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**GCSE**  
**RELIGIOUS STUDIES**  
**8063/2A**

PERSPECTIVES ON FAITH (THEMES)

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Mark scheme

Specimen

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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: RELIGION, RELATIONSHIPS AND ETHICAL STUDIES**

Qu	Part	Marking guidance	Total marks
01	1	<p>Which <b>one</b> of the following describes a sexual relationship between people of the same gender?</p> <p><b>A</b> Transsexual.  <b>B</b> Metrosexual.  <b>C</b> Homosexual.  <b>D</b> Adultery.</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 Homosexual.</p>	1
01	2	<p>Give <b>two</b> Christian ideas about the purposes of sexual love.</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>Unitive, procreative, fulfilment of marital covenant.</p>	2

01	3	<p>Explain <b>two</b> contrasting beliefs in contemporary British society about the issue of divorce.</p> <ul style="list-style-type: none"> <li>You must refer to a Christian belief or view.</li> <li>Your contrasting belief or view may come from Christianity or from another religious or non-religious tradition.</li> </ul> <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>Catholic Christian beliefs</b></p> <ul style="list-style-type: none"> <li>the Catholic Church does not recognise divorce/According to the Bible a valid sacramental marriage is impossible to dissolve because what God has joined together, no human being must separate,” (Mark 10:9)</li> <li>in Church teaching a marriage can be annulled if it can be shown that it was never a valid sacramental marriage eg did not satisfy requirements of freedom – if one or both of the couple were forced into the marriage/maturity – if they were demonstrably not able to make a responsible decision/self-giving – non-consummation of the marriage etc. otherwise even if the couple have had a civil divorce, they remain married in the eyes of the Church. Reference may be made to Catechism 2382–2386.</li> </ul> <p><b>Contrasting beliefs</b></p> <ul style="list-style-type: none"> <li>the Church of England teaches that divorce is against the will of God but accepts that it is sometimes legitimate. Some Christians may see marriage as a contract that may be ended</li> <li>reference to contrasting religious beliefs on divorce, eg Islam</li> <li>non-religious believers may argue that in some circumstances the positive consequences of divorce make it the ‘right’ action, for example, that everyone has the right to escape an abusive relationship or to be free to re-marry if they are deserted.</li> </ul>	4
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01	4	<p>Explain <b>two</b> Christian beliefs about family planning.</p> <p>Refer to scripture or another source of Christian 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 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>Relevant and accurate reference to teaching – 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>• in the Bible (Gen 1:28) God blesses humanity to ‘be fruitful and multiply’ so the Catholic Church understands that the gift of sexual intercourse in marriage should always be ‘open’ to the possibility of having children hence the use of artificial contraception is discouraged</li> <li>• contraception has never been an approved aspect in the long history of Catholic tradition and life-giving is seen as the way in which human beings image God though the Magisterium teaches that ‘children are the supreme gift of marriage’ it strongly advises that in procreation, parents should be mindful of ‘those already born and those which the future may bring’ (Gaudium et Spes 50).</li> <li>• some Catholics, however, see this matter as a matter of individual conscience since all Christian traditions teach that sexual love between a married couple deepens love and is not only about having children.</li> <li>• while discouraging selfish motivations, some Christian traditions permit the use of artificial contraception for practical reasons and the proper planning of family responsibilities.</li> </ul> <p><b>Sources of authority</b>          These may include Gaudium et Spes 50, Catechism 2368, 2370.          Reference to any relevant text must be credited.</p>	5
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01	5	<p>'In Christianity, men and women should be treated the same.'</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 Christian 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																		
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		<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 Bible teaches gender equality: Genesis 1:27/male and female together are created in the image of God/Galatians 3:28 male and female are one in Christ</li> <li>• in creating men 'male and female,' God gives man and woman an</li> </ul>																			

		<p>equal personal dignity (Catechism 2334)</p> <ul style="list-style-type: none"> <li>• women should receive equal pay for equal work/‘It is just as unchristian as it is inhumane to discriminate unjustly against someone because he is male or female’ (Youcat 401)</li> <li>• men and women have the same dignity and are of equal value (Catechism) ‘God endowed men and women with identical dignity as persons’ (Youcat 401)/their roles are complementary and equally important.</li> </ul> <p><b>Arguments in support of other views</b></p> <ul style="list-style-type: none"> <li>• equality does not mean uniformity’ (YouCat 401). Genders are different and should be treated differently/their roles are complementary and equally important. ‘Each of the two sexes is an image of the power and tenderness of God, with equal dignity though in a different way (2335)’</li> <li>• Christianity emphasises different roles in family life eg though Ephesians says husbands should love their wives as they love their own bodies, v22 says ‘Wives submit to your husbands’ which can be interpreted to prove that women should be treated differently than men</li> <li>• only women can be mothers, only men fathers – these roles cannot be interchanged ‘The sort of egalitarianism that ignores the specific character of a man or a woman contradicts God’s plan of creation.’ (Youcat 401)</li> <li>• theologically, women and men symbolise different mysteries. The Church is understood as female representing motherhood, the priesthood understood as male representing Christ.</li> </ul>	
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**02 THEME B: RELIGION, PEACE AND CONFLICT**

Qu	Part	Marking guidance	Total marks
02	1	<p>Which <b>one</b> of the following terms describes the theory from the Catechism that states that under certain conditions war may be fought in self-defence?</p> <p><b>A</b> Social War.  <b>B</b> Just War.  <b>C</b> World War.  <b>D</b> Religious War.</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 Just War.</p>	1
02	2	<p>Give <b>two</b> reasons why many Christians are opposed to the use of weapons of mass destruction.</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>Destruction of the environment/civilian casualties/disproportionate use of force/damages the lives of future generations.</p>	2

02	3	<p>Explain <b>two</b> contrasting beliefs in contemporary British society about the issue of pacifism.</p> <ul style="list-style-type: none"> <li>You must refer to a Christian belief or view.</li> <li>Your contrasting belief may come from Christianity or from another religious or non-religious tradition.</li> </ul> <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 evidence and arguments, but all relevant evidence and arguments must be credited:</p> <p><b>Catholic Christian belief</b></p> <ul style="list-style-type: none"> <li>the birth of Jesus was marked as the coming of peace on earth (Luke 2:14) and Jesus seems to have emphasised pacifism in teachings such as Matt 5:9 ‘Blessed are the peacemakers’ 5:39 ‘Turn the other cheek’ and Matt 26:52 ‘Those who live by the sword, die by the sword’</li> <li>this suggests to some Christians that they should be pacifist and never fight in wars and some believe that the promised or ideal world of the future is one in which there is complete peace and that they should contribute to this now. (Isaiah 2:4; Micah 4:3; Rev 21:4)</li> <li>Christians should actively promote peace wherever they go eg by means of organisations such as Pax Christi and Christian Peacemaker Teams working in Iraq</li> <li>some Christian churches such as Christadelphians and Quakers have a strong pacifist tradition and Catholic Canon Law 289 forbids clergy to volunteer for military service.</li> </ul> <p><b>Contrasting beliefs</b></p> <ul style="list-style-type: none"> <li>before his arrest, Jesus ordered the disciples to buy swords if they did not have one ( Luke 22:36). Many Christians have fought wars down the centuries for what they saw as the greater good and ‘laid down their lives for their friends’ (John 15:15)</li> <li>Christian tradition affirms the notion of Just War: "True religion looks upon as peaceful those wars that are waged not for motives of aggrandisement, or cruelty, but with the object of securing peace, of punishing evil-doers, and of uplifting the good." (Aquinas ST II-II 40:1)</li> <li>non-religious believers may believe that pacifism does not always lead to the greatest good for the greatest number because many more people may die if pacifists refuse to fight.</li> </ul>	4
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02	4	<p>Explain <b>two</b> Christian beliefs about forgiveness.</p> <p>Refer to scripture or another source of Christian 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 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>Relevant and accurate reference to teaching – 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>• Jesus taught forgiveness throughout his ministry Matt 18:21–35; Mark 2:5; Luke 6:36; John 8:11/in the Lord’s prayer it teaches that Christians must forgive in order to be forgiven (Matt 6:12) Jesus taught that Christians should not worship without reconciliation (Matt 5:23-24) Jesus asked God to forgive those who crucified him (Luke 23:34)/Christians must follow his example</li> <li>• the Catholic tradition strongly recommends the sacrament of confession as a means of seeking God’s forgiveness and as an aid to reconciliation</li> <li>• the Bible suggests it is wrong to hold grudges because you may be only harming yourself by doing so and it may affect your health (James 5:16)</li> <li>• in more general terms, believers may surmise that forgiveness does not mean that you are accepting that what the person did was right or that they should not be punished, believers can hate the sin but love the sinner/forgiveness does mean that you should try to understand why they did it, because in some cases it may not have been their fault/If the person repents their sin or crime they may be forgiven.</li> </ul> <p><b>Sources of authority</b>          Some texts are referenced in the content above, others include Luke 17:34 (forgive those who repent). Reference to any relevant text must be credited.</p>	5
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02	5	<p>‘Christians should never be angry.’</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 Christian 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>• anger is forbidden in the Bible. Jesus said ‘Anyone who is angry with a brother or sister will be subject to judgement’ Matt 5:22 ‘Human anger does not produce the righteousness God requires’ (James</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
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	<p>1.20) 'Get rid of all bitterness, rage and anger' (Ephesians 4.31)</p> <ul style="list-style-type: none"> <li>• 'The consequences of anger may be wrong.' This may be argued from either a religious or a utilitarian point of view. Anger leads to violence even murder and murder is a sin (Ten Commandments) or a cause of suffering.</li> <li>• those who lose control of their anger are fools 'Fools give full vent to their rage, but the wise bring calm in the end.' (Proverbs 29.10)</li> <li>• 'All uncontrolled anger is detrimental to peace and destroys the tranquillity of order,' (Youcat 396). Anger may also be harmful to health, a utilitarian point of view.</li> </ul> <p><b>Arguments in support of other views</b></p> <ul style="list-style-type: none"> <li>• if Jesus is the perfect example to follow, he showed anger when the Temple was abused (John 2: 13-18)/and when the Jewish leaders showed no compassion for the man with the withered hand (Mark 3.5)</li> <li>• the Bible shows that God is angered by sin, (Psalm 7.11)/so people should be angered by sin, such as injustice or abuse of others</li> <li>• 'Righteous anger' (indignation) is the appropriate response to sin/it gives the energy needed to end injustice but it must be aimed at the sin not the sinner/'We have passions so that through strong emotions and distinct feelings we might be attracted to what is right and good and repelled from what is evil and bad.' (Youcat 293)</li> <li>• this is similar to the utilitarian argument that anger expressed in non-violent ways can motivate and bring about change.</li> </ul>	
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**03 THEME C: RELIGION, HUMAN RIGHTS AND SOCIAL JUSTICE**

Qu	Part	Marking guidance	Total marks
03	1	<p>Which <b>one</b> of the following best expresses the Christian ideal that everyone should be treated fairly?</p> <p><b>A</b> Tolerance.  <b>B</b> Prejudice.  <b>C</b> Justice.  <b>D</b> Compassion.</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 Justice.</p>	1
03	2	<p>Give <b>two</b> ways in which Catholics may take action to improve human rights.</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>Use social media to raise awareness of abuse/write to MPs to get the issue raised in parliament/take part in direct action to protest against abuses/support organisations or movements that support human rights such as Fair Trade/boycott businesses or organisations or countries with poor human rights records.</p>	2

03	3	<p>Explain <b>two</b> contrasting beliefs in contemporary British society about who should have responsibility for helping the poor.</p> <ul style="list-style-type: none"> <li>You must refer to a Christian belief or view.</li> <li>Your contrasting belief may come from Christianity or from another religious or non-religious tradition.</li> </ul> <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 evidence and arguments, but all relevant evidence and arguments must be credited:</p> <p><b>Catholic Christian belief</b></p> <ul style="list-style-type: none"> <li>faith communities generally insist on their right to worship. Catholic teaching is clear from the Catechism 1747 – freedom of religion is an essential part of the dignity of human beings, Also Vatican II: ‘The human person has a right to religious freedom... no one is to be forced to act in a manner contrary to his own beliefs’ (Dignitatis Humanae 2)</li> <li>some Christians believe that all religious festivals should be treated with the same respect, so eg Passover should have as much attention paid to it as Christmas. Likewise those for those of no faith it is equally important to allow people to reject all forms of belief, religion and ritual as an expression of their individuality.</li> </ul> <p><b>Contrasting belief</b></p> <ul style="list-style-type: none"> <li>although there can be no limits on what people believe, there must be limits on how they express that belief. Catechism 1747 – there is not a right to say or do everything since some expressions of faith can be against the law of the country eg Sharia Law</li> <li>fundamentalists associated with all types of religion or non-religious ideologies can believe that theirs is the only true path and threaten the rights of all who disagree with them</li> <li>non-religious people may accept the rights of those who have religion and belief to private worship but be against expenditure of public money on behalf of faith groups eg local councils supporting festivals, governments supporting faith schools, religious traditions associated with the monarchy etc.</li> </ul>	4
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03	4	<p>Explain <b>two</b> Christian beliefs about racial equality.</p> <p>Refer to scripture or another source of Christian 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 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>Relevant and accurate reference to teaching – 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>• teaching that all are created in the image of God gives equality to all races (Gen 1:27)</li> <li>• 'a foreigner living among you must be treated as one native born' (Leviticus 19:34)</li> <li>• racism goes against the Golden Rule (Matt 7:12) the Parable of the Good Samaritan (Luke 10:25–37) and the teaching of St. Paul that in Christ there is 'no longer Jew or Greek' (Gal 3:28)</li> <li>• judging anyone by the colour of their skin ignores their worth as human beings/treating one race as superior to another destroys the unity of the human family in God's creation.</li> <li>• the Catholic Church teaches: 'Every form of social or cultural discrimination in fundamental personal rights on the grounds of sex, race, colour, social conditions, language, or religion must be curbed and eradicated as incompatible with God's design' Gaudium et Spes 29/Catechism 1935</li> <li>• some Christians have used the Bible story of 'The curse of Ham' in Genesis 9:20–27 as evidence that races are not equal, but the meaning of this passage is much debated</li> </ul> <p><b>Sources of authority</b>          Some texts are referenced above. Reference to any relevant text must be credited.</p>	5
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03	5	<p>'It is always right for Christians to give charity to the poor.'</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 Christian 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	
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	<ul style="list-style-type: none"> <li>• giving charity is following the examples of Jesus and will be rewarded. 'Remember how generous the Lord Jesus was; he was rich but he became poor for your sake.' (2 Cor 8:9)/'the more you sow, the more you reap' (2 Cor 9:6).</li> </ul> <p><b>Arguments in support of other views</b></p> <ul style="list-style-type: none"> <li>• giving directly to beggars could cause more problems because there is no way of knowing that they will use the money to help themselves, or if they are really in need</li> <li>• charity could make people more dependent, and not encourage them to help themselves. 'We gave you a rule when we were with you: not to let anyone have any food if he refused to do any work,' (2 Thes 3:10)</li> <li>• there is a risk that governments will not worry if their decisions harm people because they will rely on charities to help those who have been harmed.</li> </ul>	
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