

GCSE
RELIGIOUS STUDIES B
8063/2A

Paper 2A Perspectives on faith (themes)

Mark scheme

June 2021

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

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

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Mark Schemes for GCSE Religious Studies

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

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

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

Structure

The mark scheme for each question shows:

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

General Guidance

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

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

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

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

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

- example or evidence
- reference to different views
- detailed information.

1 mark multiple choice questions

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

2 mark short answer questions

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

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

4 and 5 mark answer questions

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

12 mark answer questions

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

Level of response marking instructions

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

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

If a student demonstrates knowledge, understanding and/or evaluation at a certain level, he/she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

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

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

It is a feature of levels of response mark schemes that examiners are prepared to reward fully responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. If examiners have any doubt about what level to award a response, they should consult their team leader.

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

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

Step 1 Determine a level

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

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

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help.

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

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

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

0 1

Theme A: Religion, relationships and families

0 1 . 1

Which one of the following refers to methods that some Christians might use to prevent pregnancy?

[1 mark]

- A Adultery**
- B Contraception**
- C Procreation**
- D Cohabitation**

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

Answer: B Contraception

0 1 . 2

Give two reasons why Christians might believe that gender discrimination is wrong.

[2 marks]

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

One mark for each of two correct points.

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

Devalues women / destroys their sense of self-worth / hinders them from fulfilling their potential / goes against teaching that both men and women are created in God's image / goes against the statement in Galatians that gender distinctions are not significant, etc.

Credit should be given to answers that interpret this as referring to LGBT issues.

0 1 . 3

Explain two contrasting views in contemporary British society about the role of women in the home.

- You must refer to a Christian view.
- Your contrasting view may come from Christianity or from another religious or non-religious tradition.

[4 marks]

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

First contrasting view

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

Second view

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

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

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

A married woman's role is to be a partner to her husband / working with him to create a happy and stable environment / companionship / sharing hopes and fears / reflecting Jesus' teaching on the two becoming one flesh, etc.

It is a wife's duty to obey her husband / recognising that he is the head / reflecting Christ's headship of the Church / 'wives, be subject to your husband as you are to the Lord' (Ephesians 5:22) etc.

The woman's role is no different from that of her husband / there is no distinction based on gender, etc.
A mother's role is to show love to her children / to create a happy and safe environment / in which they can flourish / 'good mothers always stand up for their children' (Youcat 148) / Mary's love for her son sets an example, etc.

Being a wife and mother fulfils her God-given roles / the fact that this is her vocation gives dignity to her work, etc.

The woman's role in the home is only a small part of her life / her role in the world of work, for instance, is equally important / and it may be that caring for home and family is a role undertaken by the man, etc.

0 1 . 4 Explain two Catholic beliefs about the nature and purpose of sexual love.

Refer to scripture or another source of Christian belief and teaching in your answer.

[5 marks]

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

First belief

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

Second belief

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

Relevant and accurate reference to sacred writing or another source of Christian belief and teaching – 1 mark

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

A gift from God at creation / to be enjoyed responsibly / marital / the profound expression of the commitment made in the marriage ceremony / sex before and outside marriage devalues it / it is a holy union / unitive / it deepens the couple's commitment to each other / it is an act of unconditional self-giving / procreative / it allows God's creative purposes to be fulfilled, etc.

Sources of authority:

'The man and his wife were both naked, and were not ashamed.' (Genesis 2:25)

'From the beginning of creation, God made them male and female...The two shall become one flesh' (Mark 10:8)

'It is better to marry than to be aflame with passion.' (1 Corinthians 7:9)

'Each and every marriage act must remain open to the transmission of life.' (Humanae Vitae)

'The nuptial meaning of the body' (Theology of the Body)

Accept all other sources of authority that correctly support the beliefs given.

0 1 . 5 ‘Same-sex couples should be able to get married in a Catholic church.’

Evaluate this statement.

In your answer you:

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

[12 marks]

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

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

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

Arguments in support

Not to allow a church marriage is discriminatory / unjust / same-sex couples are capable of the same level of commitment and love as heterosexual couples / Christian same-sex couples will want to put God at the centre of their relationship / have God's blessing / they can be open to God's gift of children through the act of surrogacy or sperm donation, fostering or adoption, etc.

Arguments in support of other views

Same-sex relationships are sinful, so same-sex marriages are contrary to God's purpose / contrary to the order of creation / 'God created man as male and female and destined them for each other in a bodily way as well' (Youcat 415) / marriage is a sacrament between a man and a woman / this is in keeping with natural law / same-sex couples cannot meet one of the conditions for a valid marriage, ie that it is procreative / children may face prejudice for having same-sex parents and so will not have the stability to which they have a right, etc.

0 2 Theme B: Religion, peace and conflict

0 2. **1** Which one of the following means to mend broken relationships?

[1 mark]

- A Pacifism
- B Radicalisation
- C Justice
- D Reconciliation

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

Answer: D Reconciliation

0 2. **2** Name two Christian organisations that are working for peace.

[2 marks]

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

One mark for each of two correct points.

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

Pax Christi / Justice and Peace Commission / CAFOD / Catholics for Peace and Justice / Third Order of St. Francis / Christian International Peace Service / Christian Aid / Salvation Army / Society of Friends (Quakers), etc.

0 2 . 3

Explain two contrasting views in contemporary British society about using nuclear weapons in war.

- You must refer to a Christian view.
- Your contrasting view may come from Christianity or from another religious or non-religious tradition.

[4 marks]

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

First contrasting view

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

Second contrasting view

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

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

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

Contrary to the conditions of the Just War theory / kill and injure civilians / disproportionate to the evil being fought, etc.

Using them shows hatred not love / goes against Jesus' teaching to love one's enemy / and Paul's teaching not to seek revenge, etc.

Limited use may be justified as a last resort / when a war is dragging on because the enemy is not committed to seeking a peaceful end / their use ended World War II against Japan, etc.

Modern nuclear weapons need not injure civilians / radiation damage can be limited / some have argued that nuclear weapons can be targeted against those who are fighting, etc.

0 2 . 4 Explain two ways in which Christians may support those involved in 21st century wars.

Refer to scripture or another source of Christian belief and teaching in your answer.

[5 marks]

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

First way

Simple explanation of a relevant and accurate way – 1 mark

Detailed explanation of a relevant and accurate way – 2 marks

Second way

Simple explanation of a relevant and accurate way – 1 mark

Detailed explanation of a relevant and accurate way – 2 marks

Relevant and accurate reference to sacred writing or another source of Christian belief and teaching – 1 mark

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

Christianity plays an active part in diplomacy / in encouraging a peaceful resolution to conflicts that have already begun / in helping to prevent a conflict from starting or escalating / in trying to ensure that the method of warfare employed fulfils the Just War criteria / religious leaders such as the Pope and Desmond Tutu have met with world leaders to discuss how to find peace / prayer / Christians help those caught up in war / providing food, water, medicine and shelter etc. / and work when the war has ended to ensure recovery / Christian organisations build orphanages / rebuild schools and hospitals / act as stretcher-bearers / aid refugees / in extreme situations might approve the starting of a conflict, etc.

Sources of authority

‘Blessed are the peacemakers.’ (Matthew 5:9)

‘Just as you did it to one of the least of these...you did it to me.’ (Matthew 25:40)

‘Bear one another’s burdens.’ (Galatians 6:2)

‘Peace, however, is not merely a gift to be received: it is also a task to be undertaken.’ (Message for the World Day of Peace)

Accept all other sources of authority that correctly support the beliefs given.

0 2 . 5 ‘Non-violent resistance is the right response to injustice.’

Evaluate this statement.

In your answer you:

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

[12 marks]

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

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

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

Arguments in support

A violent response simply hardens the resolve of the oppressor / and makes things worse / violence encourages violence / Jesus' teaching that he who lives by the sword will die by it / it is vengeful / 'an eye for an eye' mentality / goes against Jesus' teaching to turn the other cheek / the examples of Gandhi and Martin Luther King show that nonviolent resistance is effective / Luther King's claim that hatred can only be overcome by the force of love / which cancels out any use of violence, etc.

Arguments in support of other views

The oppressor will see nonviolent resistance as a sign of weakness / and will be encouraged to continue the injustice / nonviolent resistance is costly in terms of timescale and possibly lives / the use of violence will achieve the goal of overthrowing injustice more quickly / the oppressor will be made to realise that (s)he has to compromise / Jesus used violence in the Temple court / when he was protesting against the injustice being shown to Gentiles who wished to pray / this shows he recognised the need for violence on some occasions, etc.

0 3

Theme C: Religion, human rights and social justice

0 3

. 1

Which one of the following means that Christians show respect for the different views of others?

[1 mark]

A Responsibility

B Dignity

C Tolerance

D Stewardship

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

Answer: C Tolerance

0 3

. 2

Give two ways in which Christians might support victims of racial prejudice.

[2 marks]

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

One mark for each of two correct points.

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

Through emphasising New Testament teachings on racial equality through sermons, parish newsletters, etc / setting up racially mixed youth clubs / setting up community meetings to talk through problems being faced by ethnic minorities / being a friendly neighbour / giving practical support to victims, etc.

0 3 . 3

Explain two contrasting views in contemporary British society about the work of Christian organisations that try to end poverty.

- You must refer to a Christian view.
- Your contrasting view may come from Christianity or from another religious or non-religious tradition.

[4 marks]

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

First contrasting view

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

Second contrasting view

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

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

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

It is putting into action New Testament teaching / shows love of neighbour / Jesus' teaching in the parable of the sheep and the goats / the author of James rebuked those who saw human need but did nothing about it / 'in all circumstances...Christians are called to hear the cry of the poor' (*Evangelii Gaudium*), etc.

Campaigning for justice has worked in the past / eg the pressure on governments to cancel debt had some positive results / their work in creating awareness leads to more people understanding the part they can play in ending poverty, etc.

It can easily be the wrong type of aid that is given / it encourages dependency / victims of natural disasters etc. need to take action themselves / those from outside might not realise exactly what will give the most effective help and waste money on projects that will change little in the long term, etc. To recipients, the work of organisations may seem paternalistic / only those actually in the situation know what they need / and they may not be consulted, etc.

The problems are often too large and too complex for charitable organisations to resolve / government intervention is needed / particularly if conflict is the cause of the crisis / only they can put systems in place that will deal with the emergency and stop it happening again, etc.

0 3 . 4 Explain two Christian beliefs about why it is important for everyone to have human rights.

Refer to scripture or another source of Christian belief and teaching in your answer.

[5 marks]

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

First belief

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

Second belief

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

Relevant and accurate reference to sacred writing or another source of Christian belief and teaching – 1 mark

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

Everyone equal in the eyes of God and should be treated equally / those who are deprived of any of their human rights are not being treated equally / their dignity as a human is being ignored / it is unjust not to ensure that all have human rights / shows a lack of love / leads to frustration and anger on the part of those whose rights are ignored / provides a breeding ground for terrorism, etc.

Sources of authority

‘God created humankind in his image...’ (Genesis 1:27)

‘Let justice roll down like waters, and righteousness like an ever-flowing stream.’ (Amos 5:24)

‘There is no longer Jew or Greek...slave or free...male and female; for you are all one in Christ Jesus.’ (Galatians 3:28)

Every human person has ‘exalted dignity’ and ‘his rights and duties are universal and inviolable.’ (Gaudium et Spes)

Accept all other sources of authority that correctly support the beliefs given.

0 3 . 5 'It is always good to be wealthy.'

Evaluate this statement.

In your answer you:

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

[12 marks]

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

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

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

Arguments in support

It is naïve in the modern world to think that being wealthy is not a good thing / in today's world, people look up to those who are rich / wealth gives status / having money gives greater freedom of choice whereas poverty creates restrictions / it opens up more opportunities / enables a person to be independent and do what he/she wants in life whereas being poor leads to frustration / according to the New Testament it is only the love of money, rather than money itself, that is evil / and so having lots of it need not be a moral issue / Jesus did not ask Zacchaeus to give up all his money but accepted that he would still be wealthy / people can help others more effectively if they have lots of money / it encourages generosity whereas poverty breeds envy and resentment, etc.

Arguments in support of other views

Many people with a lot of money are very unhappy / family relationships collapse / they do not know who are genuinely their friends / they become discontented and want even more money / money becomes a god / Jesus warned that making money the chief focus in life alienated a person from God / Jesus' parable of the rich fool shows the ultimate worthlessness of wealth / if not put into perspective and used wisely/ in contrast, those who are poor are free from the temptations that beset the rich / they find it easier to experience God's presence / according to the *Evangelii Gaudium*, the poor have much to teach others as 'they know the suffering of Christ' and so can bring others closer to him, etc.