



GCSE RELIGIOUS STUDIES A 8062/2A

Paper 2A: Thematic Studies

Mark scheme

June 2021

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject examiners. This mark scheme includes any amendments made at the standardisation events which all examiners 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 examiner understands and applies it in the same correct way. As preparation for standardisation each examiner 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, examiners encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

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

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Mark Schemes for GCSE Religious Studies

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

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

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

Structure

The mark scheme for each question shows:

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

Themes papers guidance (Specification A & Short Course)

In questions where students may choose religions from which to illustrate their answer, there may be some general Content, ie credible comments which students will make which could be applied to any religion or perhaps to a secular viewpoint as well. Where these are appropriate they are usually given first. The Mark Scheme will also include, under separate headings, Content sections for each of the six religions allowed within the Specifications.

General Guidance

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

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

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

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

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

- Example or evidence
- Reference to different views
- Detailed information.

1 mark multiple choice questions

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

2 mark short answer questions

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

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

4 and 5 mark answer questions

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

12 mark answer questions

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

Level of response marking instructions

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

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

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

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

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

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

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

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

Step 1 Determine a level

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

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

Step 2 Determine a mark

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

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

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

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

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 	3
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
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

0 1 Theme A: Relationships and families

0 1 . 1 Which one of the following means the legal ending of a marriage?

[1 mark]

- A Cohabitation
- B Contraception
- C Divorce
- D Polygamy

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

Answer: C Divorce

0 1 . 2 Give two religious reasons given by believers to support the view that sex before marriage is wrong.

[2 marks]

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

1 mark for each of two correct points.

If students provide more than two responses only the first two responses should be considered for marking.

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

Many religious believers view sex before marriage as wrong believing that sex is a gift from God that should be managed responsibly / sex before marriage is therefore viewed as irresponsible as people run the risk of unwanted pregnancy / STIs / 'one-night stands' treat sex as casually and disrespectfully rather than expressing a deep life-long commitment to a partner / within marriage sex strengthens the relationship / allows for children to be born in a stable relationship / creating a family through which religion and culture can be passed down, etc

In Buddhism sex before marriage as a result of tanha (craving) would be seen as wrong and unskilful / Christianity teaches sex should be reserved for marriage only / 'Every sexual act must be within the framework of marriage' Catholic Catechism / 'That is why a man leaves his mother and father and becomes united with his wife' (Genesis 2:25)/ 'Flee from sexual immorality' (1 Corinthians 6:18) / within Hinduism sex is reserved for the householder stage only / a person should remain celibate at other stages of life / in Islam the Qur'an forbids sex outside of marriage / 'Let those who find not the wherewithal for marriage keep themselves chaste until God gives them means.' (Qur'an 24:33) / 'And do not even approach zina, for it is an outrageous act and an evil way.(Qur'an 17:32) / within Judaism sex before marriage is seen as undermining the creativity of the family / it lowers a person's self-respect / all are created in God's image (Genesis 1:27) / 'That is why a man leaves his mother and father and becomes united with his wife' Genesis 2:25) / Sikhism teaches in the Rehat Maryada that anyone who has sex before marriage is not a true Sikh / 'For a moment of sexual pleasure you shall suffer in pain for millions of days.' (GGS 403), etc.

0 1 . 3 Explain two contrasting religious beliefs about the nature of marriage.

In your answer you must refer to one or more religious traditions.

[4 marks]

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

First contrasting belief

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

Second contrasting belief

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

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

Contrast may mean opposing beliefs or may mean different beliefs in terms of either belief or issue.

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

Most religions teach that marriage is intended as a faithful / long-term commitment / for the sharing of love / companionship / raising of children, etc.

Buddhism

Marriage regarded as a social contract / not seen as a religious duty / or a sacred act / monks may bless the marriage after the ceremony but cannot conduct the ceremony / marriage should be a place where individuals are loved or cared for / supported in developing metta (loving kindness) / karuna (compassion) / following the five precepts, etc.

Christianity

Marriage is a gift from God at creation / part of natural law / life-long union blessed by God / reflects the sacrificial love of Jesus / it is a covenant before God / couple promise to live faithfully until death / it is a spiritual bond of trust that reflects the love of God for the Church / within some branches of Christianity it is a sacrament / 'That is why a man leaves his father and mother and is united to his wife and they become one flesh' (Genesis 2:24), etc.

Hinduism

Marriage is an expectation to fulfil the householder stage / brings two families together / strengthens the community / often arranged so love develops over time / householder should take responsibility for own family / dharma is to provide for the material and spiritual needs of the family, etc.

Islam

Marriage is a social contract / brings two families together / strengthens the community / it is an equal partnership under God / helps people develop spiritually by avoiding sexual sin and adding value to worship / husband and wife are like garments for each other (Qur'an 2:187) / so should support and care for each other, etc.

Judaism

Marriage not just a social contract / it is the spiritual binding together of a man and woman in love / in a life-long commitment to each other / part of God's plan at creation / 'That is why a man leaves his father and mother and is united to his wife and they become one flesh.' (Genesis 2:24) / Jews see their partner as their soulmate / marriage shows the love of God for his people of Israel / covenant relationship, etc.

Sikhism

Marriage is a religious act / a spiritual opportunity to become one spirit in two bodies / Anand Karaj (the wedding ceremony) means 'blissful union' / way God intended men and women to live / witnessed by God / shown by the presence of the Guru Granth Sahib at the ceremony / ideally shows love / happiness / faithfulness / loyalty / men and women are regarded as equal / place for spiritual development of partners, etc.

0 1 . 4 Explain two religious beliefs about the roles of men and women.

Refer to sacred writings or another source of religious belief and teaching in your answer.

[5 marks]

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

First belief

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

Second belief

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

Relevant and accurate reference to sacred writings or another source of religious belief and teaching – 1 mark

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

Most religions teach that male and female are of equal value / may have different roles and responsibilities in family and society / historical interpretations have given superior roles to men, eg leading worship.

Buddhism

The Lotus Sutra teaches that men and women are equal in their ability to practise Buddhism and attain enlightenment / there is no difference in the practice of Buddhism for men and women / many Buddhists believe that men and women should have equal status / Vimalakirti Sutra teaches that maleness and femaleness are essentially unreal / 'The things which separate and divide people-race, religion, gender and social position are all illusory.' (Dhammapada 6) / compassion / non-harming of others means equality is needed in the treating of men and women and the roles they perform / the Buddha ordained women as nuns though was initially reluctant to do so / as the tradition of nuns has died out in Theravada Buddhism some argue that women can no longer become nuns in that tradition / Mahayana Buddhism has had nuns for many centuries / the Triratna Buddhist Order has the same ordination process for men and women / in 2015 the Dalai Lama said he saw no reason why a future Dalai Lama could not be a woman / the Aparimitayur Sutra suggests that women must be reborn as men before they can achieve enlightenment, etc.

Christianity

Jesus treated women with respect / and welcomed them as disciples / in Luke 10 the example of Mary and Martha showed that they were capable of more than just domestic tasks / some of the earliest converts to Christianity were women / many became leaders for example Dorcas in Joppa / Priscilla in Ephesus / Genesis 1:27 teaches that all humans were created in the image of God so all humans should be treated equally / Galatians 3:27 emphasises this, 'There is neither Jew nor Greek, slave nor free, male nor female for you are all one in Christ Jesus.' / some traditional Christians take Genesis 3:16 literally, 'your husband...will rule over you' and argue that men are the head of the family / women should mainly stay at home and care for the children / 'Wives submit to your husbands as to the Lord, for the husband is head of the wife.' (Ephesians 5:22) / some traditional Christians believe that this difference in roles is not gender inequality but that men and women have different but complementary roles / many Christians today see marriage as an equal partnership where the different gifts of the couple strengthen family life / 1 Timothy 2:12, 'I do not permit a woman to teach or have authority over a man' / based on this some traditional denominations only have male ministers / within the Church of England the first women bishops were appointed in 2015 / within the Roman Catholic church only men may be ordained / many non-conformist traditions such as Methodists have had women ministers for many years, etc.

Hinduism

The dharma requires that everyone is treated with respect because all have been created by God / 'I look upon all creatures equally.' (Bhagavad Gita 9:29) / good treatment of women is seen as a blessing / Hindu scriptures say a woman passes through three stages in life / when she is supported by her father / when she is supported by her husband / and when she is supported by her son / this would suggest inequality as the woman is dependent on the males in her family / Manusmriti says, 'Where women are honoured the gods are pleased.' / traditionally women were expected to look after the home and family and men were expected to provide / now duties are increasingly shared / women perform puja in the home / men tend to take the lead in performing other religious rites / there is no difference between men and women on a spiritual level / the differences exist only at a physical level due to past lives / men and women of any caste can reach moksha if sincerely seeking God / all Brahmin priests are male with the exception of the Hare Krishna movement, etc.

Islam

All people were created equally by Allah / Qur'an 49:13 says, 'People we created you all from a single man and a single woman and made you into races and tribes so that you should recognise one another.' / men and women have the same spiritual nature / men and women have the same religious and moral responsibilities / they will be rewarded for the good that they do / 'Whoever does righteousness, whether male or female...we will surely give them their reward...' (Qur'an 16:97) / Muhammad said, 'I command you to be kind to women.' / 'I shall not lose sight of the labour of any of you who labours in my way, be it man or woman, each of you is equal to the other.' (Qur'an 3:195) / 'Men are protectors and maintainers of women.' (Qur'an 4:34) / men are expected to provide for their families / women have an important role in looking after and raising children / making decisions about the household / a Muslim mother commands great respect and obedience from her children / 'Heaven is under the feet of mothers' (Hadith) / in Islam all religious leaders are male / women do not pray at the front of the mosque, etc.

Judaism

Everyone created by God / and in God's image / so everyone is equal in God's sight / 'So God created human beings, making them to be like himself. He created them male and female.' (Genesis 1:27) / Tenakh tells stories of important women who are greatly respected for example, Deborah, Abigail, Ruth et al. / Orthodox Judaism sees the roles of men and women as separate but equal / men are expected to work to support the family / women are to care for the children and home / mother's role is crucial in Judaism / and Judaism passes down the maternal line / it is the important duty of women to ensure that the Jewish food laws are kept / the honour of welcoming in the Shabbat is also part of the role of the woman / she lights the candles / welcomes in Shabbat and says prayers / at the synagogue women do not play a part in the service / and sit separately from the men / in Reformed and Liberal Judaism women are able to be rabbis / sit with men in the synagogue / and handle the Torah Scrolls, etc.

Sikhism

'All men and women are equal. We are the children of one God' (Guru Granth Sahib 611) / men and women are equal before God (Guru Granth Sahib 304) / 'Man is born of woman and woman is born woman; without women there would be no world at all. (GGS) / God is in everyone, 'the Beloved Himself...is contained within every man and woman' (Guru Granth Sahib 605) / Waheguru is neither male nor female / Guru Nanak welcomed women into the sangat (congregation) / women are able to serve as granthi / lead prayers and worship / participate in the Akhand Path and take part in all activities in the gurdwara / Guru Amar Das sent out 52 women as missionaries / people are judged only by their deeds not by their caste, gender or race / Sikh marriage is described as 'two bodies, one spirit' / emphasising the equality of the partners / baptised Sikh women use the name 'Kaur' (meaning princess) / which frees them from having to take their husband's name at marriage / when a Sikh woman gives birth she usually takes on the main role of raising the child / the father will usually take on other household duties so that the family's work is shared evenly / many married couples now both work to support their family / so also share domestic responsibilities, etc.

0 1 . 5 'The most important purpose of a family is to educate children in a faith.'

Evaluate this statement.

In your answer you:

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

[12 marks]
[Plus SPaG 3 marks]

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

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

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

Arguments in support

- Religion is a key part of a person's identity.
- Teaches children about their faith and gives a purpose in life.
- Way for the religion to continue.
- Initiation ceremonies welcome children into the faith.
- Provides structure and behaviour codes to help development.
- Provides the best environment in which to raise children.
- Religious upbringing can help children be happy and be equipped to go out into the world.
- Teaches children about service and helping others, etc.

Arguments in support of other views

- Main purpose of a family is procreation.
- Raising children in a stable, loving environment is the most important purpose as it allows them to grow and flourish / and be the people they should be.
- Family provides protection for children.
- Family may not be religious / meaning raising children in a faith is irrelevant.
- Learning about the faith is important but not the most important purpose.
- Wrong to 'force' religion on children / they should be allowed to make up their own minds when older.
- Purpose of family is to help, support and care for all members of the family or extended family not just children.
- Family may not have children / meaning other aspects such as love, companionship are the most important purposes, etc.

Buddhism

Raising children in Buddhism is part of the purpose of the family / along with providing a loving / caring environment for children / husbands and wives are expected to respect and honour each other / cultivate love towards each / children are expected to be obedient and respect their parents and other relatives, etc.

Christianity

Family provides stability as it is where people learn to live as a community / children learn right from wrong from their parents / Christians believe God reveals himself as Father and Jesus as Son and humans as his children so family is central / family reflects Christ's relationship with the Church / 'Husbands love your wives, just as Christ loved the Church and gave himself up for her.' (Ephesians 5:25) / 'Honour your father and mother' (Exodus 20:12) / 'Children obey your parents in everything for this pleases the Lord. Fathers do not embitter your children, or they will become discouraged.' (Colossians 3:20-21), etc.

Hinduism

A key duty in the householder stage is to pass on religious traditions by celebrating religious festivals / daily worship / children are taught how to conduct puja / Hindu families are often extended families meaning care/love/support is extended to all members of the extended family, etc.

Islam

Children are a blessing from God / family is crucial in providing a stable environment for their upbringing / 'For every tree there is a fruit and the fruit of the heart is the child.' (Hadith) / children do have a duty to be respectful to parents and elders / 'Lower your wing in humility towards your parents in kindness and say, 'Lord have mercy on them, just as they cared for me when I was little.' (Qur'an 17:24) / Islam honours the elderly as they have gained wisdom and experience which can be shared with younger members of the family / caring for parents is an honour not a burden / repaying them for the love and support they gave to them when they were children, etc.

Judaism

Family provides Jews with security / stability they need to practise their faith and pass it on / gives children a sense of identity / with other families it gives families a chance to have friends who share their beliefs and practices / provides a place of safety for the sick/disabled/elderly/children are to be taught the faith / 'Take to heart these instructions...Impress them upon your children. Recite them when you stay at home and when you are away...' (Deuteronomy 6 :6-7), etc.

Sikhism

Sikhism views the family as a place of stability/safety for members of the family and the community as a whole / it is place where the emotional/spiritual/economic/physical needs of its members are provided for / a place where Sikh values/customs/religious beliefs are passed on to the next generation / 'It is a Sikh's duty to get his children educated in Sikhism' (Rehat Maryada, article 16), etc.

0 2 Theme B: Religion and life

0 2. **1** Which one of the following describes a feeling of amazement at the complexity and beauty of the world?

[1 mark]

- A Awe and wonder
- B Creation and evolution
- C Dominion and stewardship
- D Duty and responsibility

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

Answer: A Awe and wonder

0 2. **2** Give two ways that religious believers can help to protect the world's natural resources.

[2 marks]

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

1 mark for each of two correct points.

If students provide more than two responses only the first two responses should be considered for marking.

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

Reduce / recycle / reuse / raise awareness about the abuse of the world's natural resources / walk or cycle or use public transport instead of petrol or diesel cars / select products that have little plastic packaging / turn off lights that are not being used / reuse bags for shopping / live sustainably / replant trees to prevent deforestation / use renewable energy / write to MPs / use the media / educate people, etc.

0 2 . 3 Explain two contrasting religious views about how the universe began.

In your answer you must refer to one or more religious traditions.

[4 marks]

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

First contrasting view

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

Second contrasting view

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

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

Contrast may mean opposing views or may mean different views in terms of either belief or issue.

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

Some religious believers accept the Big Bang theory which is currently the leading scientific explanation for how the universe began / it suggests that the universe started with an incredibly small, hot, dense something – a singularity, which expanded over approximately 13.8 billion years or so to become the cosmos which we know today / as the universe cooled the material which had been flung in all directions became stars and galaxies and planets, etc.

Buddhism

Although early Buddhist scriptures do contain creation stories, most Buddhists regard them as mythological and not to taken literally / most Buddhists accept current scientific thinking about how universe came into existence, eg The Big Bang theory / Buddhists do not focus on ‘a creator’ / Buddhists see space and time as cyclical, such that world-systems come into being, survive for a time, are destroyed and then are remade / The Buddha in the Aggañña Sutta describes how the old world-system had just been destroyed, and its inhabitants are then reborn in a new system / to begin with they were spirits, floating happily above the earth, luminescent and without form, name or sex, etc.

Christianity

Genesis 1 states that God designed and created the universe and it was good / God spoke the universe ex nihilo (out of nothing) / Genesis 1.1 – 2.3 says that God created the universe and everything in it in six days and rested on the seventh day and made it holy / some Christians believe that this is literally true but others say that the story is designed to show that the universe wasn’t an accident but was created by God / others accept the Big Bang theory as the way God created everything, etc.

Hinduism

Hindu cosmology is based on a cyclical idea of time / worlds and new bodies are continually being recreated so that the atman can continue its journey to moksha / some Hindus see the universe as one of many bubbles in space / there is no one universe or one act of creation / creation is a continual process / there are several stories of creation including that Lord Vishnu created different universes / he lay down on a celestial snake in an ocean of milk / a lotus flower came from his navel and Lord Brahma lay asleep in its petals / when Lord Brahma awoke he created the world and everything / Krishnans believe that Krishna, as Supreme Lord, created many worlds / including Goloka and the Vaikuntha planets, etc.

Islam

Before time only God existed and he created the universe with his divine word / Qur'an 7:54 "Your Lord is God, who created the heavens and earth in six days He created the sun, moon and stars ..." / most Muslims understand the original text to mean that the universe was created in six phases or distinct periods of time / once created the universe was organized to be under God's watchful eye (Qur'an 57:4) / many Muslims believe that the Qur'an's creation story closely resembles the modern scientific theory of the Big Bang, etc.

Judaism

Genesis 1 tells how God, by speaking, created everything that exists, including humans on the sixth day / "When God began to create heaven and earth – the earth being un-formed and void" Genesis 1:1 / the Torah says that God created the universe and everything in it in six days and rested on the seventh day and made it holy / many Jews say that the Torah suggests that God designed everything and so do not accept that it was an accident / some Jews believe that the Big Bang was caused by God / others say that Judaism asks the question 'Why did the universe come into being not how, etc.

Sikhism

Sikhs believe that Waheguru (God) created everything by speaking it into existence / without God's will (hukam) nothing can exist, change or develop / "Without God, there is nothing at all. As one thread holds hundreds and thousands of beads, He is woven into His creation." / the universe was not the result of an accident as before the universe was created only Waheguru existed / God not only created it but he also rejoices in it and cares for it, etc.

0 2 . 4 Explain two religious beliefs about the use of animals for food.

Refer to sacred writings or another source of religious belief and teaching in your answer.

[5 marks]

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

First belief

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

Second belief

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

Relevant and accurate reference to sacred writings or another source of religious belief and teaching – 1 mark

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

Animals were put on the earth for the use of humans / humans given dominion over the earth which includes using what it produces / humans were created with teeth that allow them to chew and eat meat / meat provides protein that our God given bodies need / religious food laws give guidance that permits eating meat / animals are living beings created by God / it is wrong to take away life even from animals / issues of cruelty in the way animals for food are treated / animals are part of the reincarnation process that includes human life / even harming living creatures is wrong / compassion for animals / eating vegetables does not take away sacred life and is healthier / if land used for rearing animals was used for growing crops, there would be more food in the world and fewer would starve, etc.

Buddhism

Most Buddhists are vegetarian / animals are part of the cycle of birth, death and rebirth / animals that are killed may harm an ancestor / animals should not be treated with violence / monks eat meat but only if it is given to them and they have not been involved in rearing or slaughtering the animal / the Lankavatara Sutra and Mahaparinirvana Sutra state that the Buddha insisted his followers should not eat any meat or fish / “All tremble at violence; all fear death. Comparing [others] with oneself, one should not kill or cause to kill.” Dhammapada v 129,` etc.

Christianity

There is no requirement for Christians to be vegetarians / Genesis 1:28 - humans given authority / God provided animals for humans to eat as many other animals do (lions, tigers, etc.) / eating meat is part of some traditional Christian celebrations and observances / Jesus ate fish and probably meat as well / Peter's vision - Acts 10:9-16 / St Paul taught that all food can be eaten but not anything that causes someone else to sin – some interpret this to mean that killing animals is sinful so vegetarianism is best, etc.

Hinduism

Ahimsa means that harming other living things is wrong so many Hindus are vegetarian / some Hindus eat some meat but not beef as cows are considered sacred / animals are part of the cycle of birth, death and rebirth / respect for all life because 'Everything is Brahman' leads to Hindus being vegetarian / animals are the vehicles of the deities / in many Indian states it is illegal to kill a cow or consume its flesh / Project Mother Cow aims to make this a nationwide law / this is because of Hindu belief that cows are representative of all creation / and so sacred, etc.

Islam

God provided animals for humans to eat / Muslims eat meat that has been slaughtered in the correct religious way (Halal) which removes the blood / Halal slaughter is humane and done in the name of God / existence of the food laws in the Qur'an shows that God permits eating animals / eating meat is part of some festivals and observances, eg Id-ul-Adha / no pork is eaten as pigs are considered to be unclean / carrion and shellfish are also not permitted, etc.

Judaism

Jews are allowed to eat meat that has been slaughtered in the correct way (kosher) and has had the blood drained out / animals are provided by God for humans to use for food / Genesis 1:28 - humans given authority / God told Noah after the flood that eating animals is permitted / no pork, carrion and some types of fish are allowed / meat cannot be mixed with dairy products, etc.

Sikhism

Sikhs are not required to be vegetarian but many are / God provides food so it is pure / food served in the langar is vegetarian because meat eaters can eat vegetarian meals but vegetarians cannot eat meat / animals must be reared and killed humanely / some Sikhs will not eat Halal meat / "Show kindness and mercy to all beings." GGS 508 / "Kabeer, the dinner of beans and rice is excellent, if it is flavoured with salt. Who would cut his throat, to have meat with his bread?" GGS 1374, etc.

0 2 . 5 'Death is not the end; there is an afterlife.'

Evaluate this statement.

In your answer you:

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

**[12 marks]
[Plus SPaG 3 marks]**

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

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

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

Arguments in support

- There is evidence in scripture or religious texts of life after death / scripture is the 'Word of God' or the teaching of Gurus, so is true and valid.
- Some people like Ian McCormack claim to have died, seen heaven and have come back to life again.
- There are a lot of cases of people being able to recall previous existences in detail that can only be valid if the person actually lived that previous existence.
- In near-death experiences, the soul leaves the body for a time, proving that the soul is different from the body and can live on without the body / people who have near-death experiences meet

people who are already dead but who are obviously continuing in a different form of existence, etc.

Arguments in support of other views

- Many atheists and humanists would argue that there is no proof of any form of afterlife or of a soul or spirit that could survive death / nobody has come back from the dead in a way that is guaranteed / even Jesus' 'appearances' could have been made up.
- Neither reincarnation nor resurrection make sense / a person can only be human in one physical body / another body means another person / you cannot live without a body.
- Ideas of spirits etc are just wishful thinking because people are scared of facing the reality that they are alive only for a short time, etc.

Buddhism

Scripture describes the six places of rebirth – heaven, human, asura, animal, hungry ghost and hell and some Buddhists take this literally / recollection of previous lives also taken as evidence / this included stories in scriptures about the Buddha's previous lives / The Tibetan Book of the Dead describes the Bardo stage between rebirths in detail, etc.

Christianity

It is claimed that Jesus rose from the dead and promised that those who follow him will enjoy the Kingdom of Heaven / Jesus claimed to be the 'resurrection and the life' (John 11:25) and that those who believe in him will have eternal life (John 5:24) / Jesus told one of those crucified with him that he would join him in paradise (Luke 23:43), etc.

Hinduism

According to scripture, the atman is reborn many times, this is samsara (reincarnation) / Bhagavad Gita 2:22 "As a man casts off his worn-out clothes and takes on other new ones, so does the embodied soul cast off his worn-out bodies and enters other new" / the atman can move nearer the ultimate release from rebirth, moksha / Bhagavad Gita 2:27, etc.

Islam

The Qur'an includes teaching about the Day of Resurrection or the Day of Judgement when Allah will balance the good deeds a person has done in their life against the bad deeds (Surah 39:70) / good people will go to paradise (Jannah) (Surah 3:115), a place of joy and bliss / those rejected will be punished in hell (Jahannam) (Surah 3:116), etc.

Judaism

Jewish scriptures say that after death everyone goes to Sheol (eg Psalm 86:13, Job 14:13) / Daniel 12:2 "Multitudes who sleep in the dust of the earth will awake: some to everlasting life, others to shame and everlasting contempt." / some believe good people will enter paradise and wicked people will go to Gehenna (hell) after the last judgement, etc.

Sikhism

According to scripture, a person's soul may be reborn many times as a human or an animal (Guru Granth Sahib Ji 88, 115, 126 and 325) / the body is just clothing for the soul and is discarded at death / there is a divine spark which is part of Waheguru in each person and this spark or soul is taken back to join Waheguru when a person is finally released from the cycle of rebirth, etc.

0 3 Theme C: The existence of God and revelation

0 3. **1** Which one of the following describes the realisation or understanding of a religious truth?

[1 mark]

- A Enlightenment
- B Immanence
- C Miracle
- D Omnipotence

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

Answer: A Enlightenment

0 3. **2** Give two reasons why many religious people believe that God is transcendent.

[2 marks]

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

1 mark for each of two correct points.

If students provide more than two responses only the first two responses should be considered for marking.

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

Never met God / never been spoken to by God / only a transcendent God could create the world or universe / God has no form / holy books say God is transcendent / religious leaders say God is transcendent / brought up to believe this / more logical to them, given evil in world and unanswered prayers, etc.

0 3 . 3 Explain two contrasting beliefs about evil and suffering as an argument against the existence of God.

In your answer you must refer to one or more religious traditions.

[4 marks]

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

First contrasting belief

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

Second contrasting belief

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

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

Contrast may mean opposing beliefs or may mean different beliefs in terms of either belief or issue.

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

- There are many examples every day of evil and suffering in the world / these do not show any evidence of God intervening / if God was as described by religions, God would intervene / that God does not intervene shows that God does not exist.
 - The Book of Job tells the story of a man's immense suffering / his family, wealth, servants, health systematically taken from him / he remained faithful to God in the face of all the evil and suffering.
 - Religious people are victims of evil / God is not protecting even God's own worshippers or devotees / hence there cannot be a God.
 - Humans experience evil and suffering for themselves / they know it is real / however they may not experience God directly / so need faith and have no proof / this means that the greater the evil and suffering, the more challenging it is to a person's faith, etc.
-
- Religious believers have found ways to explain at least some evil and suffering / theodicies include test of faith / education / balance of good and evil / soul-making / punishment.
 - It is clear that evil is caused by humans / God gave humans free will / which means God has to allow the consequences of free will / even when it leads to evil and suffering / hence evil and suffering just proves God gave humans free will and the responsibility/accountability for it / not that God does not exist.
 - Evil is caused by the devil / at the Fall (Genesis) / as Tempter / God is allowing this for a higher purpose.
 - Lord's Prayer – Deliver us from evil / if humans are asking God to deliver them from evil, then God exists even if evil and suffering do.
 - Evil and suffering provide a counter to humanity's sense of decency and good / Parable of Good Samaritan - Love thy neighbour / encourage communities to come together and help each other / sense of One World / evil and suffering is a tool to drive humans to be better people / not a reason for denying God's existence, etc.

0 3 . 4 Explain two beliefs about Special Revelation as a source of knowledge of the divine (God).

Refer to sacred writings or another source of religious belief and teaching in your answer.

[5 marks]

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

First belief

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

Second belief

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

Relevant and accurate reference to sacred writings or another source of religious belief and teaching – 1 mark

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

- Special Revelation is God revealing Himself / hence the recipient must learn something of God / God's nature / from what they see or hear / eg Guru Nanak met God and was able to describe God in the Mool Mantra / timeless, without hate / Moses and the burning bush Exodus 3 : 5-6, etc.
- Special Revelation is a direct revelation / not sullied by third party and implications of their character or what they say / so the recipient can believe what they see with their own eyes / people claim to have been spoken to by God or heard God's voice.
- Special Revelation has been the basis for most holy books / hence most religions / so is a very important tool for religion and religious belief.
- From Special Revelation humans learn characteristics of God / eg Jesus was the Son of God / Jesus was compassionate / hence God is compassionate / eg the Qur'an is the word of God / begins each sura with 'In the name of Allah, the most merciful, the most compassionate' / hence God is merciful and compassionate / e.g. Hindu elephant story, etc.
- Special Revelation is not real / is an illusion / brought on by ill-health / mental health issues / bias / deceit.
- There is no God / so there can be no Special Revelation / so humans learn nothing from Special Revelations about the divine.
- "Beloved, do not believe every spirit, but test the spirits to see whether they are from God, for many false prophets have gone out into the world" - 1 John 4:1 / not all revelation is from God / so it could not give knowledge of God.
- God is transcendent / beyond humans / as in Islam and Judaism, a human cannot come face-to-face with God / hence Special Revelations are not about the divine, etc.

0 3 . 5 'The First Cause Argument is a weak argument for the existence of God.'

Evaluate this statement.

In your answer you:

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

[12 marks]
[Plus SPaG 3 marks]

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

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

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

Arguments in support

- Following the argument's reasoning, God's role is limited to 'First Cause' / this is contrary to what religions say / contrary to what religions describe God as, which is much more.
- The state of the world / with all its flaws / suggests that if God were First Cause, God made mistakes / this is not the God of any religious teaching.
- Aquinas claims that everyone would believe the First Cause/Uncaused Cause to be God / he cannot make this claim / as he has not asked everyone / it is an unprovable claim.
- It is one of many arguments / so it cannot be strong / or no other argument would be needed, etc.

Arguments in support of other views

- Everything humans know of has a beginning / or is caused by something else / hence this is a logical argument / as without an uncaused cause (God) / nothing else would exist / and clearly it is not true that nothing now exists / hence it fits with human knowledge and experience.
- It is an argument that many people find compelling/persuasive / because it is logical and fits with scientific ideas of causality / so is a strong argument for them.
- Believing God to be transcendent, supreme etc / the argument is simply saying in plain language that God created the world / ie it fits with religious belief / for a believer it is a strong argument, etc.

0 4 Theme D: Religion, peace and conflict

0 4 . 1 Which one of the following describes why having nuclear weapons might prevent war?

[1 mark]

- A Acts as a deterrent
- B Brings forgiveness
- C Causes terrorism
- D Promotes justice

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

Answer: A Acts as a deterrent

0 4 . 2 Give two of the criteria for a Just War.

[2 marks]

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

1 mark for each of two correct points.

If students provide more than two responses only the first two responses should be considered for marking.

Accept responses that give either the criteria or examples of the criteria.

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

It has a just cause / lawfully declared by proper authority like the government / has a good intention / is the last resort / there is a reasonable chance of success – of winning the war / fought by just means, not by weapons which are banned / the good achieved will outweigh the evil and restore peace / avoidance where possible of injury to civilians / care is taken to protect trees, crops and animals / need to overthrow a cruel dictator / stop genocide or other atrocities / bring freedom to a country where the people are oppressed / defend faith and freedoms / in self-defence against an invading army, etc.

0 4 . 3 Explain two similar religious beliefs about peace-making.

In your answer you must refer to one or more religious traditions.

[4 marks]

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

First similar belief

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

Second similar belief

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

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

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

Most religions teach that conflict should be settled in a peaceful way if at all possible so peace-making is important / peace-making is important whether it is between individuals, groups or nations / war brings devastation so negotiations are much better / reconciliation is better than violence / working for peace may result in bringing about forgiveness and understanding / Religions for Peace is a worldwide organization promoting alternatives to war / peace is not just an absence of war; it is also a sense of wellbeing and security which needs to be promoted, etc.

Buddhism

Peace and non-violence are core beliefs in Buddhism / The Noble Eightfold Path / right action / first precept (not to harm any living thing) / karuna (compassion) / promote peace as war is often the result of the Three Poisons (greed, hatred, ignorance) / Peace can exist if everyone respects all others – Dalai Lama / The Dalai Lama won the Nobel Peace Prize in 1992, etc.

Christianity

“Blessed are the peacemakers, for they shall be called children of God” – Matthew 5:9 / pacifist Christians believe they are following the example of Jesus / ‘turn the other cheek’ / ‘do not kill’ / some Christian pacifists assist the war effort in non-combat roles such as Quakers who are pacifists / Anglican Pacifist Fellowship (APF) founded the Week of Prayer for World Peace / Mairead Corrigan and Betty Williams awarded the 1976 Nobel Peace prize, etc.

Hinduism

Non-violence builds good karma / ahimsa / life should be respected / live according to the dharma, meditating and performing puja and help people to live a peaceful life by creating a peaceful society / peace-making follows example of Mahatma Gandhi / Gandhi taught to be non-violent in thoughts, words and actions / respect the dignity of others and act against injustice by passive resistance, etc.

Islam

Root of word Islam means peace / peace features in main Muslim greeting (Salaam) / peace and reconciliation is better than fighting / wrong to return evil with evil / God forgives and expects people to do the same / The Muslim Peace Fellowship (MPF) works against injustice and promotes peace through conferences, literature and education, etc.

Judaism

Shalom (Peace be upon you) is main Jewish greeting / truth justice and peace keep the world safe / Jews look forward to time of peace because they have suffered greatly in history, eg the Holocaust / Micah 4:3 / 'do not kill' / Dr. Marshall Rosenberg founder of the Centre of Nonviolent Communication / believe in developing good relationships with others and working together on joint projects to make conflict less likely, etc.

Sikhism

Peace is a gift from God / Sikhs believe in the principle of non-violence / Guru Nanak preached peace and tried to identify the root causes of the conflict and show a better, more harmonious way / Sikhs aim to build harmony between faiths and nations although few are pacifists, etc.

0 4 . 4 Explain two religious beliefs about violent protest.

Refer to sacred writings or another source of religious belief and teaching in your answer.

[5 marks]

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

First belief

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

Second belief

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

Relevant and accurate reference to sacred writings or another source of religious belief and teaching – 1 mark

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

While the right to protest is protected, there is no right to protest violently in law / a protest that descends into violence is known as a riot / a serious form of violent protest is terrorism where terror is used as part of their campaign to further their cause – this is not supported by any religion / violent protest is likely to turn people against their cause, etc.

Buddhism

Generally Buddhists do not agree with any violent protests as they believe in ahimsa / all protests should be non-violent but it is right to speak out against injustice as that can be seen as the right speech and right action / trying to change injustice is a compassionate act / however there have been occasions when Buddhists have used violence in protests eg against the Chinese occupation of Tibet and the monk Thich Quang Duc set fire to himself to protest against the persecution of Buddhist monks and monasteries by the Government, etc.

Christianity

Christians are told to love their enemies and each other so generally oppose violence protest / Christians like Dr. Martin Luther King Jr, and the Civil Rights movement organised peaceful rallies to protest about racial and social inequalities in the USA / many Christians believe that protest to achieve what is right is acceptable providing violence is not used / Quakers are against using violence in any circumstances / a minority of Christians might support violent protest in extreme circumstances like some did in opposing apartheid in South Africa / the example of Jesus using violence in the Temple to overthrow the tables of the money changers may be used to justify such actions, etc.

Hinduism

The principle of ahimsa is key to Hindu life so non-violent protest is seen as much to be preferred than violent protest / however injustice should not be tolerated / some Hindus have set fire to themselves to make a strong protest / Hindus believe that any force has to be used carefully so that it does not cause hate, vengeance, radicalisation and the desire for retribution / “An eye for an eye

will leave the whole world blind.” Gandhi, etc.

Islam

Muslims have a duty to protest about things which are unfair but it should be peaceful if at all possible / “Do not kill each other, for God is merciful to you. If any of you does these things, out of hostility and injustice, We shall make him suffer Fire” – Qur’an 4:29-30 / violent protest may be used in self-defence or defence of Islam / some have used this as an excuse for terrorism and suicide bombings but this is considered wrong and against the wishes of God / “Do not take life, which God has made sacred” – Qur’an 17:33, etc.

Judaism

The books of Nevi'im have stories of the prophets protesting against injustice eg Amos / protests might be necessary to bring about change, especially when vulnerable groups need support / to remain silent when there is injustice is seen as a sin / tactics like civil disobedience (active refusal to obey certain laws) are used rather than violent protest / sometimes violence does erupt as emotions run high but Judaism opposes terrorism, etc.

Sikhism

Sikhs believe in not harming others but there is a willingness to challenge what they see as attack on their religious freedoms / in the UK Sikhs protested about the law making wearing crash helmets while riding motorbikes compulsory / they won their case for turban wearing Sikhs to be exempt / although they do not encourage a violent response they will fight for justice if necessary / the Sikh Khanda symbol includes crossed swords / in India Sikhs have defended themselves against Hindu attacks / Sikhs believe in sewa and will defend the persecuted / the intention is peaceful and non-violent protest is preferred but in practice, violence can happen / “When matters pass all other means, it is allowed to take up arms.” Guru Gobind Singh, etc.

0 4 . 5 ‘Greed or just wanting a better life are never good reasons for going to war.’

Evaluate this statement.

In your answer you:

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

[12 marks]
[Plus SPaG 3 marks]

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

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

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

Arguments in support

- Throughout history war has been greedily used to gain more land or territory.
- Greed and envy can cause countries to invade others in order to gain control over important resources / such as oil and so become much richer / some believe that the US and UK invasion of Iraq in 2003 was more about gaining control of oil reserves than politics.
- Greedy rulers have wanted to gain more power and have great empires eg Romans and Greeks, etc.

Arguments in support of other views

- There are many causes for war, such as retaliation, self-defence, religion, difference in ideology.
- Most wars are the result of complicated factors and not for just one reason.
- Often wars are fought to resolve an injustice or a conflict which hasn't been resolved by other means.
- Some religions believe in the concept of the Holy War to defend their religion from attack.
- People living in abject poverty might believe going to war to improve their lives is justified and a just cause.
- It is unfair that some people are suffering while others live in plenty, etc.

Buddhism

Buddhism teaches that greed is one of the three poisons and one of the main causes of suffering / there are always unhealthy consequences from actions based on greed / most Buddhists believe that there is no good reason to go to war / there is no such thing as a just war, even in self-defence / Buddhism teaches that all things come into being because they are dependent on certain conditions, and often those conditions are complex / they see most wars being caused by a number of interrelated factors which may include politics, economics, religious beliefs, self-defence, retaliation, the desire to gain territory or resources, etc.

Christianity

Christianity warns that greed can cause a lot of suffering / "For the love of money is a root of all kinds of evil" – 1 Timothy 6:10 / a war is not regarded as a Just War if it's purpose is for greed such as to gain territory or resources / may support a war if it is to right an injustice or remove an evil dictator / "if you don't have a sword, sell your cloak and buy one" – Luke 22:36 / some wars have been caused to defend their religion / eg idea of what might be called an Holy War such as the Crusades, etc.

Hinduism

In the Bhagavad Gita, Krishna advised Arjuna to fight as this was the only way to bring a just solution to the problem of the Kurus and Pandus both claiming the kingdom / wars can be to restore justice as in the case of Arjuna / Hindus may fight for freedom from oppression or for the establishment or restoration of good government or in self-defence / sometimes religious beliefs cause conflict / eg Britain expected British Indian soldiers to bite off the ends of new rifle cartridges which had been greased with cow or pig fat / this was forbidden to Hindus (cow protection) and Muslims (pork is a forbidden food) / some wars fought over disputed land eg Kashmir, etc.

Islam

The Qur'an warns against greed – "God does not like arrogant, boastful people, who are miserly and order other people to be the same, hiding the bounty God has given them" – Qur'an 4:36-37 / often the motive for war is complex and greed might be one of many / wrong to go to war just to gain territory / if another country invades to try and get control of resources like oil it is justified to defend their own country and religion / "Those who have been attacked are permitted to take up arms because they have been wronged- God has the power to help them." – Qur'an 22:39 / some wars are caused by retaliation – "Fair retribution saves life for you, people of understanding, so that you may guard yourselves against what is wrong" – Qur'an 2:179 / lesser jihad or holy war may be other reasons for war, etc.

Judaism

In the Tenakh, God expresses his disapproval of greed / the tenth commandment is “You shall not covet” – Exodus 14:17 / “A greedy man provokes quarrels, But he who trusts the Lord shall enjoy prosperity” – Proverbs 28:25 / many wars in the Old Testament were to gain territory eg the conquest of Canaan or in self defence eg against the Philistines / in the 20th Century Jews suffered because of their race and religion because of the Nazi regime / since 1948 Jews have fought to defend Israel and safeguard its territory / “You shall not take vengeance or bear a grudge against your countrymen. Love you neighbour as yourself” – Leviticus 19:18 / obligatory wars / optional wars / war fought to protect religion, etc.

Sikhism

In Sikhism there are considered to be five moral evils, two of which are connected with greed / Lobh (greed) is seen as a strong desire to have more than one needs or deserves and can cause conflict / Moh, the attachment to worldly possessions / using greed as a reason for war is promoting these moral evils / Sikhs will fight for religious or social equality / Guru Gobind Singh taught that defending themselves and others from oppression and persecution is a religious duty / “When matters pass all other means, it is allowed to take up arms” – Guru Gobind Singh, etc.

0 5 Theme E: Religion, crime and punishment

0 5. **1** Which one of the following suggests that an action is right if it intends to produce the greatest happiness for the greatest number of people?

[1 mark]

- A Good intentions
- B Principle of utility
- C Retribution
- D Sanctity of life

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

Answer: B Principle of utility

0 5. **2** Give two reasons why religious believers oppose hate crimes.

[2 marks]

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

1 mark for each of two correct points.

If students provide more than two responses only the first two responses should be considered for marking.

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

God created all humans of equal value / no individuals or groups should be singled out for inferior treatment / religions preach love, tolerance and reconciliation / it is against the law / Buddhists believe that hatred is one of the three poisons / cause of suffering / should cultivate loving-kindness and compassion / Love your neighbour / should live by the principle of ahimsa / Bhagavad Gita 12.13 / the Golden Rules / hate crimes are often violent and could end in murder / Jews were murdered during the Holocaust – one of the world's worst hate crimes / Mool Mantra describes God as without hate / religious believers themselves have been victims of hate crime / their religion and religious spaces have been victims of hate crime, etc.

0 5 . 3 Explain two contrasting religious views about theft (stealing).

In your answer you must refer to one or more religious traditions.

[4 marks]

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

First contrasting view

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

Second contrasting view

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

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

Contrast may mean opposing views or different views in terms of either belief or issue.

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

Buddhism

Theft breaks the second moral precept which is to abstain from taking what has not been freely given / strengthens the habit of greed / disguises a person's selfishness / weakens any tendency towards generosity / greed and poverty are the main causes of theft / expresses the delusion that people will be happier through acquiring something they do not have / stealing expresses a lack of respect and empathy for others / will have karmic consequences / stealing from a monk is seen as even more unskillful, etc.

Christianity

The Ten Commandments teach 'Do not steal' / 'Do not covet' / theft has an impact on the victim / Christians teach the Golden Rule / 'Do to others what you want them to do to you' / Jesus taught people to love their neighbour (Mark 12:31) / Paul taught in Romans 13 to obey the law of the land and stealing is regarded as a crime / stealing may be considered less serious than some other crimes such as hate crimes or murder, it is still wrong particularly if the motive is greed / may be understanding of people committing theft out of need eg stealing food if they are starving, etc.

Hinduism

Hindus teach that respect for the property of others is the most basic rule for living in society / The Bhagavad Purana identifies two main things which destroy human virtue – greed and poverty / greed shows selfishness / lack of self-control and harms other people / stealing has karmic consequences / theft is wrong but there should be a much fairer distribution of the world's resources / there should be no justifiable reason for theft if people helped those in need / 'One may amass wealth with hundreds of hands but one should also distribute it with thousands of hands' Atharav Veda 3:24 / Gandhi pointed out that 'the world has enough for everyone's need, but not for everyone's greed', etc.

Islam

Theft causes great upset to the victim whose property is stolen / potential thieves should be deterred from stealing / a feature of Shari'ah law is that the hand of a thief (or four fingers) is amputated as punishment / 'Cut off the hands of thieves, whether they are man or woman, as punishment for what they have done' Qur'an 5:38 / this happens infrequently and under strict criteria but shows that stealing is prohibited / Islam also teaches to 'Be compassionate towards the destitute' – Hadith / so there is sympathy towards people committing theft out of need rather than greed / however, the needy should be cared for by the community, so they have no reason to steal and break the law, etc.

Judaism

The Ten Commandments teach 'Do not steal' / 'Do not covet' / someone gets hurt if their property is stolen / people should not be greedy or be jealous of what others have / Leviticus 19:18 instructs Jews to love their neighbour meaning everybody / lawbreakers should try to pay back for the wrongs they have committed so if they have stolen money they should make efforts to repay it / crimes committed out of need should be discouraged by helping the poor to remove the need to commit crime, etc

Sikhism

Sikhs believe that a thief causes great upset to the person whose property is stolen / even if a person steals due to poverty, theft is still wrong and against the law / greed is one of the five evils and seen as destructive / 'Crying out, "Mine, mine!" he spends his life [...] in ignorance. The Messenger of Death watches over him every moment, every instant; night and day, his life is wasting away' Guru Granth Sahib 1049 / taking what isn't yours has karmic consequences / Sikhs might be sympathetic towards people committing theft out of need rather than greed / however society should care for the needy so that there is reason to steal, etc.

0 5 . 4 Explain two religious beliefs about reforming people who have broken the law.

Refer to sacred writings or another source of religious belief and teaching in your answer.

[5 marks]

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

First belief

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

Second belief

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

Relevant and accurate reference to sacred writings or another source of religious belief and teaching – 1 mark

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

The offenders need to realise that what they have done is wrong and unacceptable / their behaviour needs to change so they become responsible citizens / this may involve group therapy session, individual counselling and treatment / reforming people can be linked to forgiveness / some believe that other forms or aims of punishment may be preferable e.g. in the case of serious crime, etc.

Buddhism

Buddhists believe that a criminal should be encouraged to recognise the suffering they have caused and should apologise to their victims / they approach justice as a means of encourage the transformation of the criminal to change their behaviour / reformation reflects the precepts and 8-fold path / it shows metta (loving kindness) and karuna (compassion) / helps the offender to repair their kamma / 'Mind foreruns all conditions [...] they are mind made. If one speaks or acts with a wicked mind, because of that, pain follows one. If one speaks or acts with a good mind, because of that, happiness follows one.' - The Dhammapada, vv. 1 and 2, etc.

Christianity

Reformation is a good aim of punishment because it helps offenders become law abiding citizens and gives them the potential of a better future / allows repentance through punishment and forgiveness / 'If your brother sins, rebuke him, and if he repents forgive him.' (Luke) / gives a second chance / reformation and repentance are important if the individual is to become a responsible citizen, etc.

Hinduism

Reformation allows offenders to go some way to repairing their karma / the mindset of the individual needs changing so that they will not want to offend again / it will make society safer and give offenders the chance to fulfil their potential / the concept of good karma and bad karma is found in the Vedas, the Upanishads; and the Bhagavad Gita / the idea of 'as you sow so shall you reap' shows that reformation is very important to Hindus / 'Do not do to another what you do not like to be done to yourself; that is the gist of the law - all other laws are variable.' Mahabharata 5.39, etc.

Islam

Punishment should help offenders to repent, reform and seek forgiveness from God and become purified / reformation is important but Islamic punishment is more focused on deterring people from committing crimes in the first place / the Qur'an teaches Muslims to 'Stand out firmly for justice, as witnesses to God, even as against yourselves or your parents, or your kin, and whether it be against rich or poor.' Qur'an 4:135 / a person will have to answer to Allah for their actions on the Day of Judgment, etc.

Judaism

Reformation is important in Judaism because it seeks to help offenders to understand that their behaviour has been harming society / reformation requires repentance, asking for God's forgiveness and doing good works / 'Turn back, turn back from your evil ways...' Ezekiel 33:11 / 'When justice is done, it brings joy to the righteous but terror to evildoers.' (Proverbs), etc.

Sikhism

Punishment should be carried out with the intention of transforming the offender so they recognise their error and wish to reform / reformation it is the best aim of punishment / if offenders reform and repent they can be forgiven by God / it follows the Sikh principles of compassion, forgiveness and equality / 'The body is the field of karma and in this age; whatever shall plant, you shall harvest.' - Guru Granth Sahib 78 / ' With your mind, body and mouth praise the virtues of God; courage and wisdom shall enter deep within your mind.' - Guru Granth Sahib 937, etc.

0 5 . 5 ‘Religious believers should never agree with corporal punishment.’

Evaluate this statement.

In your answer you:

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

[12 marks]
[Plus SPaG 3 marks]

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

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

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

Arguments in support

- It destroys the innate dignity of human beings that is given to them by God.
- Many atheists and humanists, as well as religious believers, would claim that it creates a society in which violence is not only accepted but actually encouraged.
- It destroys one of the basic human rights of integrity of the body.
- It encourages resentment and a desire for revenge against society on the part of the offender.
- Its effects on the person carrying out the punishment are negative / it desensitises the person and encourages a lack of compassion.
- Utilitarians (eg Mill) who focus on the individual as well as society and on the quality of the pleasure could never agree with it, etc.

Arguments in support of other views

- Corporal punishment is a cheap way of punishing effectively.
- It is quickly administered / allows the convicted person to resume a normal life speedily.
- Depending on the form of the punishment, it could have no long-term negative effects / only the criminal suffers, not the rest of society which has to pay heavy taxes to maintain prisons.
- The principle of utility might be used to argue that if harsh punishment of one person deterred countless others and so protected society from future harm, it could be supported by religious believers, etc.

Buddhism

The first moral precept is opposed to corporal punishment / it is wrong to inflict harm and suffering on any living creature / it shows a lack of compassion (karuna) and loving kindness (metta) / the Buddha taught that no action can be counted as good if it causes mental or physical pain to another / 'who, though innocent, suffers insults, stripes and chains, whose weapons are endurance and soul-force – him I call a Brahmin' (Dhammapada 399), etc.

Christianity

Most Christians are opposed to the Old Testament teaching of 'spare the rod and spoil the child' (Proverbs 13:24) / it does not reflect Christian love / 'those who live by the sword die by the sword' (Matthew 26:52) points to the negative effects of violence / rejection by many of retribution as a valid aim of punishment / a minority of fundamentalist Christians might see corporal punishment as possible because of Old Testament teachings, etc.

Hinduism

The principle of ahimsa means that corporal punishment is wrong / no living creature is to be harmed / Gandhi stated that the principle of an eye for an eye makes the whole world blind / so the effects of corporal punishment are negative and counter-productive / it just intensifies the violence / some Hindus might accept it on the basis of the laws of Manu / 'if a man raises his hand or a stick, he should have his hand cut off; if in anger, he strikes with his foot, he should have his foot cut off' (8:280), etc.

Islam

Corporal punishment is permitted in Shari'ah law / 'as to the thief, male or female, cut off his or her hands: a punishment by way of example from Allah' (Surah 5:38) / flogging is allowed in some Islamic countries for adultery and drinking or possessing alcohol / it is intended as a deterrent / it may be regarded as better to receive punishment in this life than be punished in the afterlife, so it can be seen as merciful / some Muslims are opposed to it as culturally outdated and too harsh, etc.

Judaism

The emphasis is on people judging themselves rather than on punishment / the Torah allowed for it but with strong restrictions / 'It shall be that when the convicted person deserves to be beaten ... Forty lashes he may be given, but no more ... then shall your brother be dishonoured in your sight.' (Deuteronomy 25:2–3) / 'Whoever spares the rod hates his son but if you love him, you will chasten him at an early age' (Proverbs 13:24) / the Talmud does not support corporal punishment and modern Judaism interprets 'rod' metaphorically / Jews prefer reparation and reformation, etc.

Sikhism

Sikhs are against corporal punishment as it contravenes the dignity of and respect due to all human beings / God is within each person / the two virtues of compassion and love for God and his creatures are incompatible with it / it encourages revenge, which stems from anger, one of the five vices / 'do not be angry with anyone else; look within your own self instead' (GGS 259) / 'Fareed, if you have a keen understanding, then do not write black marks against anyone else. Look underneath your own collar instead. Fareed, do not turn around and strike those who strike you with their fists. Kiss their feet, and return to your own home' (GGS 1378), etc.

0 6 Theme F: Religion, human rights and social justice

0 6. **1** Which one of the following terms best describes the action of giving money to the poor?

[1 mark]

- A Equality
- B Charity
- C Poverty
- D Prejudice

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

Answer: B Charity

0 6. **2** Give two examples of human rights.

[2 marks]

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

1 mark for each of two correct points.

If students provide more than two responses only the first two responses should be considered for marking.

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

The main human rights listed in the UNDHR are:

Right to life / freedom / freedom of expression and opinion / work / fair conditions at work / travel / education / healthcare / meet with friends / food and clothes / own property / follow one's religion / marry and have children / minorities to be treated the same as the majority, etc.

0 6 . 3 Explain two similar religious teachings about the right use of wealth.

In your answer you must refer to one or more religious traditions.

[4 marks]

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

First similar teaching

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

Second similar teaching

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

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

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

All religions teach that there is nothing wrong in being wealthy / wealth may be a sign of blessing from God / responsible use of money helps spiritual growth / idea of stewardship / should not be selfish as wealth should be used to benefit others as well as oneself, etc.

Buddhism

Buddhism places emphasis on using wealth to benefit others / teaches right thought / right action / right intention / right livelihood in the generating and use of wealth / the Adiya Sutta says a person can use their wealth for three purposes, to provide pleasure and satisfaction for themselves, family and friends / to keep themselves safe / to give offerings to the poor, monks and nuns / giving away excess wealth to the poor etc. develops good karma / greed is one of the three poisons / 'Riches ruin the foolish... through craving for riches, the foolish one ruins himself.' (Dhammapada), etc.

Christianity

Christianity teaches that wealth is a gift from God / should therefore be used in support of one's family / to help others directly through charities and other groups / Love your neighbour / some Christians pay a tithe to support the church / 'A tithe of everything from the land, whether grain from the soil or fruit from the tree belongs to the Lord.' (Leviticus 27:30) / Story of the Rich Young Man (Mark 10:17ff) Jesus told the man to sell all that he had and give his money to the poor and then he would have treasure in heaven / 'Do not store up treasures on earth... but store up for yourself treasures in heaven.' (Matthew 6:19) / Parable of the Sheep and Goats / Paul taught that Christians should also pay their taxes to enable the government to do their job / 'This is why you pay taxes for the authorities are God's servants.' (Romans 13:6) / 'Pay to Caesar what is Caesar's, pay to God what is God's.' (Matthew 22:21) / idea of stewardship / 'No one can serve two masters. You cannot serve both God and money.' (Matthew 6:24), etc.

Hinduism

Hinduism teaches that wealth should not be hoarded but used for stewardship / a person's wealth may be the result of good karma in a previous life / it should be used to help others otherwise it will result in bad karma / 'If someone keeps all that he accumulates for himself and does not give it to others, the hoarded wealth will eventually prove to be the cause of ruin.' (Atharva Veda 3:25) / excess wealth may lead to over-indulgence / and materialism rather than spiritual living / wealth should be used to do good deeds here and now to help other people / it should not be hoarded / 'One who helps others wins wealth' (Rig Veda), etc.

Islam

Islam teaches that wealth is gift from Allah / humans are caretakers of what Allah has given them / a Muslim man's first duty is to provide for his wife and family / he should then consider others and use any remaining money to help them / idea of stewardship / on Judgment Day Muslims will be asked how they spent their wealth / wealth should be used to support others through the payment of zakat / sadaqah / khums / greed and selfishness should be avoided / 'Beware of greed it is ready poverty' (Hadith) / usury is forbidden / 'God blights usury but blesses charitable deeds with multiple increase' (Qur'an 2:27), etc.

Judaism

Judaism teaches that all wealth is a gift from God / can be used to support family, others and the community / tzedakah is a religious duty to help promote justice / materialism can lead people to sin / for if your heart is full of the desire for money there can be no room for God / 'If anyone is poor among your fellow Israelites...do not be hardhearted or tightfisted towards them' (Deuteronomy 15:7ff) / 'He who loves silver cannot be satisfied with silver' (Ecclesiastes) / 'He who has a hundred, craves for two hundred' (Talmud) / idea of stewardship, etc.

Sikhism

Sikhism teaches that nothing should distract a person from being gurmukh (God-centred) / so attachment to wealth is wrong / a person who possesses wealth has been blessed by God / as they are able to help the poor / everyone should have access to the necessities of life / the wealthy should make sure this happens / 'The greedy mind is enticed by greed. Forgetting the Lord, it regrets and repents in the end.' (Guru Granth Sahib 1172) / 'One who lives by earning through hard work, then gives some of it away to charity, knows the way to God' (Guru Gobind Singh) / Sikhs are expected to give dasvandh (ten per cent of their wealth to charity) / and if they are able should give more (dhan), etc.

0 6 . 4 Explain two religious beliefs about discrimination.

Refer to sacred writings or another source of religious belief and teaching in your answer.

[5 marks]

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

First belief

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

Second belief

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

Relevant and accurate reference to writings or another source of religious belief and teaching – 1 mark

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

All religions believe in equality and justice and so would not generally support discrimination / Some may argue in favour of positive discrimination in order to bring equality and justice / practical attitudes to discrimination such as campaigns, protests etc maybe given to illustrate points, etc.

Buddhism

Buddhist belief in right action/right intention would rule out discrimination / discrimination leads to dukkha (suffering) / so it is wrong and must be avoided / people should seek to develop metta (loving kindness) / everyone is equal because everyone is welcome in the sangha / discrimination creates bad karma / so will have a negative effect on rebirth / 'The things which separate and divide people, - race, religion, gender and social position are all illusory.' (Dhammapada 6) / the Dalai Lama stated the best way to live was to 'always think compassion', etc.

Christianity

Christianity today would see discrimination as wrong as God created everyone equally / Genesis 1:27 teaches that all humans were created in the image of God / Galatians 3:27 emphasises this, 'There is neither Jew nor Greek, slave nor free, male nor female for you are all one in Christ Jesus' / stories and teachings such as the Good Samaritan show that Jesus challenged the prejudices of his day / healing of the Syro-Phoenician woman shows Jesus did not discriminate / 'So in everything do to others what you would have them do to you' (Matthew 7:12) / 'Love your neighbour as you love yourself' (Leviticus 19:18), etc.

Hinduism

Hinduism teaches that Brahman is found in everything and so discrimination would be seen to be wrong / belief in ahimsa (non-violence) / hurting others can lead to bad karma / which will affect future reincarnations / Hindus believe that the true self is the atman / everyone has an atman / this therefore must mean that everyone is equal / 'I look upon all creatures equally', (Bhagavad Gita 9:29), etc.

Islam

Islam teaches that Allah created everyone equal but different / this was Allah's design therefore to discriminate is wrong / Muhammad allowed a black African man to perform the call to prayer / 'People we created you all from a single man and a single woman and made you into races and tribes so that you should get to know one another' (Qur'an 49:13) / 'An Arab is not better than a non-Arab and a non-Arab is not better than an Arab; a white person is not better than a black person, nor is a black person better than a white person...' / the ummah makes no distinction between people of different races, etc.

Judaism

Judaism teaches that discrimination is wrong / God created man and woman in His image (Genesis 1:27) / so all are equal / 'You shall not wrong a stranger or oppress him, for you were strangers in the land of Egypt' (Exodus 22:20) / 'Love your neighbour as you love yourself' (Leviticus 19:18), etc.

Sikhism

Sikhism teaches that discrimination is wrong / belief in the principle of justice and fighting for justice where it does not exist / Guru Gobind Singh said that 'Using the same mud, the Creator has created many shapes in many ways.' / 'Those who love God love everyone' (Guru Granth Sahib) / 'God created everyone so all are equal so deserve the same treatment and respect' (Mool Mantra) / 'God is without caste' (Guru Nanak), etc.

0 6 . 5 'Religious believers should do more to stop the exploitation of the poor.'

Evaluate this statement.

In your answer you:

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

[12 marks]
[Plus SPaG 3 marks]

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

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

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

Arguments in support

- Religions teach about helping the vulnerable, those in need and loving your neighbour.
- Religious teaching can be put into action by campaigning and raising awareness of the exploitation and poor conditions.
- Some religious groups have huge historic resources that could be used to help those who are exploited.
- Religious leaders in positions of influence could use their position more often to speak out about the injustices, for example, bishops in the House of Lords, etc.

Arguments in support of other views

- Not just religious believers' responsibility: everyone has a responsibility to be involved.
- Many non-religious people buy cheap imported goods made by exploited people around the world, surely, they have a duty to campaign and stop this.
- Many religious people already heavily involved in organisations helping the exploited and needy, only so much they can do.
- Cannot just be left to religious believers: it is a matter of social justice not just religion.
- Limited number of religious believers.
- People can campaign for equality, write to MPs, demonstrate, generally raise awareness.
- Pressure from wider society may persuade government to change policies.
- Situations may arise where people recognise the vital contribution low paid people may play in society leading to a call for improvements to their situation.
- Minimum wage campaign and Living wage campaign helping the lowest wage earners.
- Many poor people work to improve their own circumstances through education, seeking promotions.
- Role of organisations such as Fair Trade in production of tea, coffee, cotton etc. seeking a fair price for those who produce the goods.
- Campaigns in Western nations against exploitation of workers through production of cheap goods in low income nations.
- Difficulties in this life will lead to better life in the future.
- Life is a test / building up good karma / rewards from God, etc.

Buddhism

Right Action / Right Intention / Right Livelihood / Karuna (compassion) / Metta (loving-kindness) / Five Precepts eg abstain from taking what is not freely given / abstain from misuse of the senses or sexual misconduct / involvement in exploitation in any form would result in bad karma, etc.

Christianity

Christianity teaches that all are made in the image of God / therefore equal before God / 'Love your neighbour as you love yourself' sets the standard for how a person should be treated / 'So there is neither Jew nor Greek, slave nor free, male nor female for you are all one in Christ Jesus' (Galatians 3:28) affirms the equality of all humans / therefore affirms the right to be treated with respect / teaching on sanctity of life / 'He sent me to bring good news to the poor, to proclaim liberty to the captives and to set free the oppressed' (Luke 4:18-19) has motivated Christians to campaign on a whole range of issues challenging exploitation / 'But let justice roll on like a river, righteousness like a never-failing stream.' (Amos 5:24) / Parable of the Good Samaritan / Parable of the Sheep and the Goats / Parable of the Rich Man and Lazarus, 'Son remember that in your lifetime you received good things while Lazarus received bad things but now he is comforted here and you are in agony.', etc.

Hinduism

Hinduism teaches that Brahma is found in everything / exploitation of a person would therefore be wrong / love and respect for all things / belief in ahimsa (non-violence) / hurting or exploiting others can lead to bad karma / belief that the true self is the atman and everyone has an atman / this therefore must mean everyone is equal and should be treated as such / 'It is the same God shining through so many different eyes / 'Hurt not others in ways that you yourself would find hurtful' (Udana Vanja 15:18), etc.

Islam

Islam teaches that all human beings are creations of Allah / therefore there are certain basic human rights which should be shared by all of humanity / these human rights are given by Allah / duty of Muslims to protect them in order to protect against their loss which can lead to tyranny / all life is sacred and should be protected / 'No bearer of burdens shall be made to bear the burdens of others' (Surah 6:164) / 'Liberate those in bondage' (Qur'an 16:90) / 'He who eats and drinks whilst his brother goes hungry is not one of us.' (Hadith) / 'For a debtor, give him time to pay – but if you let it go out of charity this is the best thing to do' (Qur'an), etc.

Judaism

Judaism teaches that all are made in the image of God and therefore worthy of respect and equitable treatment / 'Follow justice and justice alone' (Deuteronomy 16:20) / '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 thirsty give him water to drink' (Proverbs 25:21) / 'But let justice roll on like a river and righteousness like a never-failing stream.' (Amos 5:24) / Humans were created to serve God and they can best carry out this task if they are free to fulfil their potential as individuals / 'He sent me to bring good news to the poor, to proclaim liberty to the captives and to set free the oppressed.' (Isaiah 61:1-2), etc.

Sikhism

Everyone regardless of race or background is created by God and so are of equal value / belief in the principle of justice and fighting for justice where it does not exist / 'call no one high or low. God the potter has made all alike. God's light alone pervades all creation.' (AG 62) / 'Using the same mud, the Creator has created many shapes in many ways' / 'Those who love God love everyone' (Guru Granth Sahib) / 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 emphasises respect, love and service to fellow human beings, etc.