



**General Certificate of Secondary Education  
June 2011**

**Religious Studies**

**40553**

**Specification B**

**Unit 3      *Religion and Morality***

**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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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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 Religious Attitudes to Matters of Life (Medical Ethics)****1 Explain briefly what is meant by surrogacy.****Target: Knowledge and understanding of the meaning of surrogacy**

Carrying (surrogate) mother implanted with commissioning couple's embryo (normally created through IVF). When born, the child is handed over to the biological father and his wife / partner. There may be some payment or expenses.

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 many religious believers disagree with surrogacy?****Target: Knowledge and understanding of why many religious people disagree with surrogacy**

<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:**

Parents are not the birth parents / possible use of donated sperm or eggs (although sperm of father and eggs of mother or surrogate mother are usually used / conception is not considered natural if via AI or IVF / adultery if through sexual relationship (unofficial) or 'mechanical adultery' if by artificial means / inability to have children may be God's choice / could allow a gay couple to become parents / a child could be bought (illegal in UK) / contrary to God's plan / potential harmful effect on child as it grows up and finds out.

**(3 marks) AO1**

**3** ***‘Using fertility treatment is against God’s wishes.’******What do you think? Explain your opinion.*****Target: Evaluation of whether or not fertility treatment is against God’s wishes**

<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:**

God is in charge of deciding who has children / he is the creator / offends against sanctity of life / devalues life / scientists are playing God / possible karmic, family and inheritance issues / using donors can be seen as adultery and involves masturbation which some religions forbid/ destruction of embryos etc.

It is a loving act towards infertile couples (love your neighbour, etc.) / intention is good so it should be allowed / God gives mankind increasing knowledge to develop new technology / child conceived using fertility treatment is more likely to be a wanted child / usually uses sperm and egg from father and mother which is seen as natural.

**(3 marks) AO2**

**4 Explain religious attitudes to embryology. Refer to religious beliefs and teachings in your answer.**

**Target: Application of religious beliefs and teachings to embryology**

<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:**

Possible benefits of embryology in discovering cures for illness / could lead to the improvement of the human race which God would approve of / the cells that are disposed of have potential for life but are not viable / in UK there are safeguards (embryo destroyed before 14 days, embryology is seen as the only or best alternative and only therapeutic).

Safeguards may change and may not apply worldwide / we have no right to do this – only God has this right / ‘Playing God’ / unnatural / link to idea of life being sacred / unknown consequences of actions / commercial exploitation / all embryos are killed after 14 days max which some see as murder / could be seen as devaluing life .

**Buddhism** Right intention is important here and if the intention of embryology is to do good (curing illness) it is good / for many Buddhists, the embryo does not embody the five skandhas (form, feelings, perceptions, thoughts and consciousness) and, therefore, should not be considered a living being although the embryo does have potential for development of skandhas / motives and consequences of actions are also important in this issue / motive could be remove suffering (good) but it might lead to the destruction of life (bad).

All life is tied to the cycle of birth, death and rebirth (samsara) therefore life has begun before conception in an earlier existence / if embryology harms or takes life, it offends against the first precept of not harming any living thing / life begins at the moment the sperm and egg unite to become a zygote, not before / the end (potential cure) does not justify the means if it is destructive / we cannot be sure embryo does not feel pain or have no consciousness of what is happening.

N.B Emryology is the study of embryos. Modification of embryos is genetic engineering. Therefore do not credit references to designer babies. Allow arguments related to IVF as a way of producing embryos, only if properly applied to embryology.

- Christianity** Embryos would be disposed of anyway so embryology is making good from bad / intention to do good not harm is important / teachings about love suggest that we should do everything possible to help those who are suffering / it has the potential to create a better quality of life / Jesus and other great Biblical figures helped people / developing cures shows love for individuals / life does not begin until sometime after 14 days – Church of England are happy with 14 day limit.
- Key idea is when life begins. Roman Catholics say at conception, others are not so sure because at this stage, life is only potential life / 'do not kill' / God is creator and sustainer of life / each person conceived and born is unique and part of God's plan / destruction of unwanted embryos is murder and therefore a sin / against natural law / Bible teaches that each person is known by God in the womb / Roman Catholics are strongest in their opposition mainly because it offends against sanctity and value of human life.
- Hinduism** If performed out of a desire to cure illnesses then motive is pure and so embryology **may** be acceptable / only soul (atman) is permanent / body is temporary.
- All life is sacred and must not be destroyed or harmed (ahimsa) / an embryo is a life / Karma is important for good or bad / if embryology is performed out of selfish motives, one's destiny might be affected by bad karma.
- Islam** Some Muslims believe an embryo is not human until ensoulment at 40 or 120 days / embryos conceived outside the uterus have no sanctity of life as they have not entered a woman's body / destroying unwanted embryos created for IVF is wasteful so better to use them / Allah has given knowledge and skills to help others / 'if anyone saved a life it would be as if he saved the life of the whole people (Qur'an 5:32).
- Allah is the creator God / "There is no altering the laws of Allah's creation" / worries about misuse of technology / embryos should not be created specifically for embryology.
- Judaism** Saving life is important and if embryology is designed to do this then it is acceptable / embryos are not human but must be treated respectfully / the Torah allows use of any means to save human life.
- God is the creator and sustainer of life / each person is unique and part of God's plan so use of embryos in research is wrong.



**Sikhism**

Spare embryos from IVF can be used if for therapeutic reasons but they must not be created especially for the purpose of embryology / embryology can be seen as another way of helping people who are sick / motives are also important / God gave us this knowledge so it should be used for the benefit of humans.

God is creator / an embryo is a person from conception / cycle of birth, death and rebirth denies possibility of human interference.

**(4 marks) AO1**

**5 ‘Cloning should never be allowed.’**

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

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

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**

Cloning allows replica people to be made / against all religious teachings about a creator God / cloned tyrants or dictators / clones will not possess a soul so have no access to God / against natural law / could lead to designer babies being cloned / only God has the right to be involved in life issues / playing God / issues surrounding disposal of embryos being killing / may encourage further and more unacceptable developments by scientists / reproductive cloning could affect identity and position in a family.

**Other views**

Therapeutic cloning gives hope to the sick because it could lead to cures or organs for transplant / increases crop production to assist the supply of food to the world / God gave us the technology to help others / everything depends on the intention behind cloning / allows for compassion and an improvement in quality of life / we have free will which is given by God / allowing therapeutic cloning is using it responsibly.

**(6 marks) AO2**

**2 Religious Attitudes to the Elderly and Death.**

**6 Explain briefly what is meant by passive euthanasia?**

**Target: Knowledge and understanding of the meaning of passive euthanasia**

Allowing a terminally or incurably ill person to die by withdrawing or withholding medical treatment that would only prolong the suffering and have no real benefit. Allow turning off a life support machine.

No credit for a general definition of euthanasia.

1 mark for a superficial comment or a single point.

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

**(2 marks) AO1**

**7 Explain one religious belief about life after death.****Target: Explanation of a religious belief about life after death**

<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:**

Allow reference to ideas of judgement, heaven, hell, purgatory, etc. **or** to karma / reincarnation / rebirth / immortality, etc.

Full credit (Level 3) can be given to explanation of one belief, e.g. heaven or purgatory or re-birth even though it may be an incomplete explanation of the whole belief of a religion. Do not accept idea that nothing happens because this is not a religious belief as required by the question. L1 if belief is only named eg. Reincarnation/heaven etc.

**(3 marks) AO1****8 'Only God should decide when a person dies.'****What do you think? Explain your opinion.****Target: Evaluation of whether or not God should decide when a person dies**

<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:**

Sanctity of life / God has a plan for our lives / God is true judge and his judgement about life is fair / people belong to God / if people decide to end life it is murder which is forbidden or suicide which some religions also do not allow (e.g. Islam).

Freewill means we should have the choice / death is a natural stage of life that is not influenced by God / there is no God / we have the right to be in charge of our own destiny.

**(3 marks) AO2**

**9 Explain religious attitudes to the way the elderly should be treated. Refer to religious beliefs and teachings in your answer**

**Target: Application of religious beliefs and teachings to the way the elderly should be treated**

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
<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:**

Answers should focus on the responsibility to care for the elderly some of whom may not be in a position to look after themselves, whilst others may be healthy and fit or on issues relating to respect or both. Some may refer to care homes being a better and more loving option because they have specialist skills. These should be credited provided the focus is on caring. General points will probably include respect for parents (10 commandments), 'love your neighbour', developing good karma and respect for the wisdom / sacrifices of the elderly.

**Buddhism** Some Buddhist care organisations help to care for the elderly offering support for physical, emotional, intellectual, cultural and spiritual needs / the elderly are respected for their wisdom and experience / 'We may carry our mothers on one shoulder and our fathers on the other and attend for them even for a hundred years.....still the favour we have received from our parents will be far from requited' (Anguttara Nikaya) / the elderly are a living demonstration of anicca (impermanence) / opportunity to gain good karma by caring for elderly / 'having supported me, I shall support them' (Sigalovada Sutta).

**Christianity** 'Honour your father and mother' (Exodus 20v12) / support should be given to the elderly as they are vulnerable / traditionally Christians have preferred to retain independence of the elderly but where this is not possible, looking after them is option / many churches provide facilities for the elderly and will offer Holy Communion at home / experience and wisdom should be cherished.

**Hinduism** Pitri Yajna a duty to serve and care for parents and the elderly / parents should be cared for, respected and obeyed even when elderly / 'let your mother be a god to you. Let your father be a god to you.' (Taittiriya Upanishad 1.11.2) / the elderly are one of five sections of society given special respect / caring for elderly earns good karma / the extended family is important in Hindu thought / care for elderly parents is the responsibility of the eldest son / the elderly can be head of the family.

- Islam** It is the responsibility and duty of the family to care for the elderly because of the effort and sacrifices they have made / 'show kindness to both your parents' (Qur'an 17:23) / Islam has an extended family society / elderly people are a source of wisdom not a burden / looking after elderly provides spiritual growth / sending elderly to home for the elderly is unkind and disrespectful / the elderly have the right to expect their children to care for them / 'may his nose be rubbed in dust who found his parents approaching old age and lost his right to enter paradise because he did not look after them' (Hadith).
- Judaism** 'show respect for old people and honour them' (Lev 19v32) / 'Honour your father and mother' (Exodus 20v12) / 'do not cast me off in old age, when my strength fails me' (Psalms) / families are encouraged to look after the elderly although it is acknowledged that this is not always possible / Jewish community provide specialist homes for the very elderly and frail / wisdom of the elderly is valued / extended family is valued in Judaism.
- Sikhism** Elderly are looked after as a service (sewa) or duty / gurdwaras often offer day care to the elderly / duty for sons to look after parents / 'Child why do you quarrel with your father due to whom you have grown to this age? It is a sin to argue with him' (Guru Granth Sahib) / homes for the elderly are rarely used.

**(4 marks) AO1**

**10** ***‘Life support machines should never be used.’***

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

**Target: Evaluation of whether life support machines should be used**

<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**

They extend life at a time when nature determines they should die / God sets time of birth and death so we should not interfere / they are expensive, especially when used for a long time – money could benefit more people if spent elsewhere / if person recovers, their quality of life may be poor / they can be seen as keeping people alive un-necessarily / if they are turned off eventually, somebody has to make the decision and this is unfair to them.

**Other views**

Sanctity of life / life should be protected at all times / technology should be used for the benefit of humans / possibility of a full recovery / God is in charge of who lives and who dies / use of life support machines emphasises the value of life / they help to establish brain death / they keep organs functioning for transplant.

**(6 marks) AO2**

**3 Religious Attitudes to Drug Abuse.**

**11 Give two reasons why some people use illegal drugs.**

**Target: Identification of reasons why people take illegal drugs**

Addiction / progression from gateway drugs / peer pressure / role models / coping mechanism / influenced by others including media and youth culture / want to experience the effects/ easy availability/ boredom / pain relief, etc.

Allow one mark for each of the first two reasons given.

**(2 marks) AO1**

**12 Explain why religious believers disagree with drink driving.**

**Target: Explanation of why believers disagree with drink driving**

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:**

Can cause accidents which can be fatal / illegal and religions expect followers to obey the law / antisocial / lack of care for others / religion prohibits killing or harming / concern for life / love your neighbour / sanctity of life / alcohol is haram and the mother of all vices (Islam), etc.

**Maximum Level 2** for answers about drinking alcohol, **not** related to driving.

**(3 marks) AO1**

**13** ***‘Religious believers should not smoke tobacco.’***

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

**Target: Evaluation of whether or not believers should smoke tobacco**

<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:**

Tobacco causes poor health and premature death contrary to religious teachings on God being in charge of when a person dies / Sikhism and Buddhism (and Islam during Ramadan) prohibit smoking / passive smoking harms other people contrary to religious teachings about looking after and caring for people / antisocial / addiction can take the place of God in a person's life/ expenses.

Freewill is a gift from God / tobacco is a natural product made by God / only Sikhism and Buddhism prohibit it / people are in charge of their own destiny / may help smokers cope with stress / smoking can be seen as pleasurable.

**(3 marks) AO2**



**14 Explain religious beliefs and teachings about the mind and body.****Target: Explanation of religious beliefs and teachings about the mind and body**

<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

N.B: Allow Level 4 for appropriate answers relating only to the body or to the mind.

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

The focus of answers **may** relate to drug use and abuse. One of the main reasons for abstaining from or prohibiting use of illegal drugs is because of concern over the detrimental effect they have on the mind and body. All mainstream religions believe that illegal drugs create false illusions and make meditation and prayer more difficult. Self harm of body and mind which drugs cause is also against teachings of each religion. None of the 6 religions permit the taking of illegal drugs apart from a few Hindu Sadhus and Nihang Sikhs who both take bhang – derived from hemp and the Ethiopian Coptic Christian Church which permits cannabis use. Rastafarians also allow cannabis because it is a herb given to us by God. References to Rastafarians can be credited although their views are unlikely to present a full answer to this question. Candidates may focus on health – physical factors and / or mental health.

Credit ideas related to dualism – the idea that humans have two basic natures: the physical (body) and spiritual (mind / soul). Whilst the body will decay, the mind / soul is immortal and separated from the body when the body dies.

**Buddhism** The fifth precept prohibits taking intoxicating substances because of the effect on the mind / detrimental effects prevent 'right meditation' / 'Health is the greatest of gifts' (Dhammapada) / harming body and mind potentially delays enlightenment / being under the influence of drugs may cause behaviour harmful to others / right awareness and other effects related to 8-fold path.

**Christianity** Don't you know that you yourselves are God's temple and that God's spirit lives in you? If anyone destroys God's temple, God will destroy him' (1 Cor 3) / detrimental effects on body and mind that God created / sanctity of life / the mind being intoxicated can lead to immorality / references in Bible, especially Proverbs, that refer to loss of self control caused by alcohol use.

<b>Hinduism</b>	Anything that causes a person to lose their mind does not bring spiritual rewards / abusing body and mind has negative karmic effects / intoxication has adverse effect on worship and is disrespectful to mandir (temple) and to the community who also worship there / physical and spiritual health assists success in life / 'He must not get wilfully addicted to any ... substance of self-gratification; he must try to overcome such dependence through will power (Laws of Manu) / 'the mind of a drunken person becomes confused and a confused mind commits sins' (Arthashastra of Kautilya) / 'Yoga destroys suffering for him who is moderate in eating, leisure activities, work, sleep and wakefulness (Bhagavad Gita).
<b>Islam</b>	'Make not your own hands contribute to your destruction' (Qur'an 2:195) / body is temple created by God / Muslims prohibited from having a clouded mind because it prohibits the duty of praying / intoxicants are forbidden (haram) / the body is gift from Allah until judgement day / 'We give through this Qur'an all that gives health and is a grace to those who believe' (Qur'an).
<b>Judaism</b>	Body and mind created by God so should not be damaged / being intoxicated makes duty to others in society difficult to achieve and potentially causes immorality / 'Gods teaching will bring health to your body and nourishment to your bones (Psalms) / references in Bible, especially Proverbs, that refer to loss of self control caused by alcohol use.
<b>Sikhism</b>	Khalsa Sikhs should avoid anything that alters the body / 'Drinking the wine, his intelligence departs, and madness enters his mind / kurahit forbids intoxicants / Guru Nanak refused an opiate preferring to be hooked on praising God / intoxication affects meditation, prayer and concentration on God / body is a temple for God and should be looked after / intoxicants lead to immorality / a healthy mind and body is required to serve God.

**(4 marks) AO1**

15 **'People who take illegal drugs should be punished.'**

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

**Target: Evaluation of whether people who take illegal drugs should be punished**

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**

Illegal drugs are against the law so users should be punished by the law / all religions insist believers obey the law / with punishment comes chance of rehabilitation which is in line with religious beliefs / punishment could provide supervision and a structure to help users / many users harm others whilst under the influence of drugs or in acquiring money to buy them and this should lead to punishment / forgiveness does not preclude punishment, etc..

**Other views**

Helping users to come off drugs is a long term solution leading to a normal life and is more constructive than punishment / religious people should help anybody in need, e.g. love your neighbour, etc. and this over-rides punishment / addiction can be seen as an illness which can be cured rather than punished / punishment achieves little / make distinction between illegal drug taking and crimes associated with funding illegal drug taking. Allow a broad understanding of punishment, eg by God.

**(6 marks) AO2**

**4 Religious attitudes to Crime and Punishment**

**16 Explain briefly what is meant by repentance.**

**Target: Knowledge and understanding of the meaning of repentance**

Being truly sorry and trying to change one's behaviour so as not to do the same again.  
Accept making up for wrong-doing for 1 mark.

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

For 2 marks, the **idea** of changing must be present.

**(2 marks) AO1**

- 17** ***Explain why many religious believers agree with the use of prison to punish offenders.***

**Target: Explanation of reasons why religious people agree with prison**

<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:**

Prison protects society and the offender / provides a deterrent to society and the offender / provides the chance to reform thereby improving karma / vindicates the law which can be seen as divinely inspired / gives an alternative to the death penalty / prisoners can educate offenders for when they are released / prison allows religious chaplains to work with offenders / although freedom is denied, prisons should be humane / allows chance to repent. The focus should be on the use of prison for punishing offenders (as in the question) rather than a place of remand before trial.

**(3 marks) AO1**

**18** ***‘Religious believers should always follow their conscience.’******What do you think? Explain your opinion.*****Target: Evaluation of whether or not religious believers should always follow their conscience**

<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:**

Conscience is a person's inner sense of right and wrong / God created us with a conscience to influence behaviour so it should be followed / it is an alternative to God controlling humans / reinforces freewill / it informs people of what is right and wrong / conscience is the voice of God.

Conscience relies on being taught moral standards so could be wrong / it is better to follow logic and reason than feelings / believers should follow religious morality consciously / conscience is not the word of God but influenced by parents, teachers, etc.

**(3 marks) AO2****19** ***Explain attitudes to religious offences. Refer to religious beliefs and teachings in your answer.*****Target: Application of religious beliefs and teachings to religious offences**

<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:**

A religious offence is an offence against religion, e.g. blasphemy and sacrilege. This would also include sin and such things as failure to worship as required and breaking the 10 Commandments / 5 precepts, etc. Offences against religious people, objects, buildings, etc can be accepted in answers, provided it is made clear that the offence is committed as a response to religion.

All religions are against religion offences because at best they are disrespectful and at worst they break specific religious laws which in some cases carry severe punishment in this life and the next

<b>Buddhism</b>	Religious offences set out in teaching of Buddha / links to 'right' in the 8-fold path / negative karmic consequences of committing religious offences / blasphemy is not against Buddhist teachings (no belief in God) but respect should be shown to 'all things Buddhist' / fulfilling religious duties leads to spiritual rewards / offending against Buddhism offends Buddhists and causes them to suffer.
<b>Christianity</b>	Religious law is set out in 10 commandments (Exodus ch 20), teachings of Jesus, etc / blasphemy is arguably the most recognisable religious offence / link to ideas about sin / even if religious offences are not illegal they offend against God / may influence judgement after death / conscience is a device to encourage us not to commit religious offences / opportunity to repent and receive God's forgiveness / religious offences offend Christians and others which is not loving / most likely example may be 'Jerry Springer the Opera' / seven deadly sins.
<b>Hinduism</b>	Negative karmic effects / effects on humans of religious offences / could offend against ahimsa / delays opportunity of Moksha for offender / 'Unrighteousness, practised in this world, does not at once produce it's fruit; but like a cow advancing slowly, it cuts off the roots of him who committed it' (Laws of Manu 4.172).
<b>Islam</b>	Blasphemy or insulting Islam is Hadud – worst crime for which corporal or capital punishment can be used / converting from Islam to a different faith is a serious religious offence / all lawbreakers break Allah's law (Shariah) and are likely to suffer on judgement day / 'Whoever works righteousness benefits his own soul; whoever works evil, it is against his own soul: nor is thy Lord ever unjust to his servants' Qur'an 41:46 / examples of cartoons of Muhammad and teddy bear called Muhammad may be seen and should be credited as development.
<b>Judaism</b>	Blasphemy offends against commandments 1 and 3 and idolatry against commandment 2 / religious offences offend against other Jews who may be affected by them / God will judge on day of judgement if sins are not truly repented.
<b>Sikhism</b>	Khalsa Sikhs vow to observe the kurahits (rules governing personal conduct) – breaking them can be seen as a religious offence because vows made to God / negative karmic consequences of breaking religious rules leading to judgement from God / offending against Sikhism offends all Sikhs / opportunity for repentance is given.

Credit ideas relating to negative attitudes to religious offences, e.g. they should not exist / free speech / there is no God to blaspheme against but look for religious beliefs and teachings for Level 3 and Level 4.

**(4 marks) AO1**

**20** ***‘Reformation is the most important aim of punishment.’***

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

**Target: Evaluation of the aims of punishment**

<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**

Reformation has the interest of the offender at its heart / if it works, it protects society from future offending / fits well with ideas of mercy / makes punishment a positive experience / gives a second chance to the offender / reflects teachings of religions including Christianity and Sikhism.

**Other views**

Offenders do not deserve the chance to reform / retribution and deterrence are more effective forms of punishment / allow any of the other aims of punishment to be argued as an alternative / emphasis on deterrence especially in Islam and protection in other religions including Hinduism and Judaism / apart from retribution, all other religions promote the other aims to varying degrees.

**(6 marks) AO2**

**5 Religious Attitudes to Rich and Poor in British Society**

**21 Give two reasons why a person living in Britain may be poor.**

**Target: Knowledge of reasons why a person living in Britain may be poor**

Unemployment, low wages, wasteful spending, debt, lack of training, choice, etc.

Allow one mark for each of the first two reasons given.

**(2 marks) AO1**

**22 Describe the work of an organisation which helps the poor in Britain.**

**Target: Knowledge of the work of an organisation which helps the poor in Britain**

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 include some of the following points:**

Any organisation (e.g. Shelter, NSPCC, Salvation Army, Help the Aged, Oxfam, Save the Children, Unicef, Redcross) can be used. If a small local organisation is selected including soup kitchens, homeless shelters, assume it is correct and award marks according to the levels, provided the description appears to be likely and in line with helping the poor.

No mark should be given **just** for naming the organisation as this does not describe their work.

**(3 marks) AO1**

**23** ***‘Religious people should not gamble with their money.’******What do you think? Explain your opinion.*****Target: Evaluation of whether or not religious people should gamble**

<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:**

Money is provided by God to be used to support a family and the poor / most gamblers lose so potentially end up having nothing / money should be earned using God given talents / gambling can promote greed and laziness.

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

**(3 marks) AO2****24** ***Explain religious beliefs and teachings about wealth.*****Target: Explanation of religious beliefs and teachings about wealth**

<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:**

**Buddhism**      Buddhists follow middle way between indulgence and self denial / wealth may mean spending energy guarding or increasing it / attachment to wealth does not bring happiness and should be avoided / wealth should be shared with needy and brings good karma to donor / craving wealth is obstacle to spiritual enlightenment / monks depend on charity so wealthy Buddhists should be charitable to them (dana) and others in need which builds good karma / in Mahayana Buddhism, generosity is one of the six perfections / wealth must be earned followed Buddhist principles – Right livelihood.

<b>Christianity</b>	Wealth is God given and Christians should exercise stewardship in how they use it / tithe (one tenth) of income to Church or charity / “love of money is the root of all evil” (1 Timothy 6v10) / Jesus told rich man to sell his possessions and give proceeds to the poor and early church did this / love your neighbour / refusing to help needy is refusing to help Jesus / Salvation Army used as denomination that helps poor / possible “critical response” of Church being very wealthy and setting a bad example by not using wealth for others / wealth should not become an obsession or a cause for pride: ‘nobody can be a slave of two masters. You cannot serve both God and money’. Instead it should be an opportunity to be generous.
<b>Hinduism</b>	Hindus encouraged to use money for their families needs in the first instance with remainder going to local poor / good karma is built by helping poor / wealth in this life may be result of good karma in previous life / nobody should be envious of the wealthy because it is deserved / wealth must not be gained by harming others / dharma (religious and social duty) is necessary for the wealthy as well as the poor / goddess Lakshmi is pictured with wealth and gives blessings and wealth during Divali to businessmen who ask / sacrificial giving brings unseen merit / up to 10% of income should be given to facilities for community, temples or charity.
<b>Islam</b>	Allah provides wealth as a blessing to be used wisely for others / wealth is only of value for the good it can do / Allah expects Muslims to be charitable and help the poor / “He who eats and drinks while his brother goes hungry is not one of us” (Hadith) / Zakah (2.5% of surplus income to poor) is one of 5 pillars / private voluntary giving (sadaqah) is encouraged / wealth must never come before Allah.
<b>Judaism</b>	Wealth is a sign of God’s blessing but should be used for the whole community / wealth should be used for the needy and this is what God requires / materialism can lead to sin and forgetting God / greed becomes the centre of life / one tenth of income should be given to poor (tzedakah – righteousness) / tzedakah belongs to poor and not giving it is seen as robbing the poor / collecting boxes (pushkes) are kept in homes and children are encouraged to use them.
<b>Sikhism</b>	Three duties for a Sikh are pray, work, give / “Blessed is the godly person and the riches they possess because they can be used for charitable purposes” (Guru Amar Das) / wealth in itself is not wrong, but it must be shared with others / expectation to give as much as they can to help the poor at least one tenth (daswandh) of their income, not necessarily money but food for langar, blankets for disaster relief, gurdwara upkeep, etc. / acquiring or inheriting wealth is reward from previous life but should be used for others. NB- Allow reference to spiritual wealth.

**(4 marks) AO1**

**25** ***‘The poor in Britain should take care of themselves.’***

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

**Target: Evaluation of who should take care of the poor**

<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**

We should all be able to look after ourselves / God will provide rather than other people / some are poor through their own fault / people should show independence not dependence / with equal opportunities, no-one should be poor / 'He who does not work should not eat' (Thessalonians).

**Other views**

Many religious teachings about looking after each other, e.g. 'love your neighbour; giving charity; stewardship / we exist in societies that should support each other / many poor people cannot provide for themselves.

**(6 marks) AO2**

**6 Religious Attitudes to World Poverty**

- 26 Give two ways in which a religious believer can help to care for the poor in developing countries.**

**Target: Knowledge of ways believers can help the poor in developing countries**

Donate money / donate essential supplies, e.g. food, clothes / 'adopt' a child schemes / go to country to offer help / pray / publicise their plight / work to create a fairer world / buy fair-trade products, etc.

Allow one mark for each of the first two reasons given.

**(2 marks) AO1**

- 27 Explain how unfair trade makes world poverty worse.**

**Target: Analysis of the contribution of unfair trade to world poverty**

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:**

Essential goods sold for highest market price which LEDCs cannot afford / cash crops for EDCs grown in LEDCs on land that could grow basic crops / LEDCs build up debt to buy essentials and cannot afford to repay it / EDCs do not pay a fair price for goods from LEDCs but pay as little as they can.

**(3 marks) AO1**

**28      ‘All religious believers should help the poor in developing countries.’*****What do you think? Explain your opinion.*****Target: Evaluation of whether or not believers should help the poor in developing countries**

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

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

All religions teach believers to care for each other – lots of teachings that can be used / helping others is humane and a responsibility of being human / should work to promote equality / God created and loves all human beings.

Religious believers have freewill to decide not to help / some may choose to help the poor in Britain instead / poor are poor as a result of bad karma in previous life / developing countries should look after their own poor people and not become dependent on charity.

Credit references to the fact that religious believers (in a developing country) may be poor.

**(3 marks)      AO2**

**29** ***Explain religious beliefs and teachings that may persuade a believer to show compassion to the poor.***

**Target:** Application of religious beliefs and teachings to compassion for the poor

<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:**

There are a large number of ethical teachings taken from all religions that could be used here. Most likely ones are 'love your neighbour' and similar from other faiths, 'he who eats and drinks whilst his brother goes hungry is not one of us (Islam)', 'treat others as you wish to be treated', 'there can be no worship without performing good deeds' (Sikhism), etc.

Whatever teachings are selected, for higher levels, they must be explained and demonstrate how they relate to showing compassion for the poor.

**(4 marks) AO1**

**30** ***‘War is the greatest problem for poor people.’***

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

**Target: Evaluation of the extent of problems faced by poor people**

<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**

War is expensive / not only to LEDCs fighting but limits amount richer countries can afford to donate to LEDCs / relief work is dangerous in a war zone / credit teachings promoting peace rather than war e.g. 'do not kill'; 'ahimsa'; first precept; love your neighbour / leads to refugees leaving their homes / destroys crops and factories which is poor stewardship and leads to starvation.

**Other views**

Credit any other problems put forward together with reasoning, e.g. exploitation, debt, unfair trade, corruption, natural disasters, climate, etc. Look for depth of religious knowledge and understanding for alternative problem(s).

Accept moral answers that reflect religious teachings.

**(6 marks) AO2**

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