

Version 1.0



**General Certificate of Secondary Education
June 2010**

Religious Studies

40552

Specification B

Unit 2 *Religion and Life Issues*

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the 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

Copyright © 2010 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

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. Do **not** credit material that is irrelevant to the question or to the objective, however impressive that material might be.
4. 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?'
5. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
6. Remember, the key to good and fair marking is **consistency**.

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.

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 the AO2 six mark answers.

1 Religion and Animal Rights

01 Give two reasons why some religious people do not eat meat.

Target: Knowledge and understanding of why some religious people do not eat meat

Candidates may include some of the following points:

One mark for each reason

Religious teachings encourage them not to, e.g. 1st Precept, ahimsa / regard it as cruel / do not like the taste / worry about disease / sacred cows / not halal / not kosher / not good stewardship / because they are vegetarian or vegan, etc.

(2 marks) AO1

02 Explain why some religious people believe that humans are more important than animals.

Target: Knowledge and understanding of reasons why some religious people believe humans are more important than animals

| 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:

People made in God's image / at the top of the evolutionary chain / more intelligent / more adaptable / can make and build things / dominion / Taqwah-awareness of Allah's presence / enlightenment, etc.

(3 marks) AO1

03 'Religious believers should try to prevent species of animals from becoming extinct.'

What do you think? Explain your opinion.

Target: Evaluation of what religious believers should do regarding the preservation of species from extinction

| 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:

God's creation so should work for their survival / interdependence / stewardship / should give more support to conservation projects, e.g. safari parks / could publicise more / write to media and M.P.s / teach importance of species, etc.

Little they can do on their own – responsibility of everyone / progress will mean habitats will be destroyed / people are more important / believers already speak up for protection of species / many join preservation groups / already involved in statements like the Assisi Declarations.

(3 marks) AO2

04 Explain religious attitudes towards hunting animals.

Target: Knowledge and understanding of religious attitudes to hunting

| 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 |

General points

Ideas of God as creator / cruelty / inhumane / stewardship / countryside management / conservation / debate re hunting for food as against for entertainment.

Buddhism Animals are part of cycle of birth, death, rebirth / non-violence should be shown to them / compassion and loving-kindness should be shown to animals / hunting not in keeping with Eightfold Path – Right Living.

Christianity Some hunt as Genesis 1²⁸ gives instruction to bring animals under control / foxes and deer pests to farmers / others believe as stewards they should protect animals from cruelty.

Hinduism All creatures are part of Brahman and should be respected / dharma (duty) to protect animals / show ahimsa (non-violence) / most regard it as cruel and unnecessary.

Islam Animals have rights / should not be hunted for sport / hunting for food allowed / action can be challenged on judgement day (Hadith).

Judaism Disapproval of hunting, even for a living / idea of stewardship (Psalm 8⁶ / Proverbs 12¹⁰).

Sikhism Some Gurus hunted e.g. Gurus Har Gobind and Gobind Singh / most Sikhs against hunting for sport / individual choice.

(4 marks) AO1

05 'It is wrong to experiment on animals.'

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 or not it is wrong to experiment on animals

| 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

It is cruel and causes much suffering / results on animals might be different from that on humans / research for make up and luxury goods not necessary or acceptable / protecting the natural world and living in harmony with it is part of Buddhist teaching 1st Precept / all creatures are part of cycle of rebirth. Compassion and loving kindness should extend to all living things / Christians and Jews believe in duty to protect not exploit animals – Psalm 12¹⁰ stewardship / Hindu dharma to protect animals and show ahimsa / the Qur'an teaches that animals have feelings and purpose in their lives Khalifahs / Sikhs believe humans are custodians of the earth and not as having superiority to mistreat animals, etc.

Other views

Important medical research may be justified / could benefit animals as well / Christians may agree on the use of animals for medical experiments, but would insist on humane conditions / Islam – Scientific experiments should not involve cruelty and should only be done for important medical research, etc.

(6 marks) AO2

2 Religion and Planet Earth

06 Explain why some religious believers support conservation.

Target: Understanding of why religious people support tree planting and conservation

| 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:

Idea of stewardship / looking after God's world – Genesis 1 / trees important lungs for the world / trees have a positive affect on the climate / stops soil erosion / need to prevent animal and plant extinct and deforestation / interdependence / consideration for future generations, etc.

No marks for 'what' rather than 'why'.

(3 marks) AO1

07 Give two examples of how global warming is damaging the world.

Target: Knowledge of how global warming is damaging the planet

Candidates may include some of the following points:

Causes climate change / increased flooding / droughts in some areas / more violent storms and extremes of weather / plants and animals have difficulty in surviving changes / increased heat / melting polar ice caps / rising sea levels / coastal erosion, etc.

(2 marks) AO1

08 ‘God created life on earth.’

What do you think? Explain your opinion.

Target: Evaluation of whether or not God created the world

| 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:

Creation stories, e.g. Genesis 1 shared by Christians and Jews / similarly by Muslims / would not have just come about by accident / nothing doesn't become something without a reason / the first cause argument / design argument, etc.

It could have been an accident / came about by chance / most creation stories are just myths / is there a god? / if god created the world who created god / evolution / big bang theory, etc.

(3 marks) AO2

09 Explain religious attitudes to pollution.

Target: Knowledge and understanding of religious peoples' attitudes to pollution

| 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 |

General points

Bad thing because it ruins the environment / kills wildlife and harms humans / concern for future generations. Accept examples as development of points being made.

Buddhism Against first precept / not a right action / interdependence.

Christianity Stewardship (Genesis 1) / need to look after the planet / ruins God's creation.

Hinduism World is sacred / dharma to look after it / principle of ahimsa.

Islam Allah's world which needs looking after / khalifahs (guardians) / Surah 6¹⁶⁵ / will be held accountable on judgement day.

Judaism Tenakh emphasises idea of stewardship (Genesis 1) / God's creation.

Sikhism Should respect God's world and look after it / not destroy it through pollution.

(4 marks) AO2

10 'The world's natural resources are for people to use as they wish.'

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 use of the world's natural resources

| 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

God gave us the authority to do what we want / resources are there to be used / if we don't use them someone else will / scientists will develop other materials to use / dominion idea / freewill / God will replenish, etc.

Other views

Need to be concerned for future generations / good stewardship / God put humans in charge to look after the world not to exploit it (Genesis 1²⁸) / once resources used up they will never be replaced / need to be responsible and not selfish and greedy / need to recycle and reuse / Assisi Declarations / Ohito Declarations, etc.

(6 marks) AO2

3 Religion and Prejudice

11 Give two causes of racism.

Target: Knowledge of causes of racism.

Ignorance / stereotyping / scapegoating / influence of parents / influence of media / victims of prejudice themselves / experience / different religious beliefs or culture / look different e.g. skin colour / fear / peer pressure / economic circumstances, etc.

(2 marks) AO1

12 Explain why some religious believers might support positive discrimination.

Target: Knowledge and understanding of why some religious believers support positive discrimination

| 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 |

Accept a broad definition of positive discrimination which includes:

In interests of equality / gender reasons, e.g. enabling women to break into a male dominated area / disability reasons, e.g. enabling those suffering from a handicap to obtain employment, etc.

Examples of discrimination for a 'good cause' or specific belief.

(3 marks) AO1

13 'Religious believers should help victims of prejudice.'

What do you think? Explain your opinion.

Target: Evaluation of whether or not religious people should do more to help victims of 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 is unfair and not just / should campaign more against it as it causes suffering / some believers are prejudice themselves / gender, e.g. women not allowed to be priests in some denominations / prejudice against homosexuals / believers should set a good example (role model) / golden rules, e.g. Love your neighbour as you love yourself / Good Samaritan, etc.

Everyone should help victims of prejudice, not just religious believers / have their own concerns to worry about / cannot look after everyone / more important to stop the prejudice and then there won't be victims, e.g. by promoting equality within religions, etc.

(3 marks) AO2

14 Describe the work of one religious believer who has fought against prejudice.

Target: Knowledge and understanding of the work of a religious believer who has opposed prejudice

| 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 |

Accept any legitimate example. Examples might be:

Mahatma Gandhi

Fought apartheid laws in South Africa / used peaceful non-co-operation / believed in ahimsa (non-violence) / succeeded in getting rid of unfair poll tax and making Indian marriages legal / in India fought for Untouchables / called them Harijans (Children of God) / led boycott of British goods / refused to pay taxes, e.g. on salt / wore dhoti (loincloth) to show equality with poor / assassinated after a lifetime of fighting injustice.

Desmond Tutu

Became Anglican priest in South Africa / opposed apartheid / advocated non-violent protest / led peaceful marches in Soweto / saved life of black policeman / organised signing of petitions / supported economic sanctions / awarded Nobel Peace prize / first black archbishop of Cape Town / led Truth and Reconciliation Commission.

Martin Luther King

Became Baptist minister in Alabama, USA / organised bus boycott / sit-ins / demonstrations / marches / wanted equal rights for blacks / used peaceful methods / awarded Nobel Peace Prize / made great speeches, e.g. 'I have a dream' / assassinated in 1968.

(4 marks) AO1

15 ‘Religious prejudice is the worst type of prejudice.’

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 worst type 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 | |

Accept interpretation that religious people who are prejudiced are worse than non-religious people who are prejudiced.

Candidates may include some of the following points:

Agree

Goes against teaching of the religion / should practise what they preach / worse forms end in persecution, violence and even terrorism / dogmatic / may lead to other forms of prejudice e.g. sexism (no women priests or equivalent), homophobia / prejudice against faiths goes against golden rules, etc.

Other views

Many other forms of prejudice just as bad if not worse / racism – can lead to ethnic cleansing / gender prejudice – injustice / colour, age, disability, etc. / religions teach that prejudice is wrong / golden rules / Sikhs and equality, etc.

(6 marks) AO2

4 Religion and Early Life

16 Give two reasons why a woman might choose to have an abortion.

Target: Knowledge and understanding of why a woman may wish to have an abortion

Candidates may include some of the following points:

Unwanted pregnancy / poverty of parents / disability / poor environment / illness / deserted by father / too young / will interrupt career / large family already / rape / physical effects of pregnancy, etc.

(2 marks) AO1

17 Explain why most religious believers see children as a blessing.

Target: Understanding of why children are seen as a blessing

| 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:

Gift from God / created by God / created in God's image / continue the human race / continue family name / look after parents in their old age / makes the family complete / brings fulfilment to life / sanctity of life / Brahma in all things / some unable to have children, etc.

(3 marks) AO1

18 ‘Religious believers should always protect the rights of the unborn child.’

What do you think? Explain your opinion.

Target: Evaluation of whether or not religious believers should do more to protect the rights of the unborn child

| 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:

Should protest more against the abortions laws / persuade people that there are alternatives, e.g. adoption or fostering / not have an abortion themselves / preach that all life is sacred / campaign for unborn child and change in the law, e.g. write to M.P.s, media / do not kill (Ten Commandments) / Ahimsa / 1st Precept / God’s gift / made in God’s image, etc.

Many already join Pro-Life groups such as Society for the Protection of the Unborn Child / there are circumstances where abortion might be the lesser of two evils / majority of people do not want a change in the law / the law already protects the majority of unborn children / agapé / compassion, etc.

(3 marks) AO2

19 Explain religious attitudes to when human life begins. Refer to beliefs and teachings in your answer.

Target: Understanding of different beliefs about when human life begins

| 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 |

Candidates may include some of the following points:

Life begins before birth – ideas about samsara, rebirth and reincarnation, e.g. Buddhists / many religious believers say that life begins at conception (when the egg is fertilised by the sperm), e.g. Roman Catholics / all DNA information then present to make a unique human being / biblical references to God’s creation in the womb / other ideas include when the backbone forms / the first heart beat (when it stops a person is regarded as dead) / at viability (when the baby would survive outside the womb) / half way down the birth channel (Judaism) / at birth / beliefs and teachings affect attitudes to abortion / sanctity of life / ensoulment (40 or 120 days – Islam).

(4 marks) AO1

20 ‘The Law should make it harder to have an abortion.’

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 arguments for and against allowing a woman to have an abortion if she wants one

| 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 | |

Max L3 for candidates who just give arguments for and against abortion.

Candidates may include some of the following points:

Agree

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. You can lead a full life even with a disability, e.g. Stephen Hawking / who can judge / advice could be incorrect / if not wanted could be given up for adoption / abortion is killing, therefore Karma is harmed / First Precept / Roman Catholic view of Abortion, e.g. life is known to God from the moment of conception and abortion is murdering God's creation / ahimsa / Surah 17.31 / 'Do not kill' – Ten Commandments / Rehat Maryada killing a child is condemned / shouldn't be used as contraception.

Other views

Woman's body / has to endure the problems associated with pregnancy / may not wish to have her life changed and responsibility of child / circumstances might be difficult, e.g. neglected child, e.g. father deserted / conceived through rape / damage career / cannot afford a child / poor environment / stressed / physical or mental or social reasons / may be right intention / lesser of two evils, etc.

(6 marks) AO2

5 Religion, War and Peace

21 Give two ways in which organisations might help victims of war.

Target: Knowledge of organisations which help war victims

No marks for 'why' rather than 'how'.

Candidates may include some of the following points:

Earl Haig Fund provide funds and employment such as making poppies / e.g. the work of the Red Cross or Red Crescent / hospitals provide medical care and assistance / wheel chairs for the crippled or other special equipment to make the victims lives easier / counselling and pastoral support / the work of Help for Heroes / support for injured service personnel and their families / sending UN peace keeping troops.

(2 marks) AO1

22 Describe the work of one religious believer who has campaigned for peace.

Target: Knowledge of a religious believer who has campaigned for peace

| 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:

Accept example given, e.g. The Dalai Lama – worked for peace in Tibet / tried to bring about peaceful solution after the Chinese invasion / after Chinese army crushed uprising lived in exile in India / refused any forms of violence to win back his country / encouraged refugees to save Tibetan culture and way of life / proposed five point peace plan / awarded Nobel Peace Prize.

Accept peace in relation to any conflict, not just war and individuals who campaigned through example and teachings e.g. Buddha, Jesus, Quakers and Irena Sendler.

(3 marks) AO1

23 ‘No war should be called a ‘Holy War’.’

What do you think? Explain your opinion.

Target: Evaluation of whether or not there is such a thing as a Holy War

| 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:

War is never holy but could be Just / brings about death / maiming / refugees / holy God would not want suffering, destruction and pain / Do not kill, etc.

God may sometimes call people to fight for justice / needs a religious goal or aim / Crusades / authorization by God or a religious leader / spiritual reward for those taking part (jihad) / defence of faith / revenge attack on their religion / to stop religious persecution / win back a country that used to follow their beliefs / Joel 3:9, etc.

(3 marks) AO2

24 Explain why some religious believers might not be prepared to fight in a war.

Target: Understanding of why some religious believers refuse to fight

| 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 |

General points

Because it causes suffering / death / destruction / maiming / refugees / psychological damage / economic consequences / sanctity of life / Golden Rules.

Candidates may include some of the following points:

- Buddhism** Dhammapada 270: "A man is not a great man because he is warrior and kills other men, but because he hurts not any living being he is in truth called a great man." / the first precept not to take life, oppose warfare / concept of Ahimsa (non violence) / Dhammapada 123 "Let a man avoid evil deeds as a man who lives life avoids poison." / Dhammapada also states: "Hatred does not stop hatred. Only love stops it." "To conquer oneself is a greater victory than to conquer thousands in battle." / a peaceful occupation is one of the things that leads to happiness / Right conduct and Right occupation – two of the Noble Paths.
- Christianity** Matthew 5v9: "Happy are those who work for peace." / Matthew 5⁴⁴ "Love your enemies and pray for those who persecute you." / Matthew 5³⁸⁻⁴⁸ – do not take revenge, if anyone slaps you on the right cheek, let him slap your left cheek... Matthew 22³⁹ 'Love your neighbour'. Matthew 26⁵¹⁻⁵⁵ At Jesus' arrest Peter was violent, but Jesus told him to put away his sword - "all who take up the sword will die by the sword" / Romans 12¹⁷⁻²¹ "If someone has done you wrong, do not repay him with a wrong ... Do everything possible on your part to live in peace with everybody. Never take revenge. God will take revenge ... If your enemy is hungry, feed him ... If he is thirsty, give him a drink ... conquer evil with good." / Jesus rejected force at the Temptations and at the Triumphal Entry he rode on a donkey, a symbol of peace. He came on a mission of peace – hence the dove (a symbol of peace) at his baptism / The Quakers, a Christian denomination who reject violence and war / if the war is not seen as a Just War / conscientious objectors.
- Hinduism** The Mahabharata: "This is the sum of duty. Do naught to others, which, if done to thee, could cause thee pain." / Hindus believe in the principle of Ahimsa (non violence) / Good Karma would not involve violence, but work towards peace / The Upanishads teach non violence / Expect reference to Gandhi, who rejected violence and worked for the independence of India. He had learnt about discrimination during his time in South Africa. He was a fighter for freedom, stood up for what he believed, but not with violence. When Pakistan was created he did his best to stop Hindus and Muslims fighting. A man of peace.
- Islam** Surah 49.9: "If two parties of believers take up arms ... make peace between them."
Surah 3.134: "Paradise is for ... those who curb their anger and forgive their fellow men."
Islam seeks peace within the community / in the daily prayers peace is promoted: "peace be unto you." / the Qur'an teaches that revenge is wrong; it is better to seek reconciliation, so forgiveness and love are important / the Qur'an says that it is wrong to return evil with evil, and everyone has the right to be treated fairly / in the Hadith, Muhammad said that it was important to treat the enemy humanely – he believed children were innocent victims, and so the killing of children was forbidden / through the Qur'an, Allah is "the one who gives safety and peace" / Muhammad: "None of you 'truly' believe, until he wishes for his brothers what he wishes for himself." / if it is not Jihad.

- Judaism** Exodus 20¹³ "Do not kill" / Micah 4³ "Nation will not lift sword against nation, there will be no more training for war." / Proverbs 25²¹ "If your enemy is hungry, give him something to eat; if thirsty, something to drink." / the Talmud: "What is harmful to yourself do not do to your fellow men". Also "Great is peace, because peace is to the Earth what yeast is to dough." / the Jewish word for peace, Shalom, is a common greeting / the Messianic Age will be a time of peace / the Talmud suggests that three things keep the world safe – truth, judgement and peace.
- Sikhism** Guru Granth Sahib: "As thou deemest thyself, so deem others. Cause suffering to no one. Thereby return to your true home with honour." / Also, despite the Kirpan (sword), Sikhs do not approve of violence / Guru Gobind Singh told his followers never to be first to draw a sword / Anger is to be avoided / in the Ardas (prayer), the Sikhs pray for the welfare of everyone / Sikhs resisted by non-violence when the British passed a law making it illegal for Sikhs to wear their Kirpans / there were also peaceful protests when democratic government was suspended in 1976 / Guru Nanak was pacifist suggesting that if someone ill-treated you, you had to bear it three times and the fourth time God would fight for you.

(4 marks) AO1

25 'It is wrong to have nuclear weapons.'

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 or not it is wrong to have nuclear weapons.

| 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:

Other views

May act as a deterrent / last resort / quicker resolution to conflict e.g. Second World War / some countries have them, etc

Agree

Nuclear weapons very destructive / proportionality / could destroy the world / innocent people killed / long term effects e.g. from radiation (e.g. of Hiroshima) / environmental impact / cost e.g. Trident / violates sanctity of life and Just War conditions and stewardship / 1st Precept / Ahimsa / rogue states / stop the spread of nuclear weapons, etc.

(6 marks) AO2

6 Religion and Young People

26 Give two ways schools might help young people to learn about religion.

Target: Knowledge of how religion is taught in schools

No marks for 'why' rather than 'how'.

Candidates may include some of the following points:

Religious Education / Studies lessons / assemblies (Acts of Worship) / cross curricular teaching about religion and spirituality, e.g. awe and wonder in art / culture in faith schools / from peer groups / visits to religious sites / visiting religious speakers / celebration of festivals and holy days / religious clubs e.g. Christian Union, etc.

(2 marks) AO1

27 Explain why religious festivals might be important to young people.

Target: Understanding of the importance of festivals for young people

| 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:

Opportunity to learn about key events in life of their religion and others / time of fun and celebration / important part of religious traditions and culture / giving and receiving of gifts and cards / spending time with families and members of their faith / special foods and clothes, etc.

(3 marks) AO1

28 'The home is the best place for teaching religion.'

What do you think? Explain your opinion.

Target: Evaluation of where religion should be taught

| 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 take seriously the role of the home in teaching children / can ask questions more easily / can learn about parents' faith / no teasing from non-believers, etc.

Parents may not be believers / other places may be more appropriate with experts doing the teaching, e.g. school or place of worship such as Mosque or synagogue / shouldn't be exclusive to the home / at school can learn about different religions – or just one – more balanced view / special place of worship encourages fellowship and unity / difficult to perform sacraments in the home, etc.

(3 marks) AO2

29 Explain the importance of birth initiation ceremonies to religious believers.

Target: Knowledge and understanding of the importance of birth or initiation ceremonies

| 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 |

General points

Symbol of joining the faith / being part of the religious community / welcome into the religion / thanksgiving of the birth / celebration of new life.

| | |
|---------------------|--|
| Buddhism | Usually follow local customs, e.g. sprinkling of child with water and blessing them, |
| Christianity | Baptism – cleansing from original sin and first step towards entry into the church. Confirmation / Membership – confirming baptismal vows and joining the church community. |
| Hinduism | Various ceremonies, e.g. purify the baby by washing, Upanayana initiation ceremony (receiving of the sacred thread). |
| Islam | Whispering of Adhan in baby's ear, putting something sweet on tongue, Aqiqah ceremony occurs, which involves shaving the baby's head, naming the child and donating to the poor. For boys after eight days 'khitan' (circumcision) may take place. |
| Judaism | For boys Brit Milah (circumcision ceremony) symbolises becoming part of the covenant. Bar Mitzvah and Bat Mitzvah ceremonies – becoming a son or daughter of the commandment. |
| Sikhism | Mool Mantar is whispered into the baby's ear and some honey is put on its tongue, naming ceremony in Gurdwara, baptised Sikhs joining of Khalsa and wearing of 5Ks – symbols of faith. |

(4 marks) AO1

30 'Faith groups should provide more activities for young people.'

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

Target: Evaluation of the provision of activities for young people by faith groups

| 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

Worship not always suitable for young people / need activities at their level / prevents boredom / creates more interest / need training in traditions and beliefs, etc.

Other views

Already lots of activities especially for young people – junior church, Brigades, youth camps, youth clubs etc. / good sometimes to mix with people of all ages, e.g. worship together / plenty of other groups who provide activities for young people, etc.

(6 marks) AO2