



RS.TC7 Religious Upbringing and Its Influence on Belief in God

Total Marks

AQA 8062 · Calculators not allowed · about 50 minutes

Name: _____ Date: ____ / ____ / ____

Answer ALL questions. Show all your working.

- 1** Which one of the following best defines 'religious upbringing' as used in Theme C: the ways a child is brought up within a faith context?

- ☐ A. The formal instruction of theology at university level
- ☐ B. The process by which a child is raised within a set of religious practices, beliefs and values
- ☐ C. A legal obligation to follow religious law
- ☐ D. A one-off religious experience that changes belief

(Total for Question 1 is 1 mark)

- 2** Define the term 'upbringing' in the context of how families influence religious belief.

(Total for Question 2 is 1 mark)

- 3** Give two ways parents or guardians can directly influence a child's belief in God in a religious upbringing.

(Total for Question 3 is 2 marks)

- 4** Outline three ways a local religious community, faith school and rites of passage together might shape belief in God. Give short points for each setting.

(Total for Question 4 is 3 marks)

- 5** Explain two ways participating in regular worship and festivals during childhood might affect a person's belief in God.

(Total for Question 5 is 4 marks)

- 6** Explain two ways a non-religious or secular upbringing might lead someone to disbelieve in God. Refer to a sacred writing or another source of belief or teaching in your answer.

(Total for Question 6 is 5 marks)

- 7** Give three short reasons why a child raised with mixed-faith parents might have a different pattern of belief than a child raised in a single-faith home.

(Total for Question 7 is 3 marks)

- 8** State two symbols commonly used in the rites of passage for children in religious upbringing, and briefly explain what each symbol represents.

(Total for Question 8 is 4 marks)

- 9** Explain two reasons why faith schools might be effective at maintaining belief in God among pupils.

(Total for Question 9 is 4 marks)

- 10** Explain two contrasting religious views about the value of a religious upbringing. You must refer to a sacred writing or other source of belief or teaching in your answer.

(Total for Question 10 is 5 marks)

- 11** Explain the importance of parental modelling and community reinforcement in forming religious belief.

(Total for Question 11 is 6 marks)

- 12** Evaluate the view that a religious upbringing is the biggest influence on belief in God. In your answer you should: give reasoned arguments to support this view, give reasoned arguments to support a different point of view, refer to religious arguments and reach a justified conclusion. Include up to 3 marks for spelling, punctuation and grammar.

(Total for Question 12 is 15 marks)

Mark scheme · RS.TC7 Religious Upbringing and Its Influence on Belief in God

Question 1

- **B1** option B, the process by which a child is raised within a set of religious practices, beliefs and values, cao
- **Answer: B**

Question 2

- **B1** a brief statement that upbringing is the way a child is raised by parents/guardians including habits, values and teaching, oe
- **Answer: Upbringing is the way a child is raised by parents or guardians, including the habits, values and teaching they receive.**

Question 3

- **B1** point 1: parents model religious practice such as prayer or worship, oe
- **B1** point 2: parents teach religious beliefs and tell stories from their tradition, oe
- **Answer: Any two: parents model religious practice such as prayer or worship; parents teach religious beliefs and tell stories from their tradition.**

Question 4

- **B1** outline point about the local religious community, for example: community provides role models and peer reinforcement, oe
- **B1** outline point about faith school, for example: faith school teaches religious knowledge and routines, oe
- **B1** outline point about rites of passage, for example: rites of passage give public signs of commitment and identity, oe
- **Answer: E.g. community provides role models and peer reinforcement; faith school teaches religious knowledge and routines; rites of passage give public signs of commitment and identity.**

Question 5

- **B1** point 1: regular worship can normalise belief and make religious practices a habit, oe
- **B1** development: this habit can strengthen conviction and identity, making belief more likely to continue into adulthood, oe
- **B1** point 2: festivals provide memorable communal experiences that attach positive emotions to faith, oe
- **B1** development: such emotional memories can be recalled later and support a lasting belief in God, oe
- **Answer: E.g. worship normalises belief and makes practice habitual, strengthening identity; festivals create memorable emotional experiences that support continued belief.**

Question 6

- **B1** point 1: a secular upbringing may give priority to scientific explanations and critical thinking, reducing reliance on supernatural explanations, oe
- **B1** development: this may lead to scepticism about religious claims if natural explanations are taught as authoritative, oe
- **B1** point 2: lack of participation in religious rites and community can mean there is no social reinforcement of belief, oe
- **B1** development: without ritual and community support, belief may weaken and be replaced by secular worldviews, oe
- **B1** reference: a relevant source made accurately, for example citing Luke 18:16-17 or Proverbs 22:6 as a contrast where scripture emphasises early religious formation, oe
- **Answer: E.g. secular upbringing emphasises scientific and critical explanations which can reduce belief; lack of rites and community removes social reinforcement. Reference might note Proverbs 22:6 which contrasts by advising early religious formation.**

Question 7

- **B1** different practices at home leading to confusion or choice between faiths, oe
- **B1** exposure to more than one set of beliefs, increasing tolerance or scepticism, oe
- **B1** increased likelihood of choosing no religion or a blended identity, oe
- **Answer: Any three: mixed practices causing confusion or choice; exposure to multiple beliefs increasing tolerance or**

Question 8

- **B1** symbol 1: water in baptism or naming ceremonies, oe
- **B1** meaning 1: represents cleansing, new life or initiation, oe
- **B1** symbol 2: a candle or light, oe
- **B1** meaning 2: represents guidance, presence of God or enlightenment, oe
- **Answer: E.g. water in baptism (cleansing, new life); candle or light (guidance, presence of God).**

Question 9

- **B1** point 1: faith schools include religious teaching in the curriculum, providing knowledge and reasons for belief, oe
- **B1** development: regular religious education lessons can reinforce belief and provide answers to doubts, oe
- **B1** point 2: the school environment often includes worship and community life which normalises faith, oe
- **B1** development: daily acts of worship and a peer culture of faith make religious commitment a lived experience, oe
- **Answer: E.g. religious teaching gives reasons and knowledge which can address doubts; school worship and community life normalise faith and create lived experience.**

Question 10

- **B1** view 1: many religious traditions value religious upbringing as essential for moral formation and faith, oe
- **B1** development: for example Proverbs 22:6 advises to 'train up a child' which is often used to support early religious formation, oe
- **B1** view 2: some believers accept that faith must be personal and may argue forced upbringing is not sufficient, oe
- **B1** development: this view may point to teachings that faith must be a freely made choice and that true belief comes from personal conviction, oe
- **B1** reference: an accurate reference to a sacred writing or teaching is present, oe
- **Answer: Contrast e.g. Proverbs 22:6 supporting early training and moral formation versus the view that faith must be freely chosen and internalised to be genuine.**

Question 11

- **Level 3** (5-6): A clear, well-structured explanation that explains both parental modelling and community reinforcement with developed reasons and links to how these support sustained belief.
- **Level 2** (3-4): A reasonable explanation that addresses parental modelling and community reinforcement with some development, though explanations may be partial.
- **Level 1** (1-2): A few simple relevant points about parental modelling or community reinforcement with little or no development.
- **Level 0** (0): No relevant material.
- **Indicative content:**
 - Parental modelling shows children how to live out belief through actions such as prayer, charity and worship, making belief tangible.
 - Parents name and explain beliefs and respond to questions, which provides cognitive reasons and narratives that support faith.
 - Community reinforcement offers shared rituals, peer support and public affirmation, which normalise belief and reduce social pressure to abandon it.
 - Role models in the community, such as religious leaders and older peers, demonstrate lived faith and offer mentoring.
 - Absence of modelling or community can leave children without reinforcement, increasing the chance of secularisation.

Question 12

- **Level 4** (10-12): A balanced and well argued evaluation that gives clear reasons for and against the view, uses religious and non-religious arguments appropriately, and reaches a justified conclusion. Arguments are well organised and supported by appropriate examples or sources.
- **Level 3** (7-9): A good evaluation that gives reasons for and against the view with some reference to religious and non-religious arguments and a supported conclusion, though development may be uneven.
- **Level 2** (4-6): A limited evaluation offering simple reasons for and/or against the view. Some attempt at a conclusion is made, but arguments lack depth or balance.
- **Level 1** (1-3): One or two simple statements relevant to the question with little or no development, and no real conclusion.
- **Level 0** (0): No relevant material.
- **Indicative content:**
 - Arguments supporting the view: parental teaching and modelling are powerful social and psychological influences, often determining early belief patterns; ritual and community reinforcement make belief a lived habit and part of identity.
 - Religious argument in support: scriptures such as Proverbs 22:6 are used to justify early religious formation and suggest upbringing shapes lifelong faith.
 - Counter-arguments: belief is also influenced by education, personal reasoning, life events, and scientific worldview which can overturn an early upbringing.
 - Non-religious argument: a secular education or critical thinking skills can encourage scepticism and lead to non-belief despite a religious home.
 - Other factors: charismatic personal experience, intellectual arguments, social mobility, and mixed-faith households can all alter or replace upbringing influence.
 - Conclusion guidance: a balanced conclusion might accept that upbringing is often the strongest early influence but not always the biggest lifelong determinant, because other powerful influences can change belief later in life.