



General Certificate of Secondary Education

Religious Studies Full or Short Course *Specification B*

Unit 2 Religion and Life Issues

Mark Scheme

Specimen mark scheme for examinations in June 2010 onwards
This mark scheme uses the [new numbering system](#)

Further copies of this Mark Scheme are available to download from the AQA Website: 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 all components and in relation to all assessment objectives. Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication. 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.

Question 1: Religion and Animal Rights

0 1 What is factory farming?

Target: Understanding of what is meant by factory farming

Candidates may include any of the following points:

Intensive farming, e.g. thousands of poultry being reared in a battery house.

(1 mark) AO1

0 2 Give two reasons why many religious believers are against the fur and ivory trade.

Target: Understanding of why religious believers may oppose the fur and ivory trade

Candidates may include some of the following points:

Involves slaughter of animals / often threatened species / often result of poaching / question of legality / respect for created life, etc.

1 mark for a superficial comment or a single point.

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

(2 marks) AO1

0 3 'Religious believers should not eat meat.'

What do you think? Explain your opinion.

Target: Evaluation of whether or not believers should eat meat

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

Candidates may include some of the following points:

Killing animals is cruel / many Buddhists are vegetarian because of principle of not harming living creatures / many Hindus are vegetarian because of belief in cycle of birth including animals / in Sikhism the langar usually offers vegetarian food in respect of all who come, etc.

Should have freedom of choice / Buddhist monks may eat meat if offered, but not kill it themselves / Christians have diversity of views / the Bible does not advise against eating meat / Muslims eat halal meat / Muslims believe their method of killing is believed to be humane / Jews must respect Kashrut laws, etc.

(3 marks) AO2

0	4
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Explain the attitudes of religious people to experiments on animals. Refer to religious teaching in your answer.

Target: Understanding of religious attitudes towards animal experimentation

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Candidates may include some of the following points:

Suffering of animals / different types of experimentation / important medical research may be justified / could benefit animals as well / results on animals might be different from that on humans / research for make up and luxury goods may not be acceptable.

Buddhism	Non-violence / not killing also applies to animals. Protecting the natural world and living in harmony with it is part of Buddhist teaching. All creatures are part of cycle of rebirth. Compassion and loving kindness should extend to all living things. Monk may eat meat provided for him, not killed for him. Accept reference to Eightfold Path, i.e. Right Living.
Christianity	Christians view animals as part of God's creation. They believe part of their duty, as stewards of creation, is to protect animals, not exploit them. Christians may agree on the use of animals for medical experiments, but would insist on humane conditions / many oppose tests for make-up, etc. Many campaign against cruelty. The RSPCA started as a Christian response to animal cruelty. Some see Genesis as meaning that as we are in charge of animals we can do what we want: Psalm 8 – man is lord over animals and fish, etc. Proverbs 12 ¹⁰ – a good man is kind to his animals.
Hinduism	All creatures are part of Brahman and thus should be respected / it is part of duty / dharma to protect animals and show ahimsa / cows especially are valued. Some animals are associated with particular gods (e.g. Shiva and Nandi, the bull) / Ahimsa, e.g. Manu 5. 48 important / however, Vedic religions did have animal sacrifices.
Islam	The Qur'an teaches that animals have feelings and purpose in their lives / Muhammad told many stories concerning the welfare of animals / it is seen as part of the stewardship of humans / animals, if worked, should be shown consideration / scientific experiments should not involve cruelty and should only be done for important medical research / no students / no repetition experiments / use of pain relief / not for self inflicted illness / accept reference to modern statements.

Judaism Many Biblical passages show concern for animals and treating them fairly (e.g. Proverbs 12¹⁰) / the fourth commandment includes resting animals / Genesis 1 gives humans responsibility over animals, which must not be abused / accept reference to Noah and Covenant.

Biblical references from Genesis, Leviticus, Deuteronomy, Daniel, Psalm 8⁶⁻⁸.

Sikhism Humans are seen as custodians of the earth and not as having superiority to mistreat animals / Sikhs believe they will be judged on such actions / Dharma (duty) is important. Guru Nanak – “all food is pure” / personal conscience.

(6 marks) AO1

0	5	‘Animals are not as important as humans.’
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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 the extent to which animals are as important as humans

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

Candidates may include some of the following points:

Agree

People made in God’s image / idea of dominion / humans in charge of creation – Genesis 1²⁸ / at the top of the evolutionary chain / more intelligent / more adaptable / can make and build things, etc.

Other views

Both important / world would be dull without animals / need them for food / work / should look after them, etc.

(6 marks) AO2

Question 2: Religion and Planet Earth

0 6 What is conservation?

Target: Knowledge of the term conservation

Candidates may include any of the following points:

Preservation / protection / looking after the natural environment.

(1 mark) AO1

0 7 Give two reasons why many religious believers are against deforestation.

Target: Understanding why many believers are against deforestation

Candidates may include some of the following points:

Loss of natural habitat / extinction of varieties of animals and plants / climate change / less oxygen more carbon dioxide in atmosphere / more storms and floods / drought in other areas / increase in global warming / erosion of soil / stewardship, etc.

1 mark for a superficial comment or a single point.

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

(2 marks) AO1

0 8 'Recycling is good stewardship.'

What do you think? Explain your opinion.

Target: Evaluation of whether recycling is good stewardship

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

Candidates may include some of the following points:

Enables item to be reused / prevents using vital resources / good stewardship as it is looking after God's creation / shows concern for future generation.

Other things are more important, e.g. not using up all the oil / preventing global warming / sometimes it is not worth recycling / sometimes in plentiful supply.

(3 marks) AO2

0	9
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Explain the attitudes of religious people to global warming. Refer to religious teaching in your answer.

Target: Understanding of the attitudes of religious people towards global warming

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Candidates may include some of the following points:

Concern about severe weather, droughts, floods, famine, destruction of crops, affect on plants and animals.

Buddhism Dhammapada 49: As the bee takes the essence of a flower and flies away without destroying its beauty and perfume, so let the sage wander in this life / allow idea of loving kindness / the universe is a single vast living thing / humans should not be against nature - they are part of it / all are dependent on each other / the forces of cosmic life bring about the environment in which he or she will live and one is not possible without the other / Assisi Declarations / Ohito Declaration.

Christianity World is a gift to humans / put in charge, i.e. stewardship, therefore responsible for the environment – Genesis 1 / Deuteronomy 20¹⁹ do not destroy trees cf. rainforests today / don't disobey God like Adam and Eve / there is freedom of choice and often the wrong choices have been made / Assisi Declarations / Ohito Declaration.

Hinduism Hindu saying 'The Earth is our mother and we are her children' / Gandhi 'The Earth has enough for everyone's need, but not for everyone's greed.' / Hindus believe that everything in nature is an expression of God / Hindus love and see God in everything, therefore the environment should not be exploited / it is something to be identified with and loved / Assisi Declarations / Ohito Declaration.

Islam Surah 16.67 'And it is God who sends down out of heaven water.' / Surah 6.165: 'He has given you the earth for your heritage.' / Surah 30.30: Establish Allah's handiwork according to the pattern on which he has made mankind: no change let there be in the work wrought by Allah / Sayings in the Hadith promote harmony with the environment / Allah made the world and everything in it / humans are Khalifahs (guardians) to look after and care for the environment / Surah 30.30 – there is a balance and pattern in the Universe which should not be changed / Muslims will be held to account on Judgment Day/ Assisi Declarations / Ohito Declaration.

- Judaism** Genesis – God made the world / humans were put in charge / Stewardship / humans have to take responsibility for the world / Deuteronomy 20¹⁹: when attacking a town do not destroy trees / there is a need to unite the world in harmony and to care for and protect the environment / Assisi Declarations / Ohito Declaration – nature needs to be treated with respect and compassion.
- Sikhism** God is creator / the creator is the lord of all / his image is in all minds / he continues to give us our daily bread which never fails / through nature God provides for people's needs / Sikhs have to be grateful for what the environment provides / Assisi Declarations / Ohito Declaration.

(6 marks) AO1

1	0	'The Earth is ours; we can do what we want with it.'
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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 earth is ours and if we can treat it as we want

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

Candidates may include some of the following points:

Agree

We live here / we are at the top of creation / environment / no one else to tell us what to do / we have the power to do what we want / humans been given dominion – Genesis 1²⁸.

Other views

It's God's world / we are here only temporarily / what we do will affect ourselves and others / should not be selfish and greedy / need to think about future generations / sustainable development / problems will arise such as pollution / climate change / famines, etc.

(6 marks)

AO2

Question 3: Religion and Prejudice

1 **1** What is stereotyping?

Target: Knowledge of what is meant by stereotyping

Candidates may include any of the following points:

Regarding a person as a conventional type rather than an individual / a preconceived and over-simplified idea of the characteristics which typifies a person.

(1 mark) AO1

1 **2** Give two reasons why many religious believers are against discrimination.

Target: Understanding why religious believers may be against discrimination

Candidates may include some of the following points:

Unfair / not just / can cause suffering / result of pre-judging, etc.

1 mark for a superficial comment or a single point.

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

(2 marks) AO1

1 **3** 'Religious believers should do more to fight prejudice.'

What do you think? Explain your opinion.

Target: Evaluation of what believers do to combat prejudice

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

Candidates may include some of the following points:

Prejudice by some believers / gender, e.g. women not allowed to be priests in some denominations / prejudice against homosexuals.

Already fight prejudice / promote harmony and tolerance / brotherhood and sisterhood / equality within religions, etc.

(3 marks) AO2

1	4	Explain the attitudes of religious believers towards racism. Refer to religious teaching in your answer.
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Target: Understanding of attitudes towards racism

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Candidates may include some of the following points:

Buddhism	Stopping prejudice produces good kamma (karma) / prejudice comes from delusions of the mind / six main delusions – ignorance, greed, anger, pride, doubt and the doctrine of delusion / ignorance is the root cause of prejudice / equanimity helps to overcome delusions and aims to set ourselves equal with others / need to identify what everyone has in common / love for others includes the relief of the suffering that people face / loving kindness towards all human beings / hatred does not create harmony / through toleration universal unity can be achieved / Right speech / Right actions / Dalai Lama – respect for all human beings, closer relationships, mutual trust, mutual respect and understanding, plus the need for good will / Dhammapada – hate is conquered by love.
Christianity	Galatians 3 ²⁶⁻²⁹ : ‘So there is no difference between Jews and Gentiles, between slaves and free people, between men and women, you are all in union with Christ Jesus.’ / Luke 7 ¹⁻¹⁰ : The centurion’s servant shows that Jesus was not prejudiced against a person of a different race / Luke 10 ²⁵⁻²⁶ Good Samaritan / love your neighbour / Jesus mixed with outcasts, lepers, etc. who were all looked down on in his time / James 2 ⁸⁻⁹ / Leviticus 19 ³³⁻³⁴ : Do not molest a stranger who lives in your land; you must show love / examples of William Wilberforce, Martin Luther King, Desmond Tutu, etc.
Hinduism	Hindus have been created by God, so they have a duty to respect all people / Bhagavad Gita 9.29: ‘I look upon all creatures equally; none the less dear to me and none more dear.’ / the concept of dharma means that Hindus should treat all people with respect / Gandhi who fought for equal treatment for all races in South Africa and encouraged the different races in India to live together as equals / Gandhi called the ‘untouchables’ Harijans which means ‘children of God’ and gave them basic human rights.

- Islam** The Qur'an teaches that all people are equal in God's sight / the Qur'an – all prejudices and discrimination are unjust because Islamic Law is founded on a spirit of justice / Allah does not look upon your outward appearance. He looks upon your hearts and your deeds / if you see an evil action change it with your hand. If not, change it with your tongue / Islam teaches that all people are equal / first person appointed to call people to prayer was a black Ethiopian called Bilal Ibn Rabah / the Ummah crosses all national and political boundaries.
- Judaism** Leviticus 19³³⁻³⁴: Do not molest a stranger who lives in your land; you must show love / Deuteronomy 10¹⁸⁻¹⁹: 'It is he who sees justice done for the orphan and widow, who loves the stranger and gives him food and clothing. Love the stranger, for you were strangers in the land of Egypt.' / Deuteronomy 24 – leave sheaves in the field for strangers, orphans and widows. Olive trees should be shaken once, so strangers can have those left over. Do not pick your vineyard for a second time; it should be left for strangers, orphans and widows. / Genesis 1²⁷: God created man in the image of himself / the Torah teaches that all people have the same responsibilities towards God / all are equal before God / do not look down on others.
- Sikhism** God is the source of all life, therefore prejudice is wrong / tolerance to other religions is important, e.g. acceptance of Hindu and Muslim verses in the Guru Granth Sahib / Gurus disliked the caste system 349 – know people by the light which illumines them, not by their caste. In the hereafter no-one is regarded as different from another on grounds of caste. / 352 All castes and special clothing are like dust / 472. All impurity contracted by touch is a mere superstition. / Sikh missionaries preach about the fatherhood of God and the brotherhood of mankind / the langar – free kitchen open to all / 611 'All men are equal' all children of God, therefore Sikhs are tolerant to people of other faiths / treat people with respect.

(6 marks)

AO1

1	5	'Fear is the greatest cause of prejudice.'
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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 the greatest cause of prejudice

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

Candidates may include some of the following points:

Agree

People are fearful of others who are different, e.g. different race / colour / lifestyle / religion / they are fearful that they may be forced to change their way of life or beliefs / fear over losing jobs / fear over losing value of property / fear that others are better than them / fear of losing power or influence, etc.

Other views

Other reasons for prejudice / stereotyping, e.g. women seen solely as mothers or the object of sexual desire / scapegoating (blaming someone else for your troubles / prejudice copied from parents or peer group / influence of the media, e.g. some newspapers / some TV programmes / some books / ignorance, lack of knowledge, etc.

(6 marks) AO2

Question 4: Religion and Early Life

1	6
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 What is adoption?

Target: Knowledge of meaning of adoption

Candidates may include any of the following points:

Accepting someone else's baby as your own, as a member of the family.

(1 mark) AO1

1	7
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 Give two situations in which an abortion is legal in Britain.

Target: Understanding of the law concerning abortion

Candidates may include some of the following points:

1. Risk to the life of the mother (e.g. she might die as a result of continued pregnancy).
2. Risk of injury to the physical or mental health of the mother.
3. Risk to the physical or mental health of existing children.
4. If there is substantial risk of the child being born seriously physically or mentally handicapped.
5. In an emergency, to save the life of the mother.
6. In an emergency, to prevent grave permanent injury to the physical or mental health of the mother.

24 weeks limit for the first three conditions / no limit for points 4 to 6 above / two doctors have to agree.

Accept situations which may be allowed under the above conditions, e.g. rape / mother too young / poverty.

1 mark for a superficial comment or a single point.

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

(2 marks) AO1

1 **8** 'Children are a gift.'

What do you think? Explain your opinion.

Target: Evaluation of the idea that children are a gift.

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

Candidates may include some of the following points:

Many religions believe that children are a gift from God /Allah / they are a miracle of life/
Bible says that they are a blessing / without them the human race would not survive.

Just a natural result of sexual activity / may not be wanted and / or an accident, etc.

(3 marks) AO2

1 **9** Explain why some religious believers are against abortion. Refer to religious teaching in your answer.

Target: Understanding why believers may oppose abortion

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Candidates may include some of the following points:

Buddhism Life begins at conception, therefore abortion is killing, therefore Karma is harmed / look for reference to motive / abortion may result in personal suffering because every action has its personal consequences / Ahimsa (non-harming), one of 5 precepts / it is the individual who decides.

- Christianity** Genesis 1²⁷ “God created man in his image.” / Exodus 20¹³ “Do not kill” / Jeremiah 1⁵: “Before I formed you in the womb I knew you, before you came to birth I consecrated you.” / Psalm 139¹³⁻¹⁵: “It was you who created my inmost self and put me together in my mother's womb ...” / Matthew 18¹ “See that you never despise these little ones.” / Luke 1⁴⁴: “For the moment your greeting reached my ears, the child in my womb leapt for joy.” / Luke 18¹⁵⁻¹⁸: “Let the little children come to me, for it is such as these that the kingdom of God belongs.” / 1 Corinthians 3¹⁶⁻¹⁷: “You were God's temple and the spirit of God was living among you. If anybody should destroy the temple of God, God will destroy him, because the temple of God is sacred.” / Galatians 1¹⁵: “God who had specially chosen me while I was still in my mother's womb.” / Roman Catholic view of abortion, e.g. life is known to God from the moment of conception and abortion is murder / sex is for having children / other Christian groups are against abortion for social reasons or as a means of birth control, but in some circumstances they agree with abortion, e.g. if the mother of the child would suffer if the pregnancy continued.
- Hinduism** Chandogya Upanishad 5.10.7 shows that life begins at conception / creation is made by God and is part of God, therefore abortion is destroying another life which is part of God's creation / Svetasvatara Upanishad: “His being is the source of all being, the seed of all things that in this life have their life ... He is God, hidden in all things, the inmost soul who is in all. He watches the works of creation, lives in all things, watches all things.” / Mahabharata Shanti Parva 47-56: “In him all things exist, from him all things originate. He has become all. He exists on every side. He is truly the all.” / Ahimsa (non-harming), also reflected in Laws of Manu, Chapter 6 / decision influenced by Hindus' attitudes to their Dharma, and rebirth / soul is present in all life to take a life will have an effect on Dharma and karma of the people involved / respect for life because in the cycle of birth, death and rebirth, it is possible to be born as a lower life form.
- Islam** Surah 17.31: “You shall not kill your children for fear of want. We will provide for them and you. To kill is a grievous sin.” / Hadith: “No severer of womb relationship ties will ever enter paradise.” / Muslims believe that all things are in harmony with God, therefore the best way to live is to support this harmony / all life is sacred because it is a gift from God (Allah). Therefore life must be protected / in the next life young children will have the right to know why they were killed / up to 4 months: the mother's rights are greater than the rights of the foetus. After 4 months: the child has equal rights, because after 120 days, ensoulment (receiving of a soul) takes place / when in the mother's womb, the foetus has rights of inheritance.

Judaism

Genesis 1²⁷: "God created man in the image of himself ..." / Exodus 20¹³: "Do not kill." Exodus 21²²: "If when men come to blows, they hurt a woman who is pregnant and she suffers a miscarriage, though she does not die of it, the man responsible must pay compensation demanded of him by the woman's master." / Isaiah 49⁵: "And now Yahweh has spoken, he who formed me in the womb to be his servant." / Isaiah 49¹⁵: "Does a woman forget her baby at the breast, or fail to cherish the son of her womb? Yet even if these forget, I will never forget you." / Jeremiah 1⁵: "Before I formed you in the womb, I knew you, before you came to birth I consecrated you." / Psalm 127³: "Sons are a bounty from Yahweh, he rewards with descendants." / Psalm 139v13-15: "It was you who created my innermost self and put me together in my mother's womb ..." / God is creator of life / only God can decide when life is given and taken away (see Job 1²¹).

Sikhism

Life begins at conception / recognises the rights of the parents / life is a gift from God / in the Rahit Maryada killing a child is condemned / in the past baby girls were more likely to be killed (financial burden). This was prohibited because Sikhs care for all forms of life, so Sikhs do not approve of abortion.

(6 marks)

AO1

2	0
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‘A woman should have an abortion if she knows that her baby will have a poor quality of life.’

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 an abortion should take place to prevent a poor quality of life

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

Candidates may include some of the following points:

Agree

Woman's body / has to endure the problems associated with pregnancy / may not wish to have her life changed and responsibility of child / neglected child, e.g. father deserted / conceived through rape / damage career / cannot afford a child / poor environment / stressed / physical / mental / social / suffering of child / dependency / bullying, etc.

Other views

Killing innocent unborn child that deserves to live / shouldn't be just the mother's decision / decision not to be taken lightly / sanctity of life / emotional scars may result / people can lead a full life even with a disability, e.g. Stephen Hawking / who can judge / advice could be incorrect / child is unique and unrepeatable from the moment of conception, etc.

(6 marks) AO2

Question 5: Religion, War and Peace

2	1
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 What is meant by a 'Holy War'?

Target: Knowledge of term 'Holy War'

Candidates may include any of the following points:

A war believed to be supported by God / war with a religious goal or similar.

(1 mark) AO1

2	2
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 Give two reasons why countries might go to war.

Target: Understanding of why countries go to war

Candidates may include some of the following points:

To win territory / to restore peace / to protect land / to gain resources, e.g. oil / greed / to stop terrorism / genocide / revenge / religious differences / protect those who cannot protect themselves / overthrow corrupt and tyrannical rule, etc.

1 mark for a superficial comment or a single point.

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

(2 marks) AO1

2	3	'No one who is religious can be a terrorist.'
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What do you think? Explain your opinion.

Target: Evaluation of whether a religious person can be a terrorist

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

Candidates may include some of the following points:

Religions advocate peace / love your neighbour or similar / morally wrong to kill indiscriminately / wrong to scare people / should work with government (see Romans 13).

Seen by some as freedom fighters / maybe be viewed as protecting their religion / idea of jihad / maybe fighting against an injustice, etc.

(3 marks) A02

2	4	Explain why some religious believers are prepared to fight in a war.
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Target: Understanding of why some believers will go to war

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Candidates may include some of the following points:

Buddhism Although opposed to warfare, some Buddhists have been involved in protest, e.g. monks demonstrated against the government in Burma in 1988; also in Lhasa against the Chinese government in a fight for freedom / violence against the Chinese was seen as self-defence / role of Dalai Lama / martial arts in Buddhism / karma – a good action could be to defend your country; therefore, even though you are fighting, it would be a good cause.

Christianity St Thomas Aquinas' conditions for a Just War: i.e. (1) a just cause, (2) started by a properly constituted authority, (3) right intention – promote good and avoid evil, (4) must be a last resort, (5) must be a reasonable chance of success, (6) must be reasonable proportion – use only enough force to achieve objectives, and (7) no civilians to be involved.

In Exodus, God is both a warrior and defender of his people (Exodus 15³ and Psalm 147¹⁴) / The Crusades – to reclaim land from Muslims / Holy War / those were fought in the name of God against unbelievers / while Christians oppose war, they believe it is right to defend country from an attack by aggressor, e.g. second world war / Liberation Theology, e.g. Oscar Romero – it is right to fight for freedom where people are suppressed unfairly / Dietrich Bonhoeffer / Matthew 21¹²⁻¹³ Jesus overturned the money-changers' tables in the temple / Luke 22³⁶: "Whoever has no sword must sell his coat and buy one".

Hinduism The Bhagavad Gita – Krishna, disguised as his charioteer, taught Arjuna how to fulfil his 2:31-33 "For a warrior, nothing is higher than a war against evil...."War is right if there is a just cause, evil or need for liberation / the Laws of Manu suggest that killing is acceptable to prevent something worse happening, if it is necessary to maintain the social order / the Caste system lays down the duty of the Kshatriya (the warrior Caste); he is to defend his people / Karma is important, but by fighting an invader, fighting in a war could be a good action / fighting in a war can be Dharma as Krishna pointed out to Arjuna. Krishna pointed out that the true self, or soul (Atman) could not be killed – "The eternal in man cannot die." So Dharma could be your duty to fight / Hindus have a belief in war, but it should be controlled and should respect individuals.

Islam Surah 8.61 "Strike terror into the enemy of God and your enemy ... all that you give in the cause of God will be repaid to you... You shall not be wronged." / Surah 22: 40-41: "Permission to take up arms is hereby given to those who are attacked, because they have been wronged. God has power to grant them victory, those who have been unjustly driven from their homes, only because they said 'our Lord is God'." / Surah 42.40: "Let evil be rewarded with evil." / Surah 49.9 – If there is an unjust attack the aggressor has to be fought until they submit to God's judgement. / Jihad (Holy War) for the honour or preservation of their faith / this is organised by a religious leader; it must have a just cause; it must be a last resort. There must be a minimum of suffering. Trees, crops and animals should be protected / Jihad has the blessing of Allah and defends the Ummah / a Muslim killed in Jihad will enter paradise, so there is no disgrace in fighting.

- Judaism** Deuteronomy 20 – do not be afraid of opposing armies, because Yahweh your God is with you / when you come up against the enemy offer peace, if peace is refused lay siege, put all mensfolk to the sword, but not women and children / nations which detest God were to be completely wiped out / Deuteronomy 25¹⁷⁻⁹ talks about the need to gain revenge on Amalek, i.e. “to blot out the memory of Amalek” / Joshua 8 described the siege and capture of Ai / Isaiah 10v1-4 described God's anger at those who make infamous laws, tyrannical decrees, who refuse to give justice to the unfortunate and cheat the poor, who make widows their prey and rob the orphan - destruction will come / Holy War / war in self defence / to attack injustices / opposing evil as in the 2nd World War / Leviticus speaks of "eye for an eye" revenge / fight for land is justified (Arab-Israeli war) / retaliation, against terrorist attacks / zionism and anti-semitism.
- Sikhism** Kirpan used in self defence / fighting would be right to defend the Sikh community and Sikh values / fighting injustice when peaceful means have failed / Sikhs have fought in the Punjab / defence of Amritsar / Guru Gobind Singh, when he formed the Khalsa, was in favour of self defence and the need to give your life for the defence of the Sikh religion.

(6 marks) AO1

2 **5** 'Wars do not solve problems; they only create them.'

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 war solves problems

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

Candidates may include some of the following points:

Agree

Causes death / loss of loved ones / refugees / cripples / poverty / homelessness / bitterness / destruction / resentment / retaliation / terrorism / development of more powerful weapons / costs billions / e.g. Iraq, etc.

Other views

Might be justified / reference to Just War conditions / might get rid of an evil dictator / stop genocide / once finished can bring peace and eventual prosperity / need to defend country / family / faith / e.g. Iraq, etc.

(6 marks)

AO2

Question 6: Religion and Young People

2 6 What is meant by the generation gap?

Target: Knowledge of term generation gap

Candidates may include any of the following points:

Lack of understanding between people of different generations or similar.

(1 mark) AO1

2 7 Give two reasons why many young people join a religion.

Target: Understanding of why young people join a religion

Candidates may include some of the following points:

Encouraged by parents / to show their commitment / belief in the specific religion or God / want to become a member of the faith / decided on that way of life / conversion or religious experience / decision made by their parents for them / tradition, etc.

1 mark for a superficial comment or a single point.

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

(2 marks) AO1

2 8 'Religion should not be taught in schools.'

What do you think? Explain your opinion.

Target: Evaluation of the value of teaching religion in schools

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

Candidates may include some of the following points:

Young people shouldn't be pressurised / not allowed in some countries / everyone should make up their own minds whether they want to know about religion / religion a personal thing / might not be taught well / function of believers / might put people off religion.

Learn about beliefs of different faiths / helps overcome ignorance and prejudice / is the Law / helps people understand ethical issues / might not have any religious teaching outside of school / live in a multi-cultural society so it is important to know about different faiths.

(3 marks) AO2

2 **9** Explain, using examples, why faith groups provide special activities for young people.

Target: Understanding of why faith groups have activities for the young

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Candidates may include some of the following points:

Young people need activities appropriate for their own age group / mix with friends and peers / activities for adults may not be appropriate, e.g. may not be understood / need more active type of activities / need specific teaching or educating in the faith / give encouragement to the young / helps prevent young people being bored or getting into things not approved of by the faith, etc.

Accept examples from any religion(s).

(6 marks) AO1

3	0	'It is difficult for young people to follow a religion in today's world.'
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Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of how difficult it is to be a member of a faith in the modern world

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

Candidates may include some of the following points:

Agree

Many distractions / following a code of conduct is difficult when your friends do not / peer pressure / possible isolation / unable to join in some activities of friends / lots of people do not understand as they do not believe in God or a religion.

Other views

Many young people follow a religion without difficulty / enjoy being part of the brotherhood or sisterhood of the religion / freedom to worship in Britain / become part of a community and have friends with similar interests / many pluses including special activities organised by the faith group, etc.

(6 marks)

AO2