

**GCSE
RELIGIOUS STUDIES A
8062/2B**

Paper 2B: Thematic studies (including textual studies)

Mark scheme

June 2019

Version: 1.1 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Levels of response marking

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of students' responses. To facilitate this, levels of response marking has been devised for many questions.

Levels of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

If a student demonstrates knowledge, understanding and / or evaluation at a certain level, he / she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine**

religious studies skills. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a student’s response.

Levels of response mark schemes include either **examples** of possible students’ responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully, responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Lead Examiner.

In questions where credit can be given to the development of a point, those developments can take the form of:

- **Example or evidence**
- **Reference to different views**
- **Detailed information.**

Spelling, Punctuation and Grammar (SPaG)

Spelling, punctuation and grammar will be assessed in 12-mark questions.

Spelling, punctuation and grammar (SPaG) will be assessed against the following criteria:

Level	Performance descriptor	Marks awarded
High performance	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate 	3
Intermediate performance	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate 	2
Threshold performance	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate 	1
No marks awarded	<ul style="list-style-type: none"> • The learner writes nothing • The learner’s response does not relate to the question • The learner’s achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning 	0

0 1

Theme A: Relationships and families

0 1 . 1

Many religious people live in nuclear families.

Which one of the following best describes a nuclear family?

[1 mark]

- A A couple living in their parents' home**
- B A couple without children**
- C A couple with children**
- D A couple living with children and grandparents**

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

Answer: C: A couple with children

0 1 . 2

Give two religious teachings about gender discrimination.

[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

One mark for each of two correct points.

Students may include two of the following points, but all other relevant points must be credited:

Historical interpretations of religious teachings have led to men taking the lead in many aspects of religion, for example leading worship / traditionally many religious believers would argue that male leadership is scriptural, so argue that it is not discriminatory, however many religious believers may now challenge the interpretation of particular scriptures / traditional views of roles within the family may be used, for example 'Men work, women stay at home' as examples of gender discrimination men and women have different but complementary roles, they are viewed as equal but different. gender discrimination is being challenged as for example more women become ministers and bishops in some sections of Christianity and rabbis in sections of Judaism / men and women are created in the image of God, so discrimination is wrong / 'If a man denies the possibility of enlightenment of women then his own enlightenment is impossible.' (Lotus Sutta) / 'The things which separate and divide people – race, religion, gender and social position are all illusory.' (Dhammapada 6) / 'Waheguru is neither male nor female' (Guru Granth Sahib) / 'All men and women are equal. We are the children of one God.' (Guru Granth Sahib 611) / 'People we created you all from a single man and a single woman.' (Quran) / 'There is neither Jew nor Greek, male nor female, slave nor free for all are one in Christ Jesus.' (Galatians 3:28) / 'Where women are honoured there the gods are pleased.' (Manu 3:56) / 'I look upon all creatures equally.' (Bhagavad Gita 9:29), etc.

0 1 . 3 Explain two contrasting religious beliefs about unmarried couples living together (cohabitation).

In your answer you must refer to one or more religious traditions.

[4 marks]

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs.

First contrasting belief

Simple explanation of a relevant and accurate contrast – 1 mark
Detailed explanation of a relevant and accurate contrast – 2 marks

Second contrasting belief

Simple explanation of a relevant and accurate contrast – 1 mark
Detailed explanation of a relevant and accurate contrast – 2 marks

If similar beliefs are given only **one** of them may be credited up to 2 marks max.

Detailed explanations will reflect one or more religious traditions.

Students may include some of the following points, but all other relevant points must be credited:

Traditionally most religions see cohabitation as wrong as they believe that a sexual relationship should only take place within marriage. Cohabitation is therefore viewed as sex outside of marriage and not in line with much religious teaching, etc.

Buddhism

Does not condemn cohabitation / sex as part of a loving caring relationship seen as a good thing / If sex is based on lust which leads to craving, then that leads to bad karma, etc.

Christianity

Most Christians believe sex should be reserved for marriage / cohabitation is seen as wrong as this leads to immorality / 'Flee from sexual immorality...Whoever sins sexually, sins against their own body' (1 Cor 6:18).

Some Christians see cohabitation as acceptable if the couple are in a loving relationship and are intending to marry but perhaps are unable to afford to marry / other Christians would view cohabitation as acceptable if for example the couple were homosexual and were unable to have a religious marriage ceremony, etc.

Hinduism

Cohabitation is unacceptable as this leads to sex outside of marriage / for Hindus life is split into four stages and only at the second stage (the married householder stage) can sexual relationships take place / for other stages people should remain celibate, etc.

Islam

Islam opposes cohabitation / sex should be within marriage / the expectation is that a Muslim will marry and have a family / sex outside of marriage carries severe punishment under Sharia Law, etc.

Judaism

Family is very important within Judaism and so anything that does not support the family is seen as wrong / cohabitation is seen as not ideal / the expectation is that sex would be within marriage, etc.

Sikhism

Sex should be controlled by marriage / and should therefore be within a stable relationship / Sikhs should avoid temptation / cohabitation is therefore seen as wrong, etc.

0 1 . 4 Explain two religious beliefs about the purpose of families.

Refer to sacred writings or another source of religious belief and teaching in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

First belief

Simple explanation of a relevant and accurate belief – 1 mark
Detailed explanation of a relevant and accurate belief – 2 marks

Second belief

Simple explanation of a relevant and accurate belief – 1 mark
Detailed explanation of a relevant and accurate belief – 2 marks

Relevant and accurate reference to sacred writings or another source of religious belief and teaching – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

Generally all religions view the main purpose of families as:

- providing stability for family members and society
- protects children, supplying their basic needs and keeping them safe
- place where children are socialised so they can grow up and contribute to society
- place to educate children in a faith
- place for companionship and mutual love between the adults who cannot or choose not to be parents, etc.

Buddhism

Husbands and wives are expected to respect and honour each other / develop love/trust/remain faithful / Sigalovada Sutta lists five duties of parents – dissuade children from doing evil / persuade them to do good / give a good education / arrange a suitable marriage partner / hand over their inheritance at the proper time / develop metta / karuna / ‘To support one’s father and mother, to care for one’s wife and children and to have a peaceful occupation, this is the highest blessing’ (Dhammapada 313), etc.

Christianity

Couples should ‘submit to one another out of reverence for the Lord’ (Ephesians 5:21) / meaning there should be love and respect between them / children have a duty to obey, love and respect their parents / ‘Listen to your father who gave you life and do not despise your mother when she is old.’ (Proverbs 23:22) / ‘Honour your father and mother’ (Exodus 20:12) / children are gifts from God / so parents should respect their dignity / ‘Fathers do not exasperate your children; instead bring them up in the training and instruction of the Lord.’ (Ephesians 6:4) / children should also be raised within the Christian faith, etc.

Hinduism

Hindu parents should provide their children with all the necessities of life / children should respect / obey their parents / they should also care for their parents when they are no longer able to care for themselves / parents should teach their children the beliefs of Hinduism / how to pray / perform puja / every Hindu must go through the householder stage of life / if Hindus do not perform their duties as a householder and raise a family they will not achieve moksha, etc.

Islam

The extended family is the basis of Islamic society and part of Allah's plan / children are taught to respect and obey their parents / 'It is one of the greatest sins that a man should curse his parents.' (Hadith) / care for them when they are no longer able to look after themselves / 'He who is good to his parents, blessings be upon him...' (Hadith) / parents should make sure their home is halal / children are taught the beliefs of Islam and how to practise the Five Pillars and live a good Muslim life, etc.

Judaism

Children are commanded to 'Honour your father and mother' (Exodus 20:12) / to respect them / 'Listen to your father... and do not despise your mother...' (Proverbs 23:22) / the mother in particular passes down the faith to the next generation / children learn through the celebration of festivals within the home both religious practices and the values of charity and hospitality, etc.

Sikhism

The family is important for teaching children moral values / how to live with others / where they first become aware of God / 'It is a Sikh's duty to get his children educated in Sikhism' (Rehat Maryada article 16) / everyone in the extended family should support each other to live / work / raise a family / develop spiritually / elder members of the family are respected and cared for, etc.

0 1 . 5 'It is wrong to disapprove of homosexual relationships.'

Evaluate this statement.

In your answer you:

- **should give reasoned arguments in support of this statement**
- **should give reasoned arguments to support a different point of view**
- **should refer to religious arguments**
- **may refer to non-religious arguments**
- **should reach a justified conclusion.**

[12 marks]
[SPaG 3 marks]

Target: AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence.

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. Maximum of Level 2 if there is no reference to religion.	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

- Homosexual (same-sex) relationships exhibit the same characteristics found in other relationships and marriages, love, care, trust, faithfulness etc.
- 'God is love' so surely if any couple love each other that has to come from God.
- How can something God created be wrong?
- Modern day same-sex relationships are very different from the same-sex relations that are condemned in some sacred writings.
- Law in the UK permits same-sex marriages so religious believers should not be so critical, etc

Arguments in support of other views

- Some religious people see same-sex attraction as being against natural law.
- Some religious teachings condemn same-sex relationships; religious authority cannot be explained away because it is seen as old and inconvenient.
- In much religious thought there is great emphasis on having children, this cannot occur biologically between a same-sex couple without a surrogate or donor.
- Some people believe that human sexuality is a choice made by the individual.
- Much traditional religious teaching is focused on the continuation of family and communities hence the focus on heterosexuality, etc.

Buddhism

Homosexuality is not condemned provided it is part of a loving and committed relationship and not just a lust-based, one-night stand (also applies to heterosexual relationships) / The sex drive needs to be controlled as 'craving' can only lead to suffering, 'dukkha' (Third Precept), etc

Christianity

Homosexuality is seen as wrong by some Christians though attitudes are changing / Some branches of Christianity eg Quakers accept same-sex relationships / others question the traditional application of the teachings on sexual relations / God created humans, 'and it was very good' (Genesis 2) regardless of their sexuality / God recognises that 'it is not good for man to be alone' (Genesis 2) / much New Testament teaching is built around the condemnation of cultic prostitution in the temples and maintaining a lifestyle distinct from those who worshipped in the various temples so is not really easily applied to a loving same-sex relationship / 'Even women pervert the natural use of their sex by unnatural acts. In the same way the men give up natural sexual relations with women and burn with passions for each other.' (Romans 1:26–27) / some Christians distinguish between sexual orientation and sexual acts / regarding only the latter as sinful / the Metropolitan Community Church is a worldwide denomination that has grown from the LGBT community and therefore accepts all relationships, etc

Hinduism

Some believe that homosexuality is wrong based upon the teachings of some dharmic texts / however a number of Hindu mythic stories have portrayed homosexual experience as natural and joyful / there are several Hindu temples which have carvings that depict both men and women engaging in same-sex relations, etc

Islam

Many believe that same-sex relationships are against Islam / the Qur'an sets out severe punishment which can include the death penalty / many Muslim states however use jail or corporal punishment rather than the death penalty as it is argued that the death penalty is not stipulated in the Qur'an / some Muslims do argue that it is acceptable to be in same-sex relationships / and argue that it is lust that is condemned in the Qur'an and not faithful homosexual love / this view remains controversial in some Muslim communities / the Inclusive Mosque Initiative is an organisation in the UK that believes homosexuality should be accepted in Islam, etc

Judaism

The Torah lists punishments for homosexual acts / some Orthodox Jews consider it to be wrong/ 'No man is to have sexual relations with another man; God hates that.' (Leviticus 18:22) / many Liberal and Reform Jews accept homosexuality if it is within a loving relationship / The Central Conference of American Rabbis in 1998 stated that the holiness within a Jewish marriage 'may be present in committed same gender relationships between two Jews and that these relationships can serve as the foundation of stable Jewish families, thus adding strength to the Jewish community.', etc

Sikhism

Some Sikhs see homosexuality as being wrong since it is not mentioned in the Guru Granth Sahib / where marriage is repeatedly encouraged / others argue that Guru Nanak's teaching on universal equality respects the rights of people of all sexualities / and accept it as part of what God has created in a person, etc

[Plus SPaG 3 marks]

0 2 Theme B: Religion and life

0 2. **1** Which one of the following terms describes a religious duty to look after the world?

[1 mark]

- A Stewardship
- B Awe and wonder
- C Evolution
- D Deforestation

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

Answer: A: Stewardship

0 2. **2** Give two ways religious believers might help to reduce pollution.

[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

One mark for each of two correct points.

Students may include two of the following points, but all other relevant points must be credited:

Encourage governments to keep to their internationally agreed targets to reduce pollution / write to MPs / use the media / educate people / reduce gas emissions which cause acid rain / use renewable, clean energies / campaign for more safeguards to prevent massive oil spills / reduce the use of toxic chemicals / campaign for the control of pesticides / personally avoid littering / set a good example by clearing up litter / reduce / recycle / reuse / reduce reliance on plastic / use public transport / walk / cycle / electric vehicles / plant trees / support charities like A Rocha, Operation Noah and Muslim Hands, etc..

0 2 . 3 Explain two contrasting religious beliefs about animal experimentation.

In your answer you must refer to one or more religious traditions.

[4 marks]

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs.

First contrasting belief

Simple explanation of a relevant and accurate contrast – 1 mark
Detailed explanation of a relevant and accurate contrast – 2 marks

Second contrasting belief

Simple explanation of a relevant and accurate contrast – 1 mark
Detailed explanation of a relevant and accurate contrast – 2 marks

Note: To be a detailed explanation, the response must be linked to animal experimentation
The contrast may refer to either the religious belief(s) used or the issue.

If similar beliefs are given only **one** of them may be credited up to 2 marks max.

Detailed explanations will reflect one or more religious traditions.

Students may include some of the following points, but all other relevant points must be credited:

God has allowed humans to discover how to do it so it may be done / may be justified as may lead to medical advances / need to find cures to terrible diseases for both animals and humans / saves putting human lives at risk / animals can be especially bred for experimentation purposes / suffering and experimentation can be kept to a minimum / humans are more valuable than animals / it is cruel, and animals suffer and often die / cosmetic testing isn't necessary / there are viable alternatives to testing / animal testing takes advantage of animals' inability to give consent so is exploitative and wrong, etc..

Buddhism

Buddhists teach that it is important to protect the natural world and live in harmony with it / all creatures are part of cycle of rebirth / compassion and loving kindness should extend to all living things / ahimsa applies to animals / there are alternative methods scientists can use which do not result in animal cruelty / others argue that it may be justified if it saves lives by developing medicines if there is no safe alternative and is carried out as caringly as possible, etc..

Christianity

Christians view animals as part of God's creation / they believe part of their duty, as stewards of creation, is to protect animals, not exploit them / 'The righteous care for the needs of their animals' – Proverbs 12:10 / idea of dominion (Genesis 1) may be used to support animal experimentation as humans are seen as superior to animals / opposed to testing cosmetics on animals, etc..

Hinduism

Hindus believe all creatures are part of Brahman and thus should be respected / it is part of duty (dharma) to protect animals and show ahimsa / animals have souls and are part of the cycle of life, death and rebirth / causing them to suffer may result in bad karma / animals associated with deities should be protected / may be justified if it helps in finding cures for diseases but the animals must be kept in humane conditions, etc..

Islam

Muslims believe that everyone can be challenged on Judgement Day on how they have treated animals / Muslims believe scientific experiments should not involve cruelty and should only be done for important medical research / testing cosmetics on animals is seen as wrong, etc..

Judaism

Jewish beliefs include Genesis 1 which gives humans responsibility over animals, which must not be abused / many Biblical passages show concern for animals and treating them fairly (eg Proverbs 12:10) / research to test potential new medicines is permitted if there is no alternative way of finding out if it works and if suffering is kept to a minimum, etc..

Sikhism

Sikhs see humans as custodians of the earth and not as having superiority to mistreat animals / all life should be respected / there are other methods of experimentation which do not cause suffering which should be used if possible / cosmetic testing is wrong / the intention is really important – if it is done because there is no other method of testing medicines then it can possibly be tolerated, etc..

0 2 . 4 Explain two religious beliefs about how human life began on earth.

Refer to sacred writings or another source of religious belief and teaching in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

First belief

Simple explanation of a relevant and accurate belief – 1 mark
Detailed explanation of a relevant and accurate belief – 2 marks

Second belief

Simple explanation of a relevant and accurate belief – 1 mark
Detailed explanation of a relevant and accurate belief – 2 marks

Relevant and accurate reference to sacred writings or another source of religious belief and teaching – 1 mark

Note: To be a detailed explanation the response must refer to how human life began

Students may include some of the following points, but all other relevant points must be credited:

Buddhism

Although early Buddhist scriptures do contain creation stories, most Buddhists regard them as mythological and not to be taken literally / Parable of the Arrow / most Buddhists accept current scientific thinking about how human life came into existence eg humans evolved from ape-like ancestors over a period of about six million years / all things are dependent upon conditions (dependent arising – paticcasamuppada) / Buddhists do not focus on ‘a creator’ / Buddhists see space and time as cyclical, such that world-systems come into being, survive for a time, are destroyed and then are remade / The Buddha in the Aggañña Sutta describes how the old world-system had just been destroyed, and its inhabitants are then reborn in a new system / to begin with they were spirits, floating happily above the earth, luminescent and without form, name or sex, etc..

Christianity

Genesis 1 states that God created male and female humans on the final day of creation / Genesis 1:27 ‘So God created mankind in his own image, in the image of God he created them; male and female he created them’ / Genesis 2 says that Adam was formed from the soil and God breathed life into him / while Adam was sleeping God took one of his ribs and formed Eve, the first woman / some Christians believe that this is literally true but others say that the story is designed to show that humans are very special to God, created by him in his image / others believe in God as creator but also accept the theory of evolution, etc..

Hinduism

Hindu scriptures talk about the first man with a Divine Spirit as Purusha / he surrendered his divine existence so that human existence could exist / Hindu scriptures do not support the idea of natural selection or the survival of the fittest / don't believe that man is the last and most perfect species to be created / however the sequence of the avatars of Vishnu does compare well with the idea of living beings developing through progressive stages / so some Hindus accept evolution with the atman continuing to live in a new body after one body dies, etc..

Islam

God moulded the first man from clay and breathed life into him / named him Adam and created from the same soul His wife, Eve (Hawwa) / 'You humans were lifeless and He gave you life' – Qur'an 2:28 / Adam and Hawwa lived in the beautiful garden of paradise until they disobeyed God / some Muslims are creationists and reject evolution / other Muslims accept the theory of evolution, etc..

Judaism

Genesis 1 tells how God, by speaking, created everything that exists, including humans on the sixth day / 'And God created man in His image, in the image of God He created him; male and female He created them' – Genesis 1:27 / Genesis 2 says that while Adam was sleeping he took part of the man's side and created Eve / many Jews say that the Torah suggests that God designed everything and so do not accept the Theory of Evolution / others disagree and say that God designed nature so that there would be the survival of the fittest and the evolution of species / others say that Judaism asks the question 'Why did human life begin not how, etc..

Sikhism

How and when humans came into existence is not an important question for Sikhs / Sikhs believe that Waheguru (God) created everything by speaking it into existence / without God's will (hukam) nothing can exist, change or develop / 'Without God, there is nothing at all. As one thread holds hundreds and thousands of beads, He is woven into His creation.' / Sikhism does not oppose the idea of life evolving but the emphasis is on the creation of various life forms by divine will rather than changes taking place due to accident because of natural selection / during the stages of existence a soul evolves from primitive life forms until it receives the gift of human life, etc..

0 2 . 5 ‘Abortion should be allowed only when the mother’s life is at risk.’

Evaluate this statement.

In your answer you:

- **should give reasoned arguments in support of this statement**
- **should give reasoned arguments to support a different point of view**
- **should refer to religious arguments**
- **may refer to non-religious arguments**
- **should reach a justified conclusion.**

[12 marks]
[SPaG 3 marks]

Target: AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence.

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. Maximum of Level 2 if there is no reference to religion.	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

- There are too many abortions for trivial reasons and should only be allowed to save the mother’s life. The mother’s life should take precedence over the foetus.
- Children are God given and every child has a purpose so should not be aborted.
- Children are the future and are a blessing.
- Life begins at conception so abortion is seen as murder and goes against the sanctity of life
- There are other options eg adoption if the child is not wanted.
- If it is believed that the baby will be born with disabilities, disabled people can live fulfilled lives.
- The mother might regret having an abortion later and feel guilty, etc..

Arguments in support of other views

- The woman's circumstances should be considered eg may be pregnant because of rape or has been deserted by the father.
- The mother might not be able to cope emotionally or financially.
- The child might be unwanted and unloved eg it might ruin her career or it may have a severe disability.
- There is a need for compassion eg 'Love thy neighbour'.
- The mother should have a choice as it is her body which has to go through the pregnancy.
- The current law has got it right, etc..

Buddhism

The first moral precept teaches that Buddhists should try to avoid killing – ahimsa / abortion is generally seen as unskillful which does not lead towards happiness, wisdom and compassion of enlightenment / some believe that conscious life starts at conception, others that life is continuous (samsara – cycle of life) / some may think that abortion is sometimes the most compassionate thing to do eg if the child is likely to be born with a serious disability or will have a very poor quality of life / many agree with judging each situation on its own merits and action taken to minimise suffering of those involved / personal choice is important in Buddhism along with care, compassion and kindness, etc..

Christianity

Roman Catholics and many evangelical Christians believe that life starts at conception / created in the image of God – Genesis 1:27 / abortion goes against the sanctity of life and is therefore wrong except perhaps to save the woman's life / 'Before I formed you in the womb I knew you, before you were born I set you apart' – Jeremiah 1:5 and also Galatians 1:15 / God is the creator – 'For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made' – Psalm 139:13–14 / other Christians generally oppose abortion but believe that it is acceptable in some circumstances eg if the pregnancy is the result of rape or if the child would be severely disabled / the C of E and Methodists say that sometimes it is 'the lesser of two evils' and the most kind thing to do, etc..

Hinduism

Hindu scriptures state that all life is sacred (sanctity of life) / 'His Being is the source of all being, the seed of all things that in this life have their life ... He is God, hidden in all beings, their inmost soul which is in all. He watches the works of creation, lives in all things ...' – Svetasvatara Upanishad 6.5 and 6.11 / a life taken before the time of its natural death brings bad karma to all those involved as it interrupts the cycle of birth, death and rebirth / deprives the soul / atman of one of its many births / the foetus is being sheltered by the mother and to abort it would be a betrayal of trust / most do accept abortion if the mother's life is at risk / some accept abortion in cases of rape, extreme poverty or if the child is likely to be born with a severe disability / abortion is legal in India, etc..

Islam

Muslims believe that God (Allah) creates life and should decide when life should end / life is sacred and so taking a life is a sin / abortion is generally haram (forbidden) / Hadith: "No severer of womb relationship ties will ever enter paradise." / however many Muslims believe that an abortion should be allowed if the mother's life is at risk or if a foetus is kept will cause severe physical or mental harm to the mother / the mother's life and wellbeing takes priority as this is seen as the lesser of two evils / 'Do not kill your children for fear of poverty ... We shall provide for them and for you ... killing them is a great sin' – Qur'an 17:31 / some Muslims support allowing abortions if the foetus will be born with severe disabilities or if conception was the result of rape / if an abortion is seen as necessary it should take place as early as possible and before ensoulment / some Muslims say that ensoulment occurs after 40 days of pregnancy, others say after 120 days / having an abortion after ensoulment is seen as taking a life and a grave sin, etc..

Judaism

All life is God given and sacred / humans are made in the image of God – Genesis 1:27 / 'Before I formed you in the womb I knew you, before you were born I set you apart' – Jeremiah 1:5 / God is the creator – 'For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made' – Psalm 139:13–14 / abortion on demand is not allowed in Judaism and should be avoided if possible / but may be allowed if the pregnancy is the result of rape or incest / if the baby will be severely disabled / if the mother will suffer distress or ill health / the mother's life has precedence over the foetus / a foetus is not considered to be a person until it is halfway down the birth canal, so most Jews do not consider abortion as murder / if an abortion is to take place the earlier it is done the better, etc..

Sikhism

Sikhs teach that life begins at conception and is precious and God-given / all human beings are created by Waheguru (God) and God lives in them / 'O my body, the Lord infused His Light into you, and then you came into the world' – Guru Granth Sahib 921 / 'In the first watch of the night, O my merchant friend, you were cast into the womb, by the Lord's Command' – Guru Granth Sahib 74 / all life is sacred and should be respected / Sikhs teach that it is wrong to deliberately interfere with God's creative work so even if there is a chance that the child may be born with severe disabilities an abortion should not take place / an abortion might be acceptable if the pregnancy was the result of rape or if the mother's life is at risk / there have been examples of female embryos being aborted in the Punjabi Sikh community but this is strongly condemned by Sikh Gurus, etc..

[Plus SPaG 3 marks]

0 3

Theme C: The existence of God and revelation

0 3 . 1

Which one of the following is the meaning of ‘omnipotent’ when describing God?

[1 mark]

- A All-powerful**
- B Eternal**
- C All-loving**
- D Immanent**

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

Answer: A: All-powerful

0 3 . 2

Give two reasons why some religious believers think of God as personal.

[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

One mark for each of two correct points.

Students may include two of the following points, but all other relevant points must be credited:

They talk to God in prayer / because of the example of Jesus / scriptures describe God as Father / Jesus encouraged a personal relationship with God, calling Him Abba (daddy), saying how much God loved each person / a person might have experienced God this way, eg through revelation / have experienced God through miracles / might have been brought up to believe this is what God is like / might prefer to practise their religion assuming a personal God to whom they can talk / Vaishnavites see Vishnu as loving and caring for them, and that he sent avatars to help humans / in Hinduism, the atman is part of or akin to the divine, so there must be scope for a personal relationship / in Sikhism, God is love, and by meditating on the name of God (Nam Japna) humans build that personal relationship / ‘closer than the jugular vein’ – Qur’an / etc..

0 3 . 3 Explain two similar beliefs about religious visions.

In your answer you must refer to one or more religious traditions.

[4 marks]

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs.

First similar belief

Simple explanation of a relevant and accurate similarity – 1 mark
Detailed explanation of a relevant and accurate similarity – 2 marks

Second similar belief

Simple explanation of a relevant and accurate similarity – 1 mark
Detailed explanation of a relevant and accurate similarity – 2 marks

If contrasting beliefs are given only **one** of them may be credited up to 2 marks max.

Detailed explanations will reflect one or more religious traditions.

Credit descriptions of vision experiences from holy books, as these are clearly beliefs by being in the holy book, eg Moses, Jacob, Abraham, Muhammad, Guru Nanak, Jesus, etc..

Students may include some of the following points, but all other relevant points must be credited:

- many examples in holy books of visions / wherein God guides or instructs humans
- people have had life-changing experiences after visions / eg changed from being an immoral person to a moral person, eg Fred Ferrari
- visions give people motivation to do great or impossible things / eg Joan of Arc
- many visions are associated with miracles / eg Lourdes
- visions provide proof that God exists / that God is personal / that God is immanent
- that God communicates to humans through visions, eg prophecies, dreams
- visions might be the result of mental illness / illness / hallucination / desperate desire to have a vision of God / so are untrue
- visions cannot be proved by science / so must be untrue / etc..

0 3 . 4 Explain two religious beliefs about general revelation as a way of understanding the divine.

Refer to sacred writings or another source of religious belief and teaching in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

First belief

Simple explanation of a relevant and accurate belief – 1 mark
Detailed explanation of a relevant and accurate belief – 2 marks

Second belief

Simple explanation of a relevant and accurate belief – 1 mark
Detailed explanation of a relevant and accurate belief – 2 marks

Relevant and accurate reference to sacred writings or another source of religious belief and teaching – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

- general revelation is God revealing Himself indirectly to humans
- humans can interpret what they see to be acts of God / and so gain insight into qualities of God / if a miracle, they may see God's love / through a person, such as Bonhoeffer may see God challenging injustice / Swami Vivekananda showing the way to moksha, etc.
- God reveals Himself through scripture / people can see the words and work of God in scripture which might inspire them / 'Did not our hearts burn within us while he talked to us on the road, while he opened to us the scriptures?' (Luke) / 'The Gospel he promised beforehand through the prophets in the Holy Scriptures' (Romans) / 'The Revelation of the Book which contains no doubt has been made by the Lord of the Universe' – Surah 32:2
- God reveals Himself through nature / eg a beautiful sunset, the birth of a child, the processes and systems of nature / which provoke awe and wonder / 'All humans have an inherent sense of the divine, and the order and beauty of the creation allows anyone to recognise God's activity and wisdom' (Calvin) / 'Since the creation of the world, God's invisible qualities have been clearly seen' (Romans 1:20) / 'When I look at your heavens, the work of your fingers, the moon and the stars that you have established / 'what are human beings that you are mindful of them, mortals that you care for them' (Psalm 8:3–4) / 'All that is in the heavens and the earth magnifies Him' – Surah 59:24
- God reveals Himself through people / eg the work of Mother Teresa, etc. / 'Therefore, my beloved, as you have always obeyed, so now, not only as in my presence but much more in my absence, work out your own salvation with fear and trembling, for it is God who works in you, both to will and to work for his good pleasure' (Philippians 2:12–13) / 'In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven' (Matthew 5:16)
- God reveals himself through physical manifestations / eg darshan in Hinduism, physical materials coming from images, etc.
- these are all seen to have the 'fingerprints' of God / ie God leaves traces for humans to recognise / by seeing these traces they get ideas about God (ie knowledge of the divine), etc.

Buddhism

The central tenet of Buddhism is no God, hence there can be no revelation / general revelation is a misinterpretation / etc.

Christianity

Calvin – all humans have a sense of the divine, and the order and beauty of the creation allows anyone to recognise God's activity and wisdom / Romans 1:20 – since the creation, God's invisible qualities of eternal power and divine nature have been clearly seen, being understood from what has been made / 'In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven' (Matthew 5:16) / etc..

Hinduism

Bhagavad Gita 7:10 – 'I am the sweet fragrance of the earth. I am the brilliance in fire. I am the life in all living beings.' / Swami Vivekananda showing the way to moksha / etc..

Islam

Surah 50:6 – 'do they not look at the sky above them? How we have adorned it and there are no flaws in it.' / Surah 59:24 'All that is in the heavens and the earth magnifies Him' / etc..

Judaism

Psalms – 'when I look at your heavens, the work of your fingers, the moon and the stars that you have established.' / Psalms 19:2 Day after day it (the creation) speaks out; night after night it reveals his greatness / etc..

Sikhism

Guru Granth Sahib 1349 – 'God is in creation and creation is in God, God fulfils all spaces with His presence!' / Guru Granth Sahib – There is but one all-pervading spirit, and it is called the truth, It exists in all creation / etc..

0 3 . 5 ‘Miracles prove that God exists.’

Evaluate this statement.

In your answer you:

- **should give reasoned arguments in support of this statement**
- **should give reasoned arguments to support a different point of view**
- **should refer to religious arguments**
- **may refer to non-religious arguments**
- **should reach a justified conclusion.**

[12 marks]
[SPaG 3 marks]

Target: AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence.

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. Maximum of Level 2 if there is no reference to religion.	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

- A miracle is a breach of natural law / only God is outside the universe so therefore outside nature, so only God can breach natural law / hence miracles prove God exists.
- Miracles are a sign of God’s power / they only happen because of God.
- Miracles might happen in response to prayer / so the link with God, and proof of God’s existence is made.
- Jesus performed miracles / he was the Son of God.
- Religions tell us that God performs miracles directly, or through people.
- Many miracles are reported and ‘proved’ done through Christian saints / the power for these is claimed to be from God, so God must exist, etc..

Arguments in support of other views

- The Buddha said that all people have the capacity to perform miracles as they reach enlightenment / so it is not a proof of God at all.
- What one person sees as a miracle, another does not / the idea of a miracle is too subjective to prove anything.
- If God performs miracles, why so few, so random?
- Miracles do not always happen to good people or religious people / if God existed surely He would make sure they are for exactly these people / and never for wicked people.
- That wicked people receive miracles suggests God does not exist.
- Miracles are just events contrary to what we currently know of nature / eventually there will be a scientific explanation which excludes God / so they should not be seen as proofs, etc..

[Plus SPaG 3 marks]

0 4

Theme D: Religion, peace and conflict

0 4 . 1

Which one of the following gives the meaning of pacifism?

[1 mark]

- A To take revenge**
- B To gain power**
- C To convert people to religion**
- D To be against violence**

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

Answer: D: To be against violence

0 4 . 2

Give two ways that religious believers can work for peace.

[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

One mark for each of two correct points.

Students may include two of the following points, but all other relevant points must be credited.

Accept peace on a personal level between individuals eg no hatred, no discrimination, no retaliation / living in a peaceful way, etc.

Join a religious organisation that campaigns for peace eg The Anglican Pacifist Fellowship, Religions for Peace, The Muslim Peace Fellowship / follow the example of those who have worked for peace / pray for peace / teach or preach that peace is the better way / take part in a peaceful march / start a petition / write to MPs / write letters to the press / campaign using social media eg Facebook / campaign to change the law / make speeches / educate people about the injustice / fight (campaign) for justice / work for the UN / be a mediator / fight a war to bring peace , etc..

0 4 . 3 Explain two similar religious beliefs about reconciliation.

In your answer you must refer to one or more religious traditions.

[4 marks]

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs.

First similar belief

Simple explanation of a relevant and accurate similarity – 1 mark
Detailed explanation of a relevant and accurate similarity – 2 marks

Second similar belief

Simple explanation of a relevant and accurate similarity – 1 mark
Detailed explanation of a relevant and accurate similarity – 2 marks

Note: to be a detailed explanation the response must be linked to **reconciliation**

If contrasting beliefs are given only **one** of them may be credited up to 2 marks max.

Detailed explanations will reflect one or more religious traditions.

Students may include some of the following points, but all other relevant points must be credited:

Religions believe in the rebuilding of relationships after conflicts / concept of forgiveness / support the idea of restoring of harmony after relationships have broken down, etc..

Buddhism

Buddhist teachings stress the importance of letting go of blame and resentment because these attitudes prevent a person developing a more harmonious relationship with others and contribute to the person’s own suffering / encouraged to forgive the past and appreciate and accept each other for what they are / forgiveness can be developed from meditation so reconciliation can take place / it is better to develop compassion than hatred or resentment, etc..

Christianity

The mission of the Church is to proclaim that Jesus came so that the relationship between God and people can be restored / Catholics have a sacrament of reconciliation – the sacrament of Penance and Reconciliation / 2 Corinthians 5:18–19 and Matthew 5:23–24 state that Christians should be reconciled to God and one another / Coventry Cathedral has become a world centre for reconciliation and forgiveness / the Community of the Cross of Nails works in many countries to bring peace and harmony / Christians set up the Corrymeela Community in Northern Ireland to bring reconciliation between Protestants and Catholics, etc..

Hinduism

Hindus believe that for reconciliation to take place both parties need to realise what they may have done to cause the breakdown of relationships / this can then lead to the seeking of forgiveness / Hindus may ask for help from God, a priest or a counsellor / Hindu scriptures teach that forgiveness

leading to reconciliation is the best way of keeping the world peaceful and in harmony eg Hymn to Forgiveness in the Mahabharata, etc..

Islam

Making up for conflict requires more than just words / it involves a conscious effort to rebuild a relationship and work to ensure there is no more conflict / an important message of Islam is that there should be peace and harmony / Muslims believe that God created everything and humankind has the responsibility to ensure that everybody lives correctly, etc..

Judaism

Some Jews are working for peace between Jews and Palestinians because they believe in the importance of building harmony and reconciliation / the Parents Circle – Families Forum (PCFF) has brought together more than 600 Palestinian and Israeli families who have lost an immediate family member in the conflict to show how reconciliation between individuals and nations is possible / they believe that this is the way to bring about lasting peace, etc..

Sikhism

Sikhs believe that reconciliation involves more than just apologising / it involves a conscious effort to rebuild a relationship that had broken down / sometimes much work is needed to ensure that there is no more conflict but if it is achieved it makes war and conflict less likely / 'Guru Arjan said, "No one is my enemy, and no one is a stranger. I get along with everyone." ' – Guru Granth Sahib 1299, etc..

0 4 . 4 Explain two reasons why religious people help victims of war.

Refer to sacred writings or another source of religious belief and teaching in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

First reason

Simple explanation of a relevant and accurate reason – 1 mark
Detailed explanation of a relevant and accurate reason – 2 marks

Second reason

Simple explanation of a relevant and accurate reason – 1 mark
Detailed explanation of a relevant and accurate reason – 2 marks

Relevant and accurate reference to sacred writings or another source of religious belief and teaching – 1 mark

Note: to be a detailed explanation, the response must be linked to victims of war

Students may include some of the following points, but all other relevant points must be credited:

Religions are about compassion and helping people in need / many victims of war are in a state of absolute need, eg no home / the Golden Rule of ‘Treat others as you would be done by’ / because many victims of war are unable to find employment because of their injuries / because many victims of war may need specialist medical care / because many victims of war have emotional wounds and long term problems / a moral imperative to help those who are victims of war / a sense of needing justice for those who are victims of war / because they may have a job which involves helping victims of war, eg nurse / personal experience, etc.

Buddhism

Buddhists believe in working to prevent suffering / believe in helping refugees overcome anger, bitterness and hatred towards the aggressors / victims are likely to need help in letting go of these feelings / Dhammapada states: ‘Hatred does not stop hatred. Only love stops it.’ / ‘To conquer oneself is a greater victory than to conquer thousands in battle.’ / encourages Right Conduct and Right Occupation – two of the Noble Eightfold Path / the Tzu Chi Foundation’s mission is ‘expressing great kindness to all sentient beings, and taking their suffering as our own’ / helping victims brings good kamma and helps all beings become free of suffering and ultimately reach enlightenment, etc..

Christianity

Jesus had compassion for those in need / Matthew 22v39: ‘Love your neighbour’ / the Parable of the Good Samaritan (Luke 10:25–37) / Parable of the Sheep and Goats encourages Christians to provide food and shelter for those in need / Christians organisations like Caritas and Christian Aid help victims of war / Christian Aid operates under the slogan ‘We believe in life before death’ / many

believe that it is their Christian duty to raise funds to help those suffering the consequences of war, including the families of those who are killed, etc..

Hinduism

Hindus are taught to respect life and to practise ahimsa and be compassionate when others are in pain / many support the Indian Red Cross providing help through money or in refugee camps / The Mahabharata: "This is the sum of duty. Do naught to others, which, if done to thee, could cause thee pain." / good karma is gained by helping victims of war overcome their difficulties / Hinduism teaches to help those who are in need, etc..

Islam

Muslims believe that it is their duty to give assistance and support to those injured in war through the local community and mosques / this includes help and care for victims wherever they live and whichever side they or their family member was fighting for / "Whoever saved a life, it would be as if they saved the life of all mankind" Qur'an 5:32 / organisations that help victims of war, like Islamic relief and Muslim Aid, are governed by principles such as compassion, empathy, generosity and helping those in need, etc..

Judaism

The work of some Jewish organisations is based on the Jewish principles of pikuach nefesh, saving a life, and tikkun olam, healing the world / Proverbs 25v21: 'If your enemy is hungry, give him something to eat; if thirsty, something to drink.' / The Talmud: "What is harmful to yourself do not to your fellow men" / the mission of Magen David Adom UK includes providing medical care and treatment for people of any nationality, race, religion, ethnic origin, age, disability, sexual orientation, or political affiliation, including all victims of conflict, etc..

Sikhism

Guru Granth Sahib: "As thou deemest thyself, so deem others. Cause suffering to no one." / in the Ardas (prayer), the Sikhs pray for the welfare of everyone / Khalsa Aid was founded on the Sikh principles of selfless service and universal love, inspired by the teaching of Guru Gobind Singh and this has led to helping victims of war / includes assisting refugees made homeless by fighting / the Gurus taught Sikhs to help humanity and treat everybody with love and compassion / helping victims brings the reward of good karma, etc..

0 4 . 5 ‘Religious believers should never fight in a war.’

Evaluate this statement.

In your answer you:

- **should give reasoned arguments in support of this statement**
- **should give reasoned arguments to support a different point of view**
- **should refer to religious arguments**
- **may refer to non-religious arguments**
- **should reach a justified conclusion.**

[12 marks]
[SPaG 3 marks]

Target: AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence.

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. Maximum of Level 2 if there is no reference to religion.	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

- Religions teach that war is an evil which should be avoided as it kills innocent civilians and ruins the environment.
- Religions teach their followers to work for peace so it is hypocritical to fight in war.
- Wars are fought because of motives like greed and wanting more power or land or to impose beliefs on other people which is not what religions teach.
- Disputes should be settled in other ways eg negotiations, through the United Nations, trade sanctions. / There have to be better ways of solving a dispute as war creates more problems than it solves.
- Goes against the religions’ golden rules and peace is priceless.

- Religions teach forgiveness and overcoming evil with goodness / examples of believers who have advocated overcoming injustice in peaceful ways include Martin Luther King, The Dalai Lama, Gandhi, etc..

Arguments in support of other views

- Sometimes it is seen as right for religious believers to fight if there is a just reason for a war / accept Just War conditions eg just cause / lawfully declared by proper authority / good intention / last resort / reasonable chance of success / fought by just means / the good achieved will outweigh the evil / avoidance where possible of injury to civilians / protect trees, crops and animals / need to overthrow a cruel dictator / stop genocide or other atrocities / bring freedom to a country / defend faith / self-defence.
- May be classified as a Holy War eg fighting to protect their religion.
- May be seen as the only way to bring peace in the end.
- Could be seen as the lesser of two evils such as the only way to destroy weapons of mass destruction and / or stop genocide or an aggressive regime, etc..

Buddhism

Buddhism is a religion of peace and generally teaches that there are no justifiable reasons for war / Buddhism teaches that people cannot relieve their own suffering through making others suffer / the Buddha taught that if people have peaceful minds, this will lead to peaceful speech and peaceful actions / Mahayana Buddhists may agree to fight to save innocent lives or in self-defence / the Dalai Lama has said, "If someone has a gun and is trying to kill you, it would be reasonable to shoot back with your own gun", etc..

Christianity

While the Christian Church may speak out against killing and Jesus said "Blessed are the peacemakers", many Christians are prepared to fight for their country or religion against evil / St. Augustine and Thomas Aquinas developed the criteria for the Just War theory / Jesus used violence in the Temple to throw out those who were exploiting the pilgrims / other Christians are pacifists eg The Quakers (Society of Friends) and will not fight under any circumstances / the Ten Commandments include 'Do not kill' / many in the early Church were against fighting, etc..

Hinduism

Hindus believe war is justified if it is in self-defence or fighting for freedom from oppression or the establishment or restoration of good government / have a warrior caste (Kshatriyas) / 'For a warrior, nothing is higher than a war against evil' – Bhagavad Gita 2:31 / Krishna gave Arjuna four reasons for fighting which included the duty of his varna required him to act as a warrior / prepared to fight if war achieves more good than the evil it is trying to destroy / Hindus believe that they should build up good karma by working for peace and following ahimsa, etc..

Islam

Muslims believe in the lesser jihad – a military struggle in defence of Islam, self-defence and justice / if a country is mistreating its Islamic citizens, it is permissible to fight in support of fellow Muslims / Muslims believe that those who fight for Islam will receive the favour and reward of God – Qur'an 4:74 / although believing in the Just War principles, Muslims believe that it is much better if war can be avoided / the word 'Islam' comes from the root word 'salaam' meaning 'peace' / 'Do not kill each other, for God is merciful to you. If any of you does these things, out of hostility and injustice, We shall make him suffer Fire' – Qur'an 4:29–30, etc..

Judaism

Many Jewish believers do join the armed forces / many Jews believe in pre-emptive strikes to overcome evil / many stories of war heroes in the Tenakh eg Joshua, Samson, King David and Gideon / some wars are regarded as obligatory, others defensive wars and others optional wars / no specific Just War theory in Judaism but many accept the Just War theory criteria / many suffered during the Holocaust and many Jews believe it right to stand up against evil wherever it occurs / 'Whoever sheds the blood of man, by man shall his blood be shed; for in His image did God make man – Genesis 9:6 / The Ten Commandments – 'Do not kill.' / Jews hope for peace in the future – Micah 4:3, Isaiah 9:6–7 / promote peace-making where possible, etc..

Sikhism

The Sikhs' kirpan symbolizes the willingness to defend people's religious freedom, dignity and self-defence / will fight against injustice but not for revenge / many Sikhs fought with the allied troops in the First and Second World Wars / Sikhs have developed a Just War theory called dharam yudh (war in defence of righteousness) / war has to be morally justified and everything else tried first / 'When matters pass all other means, it is allowed to take up arms' – Guru Gobind Singh / Guru Nanak stressed the important of working to transform people who were harming others / Sikhs believe in working for justice and peace, etc..

[Plus SPaG 3 marks]

0 5 Theme E: Religion, crime and punishment

0 5. **1** Many religious believers do not support causing physical pain to those who break the law.

Which one of the following means to punish criminals by inflicting physical pain on them?

[1 mark]

- A Prison sentence
- B Reformation
- C Corporal punishment
- D Community service

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

Answer: C: Corporal punishment

0 5. **2** Give two of the aims of punishment.

[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

One mark for each of two correct points.

Students may include two of the following points, but all other relevant points must be credited.

Retribution / deterrence / reformation / protection / vindication / reparation / justice / rehabilitation / compensation, etc..

Accept a correct description of any of the above.

0 5 . 3 Explain two contrasting religious views about how people who commit a crime because of an addiction should be treated.

In your answer you must refer to one or more religious traditions.

[4 marks]

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs.

First contrasting view

Simple explanation of a relevant and accurate contrast – 1 mark
Detailed explanation of a relevant and accurate contrast – 2 marks

Second contrasting view

Simple explanation of a relevant and accurate contrast – 1 mark
Detailed explanation of a relevant and accurate contrast – 2 marks

Note: To be a detailed explanation the response must refer to **addiction**. Responses may focus on the form of punishment and/or support which may be used.

If similar views are given only **one** of them may be credited up to 2 marks max.

Detailed explanations will reflect one or more religious traditions.

Students may include some of the following points, but all other relevant points must be credited:

Even in the case of an addict, the following may be considered appropriate - those who break the law deserve to be punished / commensurate with the crime / victims of the crimes need to see that justice has been done / there needs to be a deterrent to protect society or offenders will come up with many different excuses for breaking the law / addicts need to take personal responsibility for their actions, etc..

Most religions recognise that addicts need help to overcome their addiction / rehabilitation may be more helpful and appropriate than simply punishing offenders / rehabilitation may help the offender reform and change their lifestyle / allowances should be made as addicts are unable to make good decisions while addicted, etc..

Buddhism

The fifth moral precept teaches that Buddhists should abstain from taking drugs (including alcohol) / people under the influence of drugs lose their awareness and become less sensitive to others and so are more likely to commit crime / Buddhists believe that it is important to relieve suffering rather than to increase it / without excusing or ignoring unskillful actions, Buddhists aim to avoid feeling hatred towards criminals / important to develop a constructive approach to the situation and help the offender reform, etc..

Christianity

Christians recognise that addicts may resort to stealing in order to purchase the drugs their body craves / however the law exists to protect the rights and security of all citizens / some believe that the punishment should be as severe as the crime committed in order to act as a deterrent / some believe that it is more important that addicts should be helped to change their ways than be punished severely / some have set up rehabilitation centres to help addicts reform, etc..

Hinduism

Hindus recognise that those who deal in drugs are the serious criminals and should receive the severe punishments / those who are addicts need help to change as well as punishment if they commit offences / it is important that they learn to conquer their addiction, try to repair the damage they have done, and learn new skills to fit them for life in the community again (rehabilitation), etc..

Islam

Muslims forbid the taking of illegal drugs and alcohol / they believe that it leads to wrongdoing and Muslims condemn all crime / in Muslim countries they believe that Shari'ah law should be obeyed / unforgiveable crimes (Hudud) include drinking alcohol or taking drugs as it is prohibited in the Qur'an / drug offences are usually dealt with very severely / Prophet Muhammad said that a person committing a crime from need should not be brought before judges, but dealt with differently / some believe that offenders should be helped not to offend again as the crime is hated not the person who committed it, etc..

Judaism

Although many people become addicted to alcohol and many commit crimes as a result, Jews do not forbid drinking alcohol but discourage drinking to excess / Jewish attitudes to addicts who commit crimes are a mixture of mercy and justice / punishments need to reflect the severity of the crime / the Torah warns people not to break the law and punishments should be a deterrent / addicts should be helped to change so that when their punishment for breaking the law is over they do not reoffend, etc..

Sikhism

Sikh teaching forbids the taking of intoxicants, including illegal drugs and alcohol / Sikhs encourage people to resist taking them but if they do and commit crimes they believe in justice but also giving help and education to the offenders to change and not reoffend / while the crime may be hated, the person who committed it is not and the way the person is dealt with should encourage the addict to change, etc..

0 5 . 4 Explain two religious reasons why some people are against the death penalty.

Refer to sacred writings or another source of religious belief and teaching in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

First reason

Simple explanation of a relevant and accurate reason – 1 mark
Detailed explanation of a relevant and accurate reason – 2 marks

Second reason

Simple explanation of a relevant and accurate reason – 1 mark
Detailed explanation of a relevant and accurate reason – 2 marks

Relevant and accurate reference to sacred writings or another source of religious belief and teaching – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

Ethically it is seen as wrong as it is against the sanctity of life / mistakes can be made and innocent people could be killed so the ultimate judge should be God / killing is ethically wrong, even if it involves killing a serious offender / the death penalty is against the law in the UK and religious believers should keep the law / makes the executioner a murderer and is playing God / God will forgive penitent offenders however serious the offence so they should remain alive / the most important aim of punishment is to reform, the death penalty does not allow this to happen / it is neither loving or compassionate, etc..

Buddhism

Most Buddhists oppose the death penalty as it breaks the first moral precept / does not allow for the possibility of / rehabilitation statements against by the Dalai Lama eg “We should not seek revenge on those who have committed crimes against us, or reply to their crimes with other crimes” / motive is revenge which is unskillful / hatred one of three poisons / innocent people are sometimes convicted / belief in ahimsa, etc..

Christianity

Most Christians oppose the death penalty as they believe in the sanctity of life / only God has the right to take life / Jesus taught that forgiveness is important and warned not to judge each other harshly / Ezekiel 33:11 – ‘I take no pleasure in the death of the wicked, but rather that they turn away from their ways and live’ / Ten Commandments – ‘Do not kill’ / punishments should help towards reforming an offender / statements by Pope Francis declaring that every life is sacred, etc..

Hinduism

Hinduism opposes killing, violence and revenge in the treatment of offenders / belief in ahimsa – non harming / hoped that the understanding of dharma will help a criminal to reform and not reoffend / the atman cannot be killed so it isn't the final ending of life / 'Ye Gods raise up once more the man whom ye have humbled and brought low. O Gods, restore to life again the man who hath committed sin' – Rig Veda 10.137.1 / many Hindus agree with Gandhi who was firmly against the death penalty as only God gives and takes life, etc..

Islam

The expression of mercy is greatly valued in Islam and payment of compensation (blood money) is often paid instead of carrying out the death penalty / 'But if the culprit is pardoned by his aggrieved brother, this shall be adhered to fairly, and the culprit shall pay what is due in a good way. This is an alleviation from your Lord and an act of mercy' – Qur'an 2:178 / it is preferable to forgive and some Muslims are opposed to the death penalty eg the Muslim Peace Fellowship / '...let them pardon and forgive. Do not wish that God should forgive you? God is most forgiving and merciful' – Qur'an 24:22, etc..

Judaism

Jews believe in the sanctity of life / the Talmud makes it clear that the death penalty should be rarely used / other forms of punishment should be used / abolished in Israel in 1954 except for treason in time of war and for those who committed crimes during the Holocaust / most Jews emphasise the need to give the criminal the chance to reform / only God should take life / Ten Commandments say – 'Do not kill' / people have been wrongly convicted of murder, etc..

Sikhism

Only God has the right to take life / every soul has a divine spark / death penalty is based on retribution and revenge / 'Do not be angry with anyone else; look within your own self instead. Be humble in this world, O Nanak, and by His Grace you shall be carried across' – Guru Granth Sahib 259 / the death penalty is difficult to justify as it doesn't allow offenders to change / all have a part of God in them / the death penalty is against Sikh teaching as it implies that some crimes are so bad that they cannot be forgiven / 'He alone has the power in His hands. He watches over all' – Guru Granth Sahib 7, etc..

0 5 . 5 ‘There is nothing wrong with sending a criminal to prison.’

Evaluate this statement.

In your answer you:

- **should give reasoned arguments in support of this statement**
- **should give reasoned arguments to support a different point of view**
- **should refer to religious arguments**
- **may refer to non-religious arguments**
- **should reach a justified conclusion.**

[12 marks]
[SPaG 3 marks]

Target: AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence.

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. Maximum of Level 2 if there is no reference to religion.	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

- Prison provides society with protection from those who have committed dangerous and serious crimes and ensures that the law is respected.
- A prison sentence gives offenders a chance to reflect on their actions and decide to reform.
- Prisons contain some troubled individuals who need social help, education, medical help, work and life skills and attempts to provide this can be found in the prison system.
- Prisoners can attend classes to improve their education and skills which prepares them for the outside world.
- Opportunities are given to talk through their problems and realise their mistakes and learn strategies for coping with life’s problems in a constructive way, etc..

Arguments in support of other views

- Prison isolates those who deserve punishment from their families and friends (retribution) but doesn't reform them.
- Being locked up often breeds resentment, bitterness and a determination to get back at society.
- Many prisons have problems such as over-crowding, little exercise, poor diet, boredom, violence and drug-abuse.
- Imprisonment punishes the family as well as the criminal.
- There is a high rate of reoffending when criminals are let back out into society as they are often called 'schools for crime' as prisoners educate each other in criminal methods.
- A prison record makes it very difficult to get a job on release, which may lead back into crime
- Other forms of punishment may be more suitable when considering the offender and/or their offence, eg community service, etc..

Buddhism

One of the main aims of prison should be to give the criminals time and space to reflect on their actions and so / rehabilitate themselves / "We should reflect that by the law of kamma, they are in danger of lowly and miserable lives to come, and that our duty to them, as to every being, is to help them to rise towards Nirvana, rather than let them sink to lower levels of rebirth" – Tenzin Gyatso (the Dalai Lama) / criminals should be encouraged to recognise the suffering they have caused, apologise and reform / Buddhist chaplains regularly visit inmates and help them to change, etc..

Christianity

Christians support the idea of constructive work and education so that inmates can learn worthwhile skills in prison / they believe in medical programmes to help prisoners overcome drug and alcohol addiction / they may take their inspiration from the Parable of the Sheep and Goats – Matthew 25:31–46 / they believe that offenders should be helped to change their ways once the punishment is over so that they don't reoffend / Christian chaplains regularly visit inmates and help them to change, etc..

Hinduism

Hindus believe that the treatment of criminals should always be on an individual level – to try to help as well as punish / the Dharmaśāstras do not lay out specific crimes for which imprisonment is required but support the idea that some criminals should be imprisoned to act as a deterrent / the laws of Manu categorise different types of crimes / everything should be done in prisons to try and get the offenders to reform, this includes encouraging meditation and education, etc..

Islam

Prisons should be reserved for those who do serious crimes and so the protection of the public is the first priority / imposes a loss of liberty and freedom / 'God commands justice ... and prohibits wrongdoing, and injustice...' Qur'an 16:90 / under Shari'ah law, prisons have less of a role in reforming the criminal / Muslims often argue that corporal punishment is better than imprisonment / Muslim chaplains regularly visit inmates and help them to change, etc..

Judaism

Treatment of offenders must be just and fair and prisons need a focus on reform / the Torah makes no mention of imprisonment, preferring monetary compensation / but most Jews support the use of prisons for serious crimes even though it isn't mentioned in the Ten Commandments / it gives prisoners the opportunity to reflect on their actions, realise what they have done wrong and become determined not to reoffend / being put in prison may help to bring remorse for the past and resolutions to do better in the future / Judaism considers it important for offenders to have the opportunity to atone for their crimes / Jewish rabbis and rabbinical students visit and counsel prisoners, etc..

Sikhism

Sikhs agree with the use of prisons if the focus of the prison experience is on trying to reform the criminal / prisoners should be treated with respect and compassion / prisons act as a deterrent and protect society as they ensure that the criminal is unable to reoffend while locked up / Sikhs believe in creating a safe society / 'Show kindness and mercy to all life, and realise the Lord is pervading everywhere' – Guru Granth Sahib, etc..

[Plus SPaG 3 marks]

0 6

Theme F: Religion, human rights and social justice

0 6 . 1

Many religious believers support human rights.

Which one of the following is not a way of supporting human rights?

[1 mark]

- A Campaigning for fair pay for men and women**
- B Opposing racial prejudice**
- C Charging excessive interest on a loan**
- D Seeking social justice**

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

Answer: C: Charging excessive interest on a loan

0 6 . 2

Give two reasons why freedom of religion is an important human right.

[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

One mark for each of two correct points.

Students may include two of the following points, but all other relevant points must be credited:

Included in the UNDHR / religion a fundamental part of a person's life / allows people to practise their faith / cannot be forced to believe in something / cannot be ordered by law to believe something / provides protection to religious minorities / allows people to follow the faith of their choosing / allows people to express themselves / aims to prevent persecution / promotes social inclusion / promotes tolerance, etc..

0 6 . 3 Explain two contrasting religious beliefs about being wealthy.

In your answer you must refer to one or more religious traditions.

[4 marks]

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs.

First contrasting belief

Simple explanation of a relevant and accurate contrast – 1 mark
Detailed explanation of a relevant and accurate contrast – 2 marks

Second contrasting belief

Simple explanation of a relevant and accurate contrast – 1 mark
Detailed explanation of a relevant and accurate contrast – 2 marks

The contrast may refer to either the religious belief(s) used or the issue.

If similar beliefs are given only **one** of them may be credited up to 2 marks max.

Detailed explanations will reflect one or more religious traditions.

Students may include some of the following points, but all other relevant points must be credited:

Allow different interpretations of wealth – material, financial, spiritual, etc.
Generally wealth is seen as a blessing from God so nothing wrong with it / what is important is how wealth is used / it should not be hoarded / used to provide for family / help support others in the wider community, etc..
Wealth can be seen to be a hindrance / to spiritual growth / is a form of attachment / some religious groups choose to be poor / some who become monks and nuns take vows of poverty / some follow a life of asceticism, etc.

Buddhism

Right thought / right action/ right intention / right livelihood encouraged in the use of wealth / for example to see poverty and not use wealth to help would be a wrong action / 'Riches ruin the foolish... through craving for riches, the foolish one ruins himself.' (Dhammapada) / monks and nuns are not allowed to have wealth, etc.

Christianity

'No one can serve two masters...you cannot serve both God and money' (Matthew 6:24) / 'For the love of money is the root of all kinds of evil.' (1 Timothy 6:10) / 'Be on your guard against all types of greed' Luke 12:15) / recognition that wealth is a gift from God / 'Wealth and honour come from you...we have given you only what comes from your hand' (1 Chronicles 29:12&14) / wealth should be used appropriately for example in support of one's family or to help others / some Christians pay a tithe to support the church / 'A tithe of everything from the land, whether grain from the soil or fruit from the tree belongs to the Lord.' (Leviticus 27:30) / St Paul taught that Christians should also pay their taxes to enable the government to do their job / 'This is why you pay taxes for the authorities are God's servants.' (Romans 13:6) / 'Pay to Caesar what is Caesar's, pay to God what is God's.'

(Matthew 22:21) / idea of stewardship of wealth / monks and nuns are not allowed to have wealth etc..

Hinduism

Hinduism believes that wealth should not be hoarded but used for stewardship / 'If someone keeps all that he accumulates for himself and does not give it to others, the hoarded wealth will eventually prove to be the cause of ruin.' (Atharva Veda 3:25) / excess wealth may lead to over indulgence and materialism rather than spiritual living/ use of money for good deeds builds good karma / therefore wealth should be used to do good deeds here and now to help other people / 'Happiness arises from contentment, uncontrolled pursuit of wealth will result in unhappiness' (Manu) / in the fourth Ashrama which is renunciation/sannyasin, all wealth is rejected, etc..

Islam

Islam teaches that wealth is a gift from Allah / humans are caretakers of what Allah has given them / on Judgment Day Muslims will be asked how they spent their wealth / wealth should be used to support others through the payment of zakat / sadaqah / khums / 'Tell those who hoard gold and silver instead of giving in God's name that they will have a grievous punishment.' (Qur'an 9:34) / 'Beware of greed for it is ready poverty' (Hadith) / usury is condemned etc..

Judaism

Judaism believes that all wealth is a blessing from God / can be used to support family and others / Jews pay tzedakah (charity) / 'You shall set aside every year a tenth part of all yield of your sowing that is brought from the field.' (Deuteronomy 8:18) / materialism can lead people to sin for if your heart is full of the desire for money there can be no room for God / 'He who loves silver cannot be satisfied with silver' (Ecclesiastes) / Eighth century prophets such as Amos condemned greed / excessive money making / 'He who has a hundred, craves for two hundred' (Talmud) etc..

Sikhism

Sikhism believes that a person who possesses wealth has been blessed by God as they are able to help the poor / 'The greedy mind is enticed by greed. Forgetting the Lord, it regrets and repents in the end.' (Guru Granth Sahib 1172) / 'One who lives by earning through hard work, then gives some of it away to charity, knows the way to God' (Guru Gobind Singh) / Sikhs are expected to give ten percent of their wealth to charity / if they are able should give more / 'No one brought this wealth with him and no one will take it with him when he goes.' (Guru Granth Sahib 1251) etc..

0 6 . 4 Explain two religious beliefs that show why people-trafficking is wrong.

Refer to sacred writings or another source of religious belief and teaching in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

First belief

Simple explanation of a relevant and accurate belief – 1 mark
Detailed explanation of a relevant and accurate belief – 2 marks

Second belief

Simple explanation of a relevant and accurate belief – 1 mark
Detailed explanation of a relevant and accurate belief – 2 marks

Relevant and accurate reference to sacred writings or another source of religious belief and teaching – 1 mark

Note: to be a detailed explanation the response must be linked to people-trafficking

Students may include some of the following points, but all other relevant points must be credited:

People-trafficking breaches Human Rights / frequently results in its victims becoming little more than modern-day slaves/forced into ‘sweatshop’ labour/prostitution/drug mules / is a form of abuse / violence is involved / treats people as objects / families in their homelands are threatened / is a form of ransoming / many people who are trafficked suffer wrongful deaths / many can never pay back the fee, etc..

Relevant religious teaching will probably cover a range of areas for example sanctity of life, equality, justice, freedom etc..

Buddhism

Right Action / Right Intention / Right Livelihood / Karuna (compassion) / Metta (loving kindness) / involvement in people trafficking would result in bad karma etc..

Christianity

All humans should be given equal respect / all are made in the image of God / sanctity of life / ‘So in everything do to others what you would have them do to you’ (Matthew 7:12) / ‘There is neither Jew nor Gentile, slave nor free, male nor female, for you are all one in Christ Jesus (Galatians 3:28) / ‘Love your neighbour as you love yourself’ (Leviticus 19:18) / ‘But let justice roll on like a river, righteousness like a never-failing stream.’ (Amos 5:24) / Parable of the Good Samaritan / Parable of the Sheep and the Goats / example of Jesus in dealing with the vulnerable and the outcast / ‘He sent me to bring good news to the poor, to proclaim liberty to the captives and to set free the oppressed’ (Luke 4:18–19) may motivate Christians to act against people-trafficking etc..

Hinduism

Hinduism teaches that Brahma is found in everything / wrong treatment of a person would therefore be wrong / love and respect for all things / belief in ahimsa / hurting others can lead to bad karma / belief that the true self is the atman and everyone has an atman / this therefore must mean that everyone is equal and should be treated as such / 'It is the same God shining through so many different eyes' etc..

Islam

'People we created you from a single man and a single woman, made you into races and tribes so that you should get to know one another' (Qur'an 49:13) / 'Liberate those in bondage' (Qur'an 16:90) / 'Adhere to justice for that is close to awareness of God' (Qur'an 5:8–9) / 'Anyone male or female who does good works and is a believer will enter paradise.' (Qur'an 4:124), etc..

Judaism

God created man and woman in His image (Genesis 1:27) / so all are equal / as God's creation then worthy of respect / 'You shall not wrong a stranger or oppress him, for you were strangers in the land of Egypt' (Exodus 22:20) / 'Love your neighbour as you love yourself' (Leviticus 19:18) / 'But let justice roll like a river, righteousness like a never-failing stream' (Amos 5:24) / 'He sent me to bring good news to the poor, to proclaim liberty to the captives and to set free the oppressed.' (Isaiah 61:1–2), etc.

Sikhism

Everyone regardless of race or background is created by God and so of equal value / belief in the principle of justice and fighting for justice where it does not exist / Guru Gobind Singh said that 'Using the same mud, the Creator has created many shapes in many ways.' / 'Those who love God love everyone' (Guru Granth Sahib) / 'God created everyone so all are equal so deserve the same treatment and respect' (Mool Mantra) / 'God does not ask about social class or birth' (Guru Granth Sahib 1330), etc.

0 6 . 5 ‘Positive discrimination should be used to help end racial discrimination.’

Evaluate this statement.

In your answer you:

- **should give reasoned arguments in support of this statement**
- **should give reasoned arguments to support a different point of view**
- **should refer to religious arguments**
- **may refer to non-religious arguments**
- **should reach a justified conclusion.**

[12 marks]
[SPaG 3 marks]

Target: AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence.

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. Maximum of Level 2 if there is no reference to religion.	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

- All religions believe in the importance and dignity of human beings, positive discrimination promotes this.
- All religions promote the ideas of justice, equality and compassion, this is supported by positive discrimination of groups previously discriminated against.
- Positive discrimination allows people who have previously been discriminated against due to race to have a fair chance in gaining jobs, housing, equal wages etc..
- Positive discrimination recognises there has been injustice in the past and society accepts that it was wrong.

- Human rights say that all humans are born free and equal in dignity, positive discrimination reinforces this.
- Humans are created by God and are therefore equal and so should be treated fairly, positive discrimination goes some way to addressing the unfairness in society, etc..

Arguments in support of other views

- All discrimination is wrong.
- Positive discrimination could mean that well qualified people are not employed because they do not fit criteria.
- Positive discrimination favours certain groups and so is unjust.
- Positive discrimination may lead to resentment and prejudice.
- Where does positive discrimination stop? Who decides when the imbalance in representation of a particular group is balanced?, etc.

Buddhism

Buddhism teaches that discrimination leads to suffering / it is wrong so should be avoided / teaches that human beings are fundamentally the same and equal in their potential to become Buddha / “We all want to avoid suffering and achieve happiness” (Dalai Lama) / suffering is caused by selfish actions / selfishness is the cause of unhappiness / through respect for others and their rights a healthy, free and prosperous society can be built / only by respecting others can an individual have respect for themselves / law of karma discourages law-breaking and actions that will cause suffering / right action / right intention, etc.

Christianity

Christianity teaches that all are made in the image of God / therefore equal before God / ‘Love your neighbour as you love yourself’ sets the standard for how a person should be treated / ‘So there is neither Jew nor Greek, slave nor free, male nor female for you are all one in Christ Jesus’ (Galatians 3:28) affirms the equality of all humans / therefore affirms the right to be treated with respect / teaching on sanctity of life etc..

Hinduism

Hinduism teaches that Brahma is found in everything so discrimination is viewed as wrong / the duties (dharma) of each individual if carried out faithfully will protect the rights and freedoms of others in society / all life is sacred / everyone has the right to be free from violence (ahimsa) / ‘Hurt not others in ways that you yourself would find hurtful’ (Udana Vanja 15:18) / hurting others can lead to bad karma which will affect future reincarnations / true self is the atman and everyone has one, meaning everyone is equal so discrimination is wrong, etc..

Islam

Islam teaches that all human beings are creations of Allah / everyone is created equal but different so discrimination is unjustified / there are certain basic human rights which should be shared by all of humanity / these human rights are given by Allah / duty of Muslims to protect them in order to protect against their loss which can lead to tyranny / ‘As you are, so you will have rulers over you’ (Hadith) / all life is sacred and should be protected / justice should be administered fairly and equitably / ‘No bearer of burdens shall be made to bear the burdens of others’ (Surah 6:164) / ‘Allah doth command you...when you judge between man and man, that you judge with justice.’ (Qur’an 4:58), etc..

Judaism

Judaism teaches that all are made in the image of God / therefore worthy of respect and equitable treatment / 'Follow justice and justice alone' (Deuteronomy 16:20) / 'Just as I am righteous', says the Lord, 'so you too be righteous.' (Talmud) / 'You shall not wrong a stranger or oppress him, for you were strangers in the land of Egypt' (Exodus 22:20) / 'Love your neighbour as you love yourself' (Leviticus 19:18) / 'But let justice roll on like a river and righteousness like a never-failing stream.' (Amos 5:24) / humans were created to serve God and they can best carry out this task if they are free to fulfil their potential as individuals, etc.

Sikhism

Sikhism believes in the principle of justice / fight for justice where it does not exist / 'Those who love God, love everyone.' (Adi Granth) / 'Call no one high or low. God the potter has made all alike. God's light alone pervades all creation.' (AG 62) / God created everyone so all are equal so deserve the same treatment and respect (Mul Mantra) / Sikhism emphasises respect, love and service to fellow human beings, etc.

[Plus SPaG 3 marks]

0 7

Theme G: St Mark's Gospel – the life of Jesus

0 7 . 1

Which one of the following describes how the friends of the paralysed man got him to Jesus?

[1 mark]

- A Through the door**
- B Through the window**
- C Through the roof**
- D Up from the cellar**

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

Answer: C: Through the roof

0 7 . 2

Give two things that Jesus said would happen to him in Jerusalem.

[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

One mark for each of two correct points.

Students may include two of the following points, but all other relevant points must be credited.

Mark 8:31; Mark 10:33-34

Endure great suffering / will be handed over to the chief priests and the teachers of the law, arrested / be tried / will be condemned to death / will be handed over to the Gentiles (Pilate or Romans) / will be mocked / spat on / flogged / killed / three days later will rise, etc..

0 7 . 3 Explain two contrasting Christian views about the importance of Jesus' entry into Jerusalem.

[4 marks]

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs.

First contrasting view

Simple explanation of a relevant and accurate contrast – 1 mark
Detailed explanation of a relevant and accurate contrast – 2 marks

Second contrasting view

Simple explanation of a relevant and accurate contrast – 1 mark
Detailed explanation of a relevant and accurate contrast – 2 marks

If similar views are given only **one** of them may be credited up to 2 marks max.

Students may include some of the following points, but all other relevant points must be credited:

Mark 11:1-11

That the entry into Jerusalem was triumphal / Jesus entered as a king / the people watching proclaimed him using messianic words / reference to Zechariah 14⁴ / 'Hosanna' – people were in effect praying to Jesus / blessed is the one who comes in the name of the Lord / called him 'Son of David' / laid palms, etc..

The people misunderstood / Jesus was entering in humility /the colt was not the beast of a warrior or a king – would be a horse / Jesus did not want to be seen as a king or warrior but came in peace / as a humble person / just came with his friends to Jerusalem / Jesus knew it was going to be the last week of his life so wanted to make a dramatic entry / not all think that the palm leaves had significance until later interpretation, etc..

0 7 . 4 Explain two Christian beliefs about Jesus' trial before the Jewish authorities.

You must refer to St Mark's Gospel in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

First belief

Simple explanation of a relevant and accurate belief – 1 mark
Detailed explanation of a relevant and accurate belief – 2 marks

Second belief

Simple explanation of a relevant and accurate belief – 1 mark
Detailed explanation of a relevant and accurate belief – 2 marks

Relevant and accurate reference to St Mark's gospel – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

Mark 14:53, 57-65

The trial was illegal / it is unlikely that enough members of the Sanhedrin (Council) would be present / there was not an agreed testimony from the witnesses / Jesus was asked whether he was the 'Son of the Most High' / Messiah (Christ) / this was a not a legally permitted question / accused persons should not have to give evidence which condemned themselves / the Jewish Council condemned him as deserving death for blasphemy but did not have the power / it was the only way the Jewish authorities could take action against him / importance of claims Jesus made eg that he was the Messiah, the Son of God / fulfilment on the prophecy about the Son of Man, etc..

0 7 . 5 ‘The Last Supper is the most important event recorded in Mark’s Gospel.’

Evaluate this statement.

In your answer you:

- **should give reasoned arguments in support of this statement**
- **should give reasoned arguments to support a different point of view**
- **should refer to St Mark’s Gospel**
- **may refer to non-religious arguments**
- **should reach a justified conclusion.**

[12 marks]
[SPaG 3 marks]

Target: AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence.

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. Maximum of Level 2 if there is no reference to religion.	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

- The Last Supper is the most important event because of Jesus’ words and actions.
- Breaking the bread.
- ‘This is my body’.
- Sharing the wine.
- ‘This is my blood’.
- It was a clear indication of what was to happen to him.
- He wanted the disciples to remember this.
- Continue to do it.

- He was successful because in many Christian churches the Holy Communion (Lord's Supper etc..) is still practised.
- One of the few things they do that directly goes back to Jesus' actions and words, etc..

Arguments in support of other views

Other key incidents in the Gospel narrative may be more important. Examples might be:

- **The Baptism** beginning of his ministry / set an example for future Christians / the voice from God / the presence of the Holy Spirit / Trinity imagery / Jesus' need to make a public declaration of his mission, etc..
- **The Transfiguration** an image of the link between Jesus and the past / the importance of Elijah and the prophets / Moses and the law / it set the moment for the change from the public ministry to the more disciple-centred ministry in the Gospel / it was an image of glory / foreshadowed the resurrection, etc..
- **The Crucifixion** it was what the ministry of Jesus was leading to / Jesus sacrificed on the cross / replaced the Jerusalem temple sacrificial tradition / Jesus died once and for all / brought people back to God / the Temple curtain was cut in two / the Centurion recognised Jesus as Son of God, etc..
- **The Resurrection** demonstrates Jesus as the Messiah / God's power is ultimately revealed / the message from the young man in the tomb was clear, Jesus was not there he had risen / gave Jesus the opportunity to give the disciples the final commission, etc..

Students may pick other comparators eg Jesus' parables, the miracles as more important. These should be credited appropriately.

Maximum level 2 if the student only relates the story.

[Plus SPaG 3 marks]

0 8

Theme H: St Mark's Gospel as a source of religious, moral and spiritual truths

0 8 . 1

Which one of the following was the tax collector that Jesus called to be a disciple?

[1 mark]

- A Jairus**
- B Levi**
- C Judas**
- D Andrew**

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

Answer: B: Levi

0 8 . 2

Give two teachings from the parable of the growing seed.

[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

One mark for each of two correct points.

Students may include two of the following points, but all other relevant points must be credited:

Mark 4:26-29

The kingdom of God grows without people knowing how / the Kingdom grows steadily and peacefully / patience is rewarded / the Christian Church continues to grow in the world / persecuted Christians could be encouraged by this parable because it demonstrates that it is God's will that Christianity and the church grow / there will be a harvest (judgement) in due time etc..

08.3

Explain two contrasting Christian beliefs about the anointing at Bethany.

[4 marks]

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs.

First contrasting belief

Simple explanation of a relevant and accurate contrast – 1 mark
Detailed explanation of a relevant and accurate contrast – 2 marks

Second contrasting belief

Simple explanation of a relevant and accurate contrast – 1 mark
Detailed explanation of a relevant and accurate contrast – 2 marks

If similar ways are given, only **one** of them may be credited up to 2 marks.

Students may include some of the following points, but all other relevant points must be credited:

Mark 14:1-9

The woman was preparing Jesus for death / her action foreshadowed the anointing which dead bodies received / she was doing a loving thing for Jesus / she had understood his mission and where it was leading / some Christians believe that this was an important revelation about Jesus / people should show kindness etc..

That this was a waste / the ointment was worth a lot of money (300 denarii) / the poor should be supported with this / the woman was wrong to waste this money / some Christians think that valuable things should always be used to support those in need etc..

0 8 . 4 Explain two instructions which Jesus gave to the Twelve before their Mission.

You must refer to St Mark’s Gospel in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

First instruction

Simple explanation of a relevant and accurate instruction – 1 mark
 Detailed explanation of a relevant and accurate instruction – 2 marks

Second instruction

Simple explanation of a relevant and accurate instruction – 1 mark
 Detailed explanation of a relevant and accurate instruction – 2 marks

Relevant and accurate reference to St Mark’s gospel – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

Mark 6:7-11

Jesus instructed the disciples:

To go in pairs / the Christian Church encourages companionship, etc..

That they would have authority over unclean spirits. Christianity has a strong tradition of healing / there are healing services in many churches / becoming a nurse, doctor is a Christian vocation / visiting the sick may be included, etc..

The disciples were to take nothing for the journey / except a staff / wear sandals / but not an extra shirt meaning that faith is essential in the Christian journey / Christians should live simple lives / the Christian life need not be elaborate or expensive / it is important to be equipped to live the Christian life, etc..

The disciples were not to take bread / bag / money which explains that Christians believe that God will provide / there is no need to accumulate things / some people will help them in need etc..

The disciples were to accept a welcome in any town they visited. Jesus was praising welcome and hospitality / Christian churches should be centres of welcome / strangers should be encouraged to join the congregation / teaching the Christian faith is important, etc..

If the disciples were not welcomed they were to shake the dust off their feet. There will be times when Christians are not welcome / even persecuted / believers should just move on, etc..

0 8 . 5 ‘Peter sets a good example of discipleship for Christians today.’

Evaluate this statement.

In your answer you:

- **should give reasoned arguments in support of this statement**
- **should give reasoned arguments to support a different point of view**
- **should refer to St Mark’s Gospel**
- **may refer to non-religious arguments**
- **should reach a justified conclusion.**

[12 marks]
[SPaG 3 marks]

Target: AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence.

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
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1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

- Peter responded as soon as he was called by Jesus / known as Simon (Mark 1¹⁶).
- Jesus had confidence in him / the name Peter means rock (Mark 3¹⁶).
- Peter was with Jesus at key points in the ministry / Jairus’ daughter / the transfiguration / Gethsemane etc..
- It was Peter who first recognised Jesus as the Messiah (Christ) (Mark 8²⁹).
- Peter declared that the disciples had left everything to follow Jesus (Mark 10²⁸).
- Just before the denials Peter had declared that he would not desert (Mark 14²⁹)
- After the arrest Peter followed Jesus to Caiaphas’ house he did not do this to deny that he knew him.

- The men at the tomb told the women to tell Peter that Jesus had gone to Galilee (Mark 16¹⁷).
- Peter was a great supporter of Jesus' work, there at key moments and regarded by many as impetuous but keen to follow Jesus / his commitment is an example to Christian disciples.
- Peter was essential to the future of the Church Peter later became the leader of the Jerusalem church and then first Pope etc..

Arguments in support of other views

- Peter misunderstood sometimes eg at the transfiguration offering to build booths for Jesus, Moses and Elijah (Mark 9⁵).
- Peter had said earlier that he did not want Jesus to be arrested and killed / Jesus called him Satan / to get behind him / cause of temptation / he did not understand what Jesus needed to do (Mark 8²⁷⁻³³).
- Peter only understood Jesus' ministry after the events of the resurrection.
- Peter made mistakes eg In Gethsemane he slept whilst Jesus was praying (Mark 14³⁷⁻⁴¹).
- Peter demonstrated fear, the denials were the reaction of man in fear (Mark 14⁶⁶⁻⁷²).
- Peter was human, not perfect etc..

Any relevant reference to Peter in Mark's Gospel should be credited.

[Plus SPaG 3 marks]