for sex and may feel pressurised by a partner into having sex. Raising the age limit means that there would be less pressure and young people have got longer to grow in self-confidence and therefore be more able to discuss their choices in a responsible and mature manner. This could lead to a drop in the number of teenage pregnancies and sexually transmitted infections / body is a temple so should be treated with care and respect, raising the age limit means that this is more likely to happen.

**Other views:**

Current UK law allows a person to marry at 16 so it obviously believes young people to be mature and responsible enough to make decisions. Sex is a part of married life so if the age of consent was to change then marriage laws would also have to change. All religions see marriage as the right place for sex and so raising limit to 18 would mean that some couples who wish to marry would be unable to meaning they are unable to fulfil their religious duty and are unable to fully express their love for their partner. Current limit at 16 is good as it recognises that some young people are old enough to make decisions and take responsibility for their lives. Raising the limit to 18 will not stop young people having sex but will criminalise them and as a result may cause the numbers of pregnancies and STIs to increase as young people become fearful of seeking advice.

**(6 marks) AO2**

**2 Religion, Sport and Leisure****6 Explain religious attitudes to gambling. Refer to religious beliefs and teachings in your answer.****Target: To understand religious attitudes to gambling**

<b>Levels</b>	<b>Criteria</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.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks

**Candidates may include some of the following information:**

All religions oppose gambling as it appeals to selfishness and greed. The majority of people lose and winners only gain at the expense of others. It is temptation that is put in a person's way and often those who gamble are the ones who can least afford it. Many become addicted and through the loss of money cause hardship to their families.

<b>Buddhism</b>	Sigalovada Sutta states that there are six evil results of gambling, including the loss of money, the winner being hated, the loser grieving their loss. The gambler's word is unreliable he is despised by his friends and does not deserve to have a wife.
<b>Christianity</b>	St Paul writes in 1 Timothy that people who want to get rich fall into temptation and into many harmful desires that plunge people into ruin. 'The love of money is the root of all kinds of evil' (1Tim 6:10)
<b>Hinduism</b>	'Play not with dice: No, cultivate thy corn land. Enjoy the gain and deem that wealth sufficient. (Rigved 10:34:13). Money should be earned honestly and lawfully. Gaining wealth dishonestly would taint the money and the person earning it and affect their karma.
<b>Islam</b>	Teaches prosperity must come from hard work not luck therefore gambling is wrong. Gambling leads to family hardship and includes anything which a person can win based on pure chance. Money obtained through gambling is 'Haraam' and Muslims are forbidden to use their winnings even in distribution to charity. Qur'an 5:90 states that wine and games of chance are abominations devised by Satan.

**Judaism** Talmud takes a dim view on gambling viewing almost as stealing. The Talmud classifies people who live off winnings from gambling as invalid witnesses in court.

(Prov. 23:4) 'Do not weary yourself trying to become rich'. Pursuit of wealth can make a person's life a misery. 'He who loves silver cannot be satisfied with silver.' (Ecc. 5:9)

**Sikhism** Love of money for its own sake is not encouraged. Gambling therefore is wrong and it is a duty of a Sikh to avoid gambling. One of the five vices is covetousness and greed, gambling encourages these vices. Wealth, if used correctly, is not wrong and inheritance can be seen as the karmic rewards for good deeds in a previous existence.

**(4 marks) AO1**

**7 Explain briefly why relaxation is important.**

**Target: Knowledge of why relaxation is important**

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

Relaxation is a form of stress relief and can therefore improve our health / reduces the risk of heart attacks / improves memory / helps the immune system / helps protect against mental health problems / allows time to be spent with friends and family / pursuing hobbies.

One mark for a superficial comment or a single point.  
Two marks for a developed answer or more than one point.

**(2 marks) AO1**

**8 Explain some of the benefits of taking part in sport.**

**Target: To understand some of the benefits of taking part in sport**

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

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

Overall taking part in sport improves general health and wellbeing / it helps a person have a healthy lifestyle as it helps to control weight and strengthens bones / sport can improve concentration and stamina / help fight anxiety and depression / reduce stress / improve physical skills such as coordination and balance, etc. / gives a sense of wellbeing / provides an opportunity to be part of a team and enjoy the sense of belonging / enables individuals to improve their talents.

**(3 marks) AO1**

**9** ***‘Sporting talent is a gift from God.’***

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

**Target: Evaluation of whether sporting talent is a gift from God**

<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.	3 marks

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

We are formed and created by God and he has a plan for us (Psalm 139) / God gives us the skills and talents we have, this includes sporting ones.

Presumes that God exists / talent is just the natural ability that we are born with / product of the evolutionary process / able to develop talent through practice.

**(3 marks) AO2**

**10** ***‘It is impossible for men and women to have equality in sport.’***

***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 it is possible for men and women to ever have equality in sport**

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

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

**Agree:**

Physically men and women are different so there will always be a difference in the abilities and strength meaning they will not be able to compete in the same teams in some sports, e.g. Rugby / men's sport more popular and even when men and women compete in similar competitions there are often more spectators for the men's games, e.g. Wimbledon tennis finals / far more sponsorship money is paid to men than women which hinders the development of women's sport / Adam created first / women expected to dress modestly in some religious traditions meaning they are unable to compete in certain sports as the kit is too revealing, e.g. swimming and athletics / role of women is to look after the home and not be competing in sport.

**Other views:**

All religions teach about equality, 'The things that divide and separate people gender are illusory', (Dhammapada 6), 'So there is neither...male nor female, for you are all one in Christ Jesus' (Galatians 3:28) so religious people should promote equality in sport / things are changing there are now women's football and rugby teams / some women's teams are more successful than the mens, e.g. women's England cricket team, as a result profile of the sport is increasing / some sport, e.g. show jumping, women compete on an equal footing with men.

**(6 marks) AO2**

**3 Religion and Work**

**11 Give two examples of voluntary work.**

**Target: Knowledge of types of voluntary work**

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

Particular jobs may be identified or general ideas given such as running or assisting with youth groups / guides / scouts, etc / social or caring work such as volunteering as a Samaritan or working in a care home / charity work / cleaning up the local environment / campaigning for change on a whole range of issues.

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

**(2 marks) AO1**

**12      ‘All religious believers should do voluntary work.’*****What do you think? Explain your opinion.*****Target: Evaluation of whether religious believers should do voluntary work**

<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.	3 marks

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

Voluntary work helps society / religious teaching such as, ‘Love your neighbour as you love yourself’ encourages believers to help / gains merit / builds good karma / example set by religious leaders and founders / can be enjoyable / gives satisfaction to those doing it.

Many religious believers are already involved in voluntary work / some may have demanding and pressured jobs meaning time to do extra work is very limited / may impact on family life / need time for other activities including family time / worship / religious duties / relaxation / should be voluntary not compulsory otherwise may eventually be work that is resented.

**(3 marks)      AO2**



- 13** ***Explain religious attitudes to working for a living. Refer to religious beliefs and teachings in your answer.***

**Target: Knowledge of religious beliefs and teachings about working for a living**

<b>Levels</b>	<b>Criteria</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.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks

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

**General Points**

All religions believe in the importance of work as a way to earn self-respect and as a way to support oneself and family. Allows individuals to develop skills and a sense of purpose. Brings benefits to the community and gives a legitimate way to earn money, though money should not be the sole goal of work.

<b>Buddhism</b>	Idea of 'Right livelihood' / impact on karm / Buddha recommended that a person should 'know his profession well' and 'be skilled, efficient, earnest and energetic in whatever profession he follows'.
<b>Christianity</b>	Jesus worked as a carpenter. Paul's teaching, e.g. 'Whatever you do, work at it as if working for the Lord and not for man.' (Colossians 3:23) 'Make it your ambition...to work with your hands just as we told you.' (1Thessalonians 4:11) 'If a man will not work, he shall not eat' (2 Thessalonians 3:10). Example of Paul working to support himself whilst also preaching. Idea of work as a punishment given to Adam and that it is hard, 'By the sweat of your brow' (Genesis 3:19).
<b>Hinduism</b>	People born into a caste determining their job and place in society. Brahmins to be priests and teachers, Kshatriyas, were warriors and rulers, Vaishyas to be traders, artisans and farmers and Shudras, the low-level manual workers. Bhagavad Gita teaches that 'work is better than idleness.'
<b>Islam</b>	Duty of a Muslim man to earn sufficient to support his family and its needs. Avoiding work is frowned upon. Teaching from the Hadith to support this, e.g. 'It is better that a person should take a rope and bring a bundle of wood on his back to sell so that Allah may preserve his honour, than that he should beg from people.'
<b>Judaism</b>	Example of Adam, 'By the sweat of your brow' (Genesis 3:19). Talmud says, 'Teach your son a trade or you teach him to become a robber.' Midrash sees idleness as being harmful.
<b>Sikhism</b>	Sees work as a religious duty. Guru Nanak credited with, 'He who eats what he earns through hard work and gives with his own hand, he alone knows the true way of life.' Concept of 'Honest work' – Kirat karma.

**(4 marks) AO1**

**14 Explain the problems that unemployment may cause a person.**

**Target: Knowledge and understanding of some of the problems unemployment may cause a person**

<b>Levels</b>	<b>Criteria</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.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks

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

Unemployment can result in a person losing their self-respect / feeling worthless / loss of dignity / boredom / financial problems e.g. unable to pay the mortgage, unable to pay credit cards off these in turn can lead to their house being re-possessed and homelessness or goods being seized / increase in stress in the home / relationships strained and possibly breakdown.

**(3 marks) AO1**

**15** ***‘The unemployed should accept any job that they are offered.’***

***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 unemployed should accept any job that they are offered**

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

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

**Agree:**

All religions consider it important for people to work to support themselves and their families / it stops laziness / stops boredom / brings self- worth / gives purpose to life / opportunity to develop skills / essential to work to provide for society / 'No-one eats better food than that which they have earned by their own labours' (Hadith) 'If a man will not work he shall not eat' (1 Thessalonians) / 'Every work is noble if performed in the right way' (Guru Amar Das).

**Other views:**

All religions expect believers to work in appropriate jobs. There are some which religions deem inappropriate, jobs involving alcohol / gambling / pornography and other immoral activities. Working in a weapons factory or the armed forces would not be appropriate for pacifists. Jobs which exploit others would be inappropriate. Some jobs may be too far to travel to.

**(6 marks) AO2**

**4 Religion and the Multicultural Society**

**16 Explain why some people say religious believers should be involved in politics.**

**Target: Knowledge of reasons why some people say religious believers should be involved in politics**

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

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

Religious believers feel that it is right to try and influence decisions on moral issues / it is important to have just laws and honest people in government / religious believers should think of others first and so seek to serve and not be involved for their own ends / every area of life should be represented in politics if we are to be truly democratic meaning minority faith groups should be represented / mixing religion and politics may help to stop extremism and terrorism / Romans 13 says authorities are placed there by God so to serve there is to serve God.

**(3 marks) AO1**

**17** ***‘The United Kingdom should not have a state religion.’******What do you think? Explain your opinion.*****Target: Evaluation of whether the United Kingdom should have a state religion**

<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.	3 marks

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

UK now a multi-cultural society so to give one religion precedence over others is inappropriate / may lead to religious tension / state occasions should reflect all sections of the UK society / everybody should have freedom of choice concerning what faith, if any, to join / certain laws, e.g. blasphemy only apply to state religion thereby emphasising its privileged position / religion appears to be increasingly irrelevant in many people's lives.

State religion allows the nation to be united at important moments e.g. Remembrance Services, state weddings and funerals / ensures that there is a religious voice heard in Parliament through the work of the 'Lords Spiritual' / important to maintain as part of the nation's history and tradition.

**(3 marks) AO2****18** ***Explain the work done by either a local or a national project run by a faith community.*****Target: Knowledge of a project run by a local or national faith community**

<b>Levels</b>	<b>Criteria</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.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks

Candidates may choose any local or national project run by a faith community but the emphasis must be on the work done by the project and it should be clearly linked to a faith community.

No mark is to be awarded for naming the organisation.

**(4 marks) AO1**

**19 Explain briefly what is meant by the term ‘integration.’****Target: Knowledge of the meaning of the key term ‘integration’**

Integration is where different communities start to live and work together. They see each other as equals. There is often a drop in tension between groups and increased cooperation.

1 mark for a superficial comment or single point.

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

**(2 marks) AO1****20 ‘The United Kingdom should welcome all asylum seekers.’**

**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 UK should welcome all asylum seekers**

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

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

**Agree:**

Asylum seekers have often fled horrific situations and endured great danger to reach the UK and safety, we have a moral duty to help those in need / 'Love your neighbour as you love yourself' ( Mark 12:31) / 'Do not mistreat an alien or oppress him, for you were aliens in Egypt.' (Exodus 22:21) / UK has a reputation for tolerance, respect of different cultures and for allowing people to be different / many asylum seekers who come to the UK return home when the situation there changes so there are not huge numbers of genuine asylum seekers who settle here permanently.

**Other views:**

The UK is a relatively small country and already has a large population / many asylum seekers are not genuine but here purely for economic reasons / too many extra people puts pressure on schools and the health service as well as extra costs in paying benefits / too many asylum seekers in an area can upset the local population and cause racial tension / may cause an increase in nationalism in some areas / asylum seekers need to be willing to follow the laws of the UK.

**(6 marks) AO2**

**5 Religion and Identity**

**21 Explain religious teachings about the spiritual dimension to life.**

**Target: Knowledge of teaching about the spiritual dimension to life**

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

**Candidates may include some of the following information:**

All religions talk about there being a spiritual dimension to life and most believe that there is a soul or something similar that may continue to exist after death.

**Buddhism** Buddhism teaches that everything is impermanent (anatta) and so there is no unchanging self. The belief in a permanent self Buddhists believe is the cause of many of the human conflicts, emotional, social and political. Buddhists believe that when a person dies the body and mind disintegrate and that if the mind remains unenlightened then it will cause consciousness to bounce back to an unborn child, so continuing the samsara cycle.

<b>Christianity</b>	Teaches that each human being is made up of body, mind and spirit. The Roman Catholic Catechism says that the soul is 'that which is of greatest value within them, that by which they are most especially in God's image.' When a person dies the Roman Catholic church teaches that the soul goes either to purgatory (a place where you atone for your sins), heaven or hell. Most Protestants do not believe in purgatory but believe that the soul goes to spend eternity with God in Heaven or eternity away from God's presence (Hell).
<b>Hinduism</b>	Refers to the soul as the 'atman' and describes Brahman as the 'supreme soul'. According to the Bhagavad Gita the atman is part of Brahman and is unchanging, indestructible and is made up of three parts, truth / existence, consciousness / knowledge and form / bliss. At death the soul leaves the body and goes to another body based on the actions that were done in the person's life (karma). Hindus aim to break free of samsara to reach moksha.
<b>Islam</b>	Teaches that if a person lead a righteous life and follows the Five Pillars then their soul will grow nearer to Allah. At death the soul goes to a place of waiting (barzakh) until the Day of Judgement when both body and soul are reunited for judgement. Those who deserve a reward will go to paradise while others will receive punishment and be sent to hell. Some Muslims believe that the soul is received on the fortieth day of pregnancy whilst others believe it occurs on the one hundred and twentieth day of pregnancy.
<b>Judaism</b>	Teaching in Genesis suggests that God made Adam and Eve's physical bodies and breathed His spirit into them. The spirit is believed to be part of a person's mind which is made up of physical desire, emotion and thought. This means individuals have an awareness of the existence and presence of God.
<b>Sikhism</b>	Teaches that a human's real personality is the soul or atman. The physical body is only a temporary home for the eternal atman which is a spark from the Eternal Flame, the supreme atman or God. The soul passes through many life forms and being reborn in human form is a special blessing. As humans know what is right they have the ability to achieve the purpose of life which is to find union with God by following the teachings of the gurus.

**(3 marks) AO1**



**22      ‘The purpose of life is to obey God’*****What do you think? Explain your opinion.*****Target: Evaluation of whether the purpose of life is to obey God**

<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.	3 marks

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

Key point in Christianity is to obey commands of God / to love God and love neighbour, in doing this a Christian is doing God’s will / Jews believe they have a covenant with God and their purpose is to serve God and therefore obey God / Islam teaches to submit to Allah’s will and to follow the five pillars.

How can you obey something that doesn’t exist? / life has no purpose it is just a struggle to survive / all the war and disease how can that be part of the purpose? / Buddhism teaches the purpose of life is to overcome desire and craving in order to achieve enlightenment / Hinduism teaches the purpose of life is to fulfil dharma / Sikhism teaches the purpose is to achieve God consciousness.

**(3 marks)      AO2****23      Explain briefly what is meant by the term ‘multiple identities.’****Target: Knowledge of a key term**

Multiple identities is the idea that we have several identities. A person could identify as a daughter, a sports captain, a northerner and a Briton.

1 mark for a superficial comment or single point

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

Allow 1 mark for the idea of different behaviours with different people.

Allow 1 mark for the idea of physical and spiritual identities.

**(2 marks)      AO1**

**24 Explain how religious beliefs and practices encourage healthy living.**

**Target: Understanding of how religious beliefs and teachings encourage healthy living**

<b>Levels</b>	<b>Criteria</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.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks

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

Healthy body is linked to a healthy mind. Should take a holistic approach. The body is seen as a temple and so should not be harmed. 'So God created man in his image' (Genesis 1:27) as God created life it is sacred/special / a gift that should be looked after. Healthy living necessary if a person is to fulfil God's purpose in life. We should look after what we are given. Food laws were designed to prevent illness as well as to be obedient to God. Religions do not encourage smoking and many do not approve of alcohol, those that allow it believe consumption of it should be in moderation.

**(4 marks) AO1**

**25 ‘Sacred writings are the most important sources for decision making.’**

***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 sacred writings are the most important sources for decision making**

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

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

**Agree:**

Sacred writings are handed down and believed to hold the teaching of the religion / be the Word of God and are therefore very important / they provide guidance and support on moral and ethical issues / tell a believer what God wants them to do in a particular situation / they are a foundation of the faith.

**Other views:**

Sacred writings are old and out of date / do not really deal with the modern day / require a lot of interpretation / how can you be sure they really are God's words if different believers hold different views about issues but use the same teaching? / other sources are important such as conscience, if you read the teaching and reflect your conscience can guide you / religious writings are often unrealistic in the modern world – how many Christians take note of the teaching about not charging interest?

**(6 marks) AO2**

**6 Religion and Human Rights**

**26 Name two pressure groups.**

**Target: Knowledge of the names of two pressure groups**

Candidates may list any two pressure groups, the ones listed in the specification are Amnesty International, Greenpeace, Abortion Right and The Society for the Protection of Unborn Children, any other relevant examples should be credited.

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

**(2 marks) AO1**

**27 Describe the work of one pressure group.**

**Target: Knowledge of the work of one pressure group**

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

Candidates may choose any relevant example of a pressure group however the focus of the answer must be on the work that the organisation does.

No mark is to be awarded for naming the organisation.

NB: The pressure group does not have to be one used to answer Question 26.

**(3 marks) AO1**

**28**     ***‘Religious believers make good citizens.’******What do you think? Explain your opinion.*****Target: Evaluation of whether religious believers make good citizens**

<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.	3 marks

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

Religious believers are all encouraged to look after the weakest members of society / to campaign against injustices / many are involved in organisations locally, nationally and internationally to bring about change and improvements to society. Involvement like this in society is good citizenship.

What is a good citizen? Many people who are not religious help those less fortunate than themselves and do not need religious teaching to tell them they ought to do it / society's attitudes change over time and religious attitudes do not keep up this can mean that some religious people campaign against changes society wants and so they may not be seen as good citizens, e.g. some of the arguments over homosexual rights.

**(3 marks)     AO2**

- 29** ***Explain religious attitudes to protest. Refer to religious beliefs and teachings in your answer.***

**Target: Knowledge of religious attitudes towards protest**

<b>Levels</b>	<b>Criteria</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.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks

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

Religions promote peace / believers follow the example of their leaders e.g. Jesus telling Peter to put away his sword (John 18:11) / violence leads to violence / people get hurt / goes against the rules of the religion, e.g. 5 Precepts / peaceful protest may be necessary to protect the religion / protect against an injustice / believers take part in marches / letter writing campaigns / use of elected representatives to right wrongs / should not stand by and watch an injustice take place / in the right circumstances limited violence may be appropriate, e.g. Jesus turning over the tables in the Temple.

**(4 marks) AO1**

**30      ‘Religious believers should do more to protect people’s human rights.’**

***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 do more to protect people’s human rights**

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

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

**Agree**

Many areas of the world still have human rights abuses going on / Parable of the Sheep and the Goats, 'Whatever you did for the least of these my brothers you did for me,' / 'Love your neighbour as you love yourself' / in Islam the idea of the Ummah, all equal and deserving of respect and fair treatment / 5 Precepts talks of not harming others / showing compassion (loving kindness).

**Other views**

Many believers are already active in organisations such as Amnesty International / write letters / lead campaigns / involved in local support groups for asylum seekers who have lost their appeal to stay and are in danger if they return to their homeland / scale of problem in some areas is overwhelming / limit to what can be done if a country has restricted freedoms such as Burma and North Korea.

**(6 marks) AO2**