Assessment for learning: Answers
1) Give two examples of what religious believers might do to help to carry out the duty of stewardship.

“All answers are awarded 2 marks
The best approach to answering this question is Answer B. As the command here is ‘give’ there is no explanation required.”
2) Explain two contrasting ways in which the Eucharist (Holy Communion) is celebrated in Christianity.

Answer A: 4 marks awarded for two developed points. Although the first development is brief, the student makes a correct point about the practice (they use wine) and then explains why (Jesus used it at the Last Supper). The contrast identified here is that the Methodist church use non-alcoholic wine, which is then developed with a reason why.

Answer B: 3 marks awarded for one simple point plus one developed point. The second point, although brief, is developed with an explanation of why they use the language of the local community.
3) Explain two contrasting beliefs in contemporary British society about abortion. In your answer you should refer to the main religious tradition of GB and one or more other religious traditions.

4 marks awarded for two developed points. One of the points in this answer is about Christianity; this fulfils the requirement of the question to refer to ‘the main religious tradition of Great Britain’. Note: It is not required here to name the denomination specifically. The contrasting view given is from Buddhism, it would also have been creditworthy to contrast with another Christian view.

Both points here are well-developed and show clear knowledge of religious beliefs about abortion.
4 mark questions

4) Explain two contrasting Muslim understandings of Jihad.

4 marks awarded for two developed points. The first point here is over-developed; the student could have saved some time by writing a briefer response. For example, the final two sentences of point one could be deleted and the answer would still score 4 marks.
5) Explain two contrasting beliefs in contemporary British society about the death penalty for murder.

Note: Answer A uses two different religions; Answer B contrasts two Christian views. Either approach here is accepted. Contrasts could come from within a religion or from more than one religion.

Answer A: 4 marks awarded. The developments here are brief, although they do extend the points made and so they go beyond being ‘simple points’.

Answer B: 4 marks for two developed points. Here, the student has not named denominations but clearly demonstrates contrasting beliefs from within Christianity. They have used teachings from the Catechism to develop the first point, and more general beliefs to develop the second.
6) Explain two Christian teachings about judgement. Refer to sacred writings or another source of Christian belief and teaching in your answer.

Answer A: 5 marks awarded for two developed points; with a reference to scripture included with the first point.

Answer B: 3 marks awarded. It is correctly stated that Jesus teaches that the sheep will be separated from the goats. The final sentence could be taken as a development meaning that some will be rewarded in heaven if they have followed biblical teachings or helped others. In that case one developed teaching and a reference are given (1 developed point plus scripture = 3 marks). If the last sentence is seen as a separate point it needs a little more development to get the second mark (1 point with scripture plus 1 point = 3).
7) Explain two religious beliefs about the status of women in religion. Refer to sacred writings or another source of religious belief and teaching in your answer.

5 marks awarded for two developed points plus reference to a source of authority. The reference to the reaching of the Dalai Lama in point one meets the criteria for a reference to a source of wisdom and authority. Note: the schools of thought named in brackets, although correct are not required to gain the full 5 marks here.
8) Explain two Buddhist teachings about nibbana / nirvana. Refer to sacred writings or another source of Buddhist belief and teaching in your answer.

3 marks awarded for a simple point, with a reference to scripture (2 marks) plus a simple point (1 mark). Neither point made about nibbana are developed, therefore each achieves 1 mark.
9) Explain two ways in which the Ka‘aba is important in the Muslim Hajj (pilgrimage). Refer to sacred writings or another source of Muslim belief and teaching in your answer.

5 marks awarded for two developed points plus accurate reference to scripture. This answer, although accurate, is too long. The time allocated to these questions is a maximum of five minutes.

The extra development in point one ‘Also, they thank Allah and worship him’ is not required.

Furthermore, the second point includes two references to scripture as well as development. As such, the final two sentences are not required here to gain the full 5 marks.
10) ‘War is never right.’ Evaluate this statement.

Answer A: This is a Level 2 response (4-6 marks)
A short answer at 87 words. The answer makes reference to Just War criteria, and to the importance of forgiveness, but it lacks development overall. For example, the Christian view on forgiveness could have been expanded upon, and some clear evaluation could have been added to the concluding statement to help move the answer up into the next band.

Answer B: This is a Level 4 response (10-12 marks)
A well-argued response with reasoned consideration of different points of view. Logical chains of reasoning leading to an effective conclusion. Sound religious content is included. This is a longer answer (349 words) than would generally be expected in up to 15 minutes (approximately 250 words).
11) ‘It is always right to give charity to the poor.’ Evaluate this statement

This is a Level 4 response. This question could have been approached using arguments from any of the world religions studied in Paper 1. This answer applies beliefs and teachings from Buddhism effectively, as well as evaluating non-religious arguments in relation to the statement. Very good level of focus on the statement, clear chains of reasoning and application of knowledge.
12) ‘The best way for Muslims to understand God is to practise Salah.’ Evaluate this statement.

This is a Level 3 response.

This is a reasonable length response in the time allowed (285 words). The second viewpoint is lacking in development. The answer needs clear evaluative judgements on the points made to meet the Level 4 criteria.
13) ‘If God were loving there would be no suffering in the world.’ Evaluate this statement.

This is a Level 3 response.

The ‘introduction’ is not necessary and wastes time. There are some slightly confused points made here, although there is enough application of knowledge and religious teaching in relation to more than one point of view to achieve Level 3. (6-8)