



GCSE
RELIGIOUS STUDIES (SHORT COURSE)
8061/5

Section 5: Themes

Mark scheme

June 2021

Version 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject examiners. This mark scheme includes any amendments made at the standardisation events which all examiners 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 examiner understands and applies it in the same correct way. As preparation for standardisation each examiner 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, examiners 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.

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Mark Schemes for GCSE Religious Studies

This paper requires expert markers who have wide knowledge and understanding of the particular subject content of the Specification. With the exception of the multiple-choice question, many of the questions asked have many different credible answers and students are able to bring to their answers their own knowledge, understanding and background. They will offer details, arguments and evidence which the examiner, with the help of the mark scheme, will need to judge as credible or not. It is therefore important that the examiner has a good understanding of the principles and spirit of the mark scheme in order to be fair and consistent when marking students' answers. The Content included is designed to be as helpful as possible but in many cases is not exhaustive. So Content sections are introduced by the sentence:

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

this is to remind examiners that there may well be additional correct answers which, with their expertise, they will be able to allow. With all questions if an examiner has any doubt about answers being credit worthy they should consult their team leader.

Structure

The mark scheme for each question shows:

- The question; Each question is printed in full before its target and mark scheme. It is always important that examiners remind themselves of the exact question being asked. In particular, they will need to do this in instances where the answer appears to be 'straying' from the question set or perhaps offers a valid alternative not included in the mark scheme
- Target; The target provides the specific assessment objective which the question is testing. It reminds examiners of the skills the question is designed to test, eg knowledge and understanding, evaluation
- The total marks available for the question and if Spelling, Punctuation and Grammar is assessed
- The typical answer(s) or content which are expected
- Generic instructions related to the question target of how to award marks (i.e. levels of response grid).

Themes papers guidance (Specification A & Short Course)

In questions where students may choose religions from which to illustrate their answer, there may be some general Content, ie credible comments which students will make which could be applied to any religion or perhaps to a secular viewpoint as well. Where these are appropriate they are usually given first. The Mark Scheme will also include, under separate headings, Content sections for each of the six religions allowed within the Specifications.

General Guidance

.../.. means that these are acceptable alternative answers in the mark scheme, eg Guru Har Krishan / Guru Tegh Bahadur / Guru Gobind Singh.

Answers may include specialist terms, in Hebrew or Arabic for example. If this is the case, the mark scheme will usually indicate this by providing in brackets the English as well, eg 'Yom Kippur (the Day of Atonement)'. In such questions, answers will be credited whether provided in the original language or in English.

Some mark schemes use bullet points to separate content. Each bullet point refers to a different possible 'belief' or 'teaching' or 'way', depending on the question. Obliques (.../..) used within the bullet point indicate different ways in which the point may be expressed and points which may be made to give the further detail or development needed for the second mark.

Where a student has crossed out a complete answer, it should be marked if it remains legible, unless an alternative is provided in which case only the alternative should be marked. When part of an answer is crossed out, then only what remains should be considered.

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.

1 mark multiple choice questions

Such questions have four alternatives and the one correct answer will be given together with the correct letter, eg 'Answer: D Trinity'.

2 mark short answer questions

The principle here is provided in the mark scheme: 'One mark for each of two correct points.' Students may give **more than** the two answers required by the question. In such instances,

- **Award for the first two answers only, wherever they appear.**
- If a student gives more than one answer on the first line and another answer / other answers on the second line, the 'first two answers' will be the **first two** on the first line and **only these two** should be considered for marks. Other answers must be ignored.
- If on the first line the first two answers given are correct, award two marks, regardless of what is written elsewhere in the answer.
- If the first two answers can only be awarded one mark yet there is a third answer that is correct, this correct third answer must be ignored and no mark given for it.
- However, if the student gives some **elaboration after the first answer**, which is clearly developing their first answer, (which they are not required to do), do not consider this elaboration to be their second answer (unless the elaboration happens to contain a second correct answer to the question asked), regardless of whether there are other answers provided. In this case, the second answer also, if correct, may be credited for the second mark

4 and 5 mark answer questions

Examiners should take care to note the target of the question. Clear information is provided for these types of question on how to award marking points. Examiners should carefully read the additional instructions provided for each type of question (eg for influence questions the final sentence in the general guidance box reminds the examiner that the second mark (detailed explanation) awarded in each case must show clear 'influence').

12 mark answer questions

The 12 mark questions test Evaluation skills (AO2). The mark scheme for these answers is based on Levels of Response marking in which the examiner is required to make a judgement on the completed answer taken as a whole.

Level of response marking instructions

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

Level 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.)

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.

Level 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. If examiners have any doubt about what level to award a response, they should consult their team leader.

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 examiners apply the mark scheme to a student's answer they should read through the answer and annotate it (as instructed) to show the qualities that are being looked for. They should then apply the mark scheme. It may be necessary to read the answer more than once to be sure of assigning the correct Level.

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.

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.

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 Which one of the following means the legal ending of a marriage?

[1 mark]

- A Cohabitation
- B Contraception
- C Divorce
- D Polygamy

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

Answer: C Divorce

0 1 . 2 Give two religious reasons given by believers to support the view that sex before marriage is wrong.

[2 marks]

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

1 mark for each of two correct points.

If students provide more than two responses only the first two responses should be considered for marking.

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

Many religious believers view sex before marriage as wrong believing that sex is a gift from God that should be managed responsibly / sex before marriage is therefore viewed as irresponsible as people run the risk of unwanted pregnancy / STIs / 'one-night stands' treat sex as casually and disrespectfully rather than expressing a deep life-long commitment to a partner / within marriage sex strengthens the relationship / allows for children to be born in a stable relationship / creating a family through which religion and culture can be passed down, etc

In Buddhism sex before marriage as a result of tanha (craving) would be seen as wrong and unskillful / Christianity teaches sex should be reserved for marriage only/ 'Every sexual act must be within the framework of marriage' Catholic Catechism / 'That is why a man leaves his mother and father and becomes united with his wife' (Genesis 2:25)/ 'Flee from sexual immorality' (1 Corinthians 6:18) / within Hinduism sex is reserved for the householder stage only/ a person should remain celibate at other stages of life/ in Islam the Qur'an forbids sex outside of marriage / 'Let those who find not the wherewithal for marriage keep themselves chaste until God gives them means.' (Qur'an 24:33) / 'And do not even approach zina, for it is an outrageous act and an evil way.(Qur'an 17:32) / within Judaism sex before marriage is seen as undermining the creativity of the family / it lowers a person's self-respect / all are created in God's image (Genesis 1:27) / 'That is why a man leaves his mother and father and becomes united with his wife' Genesis 2:25) / Sikhism teaches in the Rehat Maryada that anyone who has sex before marriage is not a true Sikh / 'For a moment of sexual pleasure you shall suffer in pain for millions of days.' (GGS 403), etc.

0 1 . 3 Explain two contrasting religious beliefs about the nature of marriage.

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

Contrast may mean opposing beliefs or may mean different beliefs in terms of either belief or issue.

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

Most religions teach that marriage is intended as a faithful / long-term commitment / for the sharing of love / companionship / raising of children, etc.

Buddhism

Marriage regarded as a social contract / not seen as a religious duty / or a sacred act / monks may bless the marriage after the ceremony but cannot conduct the ceremony / marriage should be a place where individuals are loved or cared for / supported in developing metta (loving kindness) / karuna (compassion) / following the five precepts, etc.

Christianity

Marriage is a gift from God at creation / part of natural law / life-long union blessed by God / reflects the sacrificial love of Jesus / it is a covenant before God / couple promise to live faithfully until death / it is a spiritual bond of trust that reflects the love of God for the Church / within some branches of Christianity it is a sacrament / 'That is why a man leaves his father and mother and is united to his wife and they become one flesh' (Genesis 2:24), etc.

Hinduism

Marriage is an expectation to fulfil the householder stage / brings two families together / strengthens the community / often arranged so love develops over time / householder should take responsibility for own family / dharma is to provide for the material and spiritual needs of the family, etc.

Islam

Marriage is a social contract / brings two families together / strengthens the community / it is an equal partnership under God / helps people develop spiritually by avoiding sexual sin and adding value to worship / husband and wife are like garments for each other (Qur'an 2:187) / so should support and care for each other, etc.

Judaism

Marriage not just a social contract / it is the spiritual binding together of a man and woman in love / in a life-long commitment to each other / part of God's plan at creation / 'That is why a man leaves his father and mother and is united to his wife and they become one flesh.' (Genesis 2:24) / Jews see their partner as their soulmate / marriage shows the love of God for his people of Israel / covenant relationship, etc.

Sikhism

Marriage is a religious act / a spiritual opportunity to become one spirit in two bodies / Anand Karaj (the wedding ceremony) means 'blissful union' / way God intended men and women to live / witnessed by God / shown by the presence of the Guru Granth Sahib at the ceremony / ideally shows love / happiness / faithfulness / loyalty / men and women are regarded as equal / place for spiritual development of partners, etc.

0 1 . 4 Explain two religious beliefs about the roles of men and women.

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.

Most religions teach that male and female are of equal value / may have different roles and responsibilities in family and society / historical interpretations have given superior roles to men, eg leading worship.

Buddhism

The Lotus Sutra teaches that men and women are equal in their ability to practise Buddhism and attain enlightenment / there is no difference in the practice of Buddhism for men and women / many Buddhists believe that men and women should have equal status / Vimalakirti Sutra teaches that maleness and femaleness are essentially unreal / 'The things which separate and divide people-race, religion, gender and social position are all illusory.' (Dhammapada 6) / compassion / non-harming of others means equality is needed in the treating of men and women and the roles they perform / the Buddha ordained women as nuns though was initially reluctant to do so / as the tradition of nuns has died out in Theravada Buddhism some argue that women can no longer become nuns in that tradition / Mahayana Buddhism has had nuns for many centuries / the Triratna Buddhist Order has the same ordination process for men and women / in 2015 the Dalai Lama said he saw no reason why a future Dalai Lama could not be a woman / the Aparimitayur Sutra suggests that women must be reborn as men before they can achieve enlightenment, etc.

Christianity

Jesus treated women with respect / and welcomed them as disciples / in Luke 10 the example of Mary and Martha showed that they were capable of more than just domestic tasks / some of the earliest converts to Christianity were women / many became leaders for example Dorcas in Joppa / Priscilla in Ephesus / Genesis 1:27 teaches that all humans were created in the image of God so all humans should be treated equally / Galatians 3:27 emphasises this, 'There is neither Jew nor Greek, slave nor free, male nor female for you are all one in Christ Jesus.' / some traditional Christians take Genesis 3:16 literally, 'your husband...will rule over you' and argue that men are the head of the family / women should mainly stay at home and care for the children / 'Wives submit to your husbands as to the Lord, for the husband is head of the wife.' (Ephesians 5:22) / some traditional Christians believe that this difference in roles is not gender inequality but that men and women have different but complementary roles / many Christians today see marriage as an equal partnership where the different gifts of the couple strengthen family life / 1 Timothy 2:12, 'I do not permit a woman to teach or have authority over a man' / based on this some traditional denominations only have male ministers / within the Church of England the first women bishops were appointed in 2015 / within the Roman Catholic church only men may be ordained / many non-conformist traditions such as Methodists have had women ministers for many years, etc.

Hinduism

The dharma requires that everyone is treated with respect because all have been created by God / 'I look upon all creatures equally.' (Bhagavad Gita 9:29) / good treatment of women is seen as a blessing / Hindu scriptures say a woman passes through three stages in life / when she is supported by her father / when she is supported by her husband / and when she is supported by her son / this would suggest inequality as the woman is dependent on the males in her family / Manusmriti says, 'Where women are honoured the gods are pleased.' / traditionally women were expected to look after the home and family and men were expected to provide / now duties are increasingly shared / women perform puja in the home / men tend to take the lead in performing other religious rites /

there is no difference between men and women on a spiritual level / the differences exist only at a physical level due to past lives / men and women of any caste can reach moksha if sincerely seeking God / all Brahmin priests are male with the exception of the Hare Krishna movement, etc.

Islam

All people were created equally by Allah / Qur'an 49:13 says, 'People we created you all from a single man and a single woman and made you into races and tribes so that you should recognise one another.' / men and women have the same spiritual nature / men and women have the same religious and moral responsibilities / they will be rewarded for the good that they do / 'Whoever does righteousness, whether male or female...we will surely give them their reward...' (Qur'an 16:97) / Muhammad said, 'I command you to be kind to women.' / 'I shall not lose sight of the labour of any of you who labours in my way, be it man or woman, each of you is equal to the other.' (Qur'an 3:195) / 'Men are protectors and maintainers of women.' (Qur'an 4:34) / men are expected to provide for their families / women have an important role in looking after and raising children / making decisions about the household / a Muslim mother commands great respect and obedience from her children / 'Heaven is under the feet of mothers' (Hadith) / in Islam all religious leaders are male / women do not pray at the front of the mosque, etc.

Judaism

Everyone created by God / and in God's image / so everyone is equal in God's sight / 'So God created human beings, making them to be like himself. He created them male and female.' (Genesis 1:27) / Tenakh tells stories of important women who are greatly respected for example, Deborah, Abigail, Ruth et al. / Orthodox Judaism sees the roles of men and women as separate but equal / men are expected to work to support the family / women are to care for the children and home / mother's role is crucial in Judaism / and Judaism passes down the maternal line / it is the important duty of women to ensure that the Jewish food laws are kept / the honour of welcoming in the Shabbat is also part of the role of the woman / she lights the candles / welcomes in Shabbat and says prayers / at the synagogue women do not play a part in the service / and sit separately from the men / in Reformed and Liberal Judaism women are able to be rabbis / sit with men in the synagogue / and handle the Torah Scrolls, etc.

Sikhism

'All men and women are equal. We are the children of one God' (Guru Granth Sahib 611) / men and women are equal before God (Guru Granth Sahib 304) / 'Man is born of woman and woman is born woman; without women there would be no world at all. (GGS) / God is in everyone, 'the Beloved Himself...is contained within every man and woman' (Guru Granth Sahib 605) / Waheguru is neither male nor female / Guru Nanak welcomed women into the sangat (congregation) / women are able to serve as granthi / lead prayers and worship / participate in the Akhand Path and take part in all activities in the gurdwara / Guru Amar Das sent out 52 women as missionaries / people are judged only by their deeds not by their caste, gender or race / Sikh marriage is described as 'two bodies, one spirit' / emphasising the equality of the partners / baptised Sikh women use the name 'Kaur' (meaning princess) / which frees them from having to take their husband's name at marriage / when a Sikh woman gives birth she usually takes on the main role of raising the child / the father will usually take on other household duties so that the family's work is shared evenly / many married couples now both work to support their family / so also share domestic responsibilities, etc.

0 1 . 5 'The most important purpose of a family is to educate children in a faith.'

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]

Target: AO2: Analyse and evaluate aspects of religion and belief, including 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. Reference 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

- Religion is a key part of a person's identity.
- Teaches children about their faith and gives a purpose in life.
- Way for the religion to continue.
- Initiation ceremonies welcome children into the faith.
- Provides structure and behaviour codes to help development.
- Provides the best environment in which to raise children.
- Religious upbringing can help children be happy and be equipped to go out into the world.
- Teaches children about service and helping others, etc.

Arguments in support of other views

- Main purpose of a family is procreation.
- Raising children in a stable, loving environment is the most important purpose as it allows them to grow and flourish / and be the people they should be.
- Family provides protection for children.
- Family may not be religious / meaning raising children in a faith is irrelevant.
- Learning about the faith is important but not the most important purpose.
- Wrong to 'force' religion on children / they should be allowed to make up their own minds when older.
- Purpose of family is to help, support and care for all members of the family or extended family not just children.
- Family may not have children / meaning other aspects such as love, companionship are the most important purposes, etc.

Buddhism

Raising children in Buddhism is part of the purpose of the family / along with providing a loving / caring environment for children / husbands and wives are expected to respect and honour each other / cultivate love towards each / children are expected to be obedient and respect their parents and other relatives, etc.

Christianity

Family provides stability as it is where people learn to live as a community / children learn right from wrong from their parents / Christians believe God reveals himself as Father and Jesus as Son and humans as his children so family is central / family reflects Christ's relationship with the Church / 'Husbands love your wives, just as Christ loved the Church and gave himself up for her.' (Ephesians 5:25) / 'Honour your father and mother' (Exodus 20:12) / 'Children obey your parents in everything for this pleases the Lord. Fathers do not embitter your children, or they will become discouraged.' (Colossians 3:20-21), etc.

Hinduism

A key duty in the householder stage is to pass on religious traditions by celebrating religious festivals / daily worship / children are taught how to conduct puja / Hindu families are often extended families meaning care/love/support is extended to all members of the extended family, etc.

Islam

Children are a blessing from God / family is crucial in providing a stable environment for their upbringing / 'For every tree there is a fruit and the fruit of the heart is the child.' (Hadith) / children do have a duty to be respectful to parents and elders / 'Lower your wing in humility towards your parents in kindness and say, 'Lord have mercy on them, just as they cared for me when I was little.' (Qur'an 17:24) / Islam honours the elderly as they have gained wisdom and experience which can be shared with younger members of the family / caring for parents is an honour not a burden / repaying them for the love and support they gave to them when they were children, etc.

Judaism

Family provides Jews with security / stability they need to practise their faith and pass it on / gives children a sense of identity / with other families it gives families a chance to have friends who share their beliefs and practices / provides a place of safety for the sick/disabled/elderly/children are to be taught the faith / 'Take to heart these instructions...Impress them upon your children. Recite them when you stay at home and when you are away...' (Deuteronomy 6 :6-7), etc.

Sikhism

Sikhism views the family as a place of stability/safety for members of the family and the community as a whole / it is place where the emotional/spiritual/economic/physical needs of its members are provided for / a place where Sikh values/customs/religious beliefs are passed on to the next generation / 'It is a Sikh's duty to get his children educated in Sikhism' (Rehat Maryada, article 16), etc.

0 2 Theme B: Religion, peace and conflict

0 2. **1** Which one of the following describes why having nuclear weapons might prevent war?

[1 mark]

- A Acts as a deterrent
- B Brings forgiveness
- C Causes terrorism
- D Promotes justice

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

Answer: A Acts as a deterrent

0 2. **2** Give two of the criteria for a Just War.

[2 marks]

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

1 mark for each of two correct points.

If students provide more than two responses only the first two responses should be considered for marking.

Accept responses that give either the criteria or examples of the criteria.

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

It has a just cause / lawfully declared by proper authority like the government / has a good intention / is the last resort / there is a reasonable chance of success – of winning the war / fought by just means, not by weapons which are banned / the good achieved will outweigh the evil and restore peace / avoidance where possible of injury to civilians / care is taken to protect trees, crops and animals / need to overthrow a cruel dictator / stop genocide or other atrocities / bring freedom to a country where the people are oppressed / defend faith and freedoms / in self-defence against an invading army / etc.

0 2 . 3 Explain two similar religious beliefs about peace-making.

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 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.

Most religions teach that conflict should be settled in a peaceful way if at all possible so peace-making is important / peace-making is important whether it is between individuals, groups or nations / war brings devastation so negotiations are much better / reconciliation is better than violence / working for peace may result in bringing about forgiveness and understanding / Religions for Peace is a worldwide organization promoting alternatives to war / peace is not just an absence of war; it is also a sense of wellbeing and security which needs to be promoted, etc.

Buddhism

Peace and non-violence are core beliefs in Buddhism / The Noble Eightfold Path / right action / first precept (not to harm any living thing) / karuna (compassion) / promote peace as war is often the result of the Three Poisons (greed, hatred, ignorance) / Peace can exist if everyone respects all others – Dalai Lama / The Dalai Lama won the Nobel Peace Prize in 1992, etc.

Christianity

“Blessed are the peacemakers, for they shall be called children of God” – Matthew 5:9 / pacifist Christians believe they are following the example of Jesus / ‘turn the other cheek’ / ‘do not kill’ / some Christian pacifists assist the war effort in non-combat roles such as Quakers who are pacifists / Anglican Pacifist Fellowship (APF) founded the Week of Prayer for World Peace / Mairead Corrigan and Betty Williams awarded the 1976 Nobel Peace prize, etc.

Hinduism

Non-violence builds good karma / ahimsa / life should be respected / live according to the dharma, meditating and performing puja and help people to live a peaceful life by creating a peaceful society / peace-making follows example of Mahatma Gandhi / Gandhi taught to be non-violent in thoughts, words and actions / respect the dignity of others and act against injustice by passive resistance, etc.

Islam

Root of word Islam means peace / peace features in main Muslim greeting (Salaam) / peace and reconciliation is better than fighting / wrong to return evil with evil / God forgives and expects people to do the same / The Muslim Peace Fellowship (MPF) works against injustice and promotes peace through conferences, literature and education, etc.

Judaism

Shalom (Peace be upon you) is main Jewish greeting / truth justice and peace keep the world safe / Jews look forward to time of peace because they have suffered greatly in history, eg the Holocaust / Micah 4:3 / 'do not kill' / Dr. Marshall Rosenberg founder of the Centre of Nonviolent Communication / believe in developing good relationships with others and working together on joint projects to make conflict less likely, etc.

Sikhism

Peace is a gift from God / Sikhs believe in the principle of non-violence / Guru Nanak preached peace and tried to identify the root causes of the conflict and show a better, more harmonious way / Sikhs aim to build harmony between faiths and nations although few are pacifists, etc.

0 2 . 4 Explain two religious beliefs about violent protest.

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

While the right to protest is protected, there is no right to protest violently in law / a protest that descends into violence is known as a riot / a serious form of violent protest is terrorism where terror is used as part of their campaign to further their cause – this is not supported by any religion / violent protest is likely to turn people against their cause, etc.

Buddhism

Generally Buddhists do not agree with any violent protests as they believe in ahimsa / all protests should be non-violent but it is right to speak out against injustice as that can be seen as the right speech and right action / trying to change injustice is a compassionate act / however there have been occasions when Buddhists have used violence in protests eg against the Chinese occupation of Tibet and the monk Thich Quang Duc set fire to himself to protest against the persecution of Buddhist monks and monasteries by the Government, etc.

Christianity

Christians are told to love their enemies and each other so generally oppose violence protest / Christians like Dr. Martin Luther King Jr, and the Civil Rights movement organised peaceful rallies to protest about racial and social inequalities in the USA / many Christians believe that protest to achieve what is right is acceptable providing violence is not used / Quakers are against using violence in any circumstances / a minority of Christians might support violent protest in extreme circumstances like some did in opposing apartheid in South Africa / the example of Jesus using violence in the Temple to overthrow the tables of the money changers may be used to justify such actions, etc.

Hinduism

The principle of ahimsa is key to Hindu life so non-violent protest is seen as much to be preferred than violent protest / however injustice should not be tolerated / some Hindus have set fire to themselves to make a strong protest / Hindus believe that any force has to be used carefully so that

it does not cause hate, vengeance, radicalisation and the desire for retribution / “An eye for an eye will leave the whole world blind.” Gandhi, etc.

Islam

Muslims have a duty to protest about things which are unfair but it should be peaceful if at all possible / “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 / violent protest may be used in self-defence or defence of Islam / some have used this as an excuse for terrorism and suicide bombings but this is considered wrong and against the wishes of God / “Do not take life, which God has made sacred” – Qur’an 17:33, etc.

Judaism

The books of Nevi'im have stories of the prophets protesting against injustice eg Amos / protests might be necessary to bring about change, especially when vulnerable groups need support / to remain silent when there is injustice is seen as a sin / tactics like civil disobedience (active refusal to obey certain laws) are used rather than violent protest / sometimes violence does erupt as emotions run high but Judaism opposes terrorism, etc.

Sikhism

Sikhs believe in not harming others but there is a willingness to challenge what they see as attack on their religious freedoms / in the UK Sikhs protested about the law making wearing crash helmets while riding motorbikes compulsory / they won their case for turban wearing Sikhs to be exempt / although they do not encourage a violent response they will fight for justice if necessary / the Sikh Khanda symbol includes crossed swords / in India Sikhs have defended themselves against Hindu attacks / Sikhs believe in sewa and will defend the persecuted / the intention is peaceful and non-violent protest is preferred but in practice, violence can happen / “When matters pass all other means, it is allowed to take up arms.” Guru Gobind Singh, etc.

0 2 . 5 'Greed or just wanting a better life are never good reasons for going to 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]

Target: AO2: Analyse and evaluate aspects of religion and belief, including 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

- Throughout history war has been greedily used to gain more land or territory.
- Greed and envy can cause countries to invade others in order to gain control over important resources / such as oil and so become much richer / some believe that the US and UK invasion of Iraq in 2003 was more about gaining control of oil reserves than politics.
- Greedy rulers have wanted to gain more power and have great empires eg Romans and Greeks, etc.

Arguments in support of other views

- There are many causes for war, such as retaliation, self-defence, religion, difference in ideology.
- Most wars are the result of complicated factors and not for just one reason.
- Often wars are fought to resolve an injustice or a conflict which hasn't been resolved by other means.
- Some religions believe in the concept of the Holy War to defend their religion from attack.
- People living in abject poverty might believe going to war to improve their lives is justified and a just cause.
- It is unfair that some people are suffering while others live in plenty, etc.

Buddhism

Buddhism teaches that greed is one of the three poisons and one of the main causes of suffering / there are always unhealthy consequences from actions based on greed / most Buddhists believe that there is no good reason to go to war / there is no such thing as a just war, even in self-defence / Buddhism teaches that all things come into being because they are dependent on certain conditions, and often those conditions are complex / they see most wars being caused by a number of interrelated factors which may include politics, economics, religious beliefs, self-defence, retaliation, the desire to gain territory or resources, etc.

Christianity

Christianity warns that greed can cause a lot of suffering / "For the love of money is a root of all kinds of evil" – 1 Timothy 6:10 / a war is not regarded as a Just War if it's purpose is for greed such as to gain territory or resources / may support a war if it is to right an injustice or remove an evil dictator / "if you don't have a sword, sell your cloak and buy one" – Luke 22:36 / some wars have been caused to defend their religion / eg idea of what might be called an Holy War such as the Crusades, etc.

Hinduism

In the Bhagavad Gita, Krishna advised Arjuna to fight as this was the only way to bring a just solution to the problem of the Kurus and Pandus both claiming the kingdom / wars can be to restore justice as in the case of Arjuna / Hindus may fight for freedom from oppression or for the establishment or restoration of good government or in self-defence / sometimes religious beliefs cause conflict / eg Britain expected British Indian soldiers to bite off the ends of new rifle cartridges which had been greased with cow or pig fat / this was forbidden to Hindus (cow protection) and Muslims (pork is a forbidden food) / some wars fought over disputed land eg Kashmir, etc.

Islam

The Qur'an warns against greed – "God does not like arrogant, boastful people, who are miserly and order other people to be the same, hiding the bounty God has given them" – Qur'an 4:36-37 / often the motive for war is complex and greed might be one of many / wrong to go to war just to gain territory / if another country invades to try and get control of resources like oil it is justified to defend their own country and religion / "Those who have been attacked are permitted to take up arms because they have been wronged- God has the power to help them." – Qur'an 22:39 / some wars are caused by retaliation – "Fair retribution saves life for you, people of understanding, so that you may guard yourselves against what is wrong" – Qur'an 2:179 / lesser jihad or holy war may be other reasons for war, etc.

Judaism

In the Tenakh, God expresses his disapproval of greed / the tenth commandment is “You shall not covet” – Exodus 14:17 / “A greedy man provokes quarrels, But he who trusts the Lord shall enjoy prosperity” – Proverbs 28:25 / many wars in the Old Testament were to gain territory eg the conquest of Canaan or in self defence eg against the Philistines / in the 20th Century Jews suffered because of their race and religion because of the Nazi regime / since 1948 Jews have fought to defend Israel and safeguard its territory / “You shall not take vengeance or bear a grudge against your countrymen. Love you neighbour as yourself” – Leviticus 19:18 / obligatory wars / optional wars / war fought to protect religion, etc.

Sikhism

In Sikhism there are considered to be five moral evils, two of which are connected with greed / Lohb (greed) is seen as a strong desire to have more than one needs or deserves and can cause conflict / Moh, the attachment to worldly possessions / using greed as a reason for war is promoting these moral evils / Sikhs will fight for religious or social equality / Guru Gobind Singh taught that defending themselves and others from oppression and persecution is a religious duty / “When matters pass all other means, it is allowed to take up arms” – Guru Gobind Singh, etc.