

Teacher Resource Bank

GCSE Religious Studies (Specification B)

Additional Specimen Questions:

Unit 1 *Religion and Citizenship*

- Religion and Human Rights



There are 18 marks for each question.

6 Religion and Human Rights

Look at the newspaper headline below.



**Government accused of ignoring
prisoners' human rights**

- (a) Name any **two** human rights. (2 marks)
- (b) Explain the work of **either one** organisation **or one** individual who has supported human rights. (4 marks)
- (c) 'Religious believers should not break the law.'
What do you think? Explain your opinion. (3 marks)
- (d) Explain attitudes of religious believers to human rights. (3 marks)
- (e) 'There is too much emphasis on people's rights and not enough on their responsibilities.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to religious arguments in your answer. (6 marks)



General Certificate of Secondary Education

Religious Studies
Full or Short Course
Specification B

Unit 1 Religion and Citizenship

Additional SPECIMEN Mark Scheme
Religion and Human Rights

June series

6 Religion and Human Rights

6 (a) Name any two human rights.

Target: Knowledge of examples of human rights

Candidates may include some of the following points:

Accept any two correct examples of human rights, including:
 right to: education / work / fair conditions at work / travel / food and clothes /
 healthcare / meet with friends / own property / follow your religion / marry and have
 children / minorities be treated the same as the majority, etc.

Give one mark for each of the two ways given.
 There are no marks for development.

(2 marks) AO1

6 (b) Explain the work of either one organisation or one individual who has supported human rights.

Target: Knowledge of the work of an organisation or individual who have worked for human rights

| Levels | Criteria | Marks |
|---------|--|---------|
| 0 | Nothing relevant or worthy of credit. | 0 marks |
| Level 1 | Something relevant or worthy of credit. | 1 mark |
| Level 2 | Elementary knowledge and understanding, e.g. two simple points. | 2 marks |
| Level 3 | Sound knowledge and understanding. | 3 marks |
| Level 4 | A clear knowledge and understanding with some development and / or analysis. | 4 marks |

Focus of answer should be on the work done by the organisation, (e.g. Amnesty International) or individual and not aspects such as the history of the organisation.

Candidates may include some of the following points:

Campaigning, e.g. through letters to Governments / candlelit vigils or demonstrations perhaps outside a nation's embassy / support of individuals through practical gifts or money or writing letters to individuals to show they are not forgotten / an individual's story could be cited, e.g. Martin Luther-King's campaign for equality in USA for black people, early life and treatment in shops, bus boycott, speech, 'I have a dream...' finally assassinated.

(4 marks) AO1

6 (c) 'Religious believers should not break the law.'

What do you think? Explain your opinion.

Target: Evaluation of whether religious believers should ever break the law

| Levels | Criteria | Marks |
|----------------|---|--------------|
| 0 | Unsupported opinion or no relevant evaluation. | 0 marks |
| Level 1 | Opinion supported by simple reason. | 1 mark |
| Level 2 | Opinion supported by one developed reason or two simple reasons. | 2 marks |
| Level 3 | Opinion supported by one well developed reason or several simple reasons. | 3 marks |

Candidates may include some of the following points:

Laws need to be respected / breaking the law leads to anarchy, which leads to fear / Romans 13 ¹ 'Everyone must submit himself to the governing authorities, for there is no authority except that which God has established.' / Muslim belief in strict justice means all wrongdoing should be punished / laws have been made for our protection.

Some laws may be bad, e.g. apartheid / some laws may be against religious teaching / sometimes people may be desperate, e.g. a starving person may steal food in order to survive.

(3 marks) AO2

6 (d) Explain attitudes of religious believers to human rights.**Target: Understanding of believers attitudes to human rights**

| Levels | Criteria | Marks |
|----------------|---|--------------|
| 0 | Nothing relevant or worthy of credit. | 0 marks |
| Level 1 | Something relevant or worthy of credit. | 1 mark |
| Level 2 | Elementary knowledge and understanding, e.g. two simple points. | 2 marks |
| Level 3 | Sound knowledge and understanding. | 3 marks |

Candidates may include some of the following points:

Buddhism

Teaches that human beings are fundamentally the same and equal in their potential to become Buddha / “We all want to avoid suffering and achieve happiness...” (Dalai Lama) / suffering is caused by selfish actions and selfishness is the cause of all unhappiness / therefore through respect for others and their rights a healthy, free and prosperous society can be built / only by respecting others can an individual have respect for themselves.

Christianity

Teaches that all are made in the image of God and therefore equal before God / teaching such as ‘Love your neighbour as yourself’ sets the standard for how people should treat each other / Galatians 3²⁸ ‘So there is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus’ affirms the equality of all humans and therefore the right to be treated with respect / teaching on sanctity of life and ‘He sent me to bring good news to the poor, to proclaim liberty to the captives and to set free the oppressed’ (Luke 4¹⁸⁻¹⁹) have motivated Christians to campaign on a whole range of issues from anti-abortion to political prisoners.

Hinduism

Teaches that the duties (dharma) of each individual, if carried out faithfully will protect the rights and freedoms of others in society / all life is sacred and everyone has the right to be free from violence (ahimsa).

Islam

Teaches that all human beings are creations of Allah and therefore there are certain basic rights which should be shared by the whole of humanity / these human rights are given by Allah and it is the duty of Muslims to protect them in order to protect against their loss which can lead to tyranny / ‘As you are, so you will have rulers over you’ (Hadith) / all life is sacred and should be protected / justice should be administered fairly and equitably, ‘No bearer of burdens shall be made to bear the burden of another’ (Surah 6:164) ‘There should be no coercion in the matter of faith’ (Surah 2:256).

Judaism

Teaches that all are made in the image of God and therefore worthy of respect and equitable treatment / 'You shall appoint judges and officers in your towns...and they shall judge the people righteously.' (Deuteronomy 16¹⁸) / "Just as I am righteous" says the Lord, "So you too be righteous. Just as I visit the sick, feed the hungry and clothe the naked, so you do the same" (Talmud) / 'If your enemy is hungry give him bread to eat; if he is thirsty give him water to drink' (Proverbs 25²¹) / humans were created to serve God and they can best carry out this task if they are free to fulfil their potential as individuals.

Sikhism

Sees human rights as fundamental to the teachings of the Guru's / 'Call no one high or low. God, the one potter has made all alike. God's light alone pervades all creation' (Adi Granth 62) / Guru Nanak complained to the Mogul emperor Babur about the cruel treatment of prisoners and how innocent victims of war were threatened with slavery, with the result that they were released / Sikhism emphasizes respect, love and service to fellow human beings.

(3 marks) AO1

- (e) ‘There is too much emphasis on people’s rights and not enough on their responsibilities.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to religious arguments in your answer.

Target: Evaluation of whether there is an imbalance between rights and responsibilities

| Levels | Criteria | Marks | Quality of Written Communication |
|---------|---|---------|---|
| 0 | Unsupported opinion or no relevant evaluation. | 0 marks | The candidate’s presentation, spelling, punctuation and grammar seriously obstruct understanding. |
| Level 1 | Opinion supported by simple reason. | 1 mark | The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive. |
| Level 2 | Opinion supported by one developed reason or two simple reasons. | 2 marks | |
| Level 3 | Opinion supported by one well developed reason or several simple reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3. | 3 marks | The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning. |
| Level 4 | Opinion supported by two developed reasons with reference to religion. | 4 marks | |
| Level 5 | Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion. | 5 marks | The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. |
| Level 6 | A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively. | 6 marks | |

Candidates may include some of the following points:

Agree

Individuals have so many rights they can’t remember or know them all / emphasis on right means people are thinking about themselves and their family and what they can get rather than thinking about other people / for example, demanding justice and suing for compensation / makes people more selfish and therefore goes against the teaching of the major religions which talk about the need to help others and put others interests first / if people thought more about their responsibilities then they may be more ‘Christlike’ and serve others and be less self-centred / “Whatever you do for one of the least of these brothers of mine, you did for me.” (Matthew 25⁴⁰) / religion is concerned with the value and preciousness of life, and has a responsibility to speak out on issues where the rights of one group may not be heard, e.g. the right of the unborn child not to be aborted.

Other Views

Human rights abuses mean that rights have to be spelt out to make people aware / Freedom of Speech is denied to some people around the world / people are persecuted because of their religious or political beliefs in direct contravention of the Declaration of Human Rights / in some cases religions may have taught against rights for people such as equality for black communities in USA and South Africa / some of the religious teaching about homosexuality goes against Article 1 "All human beings are born free and equal in dignity and rights."

(6 marks) AO2