
GCSE

RELIGIOUS STUDIES B

8063/2A

PAPER 2A PERSPECTIVES ON FAITH

Mark scheme
2018 Draft Specimen
Version 0.1

Draft

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

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
High performance	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate 	4-5
Intermediate performance	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate 	2-3
Threshold performance	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate 	1
No marks awarded	<ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning 	0

SECTION A**Option A: Islam****Beliefs**

01.1 Which one of the following is a Prophet in Islam? 1

A) Ibrahim B) Jibril C) Mika'il D) Israfil

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

Answer: A) Ibrahim

01.2 Name two of the Holy Books other than the Qur'an. 2

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.

Torah / The Psalms / The Scrolls of Abraham / Injil (Gospel).

01.3 Explain Shi'a beliefs about the Imamate. 4

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

Level	Criteria	Marks
4	Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two.	4
3	Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one.	3
2	Basic knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points with simple explanation / or one relevant and accurate point developed.	2
1	Basic knowledge and understanding of one belief / practice / source of authority. A relevant and accurate point with simple explanation.	1
0	Nothing worthy of credit.	0

Students may include some of the following points:

Rightful successors of Muhammad / part of the Ahl al-Bayt (family of Muhammad) / Imam is appointed by God, first through Muhammad and then through each Imam in turn / Ali was the true successor / there have been 12 Imams (Twelver Shi'ism) or 7 Imams (Severners) / The Imam of this age is hidden and will reappear as the end of the world approaches / the authority of the Imam is the authority of God / the Imams are human, etc.

01.4 How does belief in hell influence the life of a Muslim? Explain your answer. 5

Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influence on individuals, communities and societies

Levels	Criteria	Marks
5	Detailed knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies. Different effects are explained, at least two are clearly developed with some clear examples.	5
4	Good knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.. Different effects are explained with some development of at least two.	4
3	Knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies. Different effects are explained with some development of one.	3
2	Basic knowledge and understanding of effects of the religion / belief / practice / text on individuals, communities or societies. Different effects with simple explanation, or one effect explained with some development.	2
1	Basic knowledge and understanding of one effect of the religion / belief / practice / text on individuals, communities or societies. One effect with simple explanation.	1
0	Nothing worthy of credit.	0

Students may include some of the following points:

Supports belief in God's justice / gives faith that those who do evil will be punished even if they appear to succeed in this world / helps believers cope with persecution and suffering / motivates Muslims to do good / although they believe that they must do good for a good reason – not for the selfish reason of avoiding hell / motivates them to save others from the punishment of hell / those who understand hell spiritually rather than literally are motivated to save people from the emptiness of separation from God.

01.5 'Muslim teaching about predestination means that people have no free will.' **12**

Evaluate this statement.

In your answer you should:

- refer to the teachings of Islam
- give reasoned arguments in support of this statement
- give reasoned arguments to support a different point of view
- reach a justified conclusion.

Target: AO2:1a and 1b Analyse and evaluate aspects of religion and belief, including significance and influence

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.	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.	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.	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 points:

Agree

Some who believe in predestination believe that God controls everything – including what we say and do / God is the only creator – we cannot create our own actions / this is how verses from the Qur'an such as 54:49 and 6:39 are interpreted by some Muslims / God has written our lives in a book before it has happened /we cannot change what God has decided for us.

Other views

God's knowledge of what will happen in our futures does not cause what we do / Qur'an 57:14 is taken as evidence that we make our own choices / God is just / God would not punish Muslims for actions he had made them do / God gives us the power to carry out our own decisions / nothing can happen without God's permission, but that does not mean that God makes them happen.

SPaG 5 marks

Practices

- 02.1 Which one of the following is pilgrimage in Islam? 1**
A) Tawhid B) Prophethood C) Hajj D) Resurrection

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

Answer: C) Hajj 1

- 02.2 Give two of the features of a mosque that allow it to be used as a place of prayer. 2**

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.

Minbar / mihrab / prayer mats / minaret / washing facilities / shoe storage / separate areas for men and women, etc.

- 02.3 Explain the purpose of zakah. 4**

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

Levels	Criteria	Marks
4	Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two.	4
3	Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one.	3
2	Basic knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points with simple explanation / or one relevant and accurate point developed.	2

1	Basic knowledge and understanding of one belief / practice / source of authority. A relevant and accurate point with simple explanation.	1
0	Nothing worthy of credit.	0

Students may include some of the following points:

To purify wealth / to remove greed and selfishness / a reminder that money is something received from God to be used on his behalf / to share excess wealth with the needy / support the faith, etc.

02.4	How may fasting in Ramadan influence the life of a Muslim? Explain your answer.	5
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Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influence on individuals, communities and societies

Levels	Criteria	Marks
5	Detailed knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies. Different effects are explained, at least two are clearly developed with some clear examples.	5
4	Good knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.. Different effects are explained with some development of at least two.	4
3	Knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies. Different effects are explained with some development of one.	3
2	Basic knowledge and understanding of effects of the religion / belief / practice / text on individuals, communities or societies. Different effects with simple explanation, or one effect explained with some development.	2
1	Basic knowledge and understanding of one effect of the religion / belief / practice / text on individuals, communities or societies. One effect with simple explanation.	1
0	Nothing worthy of credit.	0

Students may include some of the following points:

Focus on God so strengthens faith / unites community so strengthens it / sets community apart from others, so helps them preserve their own identity / develops self-discipline / encourages good behaviour which should extend beyond Ramadan / reminds of teaching of Qur'an so ensures that Muslims know what God expects of

them, etc.

02.5 ‘It is not important for Muslims to celebrate festivals today.’ 12

Evaluate this statement.

In your answer you should:

- refer to the teachings of Islam
- give reasoned arguments in support of this statement
- give reasoned arguments to support a different point of view
- reach a justified conclusion.

Target: AO2:1a and 1b Analyse and evaluate aspects of religion and belief, including significance and influence

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.	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.	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.	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 points:

Agree

Some of the festivals celebrated by some Muslims are seen as un-Islamic by others – such as celebrations of Muhammad’s birthday / bringing large numbers of Muslims together in one place is too dangerous in some situations / Islam is about submission to God in all things – not special acts on special days / some festivals are not required by Qur’an and there are different views about the evidence for them in the Hadith.

Other views

The Prophet’s celebration of Id-ul-Fitr is mentioned in Hadith / it is Sunnah to perform it / it unites the community in a celebration of what it means to be a Muslim / it requires the richer members of the community to support the poor / this should

extend into everyday life/ Muslims may live apart from a Muslim community during the year, this is an opportunity to get together / Ashura is central to Shi'a self-understanding / and to their duty to carry out their mission as servants of God / failure to carry out the festival could lead to loss of this special sense of identity.

SPaG 5 marks

Draft

Judaism

Beliefs

03.1 Which of the following best expresses the meaning of the word ‘Messiah’? 1

A) God B) Prophet C) Chosen People D) Anointed One

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

Answer: D) Anointed One

03.2 Give two beliefs held by Jews about the coming of the Messiah. 2

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

One mark for each of two relevant beliefs

Students may include some of the following points:

Future / will bring a time of universal peace / in which people will know God / Jews will have such knowledge of God as humans are capable of.

03.3 Explain Jewish beliefs about ‘saving a life’ (pikuach nefesh). 4

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

Level	Criteria	Marks
4	Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two.	4
3	Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one.	3
2	Basic knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points with simple explanation / or one relevant and accurate point developed.	2
1	Basic knowledge and understanding of one belief / practice / source of authority. A relevant and accurate point with simple explanation.	1
0	Nothing worthy of credit.	0

Students may include some of the following points:

This rule gives priority to the sanctity of life over other laws / it means that Jews may over-ride any commands of the Torah that forbid actions if a life is in danger /

it is a higher law / e.g. may work on the Sabbath or may eat trefah food / a duty for Jews to do anything they can to save a life / according to some Rabbis, if it is a choice between saving your own life or that of another it is permissible to save your own.

03.4 How may belief in justice influence the life of a Jew? Explain your answer. 5

Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influence on individuals, communities and societies

Levels	Criteria	Marks
5	Detailed knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies. Different effects are explained, at least two are clearly developed with some clear examples.	5
4	Good knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.. Different effects are explained with some development of at least two.	4
3	Knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies. Different effects are explained with some development of one.	3
2	Basic knowledge and understanding of effects of the religion / belief / practice / text on individuals, communities or societies. Different effects with simple explanation, or one effect explained with some development.	2
1	Basic knowledge and understanding of one effect of the religion / belief / practice / text on individuals, communities or societies. One effect with simple explanation.	1
0	Nothing worthy of credit.	0

Students may include some of the following points:

A commitment to justice means that a Jew must work to remove injustice wherever it is found / this may be by trying to change the law of the land /or by stopping individual acts of prejudice or discrimination / Jews should try to treat everyone fairly / Jews will uphold the law so, for example, not lie or steal / Jews also have faith that God will make good come out of even the worst evil, so this helps them cope with even the worst suffering.

03.5 For Jews, the most important belief about God is that God is the Law-giver. 12

Evaluate this statement. In your answer you should:

- refer to the teachings of Judaism
- give reasoned arguments to support this statement
- give reasoned arguments to support a different point of view
- reach a justified conclusion.

Target: AO2:1a and 1b Analyse and evaluate aspects of religion and belief, including significance and influence

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.	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.	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.	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 points:

Agree

The Law plays a central role in Judaism / it was God's gift to Moses / the Jews are the people of the Law / chosen by God to receive the Torah / they are accountable to God for their obedience or disobedience to the Law / if they did not believe that God was the Law-giver their whole way of life would be invalid.

Other views

The belief in God as Law-giver is completed by belief in God as Judge – one without the other is not complete / belief in God as creator determines the relationship between the Jews, all other people and the world / belief in God as ONE makes God worthy of worship, because his is the only controlling power / no one belief can be any more important than any other.

Practices

04.1	Which one of the following is the oral law in Judaism?	1
	A) Torah B) Tefillin C) Tzitzit D) Talmud	

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

Answer: D) Talmud

04.2 Give two of the religious features of a synagogue. 2

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

One mark for each of two relevant points

Bimah or reading table / Ark or cupboard containing scrolls of Law / Ner Tamid or everlasting light / Sefer Torah or scrolls of Law / Inscriptions of Ten Commandments.

04.3 Explain the purpose of the Amidah prayer. 4

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

Level	Criteria	Marks
4	Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two.	4
3	Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one.	3
2	Basic knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points with simple explanation / or one relevant and accurate point developed.	2
1	Basic knowledge and understanding of one belief / practice / source of authority. A relevant and accurate point with simple explanation.	1
0	Nothing worthy of credit.	0

Students may include some of the following points:

The prayer has three divisions and fulfils the command to pray three times a day / to remind Jews of the Temple in Jerusalem because they stand facing Jerusalem (or the site of the Temple) when they pray / to be a personal conversation with God and a development of the feeling of God's presence / to praise God / to petition God / to make Jews conscious of their debt to God / to thank God, etc.

04.4 How do beliefs about death and life after death influence Jewish mourning rituals? 5

Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influence on individuals, communities and societies

Levels	Criteria	Marks
5	Detailed knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies. Different effects are explained, at least two are clearly developed with some clear examples.	5
4	Good knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.. Different effects are explained with some development of at least two.	4
3	Knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies. Different effects are explained with some development of one.	3
2	Basic knowledge and understanding of effects of the religion / belief / practice / text on individuals, communities or societies. Different effects with simple explanation, or one effect explained with some development.	2
1	Basic knowledge and understanding of one effect of the religion / belief / practice / text on individuals, communities or societies. One effect with simple explanation.	1
0	Nothing worthy of credit.	0

Students may include some of the following points:

Death is a believed to be a sleep, so the body is treated with respect as it would be in life / the soul has to purify itself before it can enter the world to come, so the closest male relative recites kaddish for 11 months / orthodox Jews believe in physical resurrection, so the body is buried not cremated / some reform Jews believe in spiritual resurrection, the body may be cremated / death is an equaliser so all dead Jews are dressed simply regardless of wealth / death should not lead to loss of faith, so relatives are expected to reaffirm their faith in the synagogue, etc.

04.5 'The festivals of Judaism have no religious importance today'. 12

Evaluate this statement. In your answer you should:

- refer to the teachings of Judaism
- give reasoned arguments to support this statement
- give reasoned arguments to support a different point of view
- reach a justified conclusion.

Target: AO2:1a and 1b Analyse and evaluate aspects of religion and belief, including significance and influence

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.	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.	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.	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 points:

Agree

Many non-religious Jews celebrate the festivals with great enthusiasm, especially Hanukah in UK because it often falls near Christmas / Passover is celebrated by some only as a celebration of freedom either as a foundation of the people / or from Auschwitz / there are humanistic Passover celebrations / there is much emphasis on fun of a family festival.

Other views

Yom Kippur is observed even by those who ignore other festivals and has deep religious significance as Day of Atonement / Worship in the home is important in Judaism – festivals can have religious significance even if they are not celebrated in synagogues / many of the festivals remember events of the past – Judaism has a broad understanding of religion as a way of life and the festivals celebrate that.

SPaG 5 marks

SECTION B

Theme A: Relationships and families

- 05.1 Many religions forbid sexual relationships between people of the same gender. Which one of the following is the term used for such a relationship? 1
- A) Transsexual B) Metrosexual C) Homosexual D) Adultery

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

Answer: C) Homosexual

05.2 Give two religious ideas about the purposes of sexual love. 2

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.

Unitive, procreative, fulfilment of marriage, expression of Christian love

05.3 Explain religious beliefs about family planning. 4

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

Level	Criteria	Marks
4	Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two.	4
3	Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one.	3
2	One relevant and accurate belief / practice / source of authority explained.	2
1	One relevant and accurate belief / practice / source of authority identified.	1
0	Nothing worthy of credit.	0

Students may include some of the following points:

In the Catholic Church, no artificial form of contraception is approved / against natural law / some Christians see this as a matter of conscience / natural forms of family planning are permitted / the parents should take into account their welfare and that of any other children before having another child (Gaudium et Spes 50) / but the reason for limiting the size of their family must be a just one and not selfish.

Some other religions permit the use of artificial contraception / they teach that sexual love between a married couple deepens love and is not only about having children / for that reason, sex without the possibility of a child being produced is allowed.

- 05.4 Explain different attitudes in contemporary British society to the issue of divorce. 5**
You must refer to religious views in your answer. You may also refer to non-religious views.

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

Levels	Criteria	Marks
5	Detailed knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained, and at least two different views are clearly developed. Clear evidence of contemporary views is presented.	5
4	Good knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained with some development of at least two different views.	4
3	Knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained with some development of one. Answers that do not deal with religious views cannot achieve more than level 3.	3
2	Basic knowledge and understanding of different beliefs / attitudes / views in contemporary British society, or slightly developed awareness of one view Different views with simple explanation, or one view explained with some development.	2
1	Basic knowledge and understanding of one belief / attitude / view in contemporary British society. One view with simple explanation.	1
0	Nothing worthy of credit.	0

Evidence of contemporary views may come from, for example: current teaching, news stories and the media or political debate.

Students may include some of the following points:

The Catholic Church does not permit divorce / a valid sacramental marriage is impossible to dissolve so a divorce not possible if the marriage was sacramental / "Therefore what God has joined together, no human being must separate," (Mark 10:9) / a marriage can be annulled if it can be shown that it was never a valid sacramental marriage / otherwise even if the couple have had a civil divorce, they

remain married in the eyes of the Church.

In religions or traditions where marriage is not seen as a sacrament divorce is possible / where marriage is a contract, it may be ended / the Church of England teaches that divorce is against the will of God but accepts that it is sometimes legitimate.

05.5 'Men and women should be treated the same.'

6

Evaluate this statement.

In your answer you:

- **should refer to scripture, sacred writings or other religious texts**
- **should give reasoned arguments in support of this statement**
- **should give reasoned arguments to support a different point of view**
- **should reach a justified conclusion**
- **may refer to non-religious arguments.**

Target: AO2:1a and 1b Analyse and evaluate aspects of religion and belief, including significance and influence

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.	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.	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.	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 points:

Agree

Teaching on equality is founded in Genesis 1 / both genders are created in the image of God / Galatians 3:28 male and female are one in Christ / Men and women have the same dignity and are of equal value (Catechism) / their roles are complementary and equally important / women should receive equal pay for equal work.

Other views

Genders are different and should be treated differently / women give physical life, men give supernatural life (as priests), the Church does not allow women to be priests / each member of society contributes what they can and looks to others for what they need, women and men have different contributions to make and different needs / these would not be met by treating the exactly the same all the time/ Ephesians 5:22: 'Wives submit to your husbands' can be interpreted to prove that women should be treated differently than men.

SPaG 5 marks

Draft

Theme B: Religion, peace and conflict

06.1 The Catechism states that war may be fought in self-defence under certain conditions. Which one of the following is the term used for this theory? 1

A) Social War B) Just War C) World War D) Religious War

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

Answer: B) Just War

06.2 Give two reasons why many religious believers are opposed to the use of weapons of mass destruction. 2

Target: AO1:1 Knowledge and understanding of religion and belief.

One mark for each of two correct points.

Destruction of the environment / civilian casualties / disproportionate use of force / damages the lives of future generations.

06.3 Explain religious beliefs about forgiveness. 4

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

Level	Criteria	Marks
4	Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two.	4
3	Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one.	3
2	One relevant and accurate belief / practice / source of authority explained.	2
1	One relevant and accurate belief / practice / source of authority identified.	1
0	Nothing worthy of credit.	0

Students may include some of the following points:

Between human beings, forgiveness is a duty/ teaching of Jesus in parable of unmerciful servant / Jesus asked God to forgive those who crucified him / Christians must follow his example / in the Lord's prayer it teaches that Christians must forgive in order to be forgiven / it is wrong to hold grudges because you are only harming yourself by doing so / that 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

Some sins cannot be forgiven according to the teaching of some religions / For example, in Islam shirk (associating partners with God) is unforgiveable, but God may forgive any other sin if the believer repents / Buddhism and Hinduism teach that karmic consequences mean that the person will suffer because of the wrong they have done so the victim will get justice/ but if the victim wants revenge that will also have karmic consequences because it expresses hate / forgiveness will bring positive karmic consequences.

- 06.4 Explain different attitudes in contemporary British society to the issue of pacifism. 5**
You must refer to religious views in your answer. You may also refer to non-religious views.

Target: AO1:3 Knowledge and understanding of religion and belief: similarities and differences within and/or between religions and beliefs.

Levels	Criteria	Marks
5	Detailed knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained, and at least two different views are clearly developed. Clear evidence of contemporary views is presented.	5
4	Good knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained with some development of at least two different views.	4
3	Knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained with some development of one. Answers that do not deal with religious views cannot achieve more than level 3.	3
2	Basic knowledge and understanding of different beliefs / attitudes / views in contemporary British society, or slightly developed awareness of one view Different views with simple explanation, or one view explained with some development.	2
1	Basic knowledge and understanding of one belief / attitude / view in contemporary British society. One view with simple explanation.	1
0	Nothing worthy of credit.	0

Evidence of contemporary views may come from, for example: current teaching, news stories and the media or political debate.

Students may include some of the following points:

Differences may be within or between religions.

Passages 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' suggest to some Christians that they should be pacifist and never fight in wars / 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. Christians should be peacemakers: Beatitudes: Matt.5 / As the birth of Jesus was marked as the coming of peace on earth, so Christians should spread peace wherever they go e.g. Christian Peacemaker Teams working in Iraq.

Pacifism could mean doing nothing when faced with grave evil, such as the holocaust, many Christians cannot justify such inaction / there can be 'evil peace' (Aquinas), that is a situation in which great evils are tolerated because of a refusal to go to war / war may be the way to achieve or protect peace (Augustine) so pacifists should be ready to fight for what they believe in / Jesus ordered the disciples to buy swords if they did not have one (Luke 22:36). Concrete details will depend on the example chosen, but the answers should show the link between the teaching and the action.

06.5 'Anger can never be justified.' **12**

Evaluate this statement.

In your answer you:

- **should refer to scripture, sacred writings or other religious texts**
- **should give reasoned arguments in support of this statement**
- **should give reasoned arguments to support a different point of view**
- **should reach a justified conclusion**
- **may refer to non-religious arguments.**

Target: AO2:1a and 1b Analyse and evaluate aspects of religion and belief, including significance and influence

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.	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.	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.	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 points:**Agree**

Anger can be sinful when it is motivated by pride (James 1:20) / also when it is unproductive and thus distorts God's purposes (1 Corinthians 10:31) / anger can lead to sin if, instead of attacking the problem at hand, we attack the wrongdoer / Ephesians 4:15-19 says we are to speak the truth in love and use our words to build others up, not allow rotten or destructive words to pour from our lips/ anger becomes sin when it is allowed to boil over without restraint, causing suffering (Proverbs 29:11).

Other views

Righteous anger (Indignation) is a virtue / it is a 'God-given energy' to help overcome evil / God can be angered by sin / anger is appropriate when God or Holy places are abused (John 2:13-18) / and over injustice / or abuse of others / people may be angry when they are abused, this is acceptable as they have the same rights of others / it is not anger that is wrong – it is how anger is expressed.

SPaG 5 marks

Religion, human rights and social justice

07.1 Which one of the following best expresses the religious ideal that everyone should get what they deserve? 1

A) Tolerance B) Prejudice C) Justice D) Compassion

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

Answer: C) Justice

07.2 Give two ways in which Catholics may take action to improve human rights. 2

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.

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.

07.3 Explain religious beliefs about racial equality. 4

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

Level	Criteria	Marks
4	Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two.	4
3	Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one.	3
2	Basic knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points with simple explanation / or one relevant and accurate point developed.	2
1	Basic knowledge and understanding of one belief / practice / source of authority. A relevant and accurate point with simple explanation.	1
0	Nothing worthy of credit.	0

Students may include some of the following points:

Teaching that all are created in the image of God gives equality to all races / God is within every person / racism goes against the teaching of 'love your neighbour / 'All one in Christ' (Christianity) / 'There is neither Arab nor non-arab' (Islam) and 'a foreigner living among you must be treated as one native born' (Judaism) / judging anyone by the colour of their skin ignores their worth as human beings which is expressed in faith and conduct / treating one race as superior to another destroys the unity of God's creation.

07.4 Explain different attitudes in contemporary British society to the right to freedom of religion and belief. 5

You must refer to religious views in your answer. You may also refer to non-religious views.

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

Levels	Criteria	Marks
5	Detailed knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained, and at least two different views are clearly developed. Clear evidence of contemporary views is presented.	5
4	Good knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained with some development of at least two different views.	4
3	Knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained with some development of one. Answers that do not deal with religious views cannot achieve more than level 3.	3
2	Basic knowledge and understanding of different beliefs / attitudes / views in contemporary British society, or slightly developed awareness of one view Different views with simple explanation, or one view explained with some development.	2
1	Basic knowledge and understanding of one belief / attitude / view in contemporary British society. One view with simple explanation.	1
0	Nothing worthy of credit.	0

Evidence of contemporary views may come from, for example: current teaching, news stories and the media or political debate.

Students may include some of the following points:

God made all people free and equal / the ability to express what you believe is an essential quality of being human / it is wrong to try to force people to ignore their conscience and follow other religious beliefs / beliefs and lack of belief are an integral part of what makes an individual / this must not be removed without destroying the dignity, not only of that person but of all people / there is no guarantee that any religion is right, but equally some believe that there is truth in all religions / until there is final proof, which will never happen, everybody must be

free to believe and express their beliefs as they feel fit / it is equally important to allow people to reject all forms of belief, religion and ritual as an expression of their individuality / some believe that all religious festivals should be treated with the same respect, so e.g. Passover should have as much attention paid to it as Christmas

There can be no limits on what people believe, since that is a private matter, but there must be limits on how they express that belief / some expressions of faith are against the law of the country, or to the rights of citizens of this country / some people believe that theirs is the only true religion so people who reject this religion have no right to worship or mislead others / some people believe that it is their duty to their own religion for put as much pressure on non-believers to convert to the 'true faith' / this can lead to tensions between religious groups and disrupt society.

07.5 'It is always right to give charity to the poor.' **12**

Evaluate this statement.

In your answer you:

- **should refer to scripture, sacred writings or other religious texts**
- **should give reasoned arguments in support of this statement**
- **should give reasoned arguments to support a different point of view**
- **should reach a justified conclusion**
- **may refer to non-religious arguments.**

Target: AO2:1a and 1b Analyse and evaluate aspects of religion and belief, including significance and influence

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.	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.	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.	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 points:

Agree:

The duty to give charity is required by many religions / those who are wealthy have a duty to share their wealth with the poor / greed and selfishness has to be fought against / charities do a great deal of good with the money donated / especially in times of crisis when emergency aid is needed/ if money was not given, none of this would be possible / many charities work with those in poverty to overcome the causes of poverty.

Other views:

Beggars may rely on gifts of money rather than help themselves / governments that should be spending money on the poor and needy may spend it on other, sometimes unethical things, such as weapons or luxury for the leaders, knowing that charities will spend their money on the poor / those who cause suffering (for example in wars) may not take responsibility for the consequences of their actions because they know that there are charities who will / there are professional beggars and groups who treat begging as a job and 'earn' income from donations / there is no way of guaranteeing that anyone given money will use it to help get themselves out of poverty/ it is better to help the poor to help themselves than give money directly to them.

SPaG 5 marks

Draft