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

PERSPECTIVES ON FAITH (THEMES)

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Mark scheme

Additional 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**

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**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 is <b>not</b> part of the Christian marriage vows?</p> <p><b>A</b> For richer, for poorer.  <b>B</b> Until we agree to part.  <b>C</b> For better, for worse.  <b>D</b> People experience the presence of God.</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 Until we agree to part.</p>	1
01	2	<p>Give <b>two</b> reasons why the Catholic church might grant an annulment.</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>Couples were forced to get married/the couple did not have sex/one or both of the partners insisted on using contraception always/one partner had affairs with others after the marriage etc.</p>	2

01	3	<p>Explain <b>two</b> contrasting beliefs in contemporary British society about the rights of same-sex couples to have children.</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>Catholic belief: Marriage is for procreation so it is not available for same sex couples/this is not limiting their rights as human beings but is about the nature of marriage itself/God made male and female to unite and reproduce, etc</li> <li>concerns that the children might have a different attitude about relationships if they are brought up by same sex parent/they might have insufficient experience of the other gender in a close relationship, etc.</li> </ul> <p><b>Contrasting beliefs</b></p> <ul style="list-style-type: none"> <li>some other Christians believe that if the relationship is faithful and loving, same-sex parents may provide a good secure setting for children/quality of the relationship is more important etc.</li> <li>all people are sexual animals and they have the right to look after young/though a same sex couple cannot have children that are the products of their own bodies, they can, and should be allowed to, adopt and rear children in a loving environment etc.</li> </ul>	4
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01	4	<p>Explain <b>two</b> Christian beliefs about gender prejudice.</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>• since every human is created by God and loved by God, there is no place for other humans to have a negative attitude about anyone/ what God has made has value, no matter what gender they are</li> <li>• while there is no room for negative gender prejudice, people recognise that males and females are different and require different treatment and expectations/Jesus treated women with great respect, even appearing first to them at the resurrection, but he only made males his apostles.</li> </ul> <p><b>Sources of authority</b>            All people are created equal by God/God made humans male and female (Gen 1:27)/all humans share the breath of God, his Spirit (Gen 2:7)/‘there is neither male nor female, Jew or Greek, but all are one in Christ’ (Gal 3:28)/‘equal dignity and equal rights do not mean uniformity’ (Youcat 401), etc.</p>	5
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01	5	<p>‘Catholic teaching about the nature and purpose of sexual love is not relevant today.’</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 Catholic Church’s teaching was drawn up by people who reject the use of contraceptives/contraceptives have given humans control over their bodies and reproduction that means that everybody is</li> </ul>																			

	<p>now free to have sex without risking conception</p> <ul style="list-style-type: none"> <li>• while people still value the role of sex within relationships, it does not have the role that John Paul II taught/human beings are made up of mind and body/their sexuality is an integral part of who they are/they should be allowed to use their body to show their sexuality without being restrained by old-fashioned ideas that sex has to be only with one person of the opposite sex/we have a greater understanding of the human psyche, which means that people now understand more fully the role of the sex drive, etc</li> </ul> <p><b>Arguments in support of other views</b></p> <ul style="list-style-type: none"> <li>• the Church teaching that God made humans in his image is central to its teaching about the body/God made male and female as separate, distinct yet complementary beings/humans find their fulfilment in a member of the opposite sex, with whom they can have children/this approach leads to a great respect for the institution of marriage and supports family life/this means that it is central to modern society</li> <li>• each person is an integral whole/when the body is abused in any way, it affects the whole personality/the mental, physical, sexual and emotional aspects of an individual must be respected in their entirety/John Paul II says that human dignity is expressed in the body/the Church teaching about this helps prevent people undervaluing themselves and their relationships, etc.</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 does <b>not</b> reflect Catholic teaching on weapon of mass destruction (WMD)?</p> <p><b>A</b> WMD create an atmosphere of fear and tension.  <b>B</b> WMD cost too much to make and maintain.  <b>C</b> WMD have too great an impact on innocent people.  <b>D</b> WMD ensure that all nations can live in peace.</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 WMD ensure that all nations can live in peace.</p>	1
02	2	<p>Give <b>two</b> conditions for war that are set out in the Just War Theory.</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>Legitimate authority to declare war/serious and just reason for declaring war eg self-defence/all other means of settling a dispute should have been tried/there should be a reasonable chance of success/use of weapons needs to be proportionate and only as much as will bring lasting peace/Catholic catechism – this means not creating greater evil than the evil to be eliminated/innocent people/civilians should not be harmed etc.</p>	2

02	3	<p>Explain <b>two</b> contrasting beliefs in contemporary British society about the use of violent protest in response to injustice.</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>violent protest is reducing the protesters to the level of those who impose their will through violence/it often leads to an escalation of violence, which usually ends in greater oppression by the authority, etc</li> <li>'Between selfish indifference and violent protest there is always another possible option: that of dialogue' (Pope Francis)/the peaceful method of talking is preferable to the two extremes of ignoring injustice and resorting to violent protest, etc</li> <li>Jesus told disciples to put away their swords/praised peacemakers/teaching of turning the other cheek, etc.</li> </ul> <p><b>Contrasting beliefs</b></p> <ul style="list-style-type: none"> <li>Jesus himself used a form of violent protest when he cleansed the temple because of its misuse by traders/some Christians accept the idea of righteous anger justifying limited violence/but it must be controlled/directed at property, not people, etc</li> <li>there are times when violence needs to be resorted to otherwise those in power will not take any steps to stop the injustice/but always as a last resort, etc</li> <li>some Catholics have accepted the use of violence in extreme situations/some who supported Liberation Theology in Central and South America saw the use of violence as the only way of protesting against corrupt and repressive regimes/the Catholic Church supported protest against the unjust government in the Democratic Republic of Congo even though that protest became violent, etc.</li> </ul>	4
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02	4	<p>Explain <b>two</b> Christian beliefs about terrorism.</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>• terrorism breaks the peace that God wants on earth/it is used by groups who want to create tension in other people’s lives so that what the group wants will be done/unjust use of power/creates innocent suffering/the terrorists reject the government, going against St Paul’s teaching, etc</li> <li>• when terrorism is used by religious groups, it can be seen as an attempt to protect the will and work of God/this happened in the Old Testament times with the Maccabees who used terror tactics against the pagans who wanted to destroy the Jewish religion/their tactics were successful, so they saw their efforts as pleasing to God, etc</li> <li>• Catholic teaching rejects the use of terrorism, with the Catechism saying terror tactics like kidnapping and hostage-taking are morally wrong, etc.</li> </ul> <p><b>Sources of authority</b>          Pope Francis says that the use of terrorism by religious fundamentalists ‘eliminates God himself, turning him into an ideological pretext’ so terrorism has to be rejected totally/St Paul’s teaching that Christians should obey the government as it is put there by God, etc./Jesus’ message of love and respect for all does not accord with terrorism, etc.</p>	5
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02	5	<p>‘There can never be a Holy War in Christianity.’</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 use of violence for any end goes against the peace, shalom, that Christ came to bring/it is not part of the Kingdom of God/even those who claim they are fighting for God in a Holy War are using</li> </ul>																			

		<p>methods that are contradictory to what Jesus taught/‘turn the other cheek’/‘the one who lives by the sword will die by the sword’.</p> <ul style="list-style-type: none"> <li>• all so-called Holy wars, like the Crusades, just used religion and god as an excuse to do what they wanted, particularly to gain land and riches/these excuses showed that there was no validity in the fighting, as Christians who went to war on this pretext were just being hypocrites, and God rejects hypocrisy, etc.</li> </ul> <p><b>Arguments in support of other views</b></p> <ul style="list-style-type: none"> <li>• when Christianity is being attacked, Christians must be prepared to defend their religion and the fellow believers/they have to be willing to fight and die to defend the honour of God and to stop other people forcing their religion onto them/self-defence is a justifiable excuse for going to war/defence of a person’s beliefs is an integral part of self-defence, so a war can be a Holy War</li> <li>• in the Old Testament, the Jews fought to establish themselves in Israel, following God’s orders/since they were obeying God, these wars were believed to be Holy Wars/the defeat of evil in all its forms helps God’s Kingdom to come on earth/it could be claimed that any attack on a power that threatens the peace and stability of the world, like Nazism in the 20th century was done to ensure the spread of peace/since peace is one of the main qualities of the Kingdom of God, fighting to bring a permanent peace on earth must count as a Holy War, etc.</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 is a Christian teaching about justice?</p> <p><b>A</b> Justice means putting your own needs before those of other people.  <b>B</b> Justice will only be achieved in heaven.  <b>C</b> Justice is based on the command to love your neighbour.  <b>D</b> Justice means putting first the needs of those in power.</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 is based on the command to love your neighbour.</p>	1
03	2	<p>Give <b>two</b> reasons why Christians are against racial discrimination.</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>Treats people unjustly/all people are in the image of God/of equal value to God/'in Christ there is neither Jew nor Greek'/creates misery, etc.</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 Catholic Christian belief.</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>• Christians have a duty to help the poor/Jesus taught his followers to care for those in need/‘I was sick and you visited me’/advice to rich man – go sell your possessions and give to the poor, etc</li> <li>• ‘the Church serves those in need not because they are Catholics but because we are’ (Bishop Fulton Sheen/the Church is responsible for society and ‘must by her work contribute to the peace and development of society’ (Youcat: What to do), etc</li> <li>• all people with enough for their own needs should share with those who have little – there is enough for everybody if nobody is too greedy/people need to be helped to get out of the immediate poverty situation so that they can then improve their standard of living and help families even help those still in need, etc.</li> </ul> <p><b>Contrasting belief</b></p> <ul style="list-style-type: none"> <li>• it is the government’s duty to help and individuals should leave it up to the state to help/that is what people pay taxes for/people’s own income is for their own needs and enjoyment, etc</li> <li>• people must get themselves out of poverty/they cannot live on handouts as this demeans them in their own eyes and makes them become dependent forever</li> <li>• some Catholics might think that it depends on the cause of the poverty/if the person is lazy, then he or she should be responsible for doing something about the situation/St Paul said that ‘anyone unwilling to work should not eat’ (1 Thessalonians)/dignity and true prosperity are built on self-help, etc.</li> </ul>	4
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03	4	<p>Explain two Christian beliefs about the responsibilities of having wealth.</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>• wealth is like one of the talents that are given to Christians/ according to the parable of the talents, people will have to account to God for how well they have used the wealth that God has given to them/it is entrusted to them to use wisely for the good of everyone, not to be squandered or hoarded/the rich are called to share what they have with those who don't have anything, just as Jesus shared the little that was available with the 5000, etc</li> <li>• wealth should be used to create more wealth, so that all people can enjoy prosperity/Pope Francis says: 'The private ownership of goods is justified by the need to protect and increase them, so that they can better serve the common good'/some may have wealth to increase it and so serve others, being able to make a more equal society (Pope Francis), etc.</li> </ul> <p><b>Sources of authority</b>          Parable of the Talents (Mt 25:14–39)/Feeding of 5000 (Mark 6:30–44)/ parables of the Rich Man and Lazarus (Luke 16:19-31)/parable of the Rich Fool (Luke 12:13–21)/quote from Pope Francis (above), etc.</p>	5
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03	5	<p>‘Freedom of religion is the most important human right.’</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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		<p>individual and nobody has the right to try to force a person to believe something other than what the individual chooses to believe/the Humanist International Covenant on Civil and Political Rights says that: ‘Everyone shall have the right to freedom of thought, conscience and religion’/this applies to choosing not to believe as well</p> <ul style="list-style-type: none"> <li>• unless the freedom of religion of all people is recognised as the essential human right, people will not be allowed to believe and do what they want in any area of life/religious belief is symbolic of many other types of belief. If people are denied religious belief, they can easily be denied the other beliefs/this is not just a matter of accepting a particular mind-set; it also means that people should be allowed to practise their religion, etc</li> </ul> <p><b>Arguments in support of other views</b></p> <ul style="list-style-type: none"> <li>• while freedom of religion is an important human right, it is not the most important/freedom of religion must be limited/the Catholic Church accepts that ‘Society has the right to defend itself against possible abuses committed on the pretext of freedom of religion’/ freedom can be abused if not controlled/everyone has to limit their own expression of their freedom of belief when it comes into contact with other people and risks attacking the other person’s freedom of either belief or the right to live without fear</li> <li>• other human rights may be seen as more important than freedom of religion/if people do not have the right to life as the essential right, all other rights are meaningless/the right to life incorporates things that help maintain life, like food, water, shelter, etc/unless these are all in place and fully protected, other rights, like freedom of religion, have little relevance, etc.</li> </ul>	
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