

---

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

PAPER 2B

---

Mark scheme

Specimen

---

V1.0

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 Assessment Writer.

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

**01 Theme A: relationships and families**

Qu	Part	Marking guidance	Total marks
01	1	<p>Which <b>one</b> of the following describes the practice of having more than one wife?</p> <p><b>A</b> Sanctity.  <b>B</b> Stability.  <b>C</b> Monogamy.  <b>D</b> Polygamy.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>Answer: D Polygamy.</p>	1
01	2	<p>Give <b>two</b> religious beliefs about the use of contraception.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>One mark for each of two correct points.</p> <p>Should not be used to prevent having children altogether/can be used for spacing children/economic reasons, eg prevent child being born into deprivation/mother's health/welfare of other children/allow couple to develop relationship before having children/prevent STDs/use of contraception considered wrong by some religions, eg purpose of marriage is procreation/sex act should be open to possibility of conceiving a child/God will not send more children than a couple can care for/should be acceptable only within marriage, etc.</p>	2

01	3	<p>Explain <b>two</b> contrasting religious beliefs about same-sex parents.</p> <p>In your answer you must refer to one or more religious traditions.</p> <p><b>Target: AO1:3</b> Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs</p> <p><b>First contrasting belief</b>          Simple explanation of a relevant and accurate contrast – 1 mark          Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p><b>Second contrasting belief</b>          Simple explanation of a relevant and accurate contrast – 1 mark          Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p>Students may include some of the following points, but all other relevant points must be credited:</p> <ul style="list-style-type: none"> <li>• in general, a contrast can be drawn between religious believers who accept homosexual relationships and therefore are likely to accept same-sex parents and those who do not. Opinions within religions vary between liberal and more traditional believers</li> <li>• traditionally religions have taught that homosexual relationships, particularly male homosexual relationships, are not part of God’s intentions for humanity/not part of the natural law/are therefore wrong, etc</li> <li>• heterosexual relationships provide the role models children need to grow and develop within a family/heterosexual relationships are part of God’s plan for procreation/raising a family, etc</li> <li>• other religious believers hold the belief that people’s sexual orientation has nothing to do with whether or not they would be good parents/homosexuality is not wrong/a faithful, committed relationship is more important for bringing up children, etc</li> <li>• children need a secure and loving family which is more important than the sexual orientation of the parents/the most loving thing is to adapt religious teachings to the modern world, etc.</li> </ul> <p><b>Buddhism</b>          Most Buddhists allow same-sex relationships providing it is part of a loving and caring relationship/committed relationships are important for bringing up children/sex just based on lust causes bad kamma/the Dalai Lama said that for a Buddhist, a relationship between two men is wrong, etc.</p> <p><b>Christianity</b>          Some believe same-sex parents is unnatural and unhealthy as heterosexuality is God’s plan for raising children/the Bible says that it is wrong for a man to sleep with a man ( Leviticus 18:22/1 Corinthians 6:9–10) so fundamentalists oppose same-sex parenting/others do not oppose same-sex parenting for those who live in a faithful and committed relationship, etc.</p> <p><b>Hinduism</b></p>	4
----	---	--	---

	<p>Hindus have a strong family tradition where male and female are needed to bring up children with each having their role in parenting/one of the three key functions of Hindu marriage is procreation in order to perpetuate the family (prajaa)/however, it is a very diverse religion and Hindu scriptures do not generally condemn homosexuality relationships/many accept same sex marriages and same-sex parenting particularly as the extended family tradition is very strong, etc.</p> <p><b>Islam</b> Muslims do not approve of same-sex parents as they believe that homosexual relationships and same-sex marriage is morally wrong/Qur'an 7:80–81/same-sex parents would not be able to set a good example to their children as there would not be both male and female role models/same-sex relationships are seen in some Muslim countries as a punishable offence/the Qur'an describes how Allah destroyed a city for ignoring Lut's denunciation of their behaviour/in contrast some Muslim organisations support Muslims who are in a loving homosexual relationship, etc.</p> <p><b>Judaism</b> The Torah forbids a sexual relationship between two people of the same sex. Leviticus 18:22/men and women have specific roles for parenting so same-sex parenting is opposed particularly by Orthodox Jews/some Reform and Liberal Jews accept homosexuality if in a loving relationship, etc.</p> <p><b>Sikhism</b> The Guru Granth Sahib promotes heterosexual relationships, marriage and parenthood so same-sex marriage is not performed in the gurdwaras/same sex-parenting is not part of Sikhs lifestyle but Sikhs are more interested in attaining enlightenment and becoming one with God, than concerning themselves with a person's sexuality, etc.</p>	
--	---	--



01	4	<p>Explain <b>two</b> religious beliefs about sexual relationships outside of marriage (adultery).</p> <p>Refer to sacred writings or another source of religious belief and teaching in your answer.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p><b>First belief</b> Simple explanation of a relevant and accurate teaching – 1 mark Detailed explanation of a relevant and accurate teaching – 2 marks</p> <p><b>Second belief</b> Simple explanation of a relevant and accurate teaching – 1 mark Detailed explanation of a relevant and accurate teaching – 2 marks</p> <p>Relevant and accurate reference to sacred writing – 1 mark</p> <p>Students may include some of the following points, but all other relevant points must be credited.</p> <p>In general, all religions oppose sex outside marriage (adultery) because it is a betrayal of trust/breaks marriage vows/cause pain to all including children/is selfish/irresponsible/dishonest/involves secrecy and lies/goes against the nature and purpose of marriage, etc.</p> <p><b>Buddhism</b> The Moral Precept of ahimsa (non-harming) means that no living being should be harmed therefore harming one’s partner by having an affair is wrong/Buddha taught men should look on other women as their sisters, mothers or daughters/should not have sex with anyone but his wife/adultery selfish act that leads to unhappiness/‘Four things happen to the thoughtless man who takes another man’s wife: he lowers himself, his pleasure is restless, he is blamed by others, he goes to hell.’ (Dhammapada 309), etc.</p> <p><b>Christianity</b> Adultery breaks marriage vows made before God at the wedding/threatens the whole purpose of marriage/threatens security of any children/against the commandment ‘Do not commit adultery.’ (Exodus 20:14)/against Jesus’ teaching: ‘You have heard that it was said, ‘Do not commit adultery.’ But I tell you that anyone who looks at a woman lustfully has already committed adultery with her in his heart.’ (Matthew 5:27–8), etc.</p> <p><b>Hinduism</b> Hinduism should practise ahimsa (non-harming)/adultery a betrayal/is condemned in the Laws of Manu/goes against marriage’s unbreakable bond which is symbolised at the wedding when the bride stands on a stone to represent stability/adultery affects karma/attainment of moksha/‘A man should not think incontinently of another’s wife...for such a man will be reborn in a future life as a creeping insect. He who commits adultery is punished both here and hereafter; for his days in</p>	5
----	---	--	---

	<p>the world are cut short, and when dead he falls into hell.’ (Vishnu Purana 311), etc.</p> <p><b>Islam</b> Adultery a serious sin with severe punishment in some Muslim countries/adultery betrays promises made in marriage/Qur’an teaches ‘And do not go anywhere near adultery: it is an outrage, and an evil path.’ (Qur’an 17:32)/A Hadith teaches ‘Let no man be in privacy with a woman who is not lawful to him, or Satan will be a third’, etc.</p> <p><b>Judaism</b> The Torah teaches ‘Do not commit adultery’/‘You shall not covet your neighbour’s wife’ (Exodus 20:14 and 17)/in ancient times penalty of death/marriage promises broken/breaks the spiritual bond of marriage/destroys family life/considered so wrong that Jewish law requires a man whose wife has been unfaithful to him to divorce her even if he is willing to forgive her, etc.</p> <p><b>Sikhism</b> Adultery breaks the sacred bond of marriage/betrays trust/shames the family/baptised Sikhs must not commit adultery as it is one of four misdeeds (kurahat)/they wear the Kachera to remind them to be faithful and sexually pure in marriage/men must respect another man’s wife as he would his own mother/avoid looking lustfully at someone else’s wife. (GGS 274)/‘He who regards another man’s daughter as his own daughter, regards another man’s wife as his mother, has coition with his own wife alone, he alone is a truly disciplined Sikh of the Guru.’ (Rehat Maryada 4, X, article XVI)/‘The blind-man abandons the wife of his home, and has an affair with another’s woman...’ (GGS 1165), etc.</p>	
--	---	--

01	5	<p>'Men and women should not have equal rights.'</p> <p>Evaluate this statement.</p> <p>In your answer you:</p> <ul style="list-style-type: none"> <li>• should give reasoned arguments in support of this statement</li> <li>• should give reasoned arguments to support a different point of view</li> <li>• should refer to religious arguments</li> <li>• may refer to non-religious arguments</li> <li>• should reach a justified conclusion.</li> </ul> <p><b>Target: AO2</b> Analyse and evaluate aspects of religion and belief, including significance and influence.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Levels</th> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td>                     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.  <b>References to religion applied to the issue.</b> </td> <td style="text-align: center;">10–12</td> </tr> <tr> <td style="text-align: center;">3</td> <td>                     Reasoned consideration of different points of view.                      Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information.  <b>Clear reference to religion.</b> </td> <td style="text-align: center;">7–9</td> </tr> <tr> <td style="text-align: center;">2</td> <td>                     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.  <b>Maximum of Level 2 if there is no reference to religion.</b> </td> <td style="text-align: center;">4–6</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Point of view with reason(s) stated in support.</td> <td style="text-align: center;">1–3</td> </tr> <tr> <td style="text-align: center;">0</td> <td>Nothing worthy of credit.</td> <td style="text-align: center;">0</td> </tr> </tbody> </table> <p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:</p> <p><b>Arguments in support</b></p> <ul style="list-style-type: none"> <li>• women do not have equal rights in practice even if they have them in law/women's pay is below that of men's pay for similar jobs/many areas of employment are still considered inappropriate for women/top levels of management have fewer women than</li> </ul>	Levels	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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>Maximum of Level 2 if there is no reference to religion.</b>	4–6	1	Point of view with reason(s) stated in support.	1–3	0	Nothing worthy of credit.	0	12
Levels	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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>Maximum of Level 2 if there is no reference to religion.</b>	4–6																			
1	Point of view with reason(s) stated in support.	1–3																			
0	Nothing worthy of credit.	0																			

	<p>men/government/financial services run mainly by men, etc</p> <ul style="list-style-type: none"> <li>• some traditional religious believers think women’s place is in the home looking after children/looking after the household/educating children in the faith/these expectations may restrict choices for women who have family responsibilities/some religions restrict the rights of women to initiate divorce, etc</li> <li>• women face discrimination in the workplace/unfair interviews/sexual harassment by colleagues/lack of promotion/sexual stereotyping, etc.</li> </ul> <p><b>Arguments in support of other views</b></p> <ul style="list-style-type: none"> <li>• religions teach that men and women are equal before God/salvation/enlightenment/spiritual reward open to women and men, etc</li> <li>• legislation has given women equal rights/eg Sex Discrimination Act 1975/Equal Pay Act 1970/Equality Act 2010/regarding equal pay and conditions of employment for men and women doing the same types of work, etc</li> <li>• just because some religions assign a different role to women within the family does not mean women do not have equal rights/equal does not mean the same/religions respect the important role women have in raising children in the faith/many religions today consider marriage a partnership in which both men and women take equal share in family responsibilities, etc.</li> </ul> <p><b>Buddhism</b> The Buddha gave full ordination to women in the sangha/both men and women can attain enlightenment/compassion/non-harming of others requires treating women and men as equals/maleness and femaleness are essentially unreal (Vimalakirti Sutra)/however, some scriptures say women must be reborn as men before entering nibbana/traditionally women’s role was in home and family with men providing for the family/but men and women were expected to share these responsibilities/things which divide people such as gender differences are all illusory (Dhammapada 6), etc.</p> <p><b>Christianity</b> All people have been created as equals in the image of God/love one’s neighbour means that discrimination is wrong/Jesus treated women with respect/welcomed them as disciples/showed in the story of Mary and Martha (Luke 10:38–42) that they were capable of things other than domestic tasks/Paul taught there is neither male nor female, all are one in Christ (Galatians 3:28)/but some traditional Christians see men as head of the family/women’s role is to care for home and children/some take Genesis 3:16 literally, ie your husband will rule over you/most now see marriage as an equal partnership to which both men and women contribute, etc.</p> <p><b>Hinduism</b> The dharma requires regarding all with respect because all have been created by God/God looks on all creatures equally (Bhagavad Gita 9:29)/men and women of any caste can reach moksha if sincerely seeking God/men and women are equal but have different roles/priests</p>	
--	--	--

	<p>must be men/women perform puja in the home but men tend to take the lead in performing other religious rites/nor women have more chance of a good education/careers/owning property/traditionally women were expected to look after home and family while men provide/nor duties often shared, etc.</p> <p><b>Islam</b> Allah created all people equal/Qur'an teaches that men and women were created from a single soul/have the same spiritual human nature (Qur'an 49:13)/Muhammad united ummah around principle of equality/men and women have same religious and moral responsibilities/Muhammad's teaching that anyone, man or woman, who does a good deed for Allah's sake will be rewarded (Qur'an 16:97)/Islamic law recognises women's property rights/right to keep maiden name/have her own money/be financially supported within marriage/women's role highly valued as mother and homemaker to bring up children within Islam/noradays many couples share these duties/however in some Muslim countries women's rights to freedom are restricted due to cultural rather than religious reasons/eg not being able to vote/drive/be educated as well as men/wear the veil, etc.</p> <p><b>Judaism</b> Everyone is created in the image of God and therefore equal in God's sight (Genesis 1:27)/the Tenakh records women prophets such as Miriam, Deborah, Sarah, Hannah, Abigail, Huldah and Esther/women traditionally had property rights/right to make own contracts/but roles of men and women in the family are different/separate but equal/women can have careers if it does not interfere with family responsibilities/only men can initiate divorce/refuse to allow wife to have a get, etc.</p> <p><b>Sikhism</b> Guru Nanak spoke of women as vessels that carry not only the next generation but also the culture and values of a community (GGS 473)/Guru Amar Das spoke out against the practice of sati/wearing of the veil (Rehat Maryada, article XVI)/Guru Amar Das sent out 52 women as missionaries/women and men are equal before God (GGS 304)/people are judged only by their deeds, not by their caste, gender or race/baptised Sikh women use the name 'Kaur' meaning 'princess' which frees them from having to take their husband's name when marrying/men should consider all females as mother/sister/daughter/Sikh marriage is one spirit in two bodies/responsibilities in the home are shared/women are encouraged to be educated and pursue professional careers/have always had full rights to own and inherit property, etc.</p> <p>SPaG 3 marks</p>	
--	---	--

**02 Theme B: religion and life**

Qu	Part	Marking guidance	Total marks
02	1	<p>Which <b>one</b> of the following means being gently and painlessly put to death?</p> <p><b>A</b> Stewardship.  <b>B</b> Euthanasia.  <b>C</b> Evolution.  <b>D</b> Dominion.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>Answer: B Euthanasia.</p>	1
02	2	<p>Give <b>two</b> religious beliefs about pollution.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>One mark for each of two correct points.</p> <p>Pollution damages the world that God created/abuse of stewardship/will produce bad karma/not a loving or compassionate act because it affects people and other living creatures, etc.</p>	2

02	3	<p>Explain <b>two</b> similar religious beliefs about the use of animals for food.</p> <p>In your answer you must refer to one or more religious traditions.</p> <p><b>Target: AO1:3</b> Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs</p> <p><b>First belief</b>          Simple explanation of a relevant and accurate belief – 1 mark          Detailed explanation of a relevant and accurate belief – 2 marks</p> <p><b>Second belief</b>          Simple explanation of a relevant and accurate belief – 1 mark          Detailed explanation of a relevant and accurate belief – 2 marks</p> <p>Students may include some of the following points, but all other relevant points must be credited:</p> <ul style="list-style-type: none"> <li>• animals were put on the earth for the use of humans/humans given dominion over the earth which includes using what it produces/humans were created with teeth that allow them to chew and eat meat/meat provides protein that our God given bodies need</li> <li>• religious food laws give guidance that permits eating meat</li> <li>• animals are living beings created by God/it is wrong to take away life even from animals/issues of cruelty in the way animals for food are treated/animals are part of the reincarnation process that includes human life/even harming living creatures is wrong/compassion for animals</li> <li>• eating vegetables does not take away sacred life and is healthier/if land used rearing animals was used for growing crops, there would be more food in the world and fewer would starve, etc.</li> </ul> <p><b>Buddhism</b>          Most Buddhists are vegetarian/animals are part of the cycle of birth, death and rebirth/animals that are killed may harm an ancestor/animals should not be treated with violence/monks eat meat but only if it is given to them and they have not been involved in rearing or slaughtering the animal, etc.</p> <p><b>Christianity</b>          There is no requirement for Christians to be vegetarians/God provided animals for humans to eat as many other animals do (lions, tigers, etc.)/eating meat is part of some traditional Christian celebrations and observances/Jesus ate fish and probably meat as well/St Paul taught that all food can be eaten but not anything that causes someone else to sin – some interpret this to mean that killing animals is sinful so vegetarianism is best, etc.</p> <p><b>Hinduism</b>          Ahimsa means that harming other living things is wrong so many Hindus are vegetarian/some Hindus eat some meat but not beef as cows are considered sacred/animals are part of the cycle of birth, death and rebirth/animals that are killed may harm the 'soul' of an ancestor,</p>	4
----	---	--	---

	<p>etc.</p> <p><b>Islam</b>          God provided animals for humans to eat/Muslims eat meat that has been slaughtered in the correct religious way (Halal) which removes the blood/Halal slaughter is humane and done in the name of God/existence of the food laws in the Qur'an shows that God permits eating animals/eating meat is part of some festivals and observances, eg Id-ul-Adha/no pork is eaten as pigs are considered to be unclean/carrion and shellfish are also not permitted, etc.</p> <p><b>Judaism</b>          Jews are allowed to eat meat that has been slaughtered in the correct way (kosher) and has had the blood drained out/animals are provided by God for humans to use for food/God told Noah after the flood that eating animals is permitted/no pork, carrion and some types of fish are allowed/meat cannot be mixed with dairy products, etc.</p> <p><b>Sikhism</b>          Sikhs are not required to be vegetarian but many are/God provides food so it is pure/food served in the langar is vegetarian because meat eaters can eat vegetarian meals but vegetarians cannot eat meat/animals must be reared and killed humanely/some Sikhs will not eat Halal meat, etc.</p>	
--	--	--



02	4	<p>Explain <b>two</b> religious beliefs about the afterlife.</p> <p>Refer to sacred writings or another source of religious belief and teaching in your answer.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p><b>First belief</b>          Simple explanation of a relevant and accurate teaching – 1 mark          Detailed explanation of a relevant and accurate teaching – 2 marks</p> <p><b>Second belief</b>          Simple explanation of a relevant and accurate teaching – 1 mark          Detailed explanation of a relevant and accurate teaching – 2 marks</p> <p>Relevant and accurate reference to sacred writing – 1 mark</p> <p>Students may include some of the following points, all other relevant points must be credited:</p> <ul style="list-style-type: none"> <li>• all religions believe that there is an life after death/there are two general ideas – broadly heaven and hell (western faiths) and reincarnation (eastern faiths)</li> <li>• a person’s destiny after death depends on how a person lived their life/whether they followed their faith correctly</li> <li>• there is little agreement about whether the afterlife is physical or spiritual, etc.</li> </ul> <p><b>Buddhism</b>          Believe in rebirth after death dependent on kamma/samsara is the cycle of life, death and rebirth/the impermanent life force is reborn at death/final goal of Buddhism is nibbana which is a transcendent state in which there is neither suffering, desire, nor sense of self, and the person is released from kamma and the cycle of death and rebirth, etc.</p> <p><b>Christianity</b>          Upon death God decides whether a person spends eternity with him in heaven or without him in hell/this decision is entirely dependent on how a person lived their life/following the Christian faith correctly results in heaven/unclear whether resurrection is physical or spiritual or whether it occurs at the moment of death or a future day of judgement/purgatory is an ‘in between’ stage of preparation for heaven in Catholic belief/some believe that ultimately all will go to heaven, etc.</p> <p><b>Hinduism</b>          Belief in reincarnation dependent upon karma/samsara is the cycle of birth. death and rebirth/at death the soul discards the old body and takes a new one/liberation from samsara is moksha, etc.</p> <p><b>Islam</b>          Heaven is a place with different levels and is eternity with God/hell seen as either eternal punishment or a temporary place of purification/belief in state of waiting between death and the day of</p>	5
----	---	--	---

	<p>judgement called Barzakh/righteous dead will enter paradise if invited by God/resurrection is physical, etc.</p> <p><b>Judaism</b>                  Many Jews are unclear about details of the afterlife because there is little about it in the Torah but are clear that death is not the end/some believe in the immortality of the soul which separates from the body at death and lives on/others believe in resurrection when the soul and body will be reunited at some point in the future/belief in heaven and hell but lack of agreement in who goes to hell and whether it is a permanent resting state, etc.</p> <p><b>Sikhism</b>                  Belief in reincarnation (the transmigration of the soul) linked to karma/the body is discarded at death and the soul takes a different body/the divine spark which is in everybody is finally released to rejoin God upon release from the cycle of life and death (mukti), etc.</p>	
--	--	--

02	5	<p>‘Evolution proves that religious beliefs about the origins of life are wrong.’</p> <p>Evaluate this statement.</p> <p>In your answer you:</p> <ul style="list-style-type: none"> <li>• should give reasoned arguments in support of this statement</li> <li>• should give reasoned arguments to support a different point of view</li> <li>• should refer to religious arguments</li> <li>• may refer to non-religious arguments</li> <li>• should reach a justified conclusion.</li> </ul> <p><b>Target: AO2</b> Analyse and evaluate aspects of religion and belief, including significance and influence.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Levels</th> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td>                     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.  <b>References to religion applied to the issue.</b> </td> <td style="text-align: center;">10–12</td> </tr> <tr> <td style="text-align: center;">3</td> <td>                     Reasoned consideration of different points of view.                      Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information.  <b>Clear reference to religion.</b> </td> <td style="text-align: center;">7–9</td> </tr> <tr> <td style="text-align: center;">2</td> <td>                     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.  <b>Maximum of Level 2 if there is no reference to religion.</b> </td> <td style="text-align: center;">4–6</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Point of view with reason(s) stated in support.</td> <td style="text-align: center;">1–3</td> </tr> <tr> <td style="text-align: center;">0</td> <td>Nothing worthy of credit.</td> <td style="text-align: center;">0</td> </tr> </tbody> </table> <p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited.</p> <p><b>Arguments in support</b></p> <ul style="list-style-type: none"> <li>• there is much scientific evidence for evolution being correct/religious beliefs originate from a time when science was not</li> </ul>	Levels	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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>Maximum of Level 2 if there is no reference to religion.</b>	4–6	1	Point of view with reason(s) stated in support.	1–3	0	Nothing worthy of credit.	0	12
Levels	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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>Maximum of Level 2 if there is no reference to religion.</b>	4–6																			
1	Point of view with reason(s) stated in support.	1–3																			
0	Nothing worthy of credit.	0																			

		<p>recognised/evolution does not depend on the existence of a God whose existence cannot be proved/religion is belief, evolution is considered to be fact</p> <ul style="list-style-type: none"> <li>• evolution is a natural process/evolution was a result of chance not planned by God/creatures changed to fit the environment, not placed on earth by God/if humans descended from apes (or a shared ancestor) they were not made in God's image/have a soul that distinguishes them from animals, etc</li> <li>• there are so many different religious beliefs that none of them can be trusted/science is accepted by all, etc.</li> </ul> <p><b>Arguments in support of other views</b></p> <ul style="list-style-type: none"> <li>• only God is powerful enough to create life/evolution does not cover why creation happened, ie because God wanted to create life, nor how life itself began, just how it developed/People have believed in creation for much longer than evolution so why think they are wrong, etc</li> <li>• evolution is a theory with no conclusive proof so it may be wrong/gaps in the fossil record mean that there is no conclusive evidence for evolution/no clear fossil evidence to support link between apes and humans, etc</li> <li>• it is possible to combine evolution and creation/evolution is the process God used to create life/argument from design is not addressed by evolution which may be random/many religious scientists accept creation by God and evolution/stories in scriptures believed to be inspired by God, should be accepted or it can be seen as doubting God, etc.</li> </ul> <p><b>Buddhism</b> Buddhists have no specific creation story/the Buddha thought that ideas about creation were speculation and not helpful because they would not satisfy everybody which casts doubt on religious beliefs/evolution reflects the cycle of decay, death and rebirth which is a core Buddhist belief, etc.</p> <p><b>Christianity</b> Some Christians believe the Genesis creation story, not all literally, but others accept the scientific theory/God created the planet from nothing but used the process of evolution to create and develop life, possibly as the scientific theories describe/theory of evolution does not provide 'why' answers/creation stories have strong focus on how life on earth should be treated, which is more important than how things were created, etc.</p> <p><b>Hinduism</b> There are several Hindu creation stories including stories about the activities of the gods/stories often finish with the development of living things on earth, the order of which is similar to evolution, etc.</p> <p><b>Islam</b> Muslim beliefs are similar to Christian and Jewish ones/some Muslims believe that God created the earth in six days and this should not be doubted/Islam teaches that Allah created everything in the universe/the</p>	
--	--	---	--

	<p>universe itself proves the existence of one creator/many Muslims see no conflict between scientific findings and religious beliefs, etc.</p> <p><b>Judaism</b>                  Similar to Christian beliefs (see above) because the story of creation believed by Christians is a Jewish story/most Jews do not interpret Genesis literally/so they believe that God created the universe and science explains how, etc.</p> <p><b>Sikhism</b>                  God created the earth as an act of love/God planned the universe and when finished, enclosed everything needed for creation in an egg/when the time was right the egg burst and the elements needed to create the universe and life on earth moved out/God knows the truth about creation and the natural world can be used by Sikhs to discover more about God/nothing in science contradicts the teaching in the Guru Granth Sahib, etc.                  SPaG 3 marks</p>	
--	--	--

**03 Theme C: the existence of God and revelation**

Qu	Part	Marking guidance	Total marks
03	1	<p>Which <b>one</b> of the following is an argument against the existence of God?</p> <p><b>A</b> Design.  <b>B</b> Suffering.  <b>C</b> Revelation.  <b>D</b> Miracles.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>Answer: B Suffering.</p>	1
03	2	<p>Give <b>two</b> weaknesses of the First Cause argument for God's existence.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>One mark for each of two correct points.</p> <p>It contradicts itself/if everything has a cause, who or what caused God?/if God is eternal, perhaps the universe is eternal/just because events are caused does not mean the universe was caused/science has shown that the Big Bang was the cause/a spontaneous event not needing a divine cause, etc.</p>	2

03	3	<p>Explain <b>two</b> contrasting religious beliefs about scripture as a way of understanding the divine.</p> <p>In your answer you must refer to one or more religious traditions.</p> <p><b>Target: AO1:3</b> Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs</p> <p><b>First contrasting belief</b>            Simple explanation of a relevant and accurate contrast – 1 mark            Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p><b>Second contrasting belief</b>            Simple explanation of a relevant and accurate contrast – 1 mark            Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p>Students may include some of the following points, but all other relevant points must be credited:</p> <ul style="list-style-type: none"> <li>• scriptures are a major source of revelation of the divine/for some believers, eg Muslims, scriptures contain God’s exact words/eg Sikhs consider the Guru Granth Sahib a living guru that continues to teach truths about the divine/eg Hindus learn about the actions of the deities through their scriptures/other religions believe their scriptures are divinely inspired/reading the words of God gives believers spiritual strength to live more closely in the divine presence/learn about their religion/the path towards enlightenment, eg Buddhists, etc</li> <li>• for religious believers, scriptures describe God’s qualities/God’s actions on behalf of humankind/eg the Bible for Jews and Christians describes God’s saving actions in history/the way God intends for people to live/scriptures provide insights into how the religion began/what inspired the first founder/leader/disciples which can bring believers closer to the divine, etc</li> <li>• for non-believers, scriptures are merely a record of their authors’ opinions about God/do not reveal an understanding of the divine/they are ancient documents no longer relevant to modern life/could have been made up/contain fanciful stories like miracles, etc.</li> </ul>	4
----	---	---	---

03	4	<p>Explain <b>two</b> religious beliefs about the nature of the divine.</p> <p>Refer to sacred writings or another source of religious belief and teaching in your answer.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p><b>First belief</b>          Simple explanation of a relevant and accurate teaching – 1 mark          Detailed explanation of a relevant and accurate teaching – 2 marks</p> <p><b>Second belief</b>          Simple explanation of a relevant and accurate teaching – 1 mark          Detailed explanation of a relevant and accurate teaching – 2 marks</p> <p>Relevant and accurate reference to sacred writing – 1 mark</p> <p>Students may include some of the following points, but all other relevant points must be credited:</p> <ul style="list-style-type: none"> <li>• although the divine cannot be limited by words, most religions apart from Buddhism believe God is one/eternal/infinite/creator of the universe/controller/sustainer of all there is, etc</li> <li>• most religions attribute qualities to God's nature such as omnipotence/omniscience/benevolence/immanence/transcendence/personal/impersonal/compassionate/merciful/a judge of people's actions, etc</li> <li>• for Buddhists, ultimate reality is the supreme, final, fundamental power in all reality/it is eternal/unchanging/an eternal truth or principle that governs the universe, etc.</li> </ul> <p><b>Buddhism</b>          Buddhists do not believe in a being who controls the universe beyond nature and human actions/the divine is ultimate reality/the eternal truth that governs the universe/Buddhist scriptures reveal truths about life, not qualities of God/they inspire people to live lives of peace and compassion/Buddha said: 'The world exists because of causal actions, all things are produced by causal actions and all beings are governed and bound by causal actions. They are fixed like the rolling wheel of a cart, fixed by the pin of its axle shaft' (Sutta-Nipata 654), etc.</p> <p><b>Christianity</b>          God is one/a Trinity of persons: Father, Son and Holy Spirit/immanence shown in Jesus, his son made man/transcendent creator of the universe without whom nothing would exist/personal, a Father who loves and cares for his children/eg the Lord's prayer/God is all-good as Jesus said: '...There is only One who is good. If you want to enter life, keep the Commandments.' (Matthew 19:17)/God knows every person: 'You have searched me, LORD, and you know me. You know when I sit and when I rise; you perceive my thoughts from afar' (Psalm 139:1–2), etc.</p> <p><b>Hinduism</b></p>	5
----	---	--	---



	<p>Brahman is one unchanging, eternal, Supreme Spirit/ultimate reality or being itself/expressed through deities that show different aspects of God's character/eg Brahma, creator/Vishnu, preserver/Shiva, destroyer/a Vedic hymn describes God as sustainer of creation and guardian of universal order (Atharva Veda 4,16,3–4)/God knows all things/punishes people for their sins (Rig Veda 7, 86,4)/the Ramayana story of Rama and Sita shows God's goodness triumph over evil, etc.</p> <p><b>Islam</b> Allah is beyond human knowledge and understanding/omniscient/ omnipotent/awesome, the Lord of creation (Qur'an 112). Yet Allah is also close to people/'He is with you wherever you are.' (Qur'an 57:4)/there is only one God who knows what is hidden and what can be witnessed/the most compassionate and merciful (Qur'an 59: 22)/ controller/holy one/source of peace, granter of security/guardian over all (Qur'an 59:23), etc.</p> <p><b>Judaism</b> God is beyond human knowledge and understanding/omniscient/ omnipotent/awesome/'Hear O Israel: the Lord our God, the Lord is one' (Deuteronomy 6:4–5)/the Lord of creation/God's covenant with Israel shows the Jews have a personal relationship with God/God will protect them if they obey his laws/described in the Torah as merciful and just/his punishments are softened by his love and compassion for his people/'...people may know there is none besides me. I am the Lord, and there is no other. I form the light and create darkness, I bring prosperity and create disaster... (Isaiah 45:6–7), etc.</p> <p><b>Sikhism</b> The Mool Mantra describes God as one universal creator God/whose name is truth/personal, ie present in creation and humans/eternal/ changeless/immortal/self-existent/only God is worthy of worship/God is merciful, wise, compassionate to all (GGS 249)'/Blessing us with His Glance of Grace, the Kind and Compassionate, all-powerful Lord comes to dwell within the mind and body' (GGS 49), etc.</p>	
--	--	--

03	5	<p>‘Those who claim to have special revelations are mistaken.’</p> <p>Evaluate this statement.</p> <p>In your answer you:</p> <ul style="list-style-type: none"> <li>• should give reasoned arguments in support of this statement</li> <li>• should give reasoned arguments to support a different point of view</li> <li>• should refer to religious arguments</li> <li>• may refer to non-religious arguments</li> <li>• should reach a justified conclusion.</li> </ul> <p><b>Target: AO2</b> Analyse and evaluate aspects of religion and belief, including significance and influence.</p>	12																		
<table border="1"> <thead> <tr> <th style="text-align: center;">Levels</th> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td>                     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.  <b>References to religion applied to the issue.</b> </td> <td style="text-align: center;">10–12</td> </tr> <tr> <td style="text-align: center;">3</td> <td>                     Reasoned consideration of different points of view.                      Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information.  <b>Clear reference to religion.</b> </td> <td style="text-align: center;">7–9</td> </tr> <tr> <td style="text-align: center;">2</td> <td>                     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.  <b>Maximum of Level 2 if there is no reference to religion.</b> </td> <td style="text-align: center;">4–6</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Point of view with reason(s) stated in support.</td> <td style="text-align: center;">1–3</td> </tr> <tr> <td style="text-align: center;">0</td> <td>Nothing worthy of credit.</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>				Levels	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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>Maximum of Level 2 if there is no reference to religion.</b>	4–6	1	Point of view with reason(s) stated in support.	1–3	0	Nothing worthy of credit.	0
Levels	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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>Maximum of Level 2 if there is no reference to religion.</b>	4–6																			
1	Point of view with reason(s) stated in support.	1–3																			
0	Nothing worthy of credit.	0																			
<p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:</p> <p><b>Arguments in support</b></p> <ul style="list-style-type: none"> <li>• special revelations are difficult to prove/subjective/rare/often lack witnesses/open to different interpretations/not open to scientific testing/there are conflicting revelations between religions so some may be illusory/difficult to prove whether enlightenment has taken</li> </ul>																					

		<p>place, etc</p> <ul style="list-style-type: none"> <li>• special revelations could be hallucinations/could be drug-induced/tricks of the mind/wishful thinking/a result of mental illness/just a dream, etc</li> <li>• some may be deliberate deception to gain fame or money/if not deliberate deception, some may be brought on by people wanting to convert others/all religious belief is an illusion (Freud)/God does not exist so there is no such thing as a special revelation of the divine, etc</li> </ul> <p><b>Arguments in support of other views</b></p> <ul style="list-style-type: none"> <li>• special revelations radically change lives/revelations cause conversions/accept examples of life changing revelations/atheists have become believers/believers change religions, eg Saul on Damascus road/special revelations have started religions, eg Muhammad/Nanak, etc</li> <li>• special revelations that fit in with earlier revelations accepted by a religion are likely to be genuine/why would someone lie?/need a reason to reject word of person/if person is trustworthy, why doubt them?/if revelation corresponds to reality/science/human experience then it is likely to be genuine, etc</li> <li>• there are too many revelations so cannot all be wrong/religions have scriptures which record special revelations/miracles/visions/these form part of many religions' belief systems, so are not illusions/millions follow the major religions/many religious people have been and are willing to die for faith, eg martyrs, etc.</li> </ul> <p>SPaG 3 marks</p>	
--	--	--	--

**04 Theme D: religion, peace and conflict**

Qu	Part	Marking guidance	Total marks
04	1	<p>Which <b>one</b> of the following is <b>not</b> a reason for war?</p> <p><b>A</b> Self-defence.  <b>B</b> Greed.  <b>C</b> Retaliation.  <b>D</b> Forgiveness.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>Answer: D Forgiveness.</p>	1
04	2	<p>Give <b>two</b> religious beliefs that show that violence is wrong.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>One mark for each of two correct points.</p> <p>Violence destroys inner peace/'I will not harm any living thing is Buddhist precept/goes against the principle of ahimsa/is neither compassionate nor loving/goes against the commandment 'Do not kill'/Jesus taught 'turn the other cheek'/does not show 'love of neighbour'/goes against the sanctity of life,/golden rules/no religion encourages actions that are violent or lead to suffering unless under certain circumstances etc.</p>	2

04	3	<p>Explain <b>two</b> similar religious beliefs about pacifism.</p> <p>In your answer you must refer to one or more religious traditions.</p> <p><b>Target: AO1:3</b> Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs</p> <p><b>First belief</b>                  Simple explanation of a relevant and accurate belief – 1 mark                  Detailed explanation of a relevant and accurate belief – 2 marks</p> <p><b>Second belief</b>                  Simple explanation of a relevant and accurate belief – 1 mark                  Detailed explanation of a relevant and accurate belief – 2 marks</p> <p>Students may include some of the following points, but all other relevant points must be credited:</p> <ul style="list-style-type: none"> <li>• pacifism is right because war can never be justified. This is because Buddhists support the idea of ahimsa (not harming a living thing)/religious believers support the idea of the sanctity of life, etc</li> <li>• pacifists believe that all killing is wrong. This is because religions have laws such as ‘do not kill’ and so will not fight eg Quakers, etc</li> <li>• some Christians believe that war is the sometimes the best option and would not support being a pacifist. For example, they would fight in a ‘Just War’ or to stop genocide taking place, etc.</li> </ul> <p><b>Buddhism</b>                  Peace and non-violence are core beliefs in Buddhism/right action/first precept (not to harm any living thing)/karuna (compassion)/some Mahayana Buddhists believe killing is acceptable if it save further lives, etc.</p> <p><b>Christianity</b>                  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/Quakers are pacifists/just war may justify fighting/sometimes it is better to fight to save lives and protect a country or way of life (eg WW2), etc.</p> <p><b>Hinduism</b>                  Non-violence builds good karma/ahimsa/life should be respected/pacifism follows example of Mahatma Gandhi/some Hindus believe in fighting under certain circumstances to protect life, etc.</p> <p><b>Islam</b>                  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/no duty to be a pacifist because lesser jihad permits violence in defence of Muslims and Muslim countries, etc.</p> <p><b>Judaism</b></p>	4
----	---	---	---

		<p>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/'do not kill'/Jews will fight if it promotes greater good and in self-defence, etc.</p> <p><b>Sikhism</b> Peace is a gift from God/Sikhs believe in the principle of non-violence/ Guru Nanak preached peace but later gurus permitted violence in self-defence and in defence of the faith, etc.</p>	
--	--	--	--

04	4	<p>Explain <b>two</b> religious beliefs about justice.</p> <p>Refer to sacred writings or another source of religious belief and teaching in your answer.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p><b>First belief</b> Simple explanation of a relevant and accurate teaching – 1 mark Detailed explanation of a relevant and accurate teaching – 2 marks</p> <p><b>Second belief</b> Simple explanation of a relevant and accurate teaching – 1 mark Detailed explanation of a relevant and accurate teaching – 2 marks</p> <p>Relevant and accurate reference to sacred writing – 1 mark</p> <p>Students may include some of the following points, but all other relevant points must be credited:</p> <p>God is just and therefore the source of all justice/God deals justly with his creation and treats them with equal value/as the source of all justice, God requires humans to establish and promote justice/justice leads to equality which means people are of equal worth and should be treated fairly/justice is an ideal to aim for in society, etc.</p> <p><b>Buddhism</b> Justice should not be combined with revenge/the 4 Noble Truths and 8 fold path promote justice/accept any relevant accurate quotes such as 'Whoever tries to seek happiness through hurting others, cannot find happiness.' (Dhammapada) and 'I believe in justice and truth, without which there would be no basis for human hope.' (Dalai Lama), etc.</p> <p><b>Christianity</b> A just God demands that humans deal with each other justly/dealing justly will improve the world and will reduce suffering and oppression/ God's judgement is just/accept any relevant accurate quotes such as 'Let justice roll on like a river and righteousness like an ever flowing stream' (Amos)/'what does the Lord require of you? To act justly, and to love mercy, and to walk humbly with your God.' (Micah)/parable of the sheep and goats/any accurate and relevant teaching or example of</p>	5
----	---	--	---

	<p>Jesus, etc.</p> <p><b>Hinduism</b> The caste system in India does not promote justice/the example of Gandhi in opposing caste is a right one/dealing justly with all living things promotes good karma/the maha yajnas (5 great duties) from the Vedas promote justice/accept any relevant accurate quotes from Vedas and other scriptures about justice and any other more modern sources such as Gandhi, etc.</p> <p><b>Islam</b> Allah is the source of all justice/justice is a supreme virtue/acting justly is requirement in the Qur'an/injustice is against the will of Allah/prophets and laws help people to understand how to achieve justice eg how to treat the poor and disadvantaged/accept any relevant accurate quotes such as 'avoid being unjust to one another' (Hadith), 'we sent ...our apostles...with the book of balance (of Right and Wrong), that men may stand forth in justice.' (Qur'an), etc.</p> <p><b>Judaism</b> Justice is seen as 'right and fair actions based on just laws'//true justice is only present when combined with truth, peace, compassion and mercy/achieving justice is a sacred duty and responsibility/Torah gives strong guidance on how to achieve justice/ignoring injustice is wrong/accept any relevant accurate quotes such as 'Let justice roll on like a river and righteousness like an ever flowing stream' (Amos)/'what does the Lord require of you? To act justly, and to love mercy, and to walk humbly with your God.' (Micah)/'follow justice and justice alone' (Deuteronomy)/'Learn to do right! Seek justice, encourage the oppressed (Isaiah), etc.</p> <p><b>Sikhism</b> Justice is often linked with equality which is a key Sikh concept/different groups of people should be given the same opportunities otherwise it may be seen as unjust and lead to resentment/injustice may provoke conflict, especially if more privileged parts of the world are seen to be the cause of the injustice/working honestly and performing sewa (service) in society help to establish justice/Sikhs are required to struggle for the rights of the oppressed, etc.</p>	
--	--	--

04	5	<p>‘There are no good reasons for countries to possess nuclear weapons.’</p> <p>Evaluate this statement.</p> <p>In your answer you:</p> <ul style="list-style-type: none"> <li>• should give reasoned arguments in support of this statement</li> <li>• should give reasoned arguments to support a different point of view</li> <li>• should refer to religious arguments</li> <li>• may refer to non-religious arguments</li> <li>• should reach a justified conclusion.</li> </ul> <p><b>Target: AO2</b> Analyse and evaluate aspects of religion and belief, including significance and influence.</p>	12																		
<table border="1"> <thead> <tr> <th style="text-align: center;">Levels</th> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td>                     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.  <b>References to religion applied to the issue.</b> </td> <td style="text-align: center;">10–12</td> </tr> <tr> <td style="text-align: center;">3</td> <td>                     Reasoned consideration of different points of view.                      Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information.  <b>Clear reference to religion.</b> </td> <td style="text-align: center;">7–9</td> </tr> <tr> <td style="text-align: center;">2</td> <td>                     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.  <b>Maximum of Level 2 if there is no reference to religion.</b> </td> <td style="text-align: center;">4–6</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Point of view with reason(s) stated in support.</td> <td style="text-align: center;">1–3</td> </tr> <tr> <td style="text-align: center;">0</td> <td>Nothing worthy of credit.</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>				Levels	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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>Maximum of Level 2 if there is no reference to religion.</b>	4–6	1	Point of view with reason(s) stated in support.	1–3	0	Nothing worthy of credit.	0
Levels	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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>Maximum of Level 2 if there is no reference to religion.</b>	4–6																			
1	Point of view with reason(s) stated in support.	1–3																			
0	Nothing worthy of credit.	0																			
<p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:</p> <p><b>Arguments in support</b></p> <ul style="list-style-type: none"> <li>• nuclear weapons are extremely destructive/If nuclear weapons are used, conflict may escalate and destroy the planet</li> <li>• nuclear weapons are hugely expensive/it is unlikely that nuclear weapons will ever be used</li> </ul>																					



	<ul style="list-style-type: none"> <li>• using nuclear weapons is against the criteria of a just war</li> <li>• accidents could occur which could have devastating impact, etc.</li> </ul> <p><b>Arguments in support of other views</b></p> <ul style="list-style-type: none"> <li>• nuclear weapons serve as a deterrent</li> <li>• countries that possess nuclear weapons can be considered to be safer than those without</li> <li>• the existence of nuclear weapons has kept the peace in Europe since end of WW2</li> <li>• as the technology to make them exists, the clock cannot be turned back to ‘uninvent’ them, etc.</li> </ul> <p><b>Buddhism</b> Harming living things is wrong (1st precept) and nuclear weapons cause massive harm/nuclear weapons do not help to show compassion/deterrence is against Buddhism because it is based on fear/Buddhists are permitted to fight but nuclear weapons are disproportional/use of nuclear weapons is likely to involve selfishness and greed/money could be better spent on providing for the poor and disadvantaged/‘The mechanisation of war ...poses an increasing threat to peace.’ (Dalai Lama), etc.</p> <p><b>Christianity</b> Christians are encouraged to work towards peace/following peaceful example of Jesus would rule out nuclear weapons/nuclear weapons disobey the just war criteria (proportionality)/potential for massive civilian casualties/sanctity of life/‘do not kill’/‘love your neighbour’ (may be the more loving thing to do if it ends violence/nuclear weapons have proved to be a deterrent and have helped to keep the peace/they could be used as a last resort in the most serious of circumstances, especially if they prevent further suffering, etc.</p> <p><b>Hinduism</b> Nuclear weapons are against ahimsa/give bad karma/even if war is justified, it should not cause unnecessary suffering, especially to civilians which nuclear weapons do/nuclear weapons are aggressive not defensive/fighting is justified in self-defence and to protect the vulnerable if under threat but nuclear weapons are not proportional, etc.</p> <p><b>Islam</b> Use of nuclear weapons is wrong because it could destroy the world God created for mankind/they don’t reflect a belief in peace/war should be in defence but nuclear weapons are aggressive, not defensive/ nuclear weapons do not fulfil lesser jihad/money could be used better on providing for the poor/some Muslim countries, eg Pakistan, have nuclear weapons as deterrence and for self-defence but have never used them, etc.</p> <p><b>Judaism</b> Teachings on peace, justice and sanctity of life rule out the use of nuclear weapons/using nuclear weapons are contrary to stewardship of God’s earth/mass destruction is unacceptable conduct in war/teachings</p>	
--	---	--

	<p>such as 'do not kill'/peace should not be built on fear/Israel possesses nuclear weapons and relies on other countries with them/in Israel's history, there have been occasions where large numbers were killed in battle eg the conquest of Canaan, etc.</p> <p><b>Sikhism</b>                  Only minimum force should be used in wars, nuclear weapons are maximum force/civilians should be protected but nuclear weapons kill thousands over a large area/everybody has an equal right to life so using such weapons is completely unacceptable/'No one is my enemy and neither is he a stranger, because I am a friend of all.' (GGS)/ nuclear weapons keep the peace through fear (eg between India and Pakistan) which is a negative state to be in, etc.                  SPaG 3 marks</p>	
--	--	--

**05 Theme E: religion, crime and punishment**

Qu	Part	Marking guidance	Total marks
05	1	<p>Which <b>one</b> of the following is <b>not</b> a reason for crime?</p> <p><b>A</b> Poverty.  <b>B</b> Sanctity of life.  <b>C</b> Mental illness.  <b>D</b> Greed.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>Answer: B Sanctity of life.</p>	1
05	2	<p>Give <b>two</b> religious beliefs about forgiveness.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>One mark for each of two correct points.</p> <p>For theists, God is the ultimate source of forgiveness/forgiveness is an important step in reconciliation/forgiveness does not replace punishment/forgiveness brings inner peace/shows compassion/God will forgive those who ask in faith/God requires humans to forgive whatever offence has been committed, etc.</p>	2

05	3	<p>Explain <b>two</b> similar religious beliefs about people who break the law.</p> <p>In your answer you must refer to one or more religious traditions.</p> <p><b>Target: AO1:3</b> Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs</p> <p><b>First belief</b>          Simple explanation of a relevant and accurate belief – 1 mark          Detailed explanation of a relevant and accurate belief – 2 marks</p> <p><b>Second belief</b>          Simple explanation of a relevant and accurate belief – 1 mark          Detailed explanation of a relevant and accurate belief – 2 marks</p> <p>Students may include some of the following points, but all other relevant points must be credited:</p> <ul style="list-style-type: none"> <li>• law breakers should be punished fairly and with compassion/the most loving aim of punishment should be to reform the offender through their punishment/offenders should be helped to discourage them from committing further offences, etc</li> <li>• the reason for them breaking the law should be taken into account when punishment is determined/eg motivation to help others/protest against an unjust law, etc</li> <li>• offenders need to be punished as a retribution/offenders should be made an example of to deter others and protect society, etc.</li> </ul> <p><b>Buddhism</b>          Breaking the law produces bad kamma and so will have just consequences/punishment should consider the protection of society/ retribution is against loving kindness (metta) and karuna (compassion)/ reformation is important because it should ensure the offender does not reoffend/the five precepts encourage merciful treatment of offenders/ making reparation helps the offender to improve kamma, etc.</p> <p><b>Christianity</b>          Law breakers should be forgiven and given a second chance but they need to be punished as well during which time they are helped to reform/'A man reaps what he sows' (Galatians)/Christians should work with people to discourage reoffending/although poverty cannot be used as an excuse for breaking the law reducing poverty and bad social conditions may prevent law breaking/law breakers should be encouraged and helped to repent leading to forgiveness/reparation can help a person to repent, etc.</p> <p><b>Hinduism</b>          Breaking the law produces bad karma and so will have just consequences/people are encouraged to keep the law along with their religious duties/making reparation is considered to be a way of the offender showing they are sorry/if the offender reforms it helps them to receive positive karma so this should be encouraged, etc.</p>	4
----	---	--	---

	<p><b>Islam</b>                  Shari’ah law is based on religious sources including the Qur’an so breaking the law is serious/offenders should be treated harshly as a deterrent to themselves and to others/hope that offenders will repent, reform and seek forgiveness/in some instances, the needs of the victim is considered more than the needs of the offender/true judgement will come from Allah, etc.</p> <p><b>Judaism</b>                  Obeying the law is important because it is based on religious law including the Ten Commandments/punishment is considered to be a deterrent/offenders are encouraged to repent, seek forgiveness and reform/punishment should be proportional to help offenders, etc.</p> <p><b>Sikhism</b>                  Breaking the law brings bad karma and will result in God’s judgement/offenders are encouraged to recognise the wrong they have done and to reform/repentance brings God’s forgiveness/protection of others in society is important so dangerous offenders may be treated severely but helped to repent as well, etc.</p>	
--	---	--

05	4	<p>Explain <b>two</b> religious beliefs about the death penalty.</p> <p>Refer to sacred writings or another source of religious belief and teaching in your answer.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p><b>First belief</b>          Simple explanation of a relevant and accurate teaching – 1 mark          Detailed explanation of a relevant and accurate teaching – 2 marks</p> <p><b>Second belief</b>          Simple explanation of a relevant and accurate teaching – 1 mark          Detailed explanation of a relevant and accurate teaching – 2 marks</p> <p>Relevant and accurate reference to sacred writing – 1 mark</p> <p>Students may include some of the following points, but all other relevant points must be credited:</p> <ul style="list-style-type: none"> <li>• death penalty is no better than murder/only God has the right to take life/retribution is not the best aim of punishment/not compassionate loving nor caring/‘do not kill’/all religions have teachings about taking life being wrong/allows no chance to reform nor show repentance/the state is no better than the murderer, etc</li> <li>• innocent people may mistakenly be killed/only God knows for certain if a person is guilty of a serious crime, etc</li> <li>• saves taxpayer’s money which can be better spend on the poor and underprivileged as prison is an expensive option/those who commit serious crimes get what they deserve/society is protected because no chance of reoffending/deterrence, etc.</li> </ul> <p><b>Buddhism</b>          Breaks first precept, 8-fold path, teachings on non-violence and compassion/killing builds bad kamma/some Buddhist countries permit it as a deterrent, etc.</p> <p><b>Christianity</b>          Removes possibility of repentance/only God can take life that he created/‘whoever sheds the blood of man, by man shall his blood be shed’ (Genesis)/death penalty is a deterrent that helps to prevent other serious crime/some Christian countries use death penalty (eg some states in USA), etc.</p> <p><b>Hinduism</b>          India retains the death penalty/ahimsa opposes taking life, violence and retribution/‘By killing an assassin the slayer incurs no guilt.’ (Manusmriti)/‘an eye for an eye makes the whole world blind.’ (Gandhi), etc.</p> <p><b>Islam</b>          Shari’ah law permits the use of the death penalty as deterrence/the next of kin of the victim can commute to imprisonment as an act of</p>	5
----	---	--	---

	<p>mercy upon payment of 'blood money'/'retaliation is prescribed for you in the matter of the slain' (Qur'an)/'If anyone is killed unjustly, we have granted the right of retribution to his heir.' (Qur'an), etc.</p> <p><b>Judaism</b> Israel retains the death penalty but the standard of proof is very high which makes it virtually impossible to use/deterrent/'an eye for an eye...'/I take no pleasure in the death of the wicked, but rather that they turn from their ways and live' (Ezekiel), etc.</p> <p><b>Sikhism</b> Believe that civilised society should not descend to the level of the murderer/vengeance is not encouraged/everyone has part of God within them so is able to be reformed/right to life is a basic right/death penalty implies there are some crimes that cannot be forgiven which is against Sikh teaching, etc.</p>	
--	--	--

05	5	<p>‘Reformation is the best aim of punishment.’</p> <p>Evaluate this statement.</p> <p>In your answer you:</p> <ul style="list-style-type: none"> <li>• should give reasoned arguments in support of this statement</li> <li>• should give reasoned arguments to support a different point of view</li> <li>• should refer to religious arguments</li> <li>• may refer to non-religious arguments</li> <li>• should reach a justified conclusion.</li> </ul> <p><b>Target: AO2</b> Analyse and evaluate aspects of religion and belief, including significance and influence.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Levels</th> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td>                     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.  <b>References to religion applied to the issue.</b> </td> <td style="text-align: center;">10–12</td> </tr> <tr> <td style="text-align: center;">3</td> <td>                     Reasoned consideration of different points of view.                      Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information.  <b>Clear reference to religion.</b> </td> <td style="text-align: center;">7–9</td> </tr> <tr> <td style="text-align: center;">2</td> <td>                     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.  <b>Maximum of Level 2 if there is no reference to religion.</b> </td> <td style="text-align: center;">4–6</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Point of view with reason(s) stated in support.</td> <td style="text-align: center;">1–3</td> </tr> <tr> <td style="text-align: center;">0</td> <td>Nothing worthy of credit.</td> <td style="text-align: center;">0</td> </tr> </tbody> </table> <p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:</p> <p><b>Arguments in support</b></p> <ul style="list-style-type: none"> <li>• reformation is positive and potentially allows a better future</li> <li>• it gives punishment a purpose</li> <li>• doesn't imply the offender has no future</li> <li>• helps to promote repentance</li> </ul>	Levels	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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>Maximum of Level 2 if there is no reference to religion.</b>	4–6	1	Point of view with reason(s) stated in support.	1–3	0	Nothing worthy of credit.	0	12
Levels	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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>Maximum of Level 2 if there is no reference to religion.</b>	4–6																			
1	Point of view with reason(s) stated in support.	1–3																			
0	Nothing worthy of credit.	0																			



	<ul style="list-style-type: none"> <li>• is most compassionate and loving, etc.</li> </ul> <p><b>Arguments in support of other views</b></p> <ul style="list-style-type: none"> <li>• serious offenders do not deserve a future</li> <li>• other aims of punishment are more important</li> <li>• reoffending rates show reformation does not always work</li> <li>• the victim deserves more support than the offender</li> <li>• no aim is best, it depends on individual offenders, etc.</li> </ul> <p><b>Buddhism</b> Reformation best reflects the precepts and 8-fold path/it shows metta (loving kindness) and karuna (compassion)/helps the offender to repair their kamma/protecting society is important so punishment must do this/severe punishment can have damaging effects on the offender's mind and may result in reoffending to take revenge on those/society who punished them, etc</p> <p><b>Christianity</b> Reformation is best because it helps offenders become law abiding citizens and gives them the potential of a better future/allows repentance through punishment and forgiveness/'If your brother sins, rebuke him, and if he repents forgive him.' (Luke)/gives a second chance/reparation can link with reformation and repentance so it is important/retribution is wrong/'turn the other cheek' (Matthew)/deterrence is good provided the needs of the offender are considered and that their punishment is just, etc.</p> <p><b>Hinduism</b> Reformation is the best aim because it allows offenders to go some way to repairing their karma/reparation is a way of showing that the offender is sorry and repenting/the law must protect society and punishment should do this and also deter others from offending, etc.</p> <p><b>Islam</b> Punishment should help offenders to repent, reform and seek forgiveness from God/reformation is important but Islamic punishment is more focused on deterring people from committing crimes in the first place/'As to the thief, male or female, cut off their hands: a punishment by way of an example.' (Qur'an)/showing that the law should be respected because it comes from God is important so punishments can reflect this, etc.</p> <p><b>Judaism</b> Reformation is important in Judaism but so is deterrence/reformation requires repentance, asking for God's forgiveness and doing good works/'When justice is done, it brings joy to the righteous but terror to evildoers.' (Proverbs), etc.</p> <p><b>Sikhism</b> Punishment should be carried out with the intention of transforming the offender so they recognise their error and wish to reform/if offenders reform and repent they can be forgiven by God/punishment should protect others in society/Sikhism has no thought of retribution/'Do not</p>	
--	---	--

		turn around and strike those who strike you with their fists' (GGS), etc. SPaG 3 marks	
--	--	---	--

**06 Theme F: religion, human rights and social justice**

Qu	Part	Marking guidance	Total marks
06	1	<p>Which <b>one</b> of the following is <b>not</b> a type of prejudice?</p> <p><b>A</b> Racism.  <b>B</b> Sexism.  <b>C</b> Alcoholism.  <b>D</b> Ageism.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>Answer: C Alcoholism.</p>	1
06	2	<p>Give <b>two</b> religious beliefs about how women should be treated within religion.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>One mark for each of two correct points.</p> <p>Religions believe women and men are equal before God/should be treated equally/with respect/some insist on only male priests and/or worship leaders (eg Catholicism, Islam)/if women and men have different traditional roles the role of women is not less than that of men, etc.</p>	2

06	3	<p>Explain <b>two</b> similar religious beliefs about the freedom of religion and belief.</p> <p>In your answer you must refer to one or more religious traditions.</p> <p><b>Target: AO1:3</b> Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs</p> <p><b>First belief</b>          Simple explanation of a relevant and accurate belief – 1 mark          Detailed explanation of a relevant and accurate belief – 2 marks</p> <p><b>Second belief</b>          Simple explanation of a relevant and accurate belief – 1 mark          Detailed explanation of a relevant and accurate belief – 2 marks</p> <p>Students may include some of the following points, but all other relevant points must be credited:</p> <ul style="list-style-type: none"> <li>• freedom of religion and belief is a basic human right/anybody should be free to follow and believe in whatever religion they choose/religious tolerance is encouraged/inter-faith meetings aimed at greater understanding and stressing similarities rather than differences have been organised and promoted by many faiths/inter-faith worship happens locally and in major national and international celebrations, etc</li> <li>• in some countries, following any religion is not permitted, eg strict communist states, etc</li> <li>• in some countries only the state religion is allowed/followers of other faiths are persecuted/extremist religious groups discriminate either against other faiths or groups within their own faith, etc.</li> </ul> <p><b>Buddhism</b>          Tolerance and consideration of others is valued/all races and nationalities are welcomed in Buddhism/respect for all faiths is part of Buddhist philosophy, eg 8-fold path/'The things that divide and separate people – race, religion, gender, social position...are all illusory (Dhammapada), etc.</p> <p><b>Christianity</b>          Christianity is tolerant of other faiths/all are created with equal value and have equal rights/some Christians are active in trying to convert others to Christianity/'There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus.' (Galatians), etc.</p> <p><b>Hinduism</b>          All have been created by God and so should be treated with respect/God loves everybody equally/India, the main Hindu country, co-exists with all other faiths etc/a few extremist groups in Hinduism try to promote their point of view using violence on occasions, etc.</p> <p><b>Islam</b>          God creates all people equal and with equal rights/Shari'ah law</p>	4
----	---	--	---

	<p>protects the rights of non-Muslims to practise their faith/'Allah does not look upon your outward appearance; He looks upon your hearts and deeds' (Hadith)/some extremist groups in Islam are less tolerant of other groups within Islam or other faiths, etc.</p> <p><b>Judaism</b> All are created equally in the image of God/prophets emphasised the importance of social justice rather than religious ritual/conversion to Judaism is possible but it is not a 'missionary' faith to convert others/there are disagreements of interpretation between some denominations within Judaism, etc.</p> <p><b>Sikhism</b> Sikhs are tolerant of other faiths/the Guru Granth Sahib contains Muslim and Hindu writings/gurdwaras are open to all and all can eat at the langar/'Know people by the light which illuminates them' (GGS), etc.</p>	
--	---	--

06	4	<p>Explain <b>two</b> religious beliefs about the right use of wealth.</p> <p>Refer to sacred writings or another source of religious belief and teaching in your answer.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p><b>First belief</b>          Simple explanation of a relevant and accurate teaching – 1 mark          Detailed explanation of a relevant and accurate teaching – 2 marks</p> <p><b>Second belief</b>          Simple explanation of a relevant and accurate teaching – 1 mark          Detailed explanation of a relevant and accurate teaching – 2 marks</p> <p>Relevant and accurate reference to sacred writing – 1 mark</p> <p>Students may include some of the following points, but all other relevant points must be credited:</p> <ul style="list-style-type: none"> <li>• excess wealth is best used for the benefit of the needy/should benefit the family and the community, etc</li> <li>• money is a gift from God that should be used selflessly/should be used to provide for needs so people who can afford their needs are not dependent on others, etc</li> <li>• responsible use of money helps spiritual growth, etc.</li> </ul> <p><b>Buddhism</b>          Giving excess wealth to the poor helps develop good kamma/middle way between wealth and poverty is stressed/extremes of wealth should be avoided/wealth should be used to avoid extremes of poverty/giving should be generous, including supporting monks/wealth can lead to craving/‘Not by a shower of gold coins does contentment arise in sensual pleasures’ (Dhammapada)/‘riches that are not rightly utilised run to waste, not to enjoyment’ (Buddha), etc.</p> <p><b>Christianity</b>          Excess wealth should support charity and churches and Christian groups encourage such support/Jesus told the rich to give their money to the poor to achieve salvation/riches should be built in heaven through generous giving/money should not be wasted/‘No-one can serve two masters... You cannot serve both God and money’ (Matthew)/‘The love of money is the root of all evil’ (1 Timothy), etc.</p> <p><b>Hinduism</b>          Wealth may be the result of good karma in a previous life but if not used for others will result in bad karma/wealth should not be hoarded/showing hospitality to the poor is a daily duty/some Hindus help feed the poor before they eat their own midday meal/‘One who helps others wins wealth.’ (Rig Veda)/‘None can possibly hope to attain immortality through wealth’ (Upanishads), etc.</p> <p><b>Islam</b></p>	5
----	---	--	---

	<p>The value of money is in what it can do rather than in what it is/wealth is a blessing from God which should be used for others/requirement to give zakah or khums/choice to give extra (sadaqah)/'Let not those who...withhold of the gifts Allah hath given them, think that it is good for them' (Qur'an)/'Richness does not lie in abundance of worldly goods, but true richness is the richness of the soul' (Hadith), etc.</p> <p><b>Judaism</b> Wealth should not take the place of God/wealth must be given to help the community/several mitzvot protect the poor/tzedakah is given out of a sense of justice and righteousness/'If anyone is poor among your fellow Israelites...do not be hardhearted or tightfisted toward them' (Deuteronomy), etc.</p> <p><b>Sikhism</b> Spiritual goals are more important than wealth so wealth should be shared with the poor/all should have access to the necessities of life/the wealthy should make sure this happens/vand chakna (sharing wealth)/sewa (duty to be of service to others)/'Blessed is the godly person and the riches they possess because they can be used for charitable purposes and to give happiness (Guru Amar Das)/'Practice...kindness; this is the most excellent way of life' (GGS)/'Be kind to all beings' (GGS), etc.</p>	
--	---	--

06	5	<p>‘Those who live in poverty should help themselves to overcome their difficulties.’</p> <p>Evaluate this statement.</p> <p>In your answer you:</p> <ul style="list-style-type: none"> <li>• should give reasoned arguments in support of this statement</li> <li>• should give reasoned arguments to support a different point of view</li> <li>• should refer to religious arguments</li> <li>• may refer to non-religious arguments</li> <li>• should reach a justified conclusion.</li> </ul> <p><b>Target: AO2</b> Analyse and evaluate aspects of religion and belief, including significance and influence.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Levels</th> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td>                     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.  <b>References to religion applied to the issue.</b> </td> <td style="text-align: center;">10–12</td> </tr> <tr> <td style="text-align: center;">3</td> <td>                     Reasoned consideration of different points of view.                      Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information.  <b>Clear reference to religion.</b> </td> <td style="text-align: center;">7–9</td> </tr> <tr> <td style="text-align: center;">2</td> <td>                     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.  <b>Maximum of Level 2 if there is no reference to religion.</b> </td> <td style="text-align: center;">4–6</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Point of view with reason(s) stated in support.</td> <td style="text-align: center;">1–3</td> </tr> <tr> <td style="text-align: center;">0</td> <td>Nothing worthy of credit.</td> <td style="text-align: center;">0</td> </tr> </tbody> </table> <p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:</p> <p><b>Arguments in support</b></p> <ul style="list-style-type: none"> <li>• everybody has talents to use to earn money/opportunities are provided to allow this to happen/people should not become dependent on others</li> </ul>	Levels	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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>Maximum of Level 2 if there is no reference to religion.</b>	4–6	1	Point of view with reason(s) stated in support.	1–3	0	Nothing worthy of credit.	0	12
Levels	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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>Maximum of Level 2 if there is no reference to religion.</b>	4–6																			
1	Point of view with reason(s) stated in support.	1–3																			
0	Nothing worthy of credit.	0																			



	<ul style="list-style-type: none"> <li>• careful budgeting can be helpful/careful use of credit cards so as not to overspend</li> <li>• helping themselves not to be dependent provides a good role model for children</li> </ul> <p><b>Arguments in support of other views</b></p> <ul style="list-style-type: none"> <li>• some are in no position to help themselves/they may have illness or handicap, so they cannot work/addiction can cause poverty but is hard to overcome</li> <li>• the idea of society is that people should help each other and show compassion</li> <li>• it is not easy to find paid work/may not have the skills or educational requirements.</li> </ul> <p><b>Buddhism</b> Working honestly to provide for the family builds good kamma/right livelihood and right action encourage people to work/monks do not provide for themselves but rely on the religious generosity of others/providing for others shows loving kindness (metta) and compassion (karuna), etc.</p> <p><b>Christianity</b> Parable of the talents teaches that people are given the opportunity to support themselves/love your neighbour can be interpreted as not expecting others to support you when you can support yourself/helping others is loving and compassionate/charitable giving to help the poor is following Jesus’ teaching (eg the widow’s offering in the temple, the rich fool), etc.</p> <p><b>Hinduism</b> Working honestly to provide for the family builds good karma/earning money allows believers to follow the social aspects of their faith/supporting those in need enables people to build good karma/providing food for those in need is one of the 5 daily duties, etc.</p> <p><b>Islam</b> As the value of money is in what it can do, this includes providing for themselves and their family/people should contribute to the Ummah, (the Muslim community) not draw from it/the community has the resources to support the poor so it should be used/accepting help allows others to perform good deeds/No-one eats better food than that which they have earned by their own labours’ (Hadith)/‘Man can have nothing but what he strives for,’ (Qur’an), etc.</p> <p><b>Judaism</b> Jews are encouraged to work hard for their living so they are not dependent on others/love your neighbour can be interpreted as not expecting others to support you when you can support yourself/laziness is frowned upon (Proverbs)/the community should support those in need/if fewer people put themselves in need of help, there is less to go towards those in genuine need, etc.</p> <p><b>Sikhism</b> Working honestly to provide for the family builds good karma/allows</p>	
--	--	--

		<p>Sikhs to play full part in their community (eg contributing to langar) and sewa/supporting those in need enables people to build good karma, etc.</p> <p>SPaG 3 marks</p>	
--	--	--	--

**07 Theme G: St Mark’s Gospel: Life of Jesus**

Qu	Part	Marking guidance	Total marks
07	1	<p>Which <b>one</b> of the following did Jesus predict would happen to him?</p> <p><b>A</b> A man would help him to carry his cross.  <b>B</b> He would be handed over to the chief priests and scribes.  <b>C</b> A woman would wash his feet with her tears.  <b>D</b> He would die of thirst tied to a cross.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>Answer: B He would be handed over to the chief priests and scribes.</p>	1
07	2	<p>Give <b>two</b> statements that Jesus made in his reply to James and John when they asked for places at his right hand and his left hand.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>One mark for each of two correct points.</p> <p>You do not know what you are asking/are you able to drink the cup that I drink/or be baptised with the baptism that I am baptised with/the cup that I drink you will drink/with the baptism with which I am baptised, you will be baptised/but to sit at my right hand or at my left is not mine to grant/but it is for those for whom it has been prepared' etc.</p>	2

07	3	<p>Explain <b>two</b> contrasting views about the importance of Jesus as Son of David.</p> <p><b>Target: AO1:3</b> Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs.</p> <p><b>First contrasting belief</b>            Simple explanation of a relevant and accurate contrast – 1 mark            Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p><b>Second contrasting belief</b>            Simple explanation of a relevant and accurate contrast – 1 mark            Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p>Students may include some of the following points, but all other relevant points must be credited:</p> <p><b>A Christian view</b></p> <ul style="list-style-type: none"> <li>• the Messiah was expected to be a descendant of King David/so it shows that Jesus was the Messiah/and fulfilled Old Testament prophecy, etc</li> <li>• the title refers to royalty in a spiritual sense/Jesus was not a political agitator but he brought with him the kingdom of God/he is sovereign over human hearts and lives, etc.</li> </ul> <p><b>Contrasting view</b></p> <ul style="list-style-type: none"> <li>• the title is suggestive of a political agitator/in fact this was the crime for which he was condemned to death/so it gives a false picture of Jesus' nature and his mission, etc</li> <li>• it is easy to think in terms of wealth and power/but Jesus came as a servant and not one to be served/he lived a very simple life and expected this of his followers, etc.</li> </ul>	4
----	---	---	---

07	4	<p>Explain <b>two</b> ways in which Jesus' words and actions at the Last Supper are important for Christians.</p> <p>You must refer to St Mark's Gospel in your answer.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p><b>First way</b>            Simple explanation of a relevant and accurate way – 1 mark            Detailed explanation of a relevant and accurate way – 2 marks</p> <p><b>Second way</b>            Simple explanation of a relevant and accurate way – 1 mark            Detailed explanation of a relevant and accurate way – 2 marks</p> <p>Relevant and accurate reference to Mark's Gospel – 1 mark</p> <p>Students may include some of the following points, but all other relevant points must be credited:</p> <ul style="list-style-type: none"> <li>• Jesus' words and actions are preserved in the communion services today/'Take my body' and 'my blood of the covenant'/Catholics use these in the Mass/he broke the bread as a sign that he was to die/ Christians still do this, etc</li> <li>• Jesus said that he would not drink wine again until he drinks it in the Kingdom of God/a sign of the promise of the afterlife, etc.</li> <li>• some students may refer to the conversation between Jesus and the disciples over who would betray him as words at the Last Supper. They may also refer to the singing of a hymn as an action.</li> </ul>	5
----	---	--	---

07	5	<p>‘The feeding of the 5000 shows that Jesus was the Son of God.’</p> <p>Evaluate this statement.</p> <p>In your answer you:</p> <ul style="list-style-type: none"> <li>• should give reasoned arguments in support of this statement</li> <li>• should give reasoned arguments to support a different point of view</li> <li>• should refer to St Mark’s Gospel in your answer</li> <li>• should reach a justified conclusion.</li> </ul> <p><b>Target: AO2</b> Analyse and evaluate aspects of religion and belief, including significance and influence.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Levels</th> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td>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. <b>References to religion applied to the issue.</b></td> <td style="text-align: center;">10–12</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. <b>Clear reference to religion.</b></td> <td style="text-align: center;">7–9</td> </tr> <tr> <td style="text-align: center;">2</td> <td>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. <b>Maximum of Level 2 if there is no reference to religion.</b></td> <td style="text-align: center;">4–6</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Point of view with reason(s) stated in support.</td> <td style="text-align: center;">1–3</td> </tr> <tr> <td style="text-align: center;">0</td> <td>Nothing worthy of credit.</td> <td style="text-align: center;">0</td> </tr> </tbody> </table> <p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:</p> <p><b>Arguments in support</b></p> <ul style="list-style-type: none"> <li>• the feeding of 5000 shows the power of Jesus to work miracles/he used God’s power to bring good/there was more than enough for everyone/the people were hungry and they were fed/he was able to meet both their physical needs in the feeding and their spiritual needs in the teaching he gave, etc</li> </ul>	Levels	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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>Maximum of Level 2 if there is no reference to religion.</b>	4–6	1	Point of view with reason(s) stated in support.	1–3	0	Nothing worthy of credit.	0	12
Levels	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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>Maximum of Level 2 if there is no reference to religion.</b>	4–6																			
1	Point of view with reason(s) stated in support.	1–3																			
0	Nothing worthy of credit.	0																			

	<ul style="list-style-type: none"> <li>• the miracle is an indication of the Messianic banquet/he was the leader promised by God/some interpret this miracle as part of the coming of the kingdom of God, etc.</li> </ul> <p><b>Arguments in support of other views</b></p> <ul style="list-style-type: none"> <li>• the story is not true/the Gospel was written long after the events/it was an ordinary event that became exaggerated during the period of oral tradition/so it says nothing about the status of Jesus, but only about how some of his followers viewed him, etc.</li> <li>• it was a simple case of Jesus sharing what he had/and then those in the crowd who had brought food with them were shamed into sharing theirs/so there was nothing supernatural about it, etc.</li> </ul> <p>SPaG 3 marks</p>	
--	--	--

**08 Theme H: St Mark’s Gospel as a source of spiritual truth**

Qu	Part	Marking guidance	Total marks
08	1	<p>Which <b>one</b> of the following is <b>not</b> what Christians believe about the Kingdom of God?</p> <p><b>A</b> The Kingdom of God can be experienced only after death.  <b>B</b> The Kingdom of God is in the hearts of all believers.  <b>C</b> The Kingdom of God will come in power at the end of time.  <b>D</b> The Kingdom of God came in the person of Jesus.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>Answer: A The Kingdom of God can be experienced only after death.</p>	1
08	2	<p>Give <b>two</b> things that Jesus told the rich man to do to gain eternal life.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>One mark for each of two correct points.</p> <p>Obey the Commandments/go, sell what you own/and give the money to the poor/come/follow me etc.</p>	2



08	3	<p>Explain <b>two</b> contrasting views about the importance of faith as seen in Mark's Gospel.</p> <p><b>Target: AO1:3</b> Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs</p> <p><b>First contrasting view</b>            Simple explanation of a relevant and accurate contrast – 1 mark            Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p><b>Second contrasting view</b>            Simple explanation of a relevant and accurate contrast – 1 mark            Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p>Students may include some of the following points, but all other relevant points must be credited:</p> <p><b>A Christian view</b></p> <ul style="list-style-type: none"> <li>• faith is a commitment to God and Jesus/the disciples showed faith at the call of Jesus/the disciples showed faith in going on the Mission with minimum supplies/Jesus kept faith with God throughout the arrest, trial and crucifixion</li> <li>• it is shown in Mark's Gospel as part of healing/Jesus praised the woman with the haemorrhage/faith was essential to other miracles, eg the man with leprosy who asked Jesus to make him clean etc.</li> </ul> <p><b>Contrasting view</b></p> <ul style="list-style-type: none"> <li>• some people may say that there is no such thing as faith/it is only a desire for an easy life/ letting someone else make the decisions/</li> <li>• the disciples were rebuked by Jesus for their lack of faith/Peter's denials of Jesus show that his faith failed him under pressure/faith was not always needed in the miracles eg in the feeding of the 5000/the crowd did not need to demonstrate faith/the disciples showed a lack of faith etc.</li> </ul>	4
----	---	--	---

08	4	<p>Explain <b>two</b> of the instructions or promises that Jesus gave to the Eleven in the Commission before he ascended to heaven.</p> <p>You must refer to St Mark's Gospel in your answer.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p><b>First teaching</b>          Simple explanation of a relevant and accurate teaching – 1 mark          Detailed explanation of a relevant and accurate teaching – 2 marks</p> <p><b>Second teaching</b>          Simple explanation of a relevant and accurate teaching – 1 mark          Detailed explanation of a relevant and accurate teaching – 2 marks</p> <p>Relevant and accurate reference to Mark's Gospel – 1 mark</p> <p>Students may include some of the following points, all other relevant points must be credited:</p> <ul style="list-style-type: none"> <li>• the Eleven will be given the same powers that Jesus had over evil of all kinds/in their actions they will show the power of Christ/this power will work through them, etc</li> <li>• 'go into all the world and proclaim the good news to the whole creation'/the apostles had to go and spread the news about Jesus so that the Kingdom of God could grow, etc</li> <li>• 'the one who believes and is baptised will be saved; but the one who does not believe will be condemned'/people, and not the Eleven, will be judged on their response to the teachings of the disciples etc</li> <li>• the signs that will accompany those who believe by using Jesus' name/they will cast out demons/they will speak in new tongues/ they will pick up snakes in their hands/if they drink any deadly thing, it will not hurt them/they will lay their hands on the sick, and they will recover, etc</li> <li>• the Apostles were not acting in their own power but in the power of Jesus/God's power/miracles are a sign of the Kingdom etc.</li> </ul> <p>NB maximum level 2 for answers that simply narrate the text.</p>	5
----	---	--	---

08	5	<p>‘Jesus paid too much attention to the sick, sinners and others who were disregarded by society.’</p> <p>Evaluate this statement.</p> <p>In your answer you:</p> <ul style="list-style-type: none"> <li>• should give reasoned arguments in support of this statement</li> <li>• should give reasoned arguments to support a different point of view</li> <li>• should refer to St Mark’s Gospel in your answer</li> <li>• should reach a justified conclusion.</li> </ul> <p><b>Target: AO2</b> Analyse and evaluate aspects of religion and belief, including significance and influence.</p>	12																		
		<table border="1"> <thead> <tr> <th style="text-align: center;">Levels</th> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td>                     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.  <b>References to religion applied to the issue.</b> </td> <td style="text-align: center;">10–12</td> </tr> <tr> <td style="text-align: center;">3</td> <td>                     Reasoned consideration of different points of view.                      Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information.  <b>Clear reference to religion.</b> </td> <td style="text-align: center;">7–9</td> </tr> <tr> <td style="text-align: center;">2</td> <td>                     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.  <b>Maximum of Level 2 if there is no reference to religion.</b> </td> <td style="text-align: center;">4–6</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Point of view with reason(s) stated in support.</td> <td style="text-align: center;">1–3</td> </tr> <tr> <td style="text-align: center;">0</td> <td>Nothing worthy of credit.</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	Levels	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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>Maximum of Level 2 if there is no reference to religion.</b>	4–6	1	Point of view with reason(s) stated in support.	1–3	0	Nothing worthy of credit.	0	
Levels	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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>Maximum of Level 2 if there is no reference to religion.</b>	4–6																			
1	Point of view with reason(s) stated in support.	1–3																			
0	Nothing worthy of credit.	0																			
		<p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:</p> <p><b>Arguments in support</b></p> <ul style="list-style-type: none"> <li>• Jesus should have avoided those outside society/as a religious teacher he should not have become unclean by touching the man with leprosy/should not have allowed the woman with haemorrhages to touch him etc</li> </ul>																			

	<ul style="list-style-type: none"> <li>• Jesus should have not associated with sinners but spent more time with other religious teachers and the disciples/the meal after the call of Levi led to the Pharisees asking why Jesus associated with sinners/he ate with sinners/he allowed the woman to wash his feet with perfume/he should have spent his time with the other teachers of Israel, getting them to understand the gospel/he could have spent more time with the disciples trying to ensure that they understood the message properly</li> <li>• Jesus spent time with Gentiles/in the story of the Greek (Syro-Phoenician) Woman and her daughter, Jesus spent time with someone who was both Gentile and a woman/he should have stayed in his own territory/should have taught Jewish values/he might have avoided arrest and crucifixion if he had spent more time with the religious teachers, etc.</li> </ul> <p><b>Arguments in support of other views</b></p> <ul style="list-style-type: none"> <li>• Jesus said “I have come to call not the righteous but sinners,” (Mark 2:17)/ he wanted to help people most in need/he had to spend time with them and help them in their need/whether it was with the Gentiles who believed (eg the Syro-Phoenician woman)/those with leprosy/tax-collectors/the mentally ill/he could show them how much God values even the outcast/these people were the most responsive to Jesus’ teaching/so he could have most effect on them/putting into practice the teaching of the sower and the seed/ the rich man rejected Jesus’ call/showing that the Kingdom of God is for all</li> <li>• Jesus’ message is for all people/Jesus had to show concern for everybody/the people who are disregarded by society, like the lepers, have visible issues which can make certain people either pity them or reject them/all people have their own problems/many of which are linked to mental illness/it was important that all were treated as equals by Jesus/that Jesus did spend time with those in the mainstream of society eg Jairus shows that the message is for all</li> <li>• in paying so much attention to those disregarded by society, Jesus set an example for Christians today/Mark’s Gospel shows that Jesus met needs as he saw them/this meant he spent as much time as was needed with whoever was in need/Christians today can follow this example/they work with charities and churches meeting need/they need to spend time on some of the activities in support of the sick/prisoners/asylum seekers etc/overseas aid agencies staff often work with the outsiders of the country, etc.</li> </ul> <p>SPaG 3 marks</p>	
--	---	--

