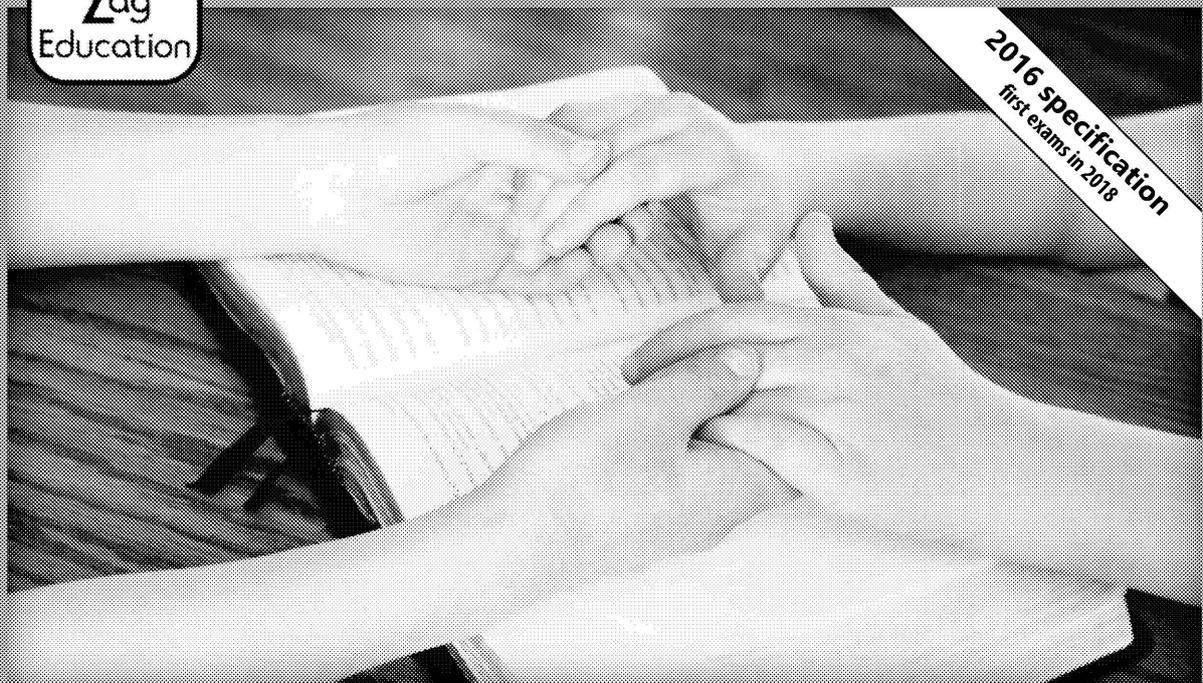




Religious Studies

GCSE (9–1) | AQA | 8062



Topic Tests

for GCSE AQA A Component 2
Theme B: Religion and Life

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Mark Scheme

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Teacher's Introduction

This resource consists of six topic tests covering the **GCSE AQA A Component 2**, specification. All aspects of the **3.2.1.2** specification points are covered.

Test	Specification Content
Test 1	3.2.1.2 Origins of the Universe
Test 2	3.2.1.2 Value of the Universe
Test 3	3.2.1.2 Origins and Value of Human Life
Test 4	3.2.1.2 Ethical Issues of Abortion and Euthanasia

The tests are designed to test students' knowledge and understanding, and enable strengths and weaknesses in certain areas. Each test covers a range of question types and there is a wide variety of stimulus material which aims to engage students and challenge them. These tests are **not** intended to mimic exam papers.

Each test is worth **40–46 marks** and takes about **45 minutes**, and is designed to fit into a 45-minute lesson.

Tests are provided in both write-on and non-write-on formats for flexibility of use.

Mark schemes for each topic test can be found at the back of this resource. For 'closed' questions, one answer is acceptable, indicative content has been provided. For 'open' and 'discuss' questions, marking criteria, indicative content and example answers have been included.

When to Use This Resource

This resource can be used at the end of the relevant unit to check and consolidate learning, either in class or as a homework task, or as a topic throughout the course or in the final revision period.

How to Use This Resource

The tests can be used individually in class or as a small group. They can also be used as a homework task. The tests can be quickly marked by students or the teacher, as the answers are provided. The teacher can make a note of their scores, which enables them to track progress.

The Benefits to the Student

Students can be confident that they have been tested on every aspect of the specification. At the end of the course, the student will know which areas they are strong in, and which require further work.

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Student Progress Grid

Test number	Topic	Area	Before completing the test			After completing the test	Score
			Not very confident	Average confident	Very confident		
1	Origins of the Universe	Religious accounts of creation					
		Scientific accounts of the origin of the universe					
		Religious responses to scientific theories					
2	Value of the Universe	Stewardship and dominion					
		Use and abuse of the environment					
		Use and abuse of animals					
3	Origins and Value of Human Life	Scientific theories of the origin of human life					
		Religious accounts of the origin of human life					
		Different concepts of the value of human life					
4	Ethical Issues of Abortion and Euthanasia	Abortion					
		Euthanasia					
		Religious responses to both ethical issues					

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Topic Test 1: Origins of the Universe

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1. What is meant by a 'religious truth'?

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2. What is meant by a 'scientific truth'?

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3. Use the words in the boxes underneath the paragraph to fill in the blanks.

There are many theories about the origin of the universe which can be divided into religious thought and **A** _____ theories. The most popular theory is known as the **B** _____ theory. This suggests that the world is **C** _____ years old. Before this event, scientists believe there was **D** _____ of existence. Next, there was a massive **E** _____ which created a large cloud of matter such as dust and gases. Following this, over a long period of time, the first forms of life and the **F** _____ as we know it began to develop. Early life forms began to develop **G** _____ of years ago. Following **H** _____ of the explosion, scientists believe that everything has since **H** _____ been expanding, putting the centre of the explosion as the centre of the universe. Scientists believe the universe continues to **I** _____ to this day, something which has been **J** _____ have proved based on various experiments.

For example, explosions are known to cause **J** _____ which has been observed in existence in space through what is known as background **K** _____. This would be considered to support the **L** _____.

Big Bang	expanded	microwave radiation	explosion
radiation	billions	world	expand

4. What is a more alternative scientific explanation?

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5. Where is the Christian account for the origin of the world found in the Bible?

.....

.....

6. How many accounts of creation are found here? Tick the correct option.



4	<input type="checkbox"/>
7	<input type="checkbox"/>
2	<input type="checkbox"/>
10	<input type="checkbox"/>

17	<input type="checkbox"/>
12	<input type="checkbox"/>
3	<input type="checkbox"/>
1	<input type="checkbox"/>

7. What do Christians believe that God created the world from?

.....

.....

8. What is meant by the term 'creationism'?

.....

.....

.....

9. a) Give the two forms of creationism.

1:

2:

b) Explain the two forms of creationism.

1:

2:

10. According to a young-earth creationist, how old is the earth?

.....

11. Describe three ways a religious person might interpret scientific theories of the universe.

1.

2.

3.

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Topic Test 2: Value of the Universe

1. Define the following keywords:

Term	Definition
Stewardship	
Dominion	
Responsibility	
Wonder	
Humanism	
Creation	

2. Where does the concept of stewardship come from? Tick the correct box.

Genesis	<input type="checkbox"/>	Leviticus	<input type="checkbox"/>	Revelation	<input type="checkbox"/>	John
---------	--------------------------	-----------	--------------------------	------------	--------------------------	------

3. Which of the following are environmental considerations? Tick the correct boxes.

Too many animals	<input type="checkbox"/>	Pollution	<input type="checkbox"/>
Global warming	<input type="checkbox"/>	Falling sea levels	<input type="checkbox"/>
Deforestation	<input type="checkbox"/>	Clarityn production	<input type="checkbox"/>
Holes in Ozone layer	<input type="checkbox"/>	Climate change	<input type="checkbox"/>
Intensive farming	<input type="checkbox"/>	Childcare	<input type="checkbox"/>

4. According to Genesis, on which of the days of creation were human beings made?

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5. a) What position do humans have in creation?

.....

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b) What is the purpose of creation?

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c) What does this mean?

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6. In the boxes provided, give the names of the concepts described.

a)	The continuous increase of the overall temperature of the earth as a result of human action
b)	The production of meat products to supply human needs using practices which could be considered to be unethical
c)	The consumption of the flesh of deceased animals
d)	The God-given responsibility of care over the earth and its creatures
e)	The use of non-human creatures to ensure that human food supplies are safe for human consumption

7. a) Give a Bible verse which applies to the role human beings hold in creation.



Source of the Bible verse:

b) In light of this verse, whose responsibility would religious people consider the protection of the environment to be?

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8. Give two ways dominion positively impacts the environment, and two ways it negatively impacts the environment.

Positive	
	

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Topic Test 3: Origins and Value of Human Life

1. Fill in the blanks using the words in the table below.

The origin of human life is one of the greatest mysteries of all time. The **A** _____ theory of where the world came from is **B** _____ theory. **A** is found in the Bible, in the **C** _____, in this account, the first humans (**D** _____ and Eve) are created **E** _____ of _____ days of creation. The largely popular scientific theory is known as **F** _____. This theory suggests that humans (all over the earth) are the product of a much more **G** _____ process. It was first posited in a book called 'On the **H** _____ of **I** _____', which was written by **J** _____. It posits a theory known as **J** _____ of the **K** _____ via **L** _____.

Because this is a theory of the origin of human life which does not require the existence of **M** _____, it is believed by some to be a **N** _____ religion.

Adam	Origin	gradual	in a theory	evolution
Species	disproves	creation	natural selection	fittest

2. In the space provided below, give the two religious approaches to interpreting the theory of evolution.

a)	b)
----	----

3. Who posited the theory of evolution?

.....

4. Explain the theory of evolution.

In your answer you should address the following points:

- The origins of the theory
- The concept of 'natural selection'
- The end result of the evolutionary process

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5. Which of the following options is the correct description of natural selection?

- a) Passing on only the best genes, such as speed or strength
- b) Animals specifically choosing mates based on their breeding
- c) Animals experiencing involuntary genetic mutations during their lifetime
- d) Genetic mutations being passed on through the generations if they give an advantage

6. Give and explain two religious responses to the theory of evolution.

1.

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2.

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7. Define the following terms:

Sanctity of life	
Quality of life	



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8. Fill in the blank in the sentence below.

'Sanctity of life and quality of life both put forward an idea of where the origins of human life comes from.'

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9. Fill in the blanks of the paragraph below using your knowledge.

'Many people believe that the theory of evolution has disproved A_____ however, many religious people happily accept modern scientific explanations of life, such as B_____. This is because they might interpret C_____ in the Bible as being _____ with the biblical narrative if viewed in this way. This way they can maintain _____ about the sanctity of life, e.g. as God still created it – just in a different way.'

10. Explain how the theory of evolution can affect ideas about God.

Your answer should include reference to Scripture.

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Topic Test 4: Ethical Issues of Abortion and

1. Define 'abortion'.

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2. Give three reasons a woman might consider having an abortion.

1.
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2.
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3.
.....

3. Define 'sanctity of life'.

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.....
.....

4. Define the following terms.

	Explanation
Pro-choice	
Pro-life	
Personhood	
Image of God	

5. Describe how someone might use sanctity of life arguments to oppose abortion.

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6. Describe how someone might use quality of life arguments to support abortion.

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7. Give two different religious viewpoints on abortion.

1.

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2.

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8. Describe a non-religious response to the issue of abortion.

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9. Give an example of a verse of Scripture which might be used to support sanctity of life regarding abortion.

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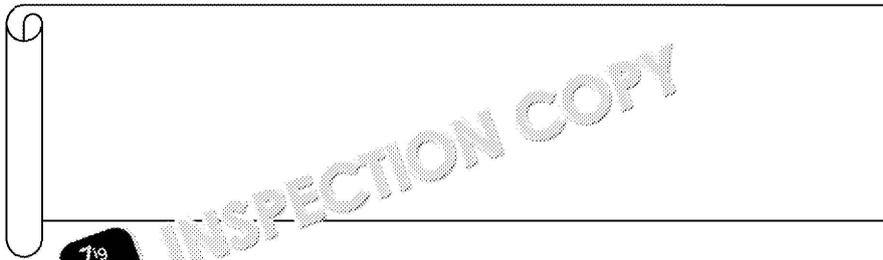
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10. Define the terms in the table below.

Term	Definition
Euthanasia	
Voluntary euthanasia	
Involuntary euthanasia	
Assisted suicide	
Active euthanasia	
Passive euthanasia	
Palliative care	
Do not resuscitate	
Double effect	

11. Give an example of a verse of Scripture which might be used to oppose euthanasia.



12. Give two reasons why Christians might oppose the practice of euthanasia.

1.
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2.
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13. Give two reasons why a non-religious person might support the practice of euthanasia.

1.
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2.
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14. What alternative to euthanasia might Christians promote, and why?

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15. 'Every person should have the right to die when and how they want to.'
Evaluate this statement.

Your answer should include:

- an example of two different views
- a reference to Scripture
- a reasoned conclusion

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Topic Test 1: Origins of the Universe

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1. What is meant by a 'religious truth'?
2. What is meant by a 'scientific truth'?
3. Copy and complete the paragraph using the words in the boxes underneath.

There are many theories about the origins of the universe which come from religious thought and **A** _____ theories. The most popular of these is the **B** _____ theory. This posits that the world is approximately 14 billion years old. Before this event, scientists believe there was **D** _____ in the universe. A massive **E** _____ creating a large cloud of matter started. Following this, over a long period of time, the first signs of life and the world we know it began to come into existence. Early life forms began to develop 3.8 billion years ago. From the central point of the explosion, scientists believe that the **H** _____ outwards, putting the centre of the explosion as the centre of the universe. Scientists believe that the universe continues to **I** _____ to this day. They believe they have proved based on various experiments.

For example, explosions are known to cause **J** _____, the existence of which has been observed in existence in space through what is known as background radiation. This would be considered to support the **L** _____.

Big Bang	expanded	microwave radiation	explosion	
radiation	millions	world	expand	

4. What is an alternative scientific explanation?
5. Where is the Christian account for the origin of the world found in the Bible?
6. How many accounts of creation are found here?

17	4	2	3	12	7	10
----	---	---	---	----	---	----

7. What do Christians believe that God created the world from?
8. What is meant by the term 'creationism'?
9. a) Give the two forms of creationism.
b) Explain the two forms of creationism.
10. According to a young-earth creationist, how old is the earth?
11. Describe three ways a religious person might interpret scientific theories of the origins of the universe.
12. Give and explain one way that the Big Bang theory might be used to support the origins of the world.
13. a) Define 'irreducible complexity'.
b) Explain one way 'irreducible complexity' might be used to support the Christian origin of the universe.
14. 'Religious theories about the origin of the world have been disproved by science.' Evaluate this statement.

Your answer should include:

- an example of two different views
- a reference to Scripture
- a reasoned conclusion

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Topic Test 2: Value of the Universe

1. Define the following keywords:

- Stewardship
- Responsibility
- Wonder
- Creation
- Dominion
- Awe
- Humanism

2. Where does the concept of new creation come from?

Genesis	Leviticus	Revelation	John	Samuel
---------	-----------	------------	------	--------

3. Which of the following are environmental considerations?

Too many animals	Pollution
Global warming	Falling sea levels
Deforestation	Clarityn production
Holes in Z-Zone layer	Climate change
Intensive farming	Childcare

4. According to Genesis, on which of the days of creation were human beings made?

- a) What position do humans have in creation?
- b) What is this known as?
- c) What does this mean?

6. Give the names of the concepts described:

- The gradual increase of the average temperature of the earth as the result of global warming
- The production of meat products to supply increased demand, leading to ethical considerations
- The disposal of the flesh of deceased non-human creatures
- The given responsibility of care over the environment
- The use of non-human creatures to ensure that cosmetics and medical products are available for human consumption

- a) Give a Bible verse which applies to the role human beings hold in creation.
- b) In light of this verse, whose responsibility would religious people consider the environment to be?

8. Give two ways dominion positively impacts the environment, and two ways it negatively impacts the environment.

- a) Give two ways animals are used within society to benefit humans.
- b) Give two ethical considerations concerning human use of animals.

10. Give two ways a religious person might respond to the use of animals towards human consumption.

11. What is a 'vegetarian'?

12. Explain how religious beliefs about stewardship might influence the way religious people might respond to the use of animals towards human consumption. Refer to Scripture in your answer.

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Topic Test 3: Origins and Value of Human Life

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1. Copy and complete the paragraph using the words in the boxes underneath.

The origin of human life is one of the greatest mysteries of all time. The theory of where the world came from is known as **B** _____ theory and the Book of **C** _____. In this account, the first humans (**D** _____ **E** _____) were created as part of the six days of creation. The largely popular theory of **F** _____ theory suggests that humans (along with all other species on earth) are the product of a much more **G** _____ process. It was first proposed in a book called 'On the Origin of **I** _____', which was first published in 1859 and is now known as **J** _____ of the **K** _____ via **L** _____. Because this is a theory of the origin of human life which does not have any religious basis, it is believed by some to be a theory which **N** _____ the existence of **M** _____.

Adam	Origin	gradual	instantly	evolution
Species	disproves	creation	natural selection	fittest

2. Give the two religious approaches to interpreting the creation story.
3. Who posited the theory of evolution?
4. Explain the theory of evolution.

In your answer you should address the following points:

- The origins of the theory
- The concept of 'natural selection'
- The end result of the evolutionary process

5. Which of the following options is the correct description of natural selection?
- a) Passing on only the best genes, such as speed or strength
 - b) Animals spending time choosing mates based on their breeding
 - c) Animals experiencing involuntary genetic mutations during their lifetime
 - d) Genetic mutations being passed on through the generations if they give an organism an advantage

6. Give and explain two religious responses to the theory of evolution.

7. Define the following terms:

- Sanctity of life
- Quality of life

8. Copy and complete the sentence below.

'Sanctity of life and quality of life both put forward an idea of where the human life comes from.'

9. Copy and complete the paragraph below using your knowledge.

*'Many people believe that the theory of evolution has disproved **A** _____. Many religious people happily accept modern scientific explanations of **B** _____. This is because they might interpret the account of **C** _____ in the Bible as being a metaphor which fits with the biblical narrative of creation. They do not maintain biblical ideas about the sanctity of human creation – just in a different way.'*

10. Explain two ways the theory of evolution can affect ideas about God.

Your answer should include reference to Scripture.

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Topic Test 4: Ethical Issues of Abortion and

1. Define 'abortion'.
2. Give three reasons a woman might consider having an abortion.
3. Define 'sanctity of life'.
4. Define the following terms
 - Pro-choice
 - Pro-life
 - Period of viability
 - Image of God
5. Describe how someone might use sanctity of life arguments to oppose abortion.
6. Describe how someone might use quality of life arguments to support abortion.
7. Give two different religious viewpoints on abortion.
8. Describe a non-religious response to the issue of abortion.
9. Give an example of a verse of Scripture which might be used to support sanctity of life regarding abortion.
10. Define the terms below.
 - Euthanasia
 - Voluntary euthanasia
 - Involuntary euthanasia
 - Assisted suicide
 - Active euthanasia
 - Passive euthanasia
 - Palliative care
 - Do not resuscitate
 - Double effect
11. Give an example of a verse of Scripture which might be used to oppose euthanasia.
12. Give two reasons Christians might oppose the practice of euthanasia.
13. Give two reasons why a non-religious person might support the practice of euthanasia.
14. What alternative to euthanasia might Christians promote, and why?
15. 'Every person should have the right to die when and how they want to.'
Evaluate this statement.

Your answer should include:

- an outline of two different views
- a reference to Scripture
- a reasoned conclusion

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Mark Scheme

Topic Test 1: Origins of the Universe

1. **1 mark for a basic but correct answer, 2 marks for a detailed and correct answer.**
A 'religious truth' comes from a deity; it is hard to measure and answers more subjective 'why' we are here, and what is and is not moral.
2. **1 mark for a basic but correct answer, 2 marks for a detailed and correct answer.**
A scientific truth comes from a testable hypothesis. It should have evidential support to questions which posit testable conclusions, i.e. how and what.
3. A) science B) Big Bang C) 20 billion D) nothing E) explosion F) world G) millions H) billions I) radiation J) microwave radiation L) Big Bang
4. The steady state theory / The pulsation hypothesis theory
5. The Book of Genesis / Genesis 1 or 2
6. 2
7. Nothing
8. Creationism is the belief that the religious account of creation as told in the book of Genesis is a factual historical account of the way the world came to be (1).
9. a) 1: Old earth 2: Young earth (Answers could be either way around)
b) 1: Old-earth creationists believe that the earth is as old as science states, but that it was created as is by God.
2: Young-earth creationists believe that the earth is much younger than science states, and would place it as being thousands of years old rather than billions.
10. Six thousand years old
11. **For each part, 1 mark for a basic answer; 2 marks for a detailed answer, for a total of 6 marks.**
Answers should include the following content; however, alternative and relevant information is also acceptable.
 - A religious person might consider scientific theories to be compatible with religious creation – for example, they might see the 'yoms' referred to within the Book of Genesis as thousands rather than days. These fit well with the scientific account of creation; therefore, they are compatible.
 - A religious person who holds a creationist standpoint may reject scientific theories because they do not fit with the biblical narrative.
 - Others might consider the idea of the biblical narrative to merely be a nice story that explains the world through the Big Bang.
12. **1 mark for a basic answer; 2 marks for a detailed answer.**
Answer could include the following content; however, alternative and relevant information is also acceptable.
 - The Big Bang theory gave scientific basis for the idea that the world came from a single point to the biblical idea that the world was created through one single event of creation.
 - The Big Bang theory gave scientific basis for the religious idea that the world came from nothing.
13. **1 mark for a basic answer; 2 marks for a detailed answer.**
 - a) Irreducible complexity is the idea that some parts of life (such as the eye, for example) are so complex that they cannot possibly be the result of random chance – so they must have been designed.
 - b) Irreducible complexity supports the Christian idea of the origin of the universe. Irreducible complexity (e.g. a human eye) could not be the result of random chance concepts of the Big Bang (or even evolution), but rather argues that the complexity points to an intentional designer (God).

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14. **Marks should be awarded as follows:**

- 1 mark should be given for a basic but correct reference to a first way religious scientific theories of the origins of the world; 2 marks should be given for a detailed reference.
- 1 mark should be given for a basic but correct reference to a second way religious scientific theories of the origins of the world; 2 marks should be given for a detailed reference.
- 1 mark should be given for reference to Scripture.
- 1 mark should be given for a reasoned conclusion.

Answer could include:

- The largely considered religious theory regarding the origin of the world is creation. The Bible contains the story of God creating the world in six days, from nothing.
- The scientific theory that is widely accepted is the Big Bang theory. This is a theory that says that there was a massive explosion of matter, from which the matter which we see today was created.
- The Big Bang theory offers a plausible way to explain the origin of the world which has traditionally been the accepted way of explaining the existence of the universe. However, many people consider the Big Bang theory to have disproved God.
- However, Genesis 1:1 (the account of creation) contains an account of the world being created in history. This is supported by the Big Bang theory, rather than contradicted.
- The same can be said of the fact that the Big Bang theory supports the religious theory that before the point of the beginning (whether creation or Big Bang) there was nothing.
- While science provides the how, religion can be argued to provide the 'why' – and there is no reason why the two theories must be mutually exclusive. Indeed, they might argue that they are complementary.
- Therefore, it is not possible to say that scientific theories have disproved religious theories.

Allow any other valid point(s).

Topic Test 2: Value of the Universe

1. The definitions might be given as follows:

Term	Definition
Stewardship	The responsibility of humans to look after the earth
Dominion	The position of human beings as being the apex of creation
Responsibility	The idea of having a duty to perform certain actions
Awe	The inspiration of amazement at the nature of creation
Wonder	The inspiration of a sense of immense power which creates awe
Humanism	A secular ethical system
Creation	The religious theory of the origin of the world which posits that God created the world

- Genesis
- The following boxes should be ticked: Pollution, Climate change, Global warming, Intensive farming, Deforestation
- Sixth/last
- The position of human beings in creation is at the top of creation – being the most highly appointed by God.
 - This is known as dominion.
 - This means humans have the responsibility to look after the world.
- Global warming
 - Intensive farming
 - Eating meat
 - Stewardship
 - Testing on animals
- Students should give a relevant Bible verse here; this is most likely to be Genesis 1:26. *The Bible said, 'Let us make mankind in our image, in our likeness, so that they may rule over the fish in the sea and the birds in the sky, over the livestock and all the wild animals, and over all the earth.'*
 - In light of this, religious people would consider the care of the world and the environment as a responsibility of human beings.

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8. Students could give any of the following concepts in the table below. Any other correct answer should also be accepted.

<i>Positive</i>	
<ul style="list-style-type: none"> • People feeling they have the duty to care for the world • People feeling they have the duty to responsibly use resources • People feeling they have the duty to care for animals 	<ul style="list-style-type: none"> • People feeling the (e.g. animals) for • People feeling the creation, they are environment

9. a) Students should give any of the following content, including but not limited to:
- Testing for meat
 - Testing for medical purposes
 - Testing for cosmetic purposes
 - Farmed for materials (e.g. leather/wool)
- b) Students should give any of the following content, including but not limited to:
- Happiness of animals
 - Life quality of animals
 - Painful nature of death
 - Speciesism
10. Answers could be either way around:
- a) Some Christians might believe that treatment of animals in a negative way is why there is a campaign against animal cruelty. They might alternatively choose not to eat meat products.
- b) Some Christians might believe that treatment of animals in a negative way is because of God's dominion over the animals and, therefore, God has given them to humans to look after.
11. A vegetarian is an individual who does not eat meat.
12. Marks should be given as follows:
- 1 mark should be given for a basic but correct reference to a way stewardship is practiced.
 - 2 marks should be given for a detailed and correct reference.
 - 1 mark should be given for a basic but correct reference to a second way stewardship is practiced.
 - 2 marks should be given for a detailed and correct reference.
 - 1 mark should be given for a reference to Scripture.

Answer could include:

- Stewardship is a Christian concept – it comes from the idea of dominion of humans over the rest of creation. This responsibility is, in part, a contributing factor to their approach towards the way they care for the planet, a gift from God which we must care for and pass on to the next generation in a similar way to that from the previous generation.
- The concept of stewardship is found in the book of Genesis 1:28 as it is considered the responsibility of human beings – ‘and have dominion over the fish of the sea and over the birds of the air and over every living thing that moves upon the earth’.
- One way this might manifest is the specific efforts towards environmental preservation. Some people might specifically campaign for environmental efforts, e.g. working with Greenpeace. They might put an emphasis on environmental issues in their local church, or petition their local government to be environmentally friendly policies.
- Another way this might manifest is their approach towards the treatment of animals. Some Christians might see the duty of stewardship a call to ensure fair treatment of animals, with a focus on their rights. For example, they might campaign against animal testing (whether for medical or cosmetic purposes). They may also be opposed to the eating of animals, or intensive farming.

Allow any other valid point(s).

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Topic Test 3: Origins and Value of Human Life

1. A) Christian B) creation C) Genesis D) Adam E) instantly F) evolution G) gradual H) Origin I) natural selection J) survival K) fittest L) natural selection M) God N) disproves
2. a) Literal b) Metaphorical
(Please note that these answers could be given either way round)

3. Charles Darwin

4. For each bullet point in the question, 1 mark should be awarded for a basic explanation and 1 mark for a detailed explanation.

Students could answer with the following details; however, any accurate answer should be accepted.

- Evolution is a theory put forward by Charles Darwin in his book *On the Origin of Species*.
- It explains that life as we know it is as the result of a series of genetic mutations which are passed on to the next generation.
- These genetic mutations are advantageous – e.g. the different sizes of beaks of finches.
- These genetic mutations allowed these animals to thrive better than others – those with the most advantageous mutation survived, bred, passing on this genetic mutation.
- Those who did not have this mutation did not thrive and, therefore, were unable to pass on their mutation.
- This is known as the survival of the fittest, via natural selection.
- Eventually, this genetic mutation becomes part of the animals' genetic make-up.

5. d) Genetic mutations being passed on through the generations if they give an animal an advantage.

6. 1 mark should be given for a basic explanation of a response, 2 marks should be given for a detailed explanation of a response.

Students could answer with the following details; however, any accurate answer should be accepted.

- One religious response to the theory of evolution is to reject the theory – many believe that because the theory of evolution possibly negates the existence of God and because the scientific narrative of creation, it is wrong as it contradicts the word of God.
- One religious response to the theory of evolution is to accept it, as some religious people believe that if there is evidence of an intelligent designer, they might argue, that a world with such a complex system would have a designer, which could be God. Indeed, the scientific theory of evolution is seen as evidence of an intelligent designer if the approach is taken of seeing the days of creation as long periods of time.

7. Students could give the following definitions:

Sanctity of life	Sanctity of life is the idea that life is a gift from God which should be protected.
Quality of life	This is the idea that the value of life comes from an individual's experiences of a variety of things in life.

8. Value

9. A) God B) evolution C) creation D) metaphor
Any other relevant/correct answer should be accepted.

10. Marks should be awarded as follows:
 - 1 mark should be given for a basic but correct reference to a way evolution might have occurred.
 - 2 marks should be given for a detailed and correct reference to a way evolution might have occurred.
 - 1 mark should be given for a basic but correct reference to a second way evolution might have occurred.
 - 2 marks should be given for a detailed and correct reference to a second way evolution might have occurred.
 - 1 mark should be given for a correct reference to Scripture.

Answers could include the following details:

- Evolution is a scientific theory regarding the origin of human life.
- It explains that the way in which creatures have come to be is the result of a series of genetic mutations which have occurred slowly over a period of millions of years. The creatures with the most advantageous mutations survived, thrived and reproduced, passing on their genetic code.
- Those without did not, and, therefore, gradually these advantageous mutations became the norm.
- This can have two main effects on ideas about God – firstly, many consider the theory of evolution to be evidence that disproves, ideas of God.

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- Evolution offers an explanation for the reality of human beings and other creatures, removing the necessity for using God as an explanation, as had been the traditional way of explaining their existence.
- However, it cannot be said that evolution completely disproves the idea of God. Some people find the theory of evolution to be compatible with God.
- Indeed, many religious people have come to accept the theory of evolution as evidence of the intelligence of God's design for the world.
- It follows that an intelligent God would create an intelligent world, with creaturely environments and, therefore, this would fit with the idea of an all-knowing God.
- Other religious people might point out that the story of creation could be consistent with the theory of evolution. The Hebrew word for 'day' in Genesis 1:5 ('...and there was evening...and there was morning...') is translated as 'yom', meaning a 24-hour period, which might support the slow-changing nature of evolution. The issue of the exact nature of the creation of humans.
- Therefore, while the theory of evolution has successfully communicated a theoretical possibility of the existence of human beings without the need for God, it cannot be said that it disproves the existence of a God in the creation of human beings and other creatures.

Allow any other valid point(s).

Topic Test 4: Ethical Issues of Abortion and Euthanasia

1. Abortion is the medical termination of a pregnancy.
2. **Students could give any of the following options; however, any correct answers should be accepted.**
 - Unplanned pregnancy
 - Pregnancy as the result of rape
 - Pregnancy as the result of Incest
 - Pregnancy as the result of an abusive relationship
 - Socio-economic circumstances
 - Pregnant woman not prepared to be a parent
 - Impact on existing children
 - Foetal abnormality
 - Medical condition (of mother)

3. **1 mark should be given for a basic answer; 2 marks should be given for a detailed answer.** The idea of the sanctity of life is the concept that life is a gift from God which can only be given away by God and is, therefore, sacred.

4. **Answers should include the following details:**

Term	Explanation
Pro-choice	This is the viewpoint on abortion which emphasises the importance of allowing women to make the choice regarding her body and the continuation of the pregnancy.
Pro-life	This is the viewpoint on abortion which emphasises the importance of allowing human life to exist without having its gestation ended.
Personhood	This is the idea of whether or not a being is considered to be a person and is afforded the associated rights.
Image of God	This is the idea, communicated in the Bible, that each human being is created in the image of a deity who created them.

5. **Students should be given 1 mark per valid point (up to a maximum of three). Answers should be given in their own words; however, any relevant arguments should be accepted:**

Someone who believes in the sanctity of life might oppose abortion and use arguments against it; they would believe that human life begins at conception and that it is sacred. The killing of a human being is considered to be murder, and a violation of the sanctity of life. Therefore, if life begins at conception, abortion would be considered to be wrong.

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6. **Students should be given 1 mark per valid point. Answers should include the following argument should be accepted:**
 Someone might use quality of life arguments to argue for the necessity of abortion for the mother, and the quality of life for the foetus. For example, should the quality of life be reduced as a result of the continuation of the pregnancy (e.g. due to mental distress), abortion to be justifiable. In the same way, if the child is expected to suffer a poor quality of life (e.g. due to disabilities), then it might be considered more loving to end the pregnancy.
7. **For each viewpoint, 1 mark should be given for a basic answer; 2 marks should be given for a detailed answer. Answers should include the following points; however, any two religious viewpoints should be accepted:**
- The Roman Catholic Church teaches that abortion is a sin and cannot be justified in the instance that a woman would save the life of the mother. This is because the sanctity of life is integral to its religious teaching.
 - The Church of England considers abortion to be a moral evil, but justifiable in some circumstances where it is considered to be the lesser of two evils; for example, when the continuation of the pregnancy would lead to the death of both mother and foetus.
8. **1 mark should be given for a basic answer; 2 marks should be given for a detailed answer. Answers could include the following; however, any relevant response should be accepted:**
 Non-religious opinions will differ largely depending on the individual; however, non-religious humanism, put forward the argument that the emphasis should be laid on the well-being of the individual, rather than the quality of life of both the mother and the foetus, rather than the sanctity of life of the individual to make the decision regarding having an abortion.
9. Students could include any relevant Bible verse. An example is given below (Psalm 139:13-14)
'For you created my inmost being; you knit me together in my mother's womb. I praise you, O Lord, for I am fearfully and wonderfully made'
10. The table should be completed with the following definitions. Different (but accurate) definitions should also be accepted.

Term	Definition
Euthanasia	The intentional act of ending the life of an individual, usually to relieve suffering (e.g. due to a terminal illness).
Voluntary euthanasia	This is when an individual actively seeks to have their life ended.
Involuntary euthanasia	This is when an individual is unable to give consent for their life to be ended, and the decision is given by next of kin in the best interest of the individual.
Assisted suicide	This is when an individual seeks the means to end their own life, but does not do so themselves.
Active euthanasia	This is the form of euthanasia in which an individual intentionally administers fatal drugs in order to end the life of an individual.
Passive euthanasia	This is the act of ceasing medical treatment for an individual, allowing them to die naturally.
Palliative care	This is holistic end of life care with a focus on pain relief.
Do not resuscitate	This is a specific order which can be requested, which means that medical staff should not attempt to revive a patient if their heart stops beating.
Double effect	This is an unintended consequence of an action in addition to the intended effect. For example, the result of administering pain relief to a patient is to relieve their pain, but it may also result in the death of the patient.

11. Students could give any relevant verse of Scripture.
 An example is given below (Exodus 20:15), which states, 'You shall not kill'.
12. Students should give any two relevant reasons, including but not limited to:
- The idea of the sanctity of life
 - The idea that only God should take away life
 - The idea that it is wrong to kill
 - The idea that palliative care should instead be emphasised

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13. Students could give any two relevant reasons, including but not limited to:
- The idea that individuals have the right to decide how to end their life
 - The idea that it is a mercy killing (i.e. it is kinder to end the suffering)
 - The idea of preserving dignity in death
14. **1 mark should be given for a correct alternative; 1 mark for basic explanation / 2 marks for detailed explanation**
 Students could give any of the following details:
 The alternative largely promoted by Christians to euthanasia is that of palliative care, which is holistically caring for the individual via both pain relief and pastoral care. This was considered to value the life of the individual, as well as being caring towards the sick, as exemplified in the life of Jesus.
15. **Marks should be given as follows:**
- 1 mark should be given for a basic but correct reference to a view on the issue of euthanasia, and 1 mark should be given for a detailed and correct reference.
 - 1 mark should be given for a basic but correct reference to a second view on the issue of euthanasia, and 1 mark should be given for a detailed and correct reference.
 - 1 mark should be given for a relevant Scripture verse.
 - 1 mark should be given for a reasoned conclusion.

Answer could include:

- The idea of the right to die is an argument often used by those who are proponents of euthanasia, which is the intentional medical intervention intended to end the life of an individual, usually as a result of a chronic illness.
- Many people, such as non-religious campaign groups, feel that every individual has the right to control their own body and the idea of personal autonomy. Your body is yours and, therefore, it should be your choice to end your life.
- They might argue that the quality of life of the individual is the most important factor. If an individual is unduly suffering then it cannot be considered to be in their best interests to allow them to continue to live. If unbearable pain then surely they have the right to die in a dignified manner rather than suffering from their disease or condition.
- Some religious people disagree, however, citing what is known as the sanctity of life. They might argue that life is sacred and, therefore, it can only be ended by God and should be upheld and respected even if it is difficult to live.
- They might also cite religious Scriptures such as Exodus 20:15 as being opposed to the direct commandment of 'You shall not kill'.
- Such people might consider palliative care to be an alternative which they might prefer. Palliative care is care which is focused on relieving the pain of the individual. This upholds the teaching of Christ and, therefore, might be considered to be a preferable option for religious people.
- To conclude, not all people agree that individuals have the right to die how and when they want and currently illegal to practise euthanasia in the United Kingdom.

Allow any other valid point(s).

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