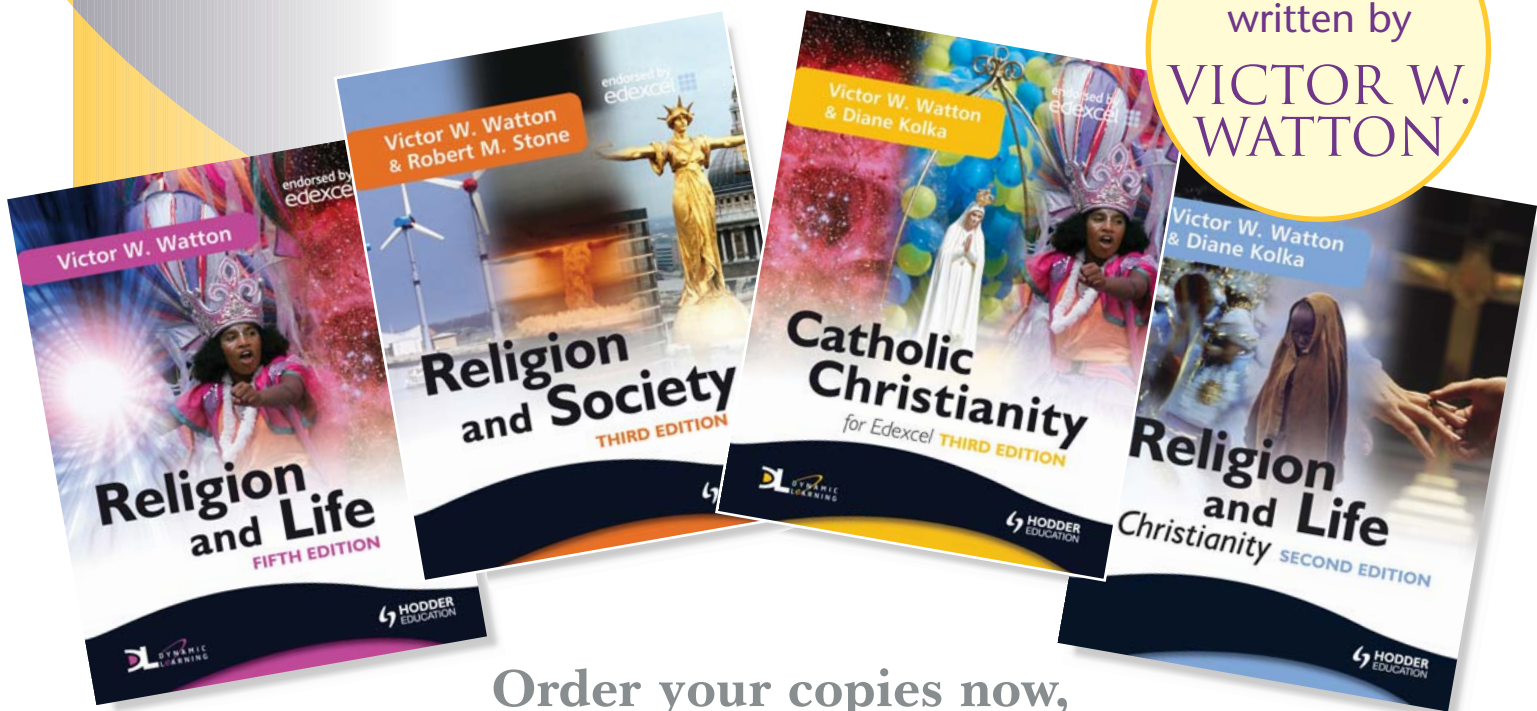


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Victor W. Watton //

ADDITIONAL AUTHORS AND CONTRIBUTORS

Diane Kolka is a Chief Examiner and experienced author.

Robert M. Stone is a Senior Examiner and experienced author.

Rebecca Watton is an experienced teacher.

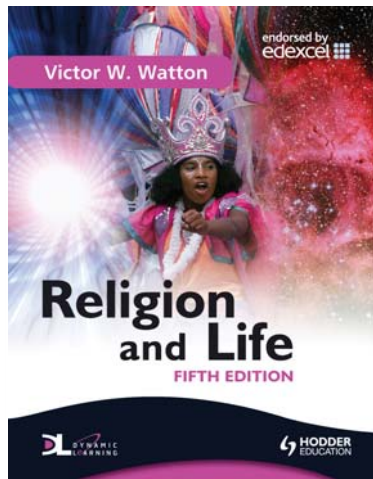
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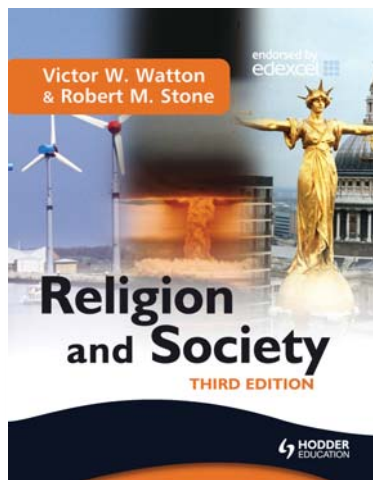
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Additional contributor: Rebecca Watton

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- *Student's Book (Foundation Edition)*
- *Teacher's Resource Book*
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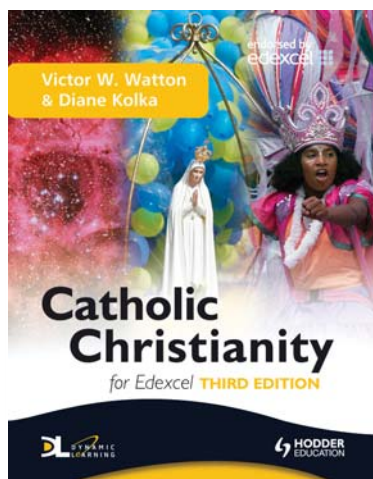
For Unit 8

Religion and Society

THIRD EDITION

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For Units 3 and 10

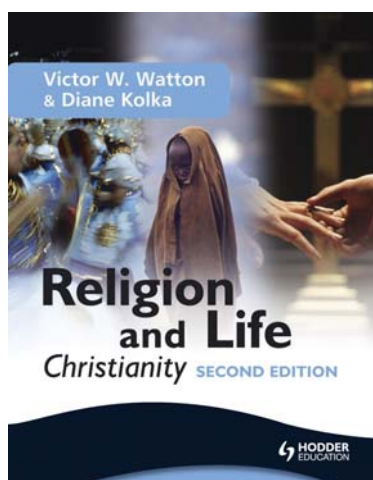
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For Unit 2

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Pages from Religion and Life Student's Book (Mainstream Edition)

Religion and Life
Believing in God

Topic 1.1 Religious upbringing

There are many reasons for believing in God. Some people are led to believe in God by one reason only, others find that a number of reasons taken together make it difficult not to believe in God. When people who already believe in God come across other reasons for believing in God, they find that this supports their belief in God.

You only need to know about a religious upbringing in one religion. This topic looks at a Christian religious upbringing, but if you know about another religion in depth you could use that instead.

Minister: You have brought this child to be baptised, and you will receive her/him again to be trained in the doctrines, privileges and duties of the Christian religion. I ask you therefore: Will you provide for this your child a Christian home of love and faithfulness?
Parents: With God's help, we will.

From the Baptismal Service of the Methodist Church

Holy baptism is the basis of the whole Christian life, the gateway to life in the Spirit... and the door to which gives access to the other sacraments. Through baptism we are freed from sin and reborn as sons of God; we become members of Christ, are incorporated into the Church and made sharers in her mission: Baptism is the sacrament of regeneration through water and the word.
Catechism of the Catholic Church 1213

The main features of a Christian upbringing

- Christian parents are likely to have their babies baptised. As part of this sacrament, the parents will promise to bring up their children as Christians and so encourage them to believe in God.
- Christian parents will teach their children to pray to God.
- Christian parents will take their children to worship God in church.
- Christian parents will send their children to Sunday School to learn about God and the Christian faith.
- Christian parents may send their children to a church school where they will be taught the National Curriculum in a Christian environment.
- As part of fulfilling their vows at baptism, Christian parents are likely to encourage their children to be confirmed as full members of the Church.

The sacrament of confirmation involves lessons from the priest/minister about Christianity and the nature of God.

- This sacrament may involve a religious experience in the ceremony itself as the young person feels the presence of God through the prayers, vows and laying on of hands.

How a religious upbringing may lead to, or support, belief in God

If you have had a Christian religious upbringing, belief in God will appear natural to you because:

- Your parents will have told you about God as part of their promises to bring you up as a Christian and young children believe what their parents tell them.
- Christians usually teach their children to pray to God. This will make the children believe that God exists because he listens to their prayers. If God did not exist, they and their parents would not waste their time praying to nothing. So because they've been brought up to pray, they believe that God must exist.
- Going to church and seeing so many people praying to God and worshipping God is likely to make them think that God must exist.
- Going to Sunday School would support belief in God because children would learn why Christians believe in God and what they believe about him.
- Going to a church school would have a similar effect, as God and Christianity would be a normal feature of school life. They will have RE lessons which teach them that God exists and the children are likely to believe it because their teachers tell them it is true.
- Being confirmed would be likely to support your belief, as you learn more about God in the confirmation lessons, and possibly have a religious experience when the bishop lays his hands on you.

Questions

b Do you think children should follow the same religion as their parents? Give two reasons for your point of view. **4**

c Explain how a religious upbringing can lead to, or support, belief in God. **8**

d A religious upbringing forces children to believe in God!
i Do you agree? Give reasons for your opinion. **3**
ii Give reasons why some people may disagree with you. **3**

Exam Tip

c 'Explain' means give reasons. To answer this question you should name four features of a religious upbringing and explain, in two or three sentences for each, how they might lead to belief in God. Remember your Quality of Written Communication will be assessed in your answer, so:

- be careful with your spelling
- use sentences and paragraphs
- do not use bullet points
- use specialist vocabulary.

I am a Catholic Christian because I was born to Catholic parents, and I was educated in a Catholic school. All my upbringing made me believe in God, and I have never really thought that God might not exist. God is a part of my life just as my parents and friends are.

A Catholic adult

Exam focus

'Explain' questions (part b) are where your Quality of Written Communication is tested, so you should answer these questions in a formal style of English; be careful with your spelling and try to use some specialist vocabulary (in this section baptism, sacrament, prayer, worship, confirmation, bishop would all be specialist vocabulary).

2
3



Why might being confirmed lead to, or support, belief in God?

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Religion and Society
Religion: Crime and punishment

Topic 4.2 Theories of punishment

KEY WORDS

Capital punishment – the death penalty for a crime or offence.

Deterrence – the idea that punishments should be of such a nature that they will put people off (deter) committing crimes.

Judgement – the act of judging people and their actions.

Reform – the idea that punishments should try to change criminals so they will not commit crimes again.

Retribution – the idea that punishments should make criminals pay for what they have done wrong.

If a society has laws, it must also have punishments for those who break the laws. In the UK, when someone is found guilty of a crime, a judge or magistrate makes a **judgement** on what their punishment should be. The main aim of punishment is to try to make sure that everyone obeys the law. However, there are different theories about what is the most effective form of punishment and what it should do.

Retribution
Retribution is the theory that criminals should pay for their crime. Many people think this should be the main reason for punishment because:

- It makes criminals pay for their crime in proportion to the severity of the crime they have committed. In the past retributive punishments would have killed those who committed murder and taken the eyes out of those who blinded someone.
- It makes criminals suffer for what they have done wrong. Criminals make their victims suffer, so the criminals should also suffer.
- It actually punishes the criminal. The dictionary definition of punish is 'to make an offender suffer for what they have done' and this is exactly what retribution does.

Deterrence
Deterrence is the theory that the punishment should put people off committing crime. Many people think deterrence should be the main reason for punishment because the aim of punishment is to stop people from committing crimes. The idea of deterrent punishment is that punishment should be so severe no one will dare to commit crimes. For example:

- If someone knows they will have their hand cut off if they are caught stealing, then they will not steal, so deterrent punishment will stop theft.
- If people know they will be executed if they are caught murdering, they will not murder.

Questions

a What do you think is the best form of punishment? 4
 Give two reasons for your point of view. 8

c Explain why the law uses different types of punishment. 4
 'It is no good trying to reform criminals.' 3
 i Do you agree? Give reasons for your opinion. 3
 ii Give reasons why some people may disagree with you. 3

In your answer, you should refer to at least one religion.


Exam Tip
a You should already have thought about this, and you just have to give two reasons for your opinion. For example, if you think deterrence is, you should use two reasons for why some people think it is the best form of punishment.

SUMMARY

The main theories of punishment are:

- retribution – that criminals should be punished for what they have done
- deterrence – that punishments should be so harsh no one would dare commit a crime
- reformation – that punishment should try to change criminals into law-abiding citizens
- protection – that punishments should protect society from criminals

The criminal justice system is failing women, a Church of England bishop has said. The Bishop of Worcester, the Right Rev Peter Selby, told the House of Lords that many women were jailed because society had failed to help them to cope with problems such as domestic violence, drug addiction and mental illness. 'The fact that women are incarcerated for shoplifting is an indication that we have not yet taken seriously what "prison as a last resort" means,' he said. The Times, 6 November 2004



This is Holme House Prison, Stockton-on-Tees. What do you think prison should do to prisoners?

Reform
Reform is the theory that criminals should be taught not to commit crime again. Many people think reform should be the main reason for punishment because:


- They believe the only way to stop crime is to reform the criminal so that they become honest law-abiding citizens who will not want to commit crimes again.
- They believe that most criminals commit crimes because of how they have been brought up and because they do not know how to live without crime.
- Reformatory punishments often involve giving criminals education and qualifications so that they can find a proper job and no longer feel the need to be a criminal.

Protection
Protection is the theory that punishment should protect society from criminals and their activities. Many people think this should be the main reason for punishment, so, for example, they might think:

- Capital punishment** is a good punishment for murderers and terrorists because if they are dead they cannot threaten people.
- Long prison sentences are a good punishment for violent people or persistent burglars as they keep them out of society so that people and their property are protected.
- Community service** can be a good punishment for hooligans and vandals because it keeps them off the streets in their leisure time.

Most forms of punishment are a mixture of theories. For example, imprisonment can deter, protect, inflict retribution and give reformation through education, training and counselling.

Drug Dealer freed for saving man
 A convicted drugs dealer has had 14 days removed from his 30-month prison sentence for saving a motorcyclist's life. The prisoner was on his way to hospital when prison officers stopped at a road accident and allowed him to use the first aid skills he had learnt in prison to stop the man from bleeding to death. The Times, 8 November 2000



Former Culture Club singer Boy George is sweeping streets in New York as part of his five days of community service.

Key Words are defined in simple language

Exam Tips from Senior Examiners guide students through the intricacies of the exam

Page from Religion and Life Student's Book (Mainstream Edition)

Religion and Life

How to answer exam questions

Question A What is a re-constituted family? 2 marks
 Where two sets of children (step-brothers and sisters) become one family when their divorced parents marry each other.

QUESTION A
 A high mark answer because it gives a correct definition.

Question B Do you think contraception should be used? 4 marks
 Give two reasons for your point of view.
 Yes I do because there is nothing in the Bible that forbids the use of contraception so Christians can use it. Also contraception makes families happier. The mother has time for the children because she is not pregnant all the time, and the family will have more money.

QUESTION B
 A high mark answer because an opinion is backed up by two developed reasons.

Question C Choose one religion other than Christianity and explain why family life is important in that religion. 8 marks
 Family life is important in Islam because Islam teaches that the family was created by God to keep society together. If the family was created by God, it must be important.
 Muslims believe that the family is the only way approved by God to bring up children. Therefore the family must be important because society needs children.
 Muslims also believe the family is important because it is in the family that children learn about Islam and are taught how to follow the Five Pillars, by praying at home, giving zakah, fasting in Ramadan and learning about Hajj.
 Perhaps the main reason why the family is important in Islam is because all Muslims try to follow the example of the Prophet Muhammad. Muhammad was married and had a family and so it is very important for Muslims also to marry and have a family.

QUESTION C
 A high mark answer because four reasons for family life being important in Islam are developed. A formal style of English is used and there is good use of specialist vocabulary – Five Pillars, prayer, zakah, Ramadan, hajj, example of the Prophet Muhammad.

Question D 'A religious wedding ceremony helps to make a marriage work.' 3 marks
 i Do you agree? Give reasons for your opinion. 3 marks
 ii Give reasons why some people may disagree with you. 3 marks
 i I do not agree because I believe that love is what makes a marriage work. It seems to me that just as many people who have a religious wedding ceremony get divorced as those who do not have a religious wedding ceremony. If you make a promise to stay with someone you love, you will not break that promise whether you make it to God as well or not. People who have affairs do not seem to think 'God will punish me for this'. So I disagree with the statement.
 ii Many Christians would disagree with me. They believe that a religious wedding ceremony helps to make a marriage work because the couple make promises to God to stay together and breaking that promise would be like lying to God. Also at the ceremony prayers are said by a priest asking God's blessing and so God will be helping to make the marriage work. Finally they get advice at the ceremony from the Bible and the priest about how to make the marriage work.

QUESTION D
 A high mark answer because it states the candidate's own opinion and backs it up with three clear reasons for thinking that a religious ceremony does not help to make a marriage work. It then gives three reasons for Christians disagreeing and believing that a religious ceremony does help to make a marriage work.

100

Commentary on high-mark answers helps students to achieve the highest grades

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Teacher's Resource Books are a complete teaching resource, essential for RS specialists and non-specialists alike. They include lesson plans and worksheets for each topic in the Student's Books, starters and plenaries for every lesson, end of section assessments, and mark schemes. They are fully photocopiable and accompanied by a CD-ROM containing editable Word files.

Pages from Religion and Life Teacher's Resource Book

Matters of life and death	
LESSON 7: TOPIC 2.5 THE NATURE OF ABORTION	
Lesson objectives <ul style="list-style-type: none">To investigate UK law on abortion.To explore why abortion is a controversial issue.	Lesson outcomes <p>By the end of the lesson students should be able to:</p> <ul style="list-style-type: none">explain why abortion is a controversial issueexplain their own opinion about abortionexplain why some people may disagree with them.
Prior learning <ul style="list-style-type: none">Topic 2.1 Christian beliefs about life after deathTopic 2.2 One religion other than Christianity and life after death	Resources <ul style="list-style-type: none">Student's Book pages 46-47Students' completed questionnaires (Homework Sheet 2)Starter Sheet 8Methodology for displaying the tally chart findings
10 mins	Starter activity <p>Give out a copy of Starter Sheet 8 to each student. This is a tally chart for the Abortion questionnaire they did for homework. Students should fill in their results and give feedback for each question in turn. During the feedback you should collate the responses to each question on the board.</p>
30 mins	Main activity <ol style="list-style-type: none">Ask students to read through the UK law on abortion on page 46 of the Student's Book and the abortion statistics, making a note of anything they are surprised at. This should give the teacher time to sort out and display the questionnaire results.Go to the questionnaire results and try to work out whether the results would justify a change in the law.Read through why abortion is a controversial issue on pages 46-47 of the Student's Book, allowing plenty of discussion.
5 mins	Plenary activity <p>Set the homework question and discuss the exam tip on page 47 of the Student's Book.</p>
Extension work <ul style="list-style-type: none">Differentiation by outcome should be possible.Question d from page 47 of the Student's Book could be given as an extra homework: 'Abortion is always wrong.'<ol style="list-style-type: none">Do you agree? Give reasons for your opinion.Give reasons why some people may disagree with you.An extra task could be to turn the tally chart findings into percentages, and to present these to the class in the next lesson.	Reinforcement work <p>If necessary, less able students could be paired with more able students for the starter activity and the first part of the main activity.</p>
Homework <p>Set question b from page 47 of the Student's Book: Do you agree with abortion? Give two reasons for your point of view.</p>	Assessment <p>Answers to the homework question marked according to the Edexcel mark scheme (Appendix 5).</p> ICT <ul style="list-style-type: none">In the starter activity students could add their results directly on to the interactive whiteboard.The interactive whiteboard could be used to put the tally chart findings into graphs.The Religion and Life Dynamic Learning CD-ROM provides additional suggestions for using ICT.

Lesson plans give a detailed structured lesson for each topic in the Student's Books

Matters of life and death	
SECTION 2 TEST	
SECTION 2: Matters of life and death	
Answer either question 1 or question 2	
1. a)	What is a near-death experience? (2 marks)
b)	Do you think Christians are right to believe in life after death? Give two reasons for your point of view. (4 marks)
c)	Explain why some people believe that the paranormal proves there is life after death. (8 marks)
d)	'The media should not criticise religious attitudes to matters of life and death.' <ol style="list-style-type: none">Do you agree? Give reasons for your opinion. (3 marks)Give reasons why some people may disagree with you. (3 marks)
In your answer you should refer to at least one religion.	
(Total: 20 marks)	
2. a)	What is quality of life? (2 marks)
b)	Do you think suicide is always wrong? Give two reasons for your point of view. (4 marks)
c)	Choose one religion other than Christianity and explain how its beliefs about life after death affect the lives of its followers. (8 marks)
d)	'Euthanasia is always wrong.' <ol style="list-style-type: none">Do you agree? Give reasons for your opinion. (3 mark)Give reasons why some people may disagree with you. (3 marks)
In your answer you should refer to at least one religion.	
(Total: 20 marks)	

End of section test and accompanying mark schemes allow for summative assessment

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Outstanding electronic resources

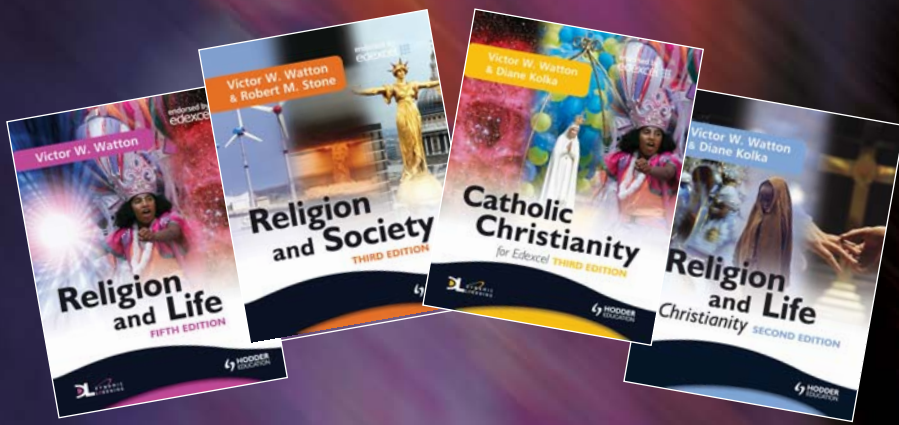
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