



GCSE MARKING SCHEME

SUMMER 2016

**RELIGIOUS STUDIES
SPECIFICATION B**

**UNIT 2 - RELIGION AND HUMAN EXPERIENCE
4452/01**

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

General Marking Instructions for Examiners

The mark scheme defines what can be reasonably expected of a candidate in response to questions asked.

Assessment Objectives

The questions test the candidate's ability to:

- AO1** Describe, explain and analyse, using knowledge and understanding of the specification content.

- AO2** Use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints.

It is not always appropriate nor desirable to produce a clear cut, rigid, universally applicable mark scheme. Those questions which are designed to assess larger areas of knowledge or the skills of understanding and evaluation require a marking scheme which is more sophisticated and flexible. The marking scheme that follows will allow examiners to take into account the different levels of response that candidates may offer to a question.

Those different levels are as follows overleaf:

AO1**Question (a)**

Level	Level Descriptor	Mark Total
0	No statement of relevant information or explanation.	0
1	A statement of information or explanation which is limited in scope or content.	1
2	An accurate and appropriate explanation of a central teaching, theme or concept.	2

Question (b)

Level	Level Descriptor	Mark Total
0	Makes no link between beliefs and practices.	0
1	A simple link between beliefs and practices.	1
2	An explicit link between beliefs and practices. Limited use of specialist language.	2
3	Analysis showing some awareness and insight into religious facts, ideas, practices and explanations. Uses and interprets a range of religious language and terms.	3
4	Coherent analysis showing awareness and insight into religious facts, ideas, practices and explanations. Uses religious language and terms extensively and interprets them accurately.	4

Question (d)

Level	Level Descriptor	Mark Total
0	A statement of information or explanation, which has no relevant content.	0
1	A relevant statement of information or explanation, which is limited in scope.	1
2	An accurate account of information or an appropriate explanation of a central teaching, theme or concept. Limited use of religious language.	2
3	An account or explanation indicating knowledge and understanding of key religious ideas, practices, explanations or concepts. Uses and interprets religious language in appropriate context.	3 - 4
4	A coherent account or explanation showing awareness and insight into religious facts, ideas, practices and explanations. Uses religious language and terms extensively and interprets them accurately.	5 - 6

AO2

Question (c)

Level	Level Descriptor	Mark Total
0	Makes no relevant point of view.	0
1	A simple, appropriate justification of a point of view.	1
2	Either: An expanded justification of one point of view, with appropriate example and /or illustration, which includes religious teaching. Or: Two simple, appropriate justifications of a point of view.	2
3	An expanded justification of one point of view, with appropriate example and/or illustration, which includes religious teaching with a second simple appropriate justification of a point of view (which may be an alternative to the first).	3
4	An expanded justification of two viewpoints, incorporating the religious teaching and moral aspects at issue and their implications for the individual and the rest of society.	4

Question (e)

Level	Level Descriptor	Mark Total
0	Makes no relevant point of view.	0
1	Communicates clearly and appropriately Either: A simple, justification of a point of view, possibly linked to evidence or example and making a simple connection between religion and people's lives. Or: Two simple appropriate justifications of points of view	1 - 2
2	Communicates clearly and appropriately using limited specialist language Either: An expanded justification of one point of view, with appropriate example which includes religious teaching and /or illustration AND either a second simple appropriate justification Or: Two, appropriate justifications of point of views linked to evidence or example, which includes religious teaching.	3 - 4
3	Communicates clearly and appropriately using and interpreting specialist language An expanded justification of one point of view, with appropriate examples which includes religious teaching and/or illustration. There is also an adequate recognition of an alternative or different point of view.	5 - 6
4	Communicates clearly and appropriately using specialist language extensively a thorough discussion, including alternative or different views of the religious teachings and moral aspects at issue and their implications for the individual and the rest of society. Using relevant evidence and religious/or moral reasoning to formulate judgement.	7 - 8

Special Guidance for Examiners

Please note carefully and apply consistently:

- There is a policy of 'positive marking' employed in this Specification.
- This means that the exemplars in the mark scheme are only meant as **helpful guides**.

Therefore any other acceptable or suitable answers should be credited even though they are not actually stated in the mark scheme.

- Words **merely copied** from the stimulus without further comment or addition, or **mere descriptions** of what is in visual stimulus, **should not gain full credit**.

Assessment of spelling, punctuation and the accurate use of grammar

The grid below is for use when marking question 1(e) only.

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 – 5 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Rules for Marking

1. Differentiation will be achieved on the basis of candidates' responses.
2. The purpose of the levels of response grids is to help achieve consistency among examiners and avoid 'penny-point' marking. To avoid Centres misinterpreting the way scripts have been marked ticks must NOT be used when marking.
3. The whole answer, or part answer, must be read and then, taking everything into account, allocated to the level 'best fit' using the level descriptors above. Where there are two marks assigned to a level, the higher mark will be given where all or most of the descriptor is satisfactorily met. The lower mark will be given where the answer barely matches the descriptor.
4. Correct and relevant material should be indicated by a "L1", "L2", etc. (showing achievement of the criteria in the level description). The statement of the Level of Response should be written alongside (to the left) the total marks column – **not** in the marks column.
5. Marks for each part question should be clearly written in the column provided, and the total for the whole question clearly written in the box provided at the end of the question.
6. Where an examiner feels that a response is particularly weak, and has not achieved even the lowest level of response, "0" should be written in the mark column, and "L0" written alongside.
7. In an answer requiring two religious traditions or teachings, where one part is comprehensive (and would be worthy of a Level 4 on its own) but the other is weak (and worth a Level 1 or 2 on its own) award a Level 3 for the whole, and 3 or 4 marks accordingly.
8. No mark scheme can ever anticipate or include every possible detail or interpretation; examiners should use their professional judgement to decide whether a candidate's particular response answers the question in relation to the particular assessment objective
9. Candidates will express their ideas in language different from that given in any mark scheme or outline. Positive marking therefore, on the part of examiners, will recognise and credit correct statements of ideas, valid points and reasoned arguments irrespective of the language level employed. Credit should also be given for answers that are acceptable even if they are not referred to in the mark scheme.

Please remember to total marks for each question.

Seeking Advice

If Assistant Examiners have any doubts concerning the awarding of any marks on the paper they should consult with their Team Leader for that examination paper immediately. Team Leaders should consult with their Senior Team Leaders. Senior Team Leaders should consult, where appropriate, with the Principal Examiner/Chief Examiner in order that consistency can be maintained.

GCSE RELIGIOUS STUDIES
SPECIFICATION B - UNIT 2
MARK SCHEME - SUMMER 2016

Q.1 (a) Explain what religious believers mean by 'interfaith dialogue'. AO1 [2]

Reference must be made to A01 Question (a) Level Descriptor.
An appropriate example may be credited.
One word answers cannot be considered explanations.

Accept any suitable explanations e.g.

- Different faith groups sharing in a joint event e.g. visits to places of worship
- Different faith groups discussing issues and shared experiences
- Faith groups talking together about important issues
- Members from faith groups telling other faith groups about their key beliefs
- Exploring common ground between different faith groups

(b) Explain how having a religious faith might influence someone taking part in a war. AO1 [4]

Reference must be made to the A01 Question (b) Level Descriptor.
Answers should show the impact of faith
The answer is not required to be related to any one religious tradition
Answers may therefore come from any of the religious traditions specified in the Specification

Reference may be made to:

- Teachings from sacred texts
- The teachings and /or example of founders of faith traditions
- A belief in religious moral principles e.g. just war theory/lesser jihad
- A belief in doing the 'greater good'
- A view on the sanctity of life and God-given creation
- A belief in shared humanity

- (c) **'People only suffer because of bad luck.'**
Give two reasons why a religious believer might agree or disagree with the statement. **AO2 [4]**

Reference must be made to the A02 Question (c) Level Descriptor
Reasons can be for or against the question

Reasons that may be given include:

- There can be no planned reasons why people suffer
- Suffering is often just the result of being in the wrong place at the wrong time
- A loving God wouldn't plan for people to suffer
- Bad luck would explain why the innocent suffer
- In some religious traditions suffering is believed to be a result of karma
- In the Old Testament suffering was used to test faith e.g. Job
- Suffering can be the intended result of other's actions
- Suffering could result from desires and craving

- (d) **Explain, from one religious tradition, how a religious individual or religious community has worked for peace.** **AO1 [6]**
(You must state the religious traditions you are referring to.)

References must be made to the A01 question (d) Level Descriptor.
Any appropriate answers should be given credit as any of the religious traditions specified can be chosen and pupils may be answering from their own tradition. Where the names of a religious tradition are incorrect but the information is accurate-credit up to a max of level 4: 5 marks.

The focus of the question is on how the individual or community has worked for peace.

Andrew White (Christian)

- Head of Foundation for Reconciliation in the Middle East
- Successful intervention in hostage negotiations
- Mission is to find the common ground amongst groups in conflict
- Encourages dialogue between those people in conflict
- Despite being kidnapped himself he continues to work in dangerous circumstances

Corrymeela (Christian)

- Promotes reconciliation between Christians and other faiths in conflict
- Gives opportunities for dialogue and working together
- Run children's programmes and workshops
- Organises residential conferences for people to work on shared activities

Children of Abraham Project (Jewish/Muslim)

- Aim is to learn more about Judaism and Islam so that ignorance doesn't become prejudice
- Uses websites to explain aspects of Jewish and Muslim life
- Has a chat room for Jews and Muslims to find common ground
- Organises activities for young Muslims and Jews to work together.

Dalai Lama (Buddhism)

- Promotes religious harmony throughout his travels
- Emphasises the importance of finding the common ground between people
- Used non-violence in his struggle for the liberation of Tibet
- Teaches that 'universal responsibility is the key to survival.'

Mahatma Gandhi (Hinduism)

- Used peaceful means to let Indians govern themselves
- Encouraged others to use civil disobedience rather than violence e.g burning of identity passes
- Never physically retaliated when he was hurt by others
- Travelled around the world promoting peace and non-violence through speeches

Azim Khamisa/Tariq Khamisa Foundation (Islam)

- Forgave the murderer of his son
- Sought to tackle the reasons why there is gun crime amongst young adults
- Established the Tariq Khamisa Foundation to promote a culture of peace
- Visits students and prisons to promote a culture of peacemakers

Sikhness

- Follows the teaching of the Guru Granth Sahib
- Works with people of all faiths and none
- Participates in local and national events
- Seeks to be proactive

**(e) 'It is possible to forgive.'
Do you agree?**

[8]+[5]

Give reasons or evidence for your answer showing that you have thought of more than one point of view. You must include reference to religious beliefs in your answer.

Reference must be made to the A02 Question (e) Level Descriptor. Candidates should be expected to follow the rubric clearly; use the criteria of the grids carefully in awarding marks.

Candidates achieving the higher levels should be including appropriate religious and moral reasonings in their answers.

Points that could be discussed include:

- Forgiveness has to come from the heart
- In some religious traditions e.g. Judaism, you can't forgive on behalf of another person
- Only God can forgive
- There is a difference between forgiveness and forgetting
- Prayer can help people to learn to forgive
- Reconciliation activities can help people learn to forgive e.g. the practices used in Corrymeela
- Following the example of religious leaders or founders e.g. Jesus
- By recognising that by not forgiving you continue to be a victim

Q. 2 (a) Explain what religious believers mean by 'free will'. AO1 [2]

Reference must be made to A01 Question (a) Level Descriptor.
An appropriate example may be credited.
One word answers cannot be considered explanations.

Accept any suitable explanations e.g.

- All humans have free choices in life
- The fate of humans is not pre-determined
- The actions that someone will be judged upon
- A right for people to be allowed to follow God's will or not
- Nothing is determined

(b) Explain how having a religious faith might influence views on why life is special. AO1 [4]

Reference must be made to the A01 Question (b) Level Descriptor.
Answers should show the impact of faith
The answer is not required to be related to any one religious tradition
Answers may therefore come from any of the religious traditions specified in the Specification

Reference may be made to:

- The belief that all creation is God given
- Teachings from sacred texts regarding the sanctity of life
- Examples from founders of faith e.g. the Prophet Muhammad and the ants
- Recognition of the importance of the soul or atman
- Understanding of the importance of using talents during life

- (c) **'It is right to spend money on IVF'.
Give two reasons why a religious believer might agree or disagree with the statement.**

Reference must be made to the A02 Question (c) Level Descriptor
Reasons can be for or against the statement

Reasons that may be given include:

- Some religions disagree with the process of IVF
- Through IVF life can be given
- IVF is costly and that money can be spent on the poor
- Sanctity of life is important in all traditions
- It provides happiness
- Reference to the role of conscience
- Money spent on IVF could be spent on other medical priorities
- The importance of procreation and families is within many religious traditions
- Some believers consider that the ability to create IVF was God-given
- God created all life so he should decide
- Life is too sacred to place in the hands of human beings
- Religious arguments against IVF e.g. involves throwing away some of the fertilised eggs; Fertilisation takes place apart from the sex act but God intended procreation to be a part of the sex act.
- Role of religious authority e.g. Pope Pius X11 stated that third party IVF was adultery
- Role of Sacred teachings e.g. the Quran states that semen or sperm should not be destroyed or wasted
- All religions state the importance of compassion
- Many people experience a greater quality of life as parents

- (d) **Explain, from two religious traditions, teachings about euthanasia.
(You must state the religious traditions you are referring to.) AO1 [6]**

References must be made to the A01 question (d) Level Descriptor.
Any appropriate answers should be given credit as any of the religious traditions specified can be chosen and pupils may be answering from their own tradition. Where the names of a religious tradition are incorrect but the information is accurate-credit up to a max of level 4: 4 marks.

In an answer requiring two religious traditions, where one part is comprehensive (and would be worthy of a level 4 on its own) but the other is weak (and worthy of a Level 1 or 2 on its own) award a Level 3 for the whole, and 3 or 4 marks accordingly.

Answers may well refer to the following

Christianity

- Life is a gift from God and only he can take it away
- Death is not the end but a doorway to the next life
- Suffering can have a purpose and bring you closer to God
- Bible doesn't say anything about euthanasia
- Some Christians argue that God has given free will and the ability to think for ourselves and therefore choose when to die
- There may be differences between believers in the same tradition
- Interpretation of scriptures and sacred texts causes considerable debate among many members of the faith therefore it is often a personal decision
- Guidance may be sought through prayer
- Distinctions between different types of Euthanasia

Roman Catholic

- Aim should be to ease suffering
- All forms of Euthansia are wrong
- Often considered as a form of murder with people taking on God's role
- Teachings from the Catechism concerning euthanasia disrespecting human life e.g. 2277
- In exceptional circumstances medical procedures can be withheld
- Catechism of the Catholic Church 2278

Salvation Army

- Medical treatment to be used to control pain
- Important that the authority of doctors is considered
- Importance of 'living wills' and wishes of the patient

Baptist

- Usually against euthanasia as all human life is sacred
- Many believe when a person is brain dead and relatives and doctors agree then it's acceptable for treatment to be stopped and death be allowed to happen
- Don't agree with hastening death

Buddhist

- Taking life is wrong - First of the Five Pecepts
- Taking a life affects kamma
- Compassion is important
- Dying is an opportunity for spiritual growth
- The role of hospices are important
- Can depend upon the circumstances in the country e.g. often not possible in India
- There will be differences between believers in the same tradition
- Interpretation of scriptures and sacred texts causes considerable debate among many members of the faith therefore it is often a personal decision
- Guidance may be sought through meditation
- Distinctions between different types of Euthanasia

Hinduism

- Principle of ahimsa and not harming living creatures
- Death is a natural part of life and will come with time
- 'Willed death' may be acceptable to some as a selfless motive
- Can depend upon the circumstances in the country e.g. often not possible in India
- There will be differences between believers in the same tradition
- Interpretation of scriptures and sacred texts causes considerable debate among many members of the faith therefore it is often a personal decision
- Sanctity of life is a precedence. Reference to specific texts may be used to reinforce this view
- Guidance may be sought through prayer
- Distinctions between different types of Euthanasia

Islam

- Only Allah can decide when the time is permitted to die
- Suffering can have a purpose
- It's important to show compassion to those who are suffering
- Can depend upon the circumstances in the country e.g. often not possible in India
- There will be differences between believers in the same tradition
- Interpretation of scriptures and sacred texts causes considerable debate among many members of the faith therefore it is often a personal decision
- Sanctity of life is a precedence. Reference to specific texts may be used to reinforce this view
- Guidance may be sought through prayer
- Distinctions between different types of Euthanasia

Judaism

- As the greatest blessing life should be preserved
- Life is a gift from God who decides when it should end
- The importance of pikuach nefesh - to preserve life. Reference to specific texts may be used to reinforce this view
- Can depend upon the circumstances in the country e.g. often not possible in India
- There will be differences between believers in the same tradition
- Interpretation of scriptures and sacred texts causes considerable debate among many members of the faith therefore it is often a personal decision
- Sanctity of life is a precedence for all religions
- Guidance may be sought through prayer
- Distinctions between different types of Euthanasia

Sikhism

- Life is a gift from God
- Suffering should be borne with courage
- Those ill should be cared for with compassion
- Can depend upon the circumstances in the country e.g. often not possible in India
- There will be differences between believers in the same tradition
- Interpretation of scriptures and sacred texts causes considerable debate among many members of the faith therefore it is often a personal decision
- Sanctity of life is a precedence - reference to specific texts may be used to reinforce this view
- Guidance may be sought through prayer

- (e) **'Abortion is not the woman's choice.'**
Give reasons or evidence for your answer showing that you have thought of more than one point of view.
(You must include reference to religious beliefs in your answer.)

Reference must be made to the A02 Question (e) Level Descriptor. Candidates should be expected to follow the rubric clearly; use the criteria of the grids carefully in awarding marks. Candidates achieving the higher levels should be including appropriate religious and moral reasonings in their answers.

Points that could be discussed include:

- All life is created by God/Divine and therefore not just the woman's choice
- God is interested in each human being
- Jesus's teachings/religious leaders showed the importance of life
- It is a gift from God and only he can take it away
- Each atman is individual
- There is a divine plan for each individual
- As life is created by God it must be revered from the moment of conception
- Religious teachings e.g. from the Fathers of the Church
(Reference may be made to the authority or magisterium of the Pope and the College of Bishops)
- Bad karma can result from an abortion
- All life has atman
- The principle of ahimsa and non-violence would be the guide
- Up to 4 months after conception ensoulment has not taken place
- Some traditions teach that mother's rights are more than the child's
- The father has rights
- Recognition of medical advice
- The woman has to carry the child and give birth so it should be her choice.

Q.3 (a) Explain what religious believers mean by 'evangelism'. AO1 [2]

Reference must be made to A01 Question (a) Level Descriptor.
An appropriate example may be credited.
One word answers cannot be considered explanations.

Accept any suitable explanations e.g.

- Spreading a particular religious doctrine
- Attempting to convert people to a particular religious tradition
- Disseminating religious traditions as truth claims for all

(b) Explain how religious believers might help those in need. AO1 [4]

Reference must be made to the A01 Question (b) Level Descriptor.
Answers should show the impact of faith
The answer is not required to be related to any one religious tradition
Answers may therefore come from any of the religious traditions specified in the Specification

Reference may be made to:

- Through practical actions such as hospital visits or food banks
- Through individual and collective prayer
- Through discussing areas of faith and belief with them
- Through collecting money to pay for goods, education or treatment
- Forming pressure groups to lobby for the rights of others

**(c) 'Symbols are important in religion.'
Give two reasons why a religious believer might agree or disagree with the statement. AO2 [4]**

Reference must be made to the A02 Question (c) Level Descriptor
Reasons can be for or against the question

Reasons that may be given include:

- Symbols can express key beliefs of religious traditions such as the cross and crucifix
- It is the beliefs of a religious tradition that are most important
- Some religions believe that symbols can interfere with the true meaning of the tradition and don't have them in places of worship
- They can help people practice their religions
- They can identify particular religions
- In some religious traditions they are considered as idolatrous
- They are not necessary for worship

(d) Explain, from two religious traditions, how faith is expressed through pilgrimage. AO1 [6]

References must be made to the A01 question (d) Level Descriptor. Any appropriate answers should be given credit as any of the religious traditions specified can be chosen and pupils may be answering from their own tradition. Where the names of a religious tradition are incorrect but the information is accurate - credit up to a max of level 4: 4 marks.

In an answer requiring two religious traditions where one part is comprehensive (and would be worthy of a level 4 on its own) but the other is weak (and worthy of a Level 1 or 2 on its own) award a Level 3 for the whole, and 3 or 4 marks accordingly.

Answers may well refer to the following

Christianity

- Attitude does depend upon denomination and believer
- Recognition of the importance of community. No religious duty or expectation
- Importance of visiting places from the Bible e.g. River Jordan
- Importance of visiting places of miracles e.g. Lourdes
- Significance of seeing places where Jesus visited e.g. Holy Land
- To see for yourself where religious actions happened
- As an expression of devotion to God
- To bring religious merit

Buddhism

- Places visited would depend upon branch of Buddhism
- Significance of finding community through retreat
- Role of places in the life of the Buddha e.g. Bodh Gaya
- As an expression of devotion to God
- To bring religious merit

Hinduism

- For some Hindus it is considered a duty
- The importance of the River Ganges as an act of cleansing
- Witnessing the home of specific deities relevant to the tradition of the believers
- To see for yourself where religious actions happened.
- As an expression of devotion to God
- To bring religious merit

Islam

- One of the pillars of Islam
- Importance of witnessing the Kaaba
- Importance of partaking of rituals at Zam zam
- Spiritual impact resulting in many decorating their houses and adopting the name of Hajji
- To see for yourself where religious actions happened
- As an expression of devotion to God
- To bring religious merit

Judaism

- Different attitudes to Israel depending upon individual believer
- Traditional role of the Western Wall
- For some the belief in the 'promised land'
- To see for yourself where religious actions happened
- As an expression of devotion to God
- To bring religious merit

Sikhism

- Show support and solidarity for Amritsar after the massacre there
- Spiritual importance of bathing in the pool of nectar
- Community established through partaking of the langar
- To see for yourself where religious actions happened
- As an expression of devotion to God
- To bring religious merit

- (e) **It is wrong to share faith with others. Do you agree? Give reasons or evidence for your answer, showing that you have thought of more than one point of view. You must include reference to religious beliefs in your answer. AO2 [8]**

Reference must be made to the A02 Question (e) Level Descriptor. Candidates should be expected to follow the rubric clearly; use the criteria of the grids carefully in awarding marks. Candidates achieving the higher levels should be including appropriate religious and moral reasonings in their answers.

Points that could be discussed include:

- Religion should be a private matter
- It's actions that counts not sharing faith
- Through interfaith dialogue people learn more about each other
- Projects and organisations such as such as Corrymeela and CCJ show the importance of sharing faith with others
- Many religious traditions consider it a duty to evangelise

Q.4 (a) Explain what religious believers mean by 'justice'. AO1 [2]

Reference must be made to A01 Question (a) Level Descriptor.
An appropriate example may be credited.
One word answers cannot be considered explanations.

Accept any suitable explanations e.g.

- Fairness of action
- Treating everyone equally
- Treating everyone with righteousness
- Getting what you deserve
- Where everyone has equal provisions and opportunity

(b) Explain how having a religious faith might influence a view on how people should be punished. AO1 [4]

Reference must be made to the A01 Question (b) Level Descriptor.
Answers should show the impact of faith
The answer is not required to be related to any one religious tradition
Answers may therefore come from any of the religious traditions specified in the Specification

Reference may be made to:

- Reference to specific teachings from religious texts
- Exemplary actions of leaders of faith
- Teachings from founders of faiths
- Belief in reconciliation
- Belief in forgiveness
- Consideration of actions of former faith members e.g. Elizabeth Fry
- Consideration that God will punish in the end
- Role of karma

(c) 'Everyone should be treated equally.'

Give two reasons why a religious believer might agree or disagree with the statement. AO2 [4]

Reference must be made to the A02 Question (c) Level Descriptor
Reasons can be for or against the question

Reasons that may be given include:

- Being treated equally doesn't mean being treated the same
- Religious believers believe all were created by God or a supreme being
- Teachings of religious traditions
- Actions of faith founders
- Religious practice illustrates different role e.g. genders

- (d) Explain one example from two religious traditions when conflict has occurred between religious beliefs and the law of the country. AO1 [6]**

References must be made to the A01 question (d) Level Descriptor. Any appropriate answers should be given credit as any of the religious traditions specified can be chosen and pupils may be answering from their own tradition. Where the names of a religious tradition are incorrect but the information is accurate-credit up to a max of level 4: 4 marks.

In an answer requiring two religious traditions where one part is comprehensive (and would be worthy of a level 4 on its own) but the other is weak (and worthy of a Level 1 or 2 on its own) award a Level 3 for the whole, and 3 or 4 marks accordingly.

The question requires an explanation which illustrates conflict between religious beliefs and the country law. Examples may refer to a generic issue or to a particular person and event.

Answers may well refer to the following

- Refusing to fight in a war – conscientious objectors
- Worshipping a faith
- Practices that go against the law e.g. Sikhs and motor cycle helmets
- Displaying religious symbols publicly in some countries
- Conflict in attitudes to the use of cannabis
- When abortion is allowed by law
- Living in a country where hijab has to be worn
- Polygamy

- (e) 'The teachings of sacred texts should always be obeyed.' Do you agree? Give reasons or evidence for your answer, showing that you have thought of more than one point of view. (You must include reference to religious beliefs in your answer.) AO2 [8]**

Reference must be made to the A02 Question (e) Level Descriptor. Candidates should be expected to follow the rubric clearly; use the criteria of the grids carefully in awarding marks. Candidates achieving the higher levels should be including appropriate religious and moral reasonings in their answers.

Points that could be discussed include:

- Holy books are often interpreted so general message might be followed but not every word
- Sacred texts are often believed to be divinely inspired
- Many issues of religious life aren't referred to in sacred scriptures
- Sacred scriptures are eternal and their messages and relevance don't change
- Some are not expected to be taken literally
- It depends upon interpretation
- It is important in religion to obey even those things you don't agree with