



GCSE

Religious Studies A

8062/2A-Paper 2A: Thematic Studies

Mark scheme

June 2018

Version/Stage: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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

Further copies of this mark scheme are available from aqa.org.uk

Level of response marking instructions

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

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

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

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

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

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

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

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

Levels of response marking

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

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

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

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

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

It is a feature of levels of response mark schemes that examiners are prepared to reward fully, responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Lead Examiner.

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

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

Spelling, Punctuation and Grammar (SPaG)

Spelling, punctuation and grammar will be assessed in 12-mark questions.

Spelling, punctuation and grammar (SPaG) will be assessed against the following criteria:

Level	Performance descriptor	Marks awarded
High performance	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate 	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 Some religious believers may use methods to prevent a pregnancy taking place.

Which one of the following describes that practice?

[1 mark]

- A Conception
- B Procreation
- C Contraception
- D Monogamy

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

Answer: C: Contraception

0 1 . 2 Give two religious beliefs about same-sex marriage.

[2 marks]

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

One mark for each of two correct points.

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

Marriage is seen as the right place for sex with the possibility of raising children. As same sex couples cannot have children some would ask why marry? / marriage is seen as the place of comfort and mutual support and the right place to express love between people so some religious believers support same-sex marriage / homosexual relationships are considered by some to be morally wrong so same-sex marriage would not be supported / some religious believers support same-sex marriage as it is part of a loving, caring relationship / some religions advise celibacy (within marriage) for same sex couples / God created everyone including homosexuals so same-sex marriage is acceptable / 'Lesbianism by women is adultery between them' (Hadith), etc.

Accept relevant religious teachings including about how the marriage should be conducted/lived, eg. keeping the marriage vows.

0 1 . 3 Explain two contrasting religious beliefs about the roles of men and women.

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 belief – 1 mark

Detailed explanation of a relevant and accurate belief – 2 marks

Second contrasting belief

Simple explanation of a relevant and accurate belief – 1 mark

Detailed explanation of a relevant and accurate belief – 2 marks

The contrast may refer to either the religious belief (s) used or the issue.

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

1 mark if a relevant belief is not applied, eg. if the point is just about equality and no mention of roles.

Credit relevant responses about the roles of men and/or women.

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.

Accept historical interpretations have given superiority to men eg. leading worship.

Buddhism

The practice of Buddhism is the same for men and women showing no inequality of demand on either side. 'The things which separate and divide people - race, religion, gender and social position are all illusory.' (Dhammapada 6)

In 2015 the Dalai Lama said that he saw no reason why a future Dalai Lama could not be a woman. The Lotus Sutra teaches that men and women are equal in their ability to practise Buddhism and attain enlightenment.

Mahayana Buddhism has had nuns for many centuries. However the tradition has died out in the Theravada tradition. Some Buddhists argue that women can therefore no longer be ordained within the Theravada tradition.

The Aparimitayur Sutra suggests that women must be reborn as men before they can achieve enlightenment, etc.

Christianity

Some traditional Christians believe that men are the head of the family and 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.

Within the Church of England the first women bishops were appointed in 2015 however within the Roman Catholic church only men may be ordained. Many non-conformist traditions, such as Methodists, have had women ministers for many years.

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.'

Jesus treated women with respect and welcomed them as disciples, examples of Mary and Martha. Some of the earliest converts to Christianity were women and many became leaders for example, Dorcas in Joppa, Priscilla in Ephesus and Phoebe in Cenchraea, etc.

Hinduism

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. Manusmirti says, 'Where women are honoured the gods are pleased.'

There is no difference between men and women on a spiritual level. The differences exist only at a physical level due to past lives.

'I look upon all creatures equally.' (Bhagavad Gita 9:29)

All Brahmin priests are male with the exception of in the Hare Krishna movement, etc.

Islam

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.'

All people are created equal by Allah. Men and women have the same spiritual nature. Muhammad said, 'I command you to be kind to women.' Qur'an 3:195 '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.'

'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 the home and raising children and making decisions about the household. A Muslim mother commands great respect and obedience from her children. 'Heaven is under the feet of the mothers.' (Hadith) In Islam all religious leaders are male and women do not pray at the front of the mosque, etc.

Judaism

'So God created human beings, making them to be like himself. He created them male and female.' (Genesis 1:27)

Everyone created by God and in God's image so everyone is equal in God's sight. 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. 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)
 'Man is born of woman and woman is born woman; without women there would be no world at all.'
 (GGS)

Waheguru is neither male nor female.

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 however 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 and so will also share domestic responsibilities, etc.

0 1 . 4 Explain two religious beliefs about divorce.

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:

Buddhism

The ideal is to remain married and faithful. Factors which lead to marital problems such as intolerance, lack of trust etc. are seen as hindrances to spiritual growth. Buddhists accept some marriages fail and believe it is more compassionate to allow divorce to limit suffering. To not divorce may lead to the breaking of the Five Precepts and will create bad karma which goes against the principles of compassion and ahimsa, etc.

Christianity

The ideal is that marriage is a life-long commitment, 'To have and to hold from this day forward...till death do us part.' (Anglican wedding service.) Churches have to uphold the sanctity of marriage but need care and compassion for those who divorce. Teaching on forgiveness often

cited to support those who divorce. Recognition that sometimes divorce is the lesser of two evils or is a necessary evil. Roman Catholics do not believe in divorce and do not recognise civil divorce. Church of England do reluctantly accept divorce and will allow remarriage in church at the vicar's discretion. Eastern Orthodox church has the authority to end marriages and does grant divorces and allows remarriage but not usually for a third time. Protestant churches do allow divorce and allow remarriage in church provided the couple take the vows seriously. 'Anyone who divorces his wife and marries another woman commits adultery...' (Mark 10:11). 'And a husband must not divorce his wife...she must not divorce him.' (1 Corinthians 7:11 & 13), etc.

Hinduism

Marriage is viewed as a normal stage of life and an important way of handing down values. Divorce not actually forbidden but is frowned upon. Hindu scriptures do forbid divorce to the Brahman caste. Law of Manu says a woman should respect her husband even if he is unfaithful. Indian Civil Law allows divorce for cruelty, adultery, desertion or being unable to have children after fifteen years of marriage. Remarriage is rare as many feel divorce is shameful. The Manusmriti scriptures said that a man could replace any wife who was quarrelsome or difficult, etc.

Islam

Divorce is 'Hateful to Allah' (Hadith) but is permitted as a last resort. 'Paradise shakes at the thought of divorce.' 'Divorce is the most hateful of all halal practices.' Couples should try to resolve their differences and must wait for three months to see if the wife is pregnant and to allow reconciliation attempts. A husband must return any dowry and support his wife until she remarries. A wife can divorce her husband but he does not have to support her unless he was at fault and she must repay the marriage gift. The husband must in all cases support any children, etc.

Judaism

'I hate divorce,' says the Lord' (Malachi 2:16). Deuteronomy 24:10 gives 'shameful conduct' of the woman as a reason for divorce but today divorce is often allowed by mutual consent since marriage is a voluntary agreement between two people. Civil divorce is not sufficient and so a husband must begin a religious divorce (get) to break the marriage contract by contacting the bet din. The wife can divorce her husband for infidelity, impotence, financial deprivation, cruelty, irreligiousness. There has to be a three month wait after the divorce before remarriage is permitted to ensure the woman is not pregnant. Jews regret divorce but do encourage people to remarry, etc.

Sikhism

Divorce is rare and against the principles of the Sikh religion, 'one spirit, two bodies.' Sikhs will accept civil divorce but the couple's families will try everything they can to prevent the separation. Grounds for divorce include adultery, cruelty, desertion, insanity, male impotence, change of religion. Remarriage can occur and is permitted in the gurdwara. 'If the husband and wife dispute, their concern for their children should reunite them.' (Adi Granth), etc.

0 1 . 5 ‘For religious believers, sexual relationships should take place only within marriage.’

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

- Most religions traditionally teach that all sex outside of marriage as wrong.
- Sex is seen as an expression of what should be a deep, life-long commitment and loving union.
- Sex is seen by many religious believers as a gift of God.
- Sex is a complete self-giving of a husband and wife to each other.
- Adultery is a betrayal of trust and breaks the marriage contract. Adultery causes pain between couples.
- Married couples may provide a more stable environment for raising children.

- Sex outside of marriage may have unwanted consequences.
- Sex outside of marriage may undermine self-respect.

Arguments in support of other views

- If the couple are in a long-term relationship, why should they not be able to show their love for each other?
- Couple may be homosexual and not able to have a religious marriage ceremony
- Expense of wedding may mean couple cannot afford to marry
- There is a difference between a committed faithful relationship and casual sex
- Given free will so able to make own decisions
- Many couples are not married and provide a stable environment for raising children
- Couple may not see need for a 'bit of paper', etc.

Buddhism

Buddhists see sex outside of marriage as a cause of suffering as it is based on a desire for pleasure rather than based in love. Sex drive needs to be controlled. (Third Precept), etc.

Christianity

Christianity teaches that 'the body is a Temple of the Holy Spirit' (1 Corinthians 6) so is worthy of respect. 'For this reason a man will leave his mother and father and be united to his wife, and they will become one flesh' (Genesis 2:24). 'Flee from immorality' (1 Corinthians 6), etc.

Hinduism

Hinduism sees sex outside marriage as damaging to spiritual development. Sex should only take place during the second stage of life, the married householder stage. For the other three stages the man should remain celibate. This means that women should only have sexual relationships within marriage. Emphasis is put on fidelity within marriage with examples of faithfulness and loyalty in many stories such as Rama and Sita, etc.

Islam

Islam expressly forbids any sexual activity outside of marriage. Sex is a gift of Allah and needs to be controlled. 'Do not go anywhere near adultery: it is an outrage and an evil path.' Qur'an 17:32, etc.

Judaism

'Do not covet another man's wife.' (Exodus 20) 'You shall not commit adultery' (Exodus 20) The Torah lists punishments for sex before marriage and adultery, which in the past included the death penalty, etc.

Sikhism

Sees the ideal for a person if to be in a faithful, loving and loyal marriage. It is intended by God and believed to be a man and woman's natural state. Therefore sex outside of marriage is wrong. 'By the affair of this marriage, truth, contentment, mercy and faith are produced.' (Guru Granth Sahib 351.), etc.

[Plus SPaG 3 marks]

0 2 Theme B: Religion and life

0 2 . 1 Which one of the following means that human life is precious and sacred? [1 mark]

- A Quality of life
- B Meaning of life
- C Length of life
- D Sanctity of life

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

Answer: D: Sanctity of life

0 2 . 2 Give two reasons why some religious people do not eat meat. [2 marks]

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

One mark for each of two correct points.

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

Against killing of animals as they believe that animals should not be harmed / animals are God's creation / idea of stewardship / object to cruelty eg of some factory farming or killing methods / believe that vegetarianism is healthier / medical reasons / upbringing / dislike the taste of meat / if land used to raise cattle was used to grow vegetables more food would be produced/ goes against religious teaching eg. Buddhist and Hindu belief in ahimsa / God sees every sparrow that falls / may not be kosher or halal / the Sikh Langar is vegetarian, etc.

0 2 . 3 Explain two contrasting religious beliefs about euthanasia.

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

Second contrasting belief

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

The contrast may refer to either the religious belief (s) used or the issue.

If similar beliefs 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:

Goes against the sanctity of life / seen by some as murder / God gives and takes life / playing God to end it / life is special and should be preserved/ it's against the law and therefore wrong / can be seen as assisted suicide.

It is loving and compassionate to end suffering – all religions teach love and compassion / intention is to help, not to harm / voluntary euthanasia is the wish of the suffering individual / euthanasia by withdrawing treatment allows natural death / God doesn't want people to suffer / people have freewill given by God / quality of life issues / euthanasia allows a 'good and peaceful death', etc.

Buddhism

The First Precept is to help not hurt others / hospices which help people face death are supported by Buddhists / believe that life is special and should be protected / must show compassion and practise ahimsa.

Guiding principle is to reduce suffering / every situation must be judged separately / right action is important / has karmic consequences / The Dalai Lama said that 'Where a person is definitely going to die, and keeping them alive leads to more suffering, then termination of life is permitted under Mahayana Buddhism', etc.

Christianity

All life is sacred life and should end naturally / The Ten Commandments – 'Do not kill' / God gives and takes life / very few support active euthanasia but some do eg Dutch Protestant Church see it as an act of love and compassion / some may support passive euthanasia (ending of treatment) believing that doctors do not have an overriding obligation to prolong life by all means possible eg Church of England / Catholic teaching does not support any form of euthanasia / support the hospice movement, etc.

Hinduism

Hindu virtues include compassion, ahimsa and respect for life / may be suffering because of karmic consequences – Yajur Veda warns that the one who tries to escape from the trials of this life by taking their own life will suffer more in the next life / life is special and sacred / some support passive euthanasia – may be acceptable to refuse food and treatment / active euthanasia considered murder/ principle of caring for the dying, etc.

Islam

Euthanasia is zulm – wrong doing against Allah/ playing God/ Qur'an says that no one can die except by Allah's leave, that is a decree with a fixed term / life is sacred, created by Allah who has a plan for each life / Muhammad told a story of a man who helped a friend die because he was suffering so much and as a result of his action was denied entry into paradise / the suffering may be part of Allah's plan / life should end when Allah wills it / passive euthanasia (with holding of treatment) is accepted where there is no hope of recovery, etc.

Judaism

Life is sacred / The Ten Commandments – 'Do not kill' / God gives and takes life / active euthanasia is considered wrong as it actually causes death- murder / it is wrong to throw life away / passive euthanasia – shortening the act of dying, that is, not doing anything which extends or prolongs the pain is seen as acceptable by many Jews eg switching off of a life support machine / acceptable to give pain relief even if it will hasten death provided the intention is not to kill but to relieve pain, etc.

Sikhism

Sikhs believe that life is sacred and God-given / no one has the right to decide to end life as it is decided by God / 'Praise the Great Giver, who gives sustenance to all .. Those who are sent come, O Nanak; when they are called back, they depart and go' Guru Granth Sahib 1239 / karmic consequences - escaping suffering in this life would result in suffering in the next life / duty to care for the dying - Gurus began hospitals for the sick and dying / against deliberately ending life but many support not artificially prolonging life when a person is in a vegetative state (non-treatment decision), etc.

0 2 . 4 Explain two religious beliefs about how peoples' actions in this life affect what happens to them in the afterlife.

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

Max 2 marks in total for a response which is only a description of the afterlife, including reference to sacred writing / belief / teaching.

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

Buddhism

Buddhists believe in rebirth / type of world that a Buddhist is reborn into (eg as a human, animal or human being) depends on the quality of their actions (kamma) in their previous lives / the thoughts, actions and intentions of each life shape the next / the Tibetan Wheel of Life – shows continual cycle of birth, death and rebirth (samsara) / a person's actions create the conditions for their future happiness and suffering / the ultimate aim is to break free and achieve nibbana (a state of liberation, peace and happiness) / this is achieved by following Buddhist teaching through breaking the habit of craving (tanha) and meditation, etc.

Christianity

Christians believe that when people die God judges whether they should go to heaven or hell / some believe in immediate judgement, others that there is a Day of Judgement when Jesus returns / the Catholic Church believes it is important to live righteous lives to avoid spending a long time in purgatory, where souls undergo purification in order to achieve the holiness necessary to enter heaven / many believe that good works are essential eg like helping the poor and needy (Parable of the Sheep and Goats) and James' teaching that faith without works is dead, in order to get to heaven / others believe that it is through faith and trust in Jesus that a person is saved from an eternity in hell / heaven is described as indescribably wonderful eg Revelation 4 and 21:4 / hell is portrayed as for sinners and as something to be avoided (Matthew 13: 50, 25:41, Revelation 14:11), etc.

Hinduism

Hindus believe that the soul continues its journey (with the eventual goal of reaching moksha) by being born into a new body (reincarnation) / its bodily form may be different – a person in a different place or social group, or an animal, a reptile or an insect / this is determined by its desires in this life and its merits (how much good karma it has achieved in its previous life) / the Puranas state that there are worlds of demons and heavenly beings / Hindus hope that they will perform dharma well enough in one life to reach a better level in the next and not fear the afterlife / The Bhagavad Gita 2.22 describes the new life as 'putting on new clothes' / the goal is to achieve enlightenment and become one with the Ultimate Reality, so stopping being reincarnated, etc.

Islam

Muslims believe that this life is a test to decide what will happen to them in the afterlife / after death there is a state of waiting in the grave until judgement (barzakh, meaning barrier) / people are unable to cross the barrier to put right things which they did wrong or warn others / on the Day of Judgement the dead will be resurrected in their new bodies, brought in front of God, a book of their life as recorded by two angels will be opened / their good and bad deeds will be examined and weighed / God will then decide their fate / failure to believe results in the punishment of hell (Jahannam) – Qur'an 67:6-8) a place of physical and spiritual torture / believers who performed more good deeds than bad are promised the reward of spending eternity with God in paradise / if life is hard Muslims believe that God may be testing their faith and if they please Allah they will ultimately enjoy the eternal garden of physical and spiritual pleasures (Qur'an 39:20, 52:22), etc.

Judaism

Although unlike the other religions there is little teaching in the Jewish holy books about what happens in Olam Ha-Ba (the World to Come) Jews believe that it is important to live life in obedience to God and trust him for what is to come / this means keeping the laws as laid down in the Torah eg keeping the Ten Commandments, keeping the Sabbath / this is not motivated by a belief that punishment in the afterlife is permanent - many Orthodox Jews believe in heaven (Gan Eden) but not in a place of permanent punishment / a soul-cleansing process as a result of a person's actions, which is part of traditional Jewish belief, is seen as temporary / the Talmud contains some ideas about resurrection at the coming of the Messiah / Reform and Liberal Jews reject the idea of the resurrection of the dead unlike Orthodox Jews / Daniel 12:2 / Job 10:21-22, etc.

Sikhism

Sikhs believe in samsara, the cycle of birth, death and rebirth / sometimes they refer to death as like a sleep and then awaking in a new body (reincarnation) / the soul is born into many lifetimes, whose quality is decided by the words, thoughts and deeds of the previous lifetime (s) / the aim is to get good merit or karma/the point of each life is to serve and worship God, enter into union with God and eventually obtain liberation from the samsara cycle and suffering of this world / failure to worship and meditate on God results in wandering through the 8.4 million species (Guru Granth Sahib 88 and 115) / what the mind last remembers will affect what happens after death (Guru Granth Sahib 526), etc.

0 2 . 5 ‘Abuse of the environment is impossible to stop.’

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 are so many people in the world the environment is certain to be abused, damaged or destroyed. There is great demand on resources like oil, wood, minerals, etc.
- People abuse the environment to survive eg need for wood and energy for cooking.
- Modern lifestyles and technology demand resources. Use of fossil fuels causes pollution. CFCs in fridges are destroying the ozone layer. Carbon emissions from vehicles, power stations and factories are causing climate change (the greenhouse effect) and acid rain, etc.
- It is impossible to turn the clock back once it has started to happen.
- There are increasing amounts of waste are being created by a throwaway society. People are

demanding more and more – the Earth cannot cope: forests are being destroyed, plastic and non-biodegradable materials are causing pollution and pesticides are getting into the food chain. People are more concerned with practising dominion than stopping abuse of the environment, etc.

Arguments in support of other views

- People should be concerned about future generations and encourage sustainable development.
- Harm the planet and it affects us all so it should be an important priority to stop abuse eg. reduce, recycle, reuse.
- Take action to prevent animal habitats being destroyed and species becoming extinct.
- Religions teach to be good stewards and to look after mother earth. Humans have been given responsibility to care for the world for God and should live sustainably.
- Earth summits show that things can be done, etc.
- Education changes the way people behave.
- More efforts by more people makes more difference.
- We can pass laws to protect the environment and punish transgressors.
- Campaigns have been effective in the past so will be in the future, eg. reintroducing species / ant plastic.

Buddhism

Concept of interdependence / everything depends on other things and the environment / taking too much from the environment goes against the second Noble Truth – suffering is caused by greed / first precept – help not harm other sentient things / caring for the environment is a step towards enlightenment / the Dalai Lama has said that the destruction of nature results from ignorance, greed and lack of respect for the Earth's living things / this has karmic consequences, etc.

Christianity

'The earth is the Lord's, and everything in it' Psalm 24:1 / trustees and so will be answerable to God / ideas of stewardship and dominion – Genesis 1:28 / only tenants of the world – Leviticus 25:23 / the Assisi and Ohito meetings and Earth Summits / must face God on Judgement Day / nothing more important than seeking God – Matthew 6:33 / Pope John Paul II has said that people are responsible for the future of the planet, etc.

Hinduism

Respect must be given to all life, including the environment / all life seen as interdependent / belief that souls will be reborn into more lifetimes on Earth, so need to look after the future / God is seen as part of nature, so protection and worship important – Svetasvatara Upanishad 5, Chandogya Upanishad 3:14 / world often referred to as 'mother' as it provides the nourishment needed to sustain creation so needs protection / enough for human need but not for human greed - Gandhi, etc.

Islam

The Qur'an teaches that the world is green and beautiful and Allah has appointed people as his stewards / the world has been created as a place of worship / people are trustees or khalifahs and answerable to God as people are tenants of the world / 'do not seek from it more than you need' – Hadith / have a duty to pass on to those who come after them a world fit to live in / most important to follow the Five Pillars eg pray five times a day, fast during Ramadan and serve and worship Allah, etc.

Judaism

Creation story in Genesis says that God created an environment that was good / humans given the role of stewardship / 'The earth is the Lord's, and everything in it' Psalm 24 : 1 / idea of dominion / duty to treat the world with respect eg leave fallow to restore fertility / healing the world (tikkun olam) / concept of do not destroy (bal tashchit) / not possible to 'love your neighbour' if damaging the environment, etc.

Sikhism

Guru Nanak said that God created everything / Adi Granth says that in nature we see God, and in nature, we hear God speak / believe in sewa (service) which includes looking after the world and safeguarding it for future generations / Cycle of Creation demands that Sikhs support and protect the creation / avoid waste and promote sustainable development / Guru Granth Sahib refers to the Earth as Mother and so should be treated with respect / most important to meditate on God's name, etc.

[Plus SPaG 3 marks]

0 3 Theme C: The Existence of God and revelation

0 3 . 1 Which one of the following describes God as all-knowing?

[1 mark]

- A Omnipotent
- B Personal
- C Omniscient
- D Impersonal

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

Answer: C: Omniscient

0 3 . 2 Give two reasons why some people believe that God does not exist.

[2 marks]

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

One mark for each of two correct points.

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

Science explains God away / Big Bang / evolution / no personal experience of God / experience of suffering (personal or in the world) which seems unjust / existence of evil / unanswered prayers / their upbringing made them think this / there is no proof that God exists / can't see God, etc.

0 3 . 3 Explain two contrasting views about the strengths of the First Cause argument for 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 view

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

Second contrasting view

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

Max 2 marks for just a description of the First Cause argument.

For contrasting read contrasting strengths or views about the strengths.

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

Views that the argument has strengths

Arguments like St Thomas Aquinas' Cosmological Argument, and the Kalam argument are very persuasive / they are logical arguments eg. nothing + nothing = nothing / the arguments fit with our experience of everything having a beginning and end, so makes sense / fits with scripture Genesis 1:1 – In the beginning, God created the heavens and the earth; John 1:3 – all things were made through him, and without him was not anything made that was made / Qur'an 14:19 – See you not that Allah created the heavens and the earth / fits with scientific arguments such as the Big Bang / etc.

Views that the argument does not have strengths

The argument proves a cause, but that cause might not be God – so is not proving God's existence / that the argument is illogical as it starts by denying what it eventually uses as a solution (self-caused cause) / circular argument / nature is cyclical not linear, so the argument is flawed / we can't know that all things have a cause, it's an assumption etc.

0 3 . 4 Explain two beliefs about nature as a source of knowledge about the divine.

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

This answer does not preclude the use of humanism or atheism as the second belief about nature as a source of knowledge about the divine as unlike the other themes it does not ask for two religious beliefs.

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

General points

- Nature is seen as general revelation
- That God reveals Himself through nature
- Humans can see beauty in nature, which is a reflection of God's love
- The power and beauty of nature instil a sense of awe and wonder, making humans see God at work
- Nature's laws and workings are revelations of God at work
- It fails as a source of knowledge for those who don't believe in God
- Science gives a better explanation for the structures seen in nature
- Natural disasters and suffering seem to deny the existence of the divine or question human understanding of the nature of God

Christianity

Calvin – all humans have a sense of the divine, and the order and beauty of the creation allows anyone to recognise God's activity and wisdom / Romans 1:20 – since the creation, God's invisible qualities of eternal power and divine nature have been clearly seen, being understood from what has been made, etc.

Hinduism

Bhagavad Gita 7:10 – 'I am the sweet fragrance of the earth. I am the brilliance in fire. I am the life

in all living beings.’, etc.

Islam

Surah 50:6 – ‘do they not look at the sky above them? How we have adorned it and there are no flaws in it.’, etc.

Judaism

Psalms – ‘when I look at your heavens, the work of your fingers, the moon and the stars that you have established.’, etc.

Sikhism

Guru Granth Sahib 1349 – ‘God is in creation and creation is in God, God fulfils all spaces with His presence!’ , etc.

0 3 . 5 ‘God cannot be both transcendent (beyond the world) and immanent (within the world).’

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

- Immanence means being involved in the world, and active in it; whereas transcendence is being beyond space and time. These are opposite qualities, so this is impossible by definition
- people’s experience of the world and their God is of God being immanent or transcendent, not both
- might be both but not at the same time
- for some people God is only transcendent or immanent (by their experience, upbringing, knowledge, etc)
- suffering and experience of humanity in the world now suggests God is transcendent, not

immanent

- It is illogical to be in two places at once, etc

Arguments in support of other views

- God is supreme, so can be anything and everything at once
- we cannot understand God, so it is wrong to say God cannot be both things
- God is not limited in the way humans are, so it may be possible
- God is 'the sum of all perfections' (Descartes), so this must be within God's capacity
- God is divine, and our language is that of humans, hence we are unable to see how both qualities can be held because in our concept, language and dimension they could not be
- Christians use the idea of the Trinity to show how God can be both, essentially using the persons of God to provide one or other of the qualities – so Jesus (God the Son) was and the Holy Spirit is immanent, whilst God the Father is transcendent
- it is wrong for humans to question God – Qur'an, etc.

[Plus SPaG 3 marks]

0 4 Theme D: Religion, peace and conflict

0 4 . 1 Religions teach that people should live together in peace and harmony.

Which one of the following means to become friends again after a relationship has broken down?

[1 mark]

- A To reform
- B To be reconciled
- C To have justice
- D To retaliate

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

Answer: B: To be reconciled.

0 4 . 2 Give two reasons why many religious believers are against violent protest. [2 marks]

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

One mark for each of two correct points.

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

No religion promotes violence and generally agree that conflict should be avoided if possible / love thy neighbour / violent protest is against the law and religious believers are encouraged to uphold the law / violent protest is likely to provoke retaliation and not solve the problem / may lead to extremism and entrenched attitudes / could lead to suffering and fatalities / more can often be achieved by peaceful protest eg the American Civil Rights Movement and Dr. Martin Luther King Jr or Gandhi in India / pacifists / many religious teachings reflect this eg. Ahimsa / First Moral Precept / Right Action / 'Blessed are the peacemakers,' etc.

0 4 . 3 Explain two contrasting religious beliefs about nuclear weapons.

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

Second contrasting belief

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

The contrast may refer to either the religious belief (s) used or the issue.

If similar beliefs 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 recognise that nuclear weapons are always a danger/ if they exist that they could be used/ might get into the hands of terrorists or an unstable leader/ concern about rogue states like North Korea/ if used would cause terrible destruction/ long term effects eg Hiroshima and Nagasaki/ there are enough nuclear weapons to destroy the whole world/ very expensive to make and maintain/ there is a need to pray for peace and campaign for disarmament/ countries who get rid of them will be setting an example for others to follow/ nuclear weapons are immoral.
Religions recognise the need for protection/ possessing nuclear weapons acts as a deterrent/ actually prevents wars if the other side knows that they will be hit by nuclear weapons in retaliation/ has kept relative peace in Europe since World War 2/ if others have them they may be needed for defence to maintain a balance of power/ self-defence/ they are no problem if they are not used, etc.

Buddhism

Many Buddhists believe that nuclear weapons should be abolished as there is a risk that they will be used / they kill indiscriminately which is against the 1st Precept (ahimsa)/ others say that the problem is not the weapons themselves but rather human attitudes / Thich Nhat Hanh said, 'For peace, the basic thing to do is not to remove nuclear weapons but to remove the fear, anger and suspicion in us. If we reduce them, reconciliation is easy.' / Japanese Buddhist Daisaku Ikeda has said, 'The real enemy that we must confront is the ways of thinking that justify nuclear weapons; the readiness to annihilate others when they are seen as a threat or as a hindrance to the realisation of our objectives.', etc.

Christianity

Some Christians believe that the problem with nuclear weapons is not the weapons themselves but their use / they can act as a deterrent and result in peace.
A fundamental Christian belief is that only God has the right to end life that he has created / the Ten

Commandments says, 'You shall not murder' (Exodus 20:13) / using nuclear weapons would not be supported by the Just War theory as innocent people are killed indiscriminately / 'Faith groups in the UK are united in their conviction that any use of nuclear weapons would violate the sanctity of life and the principle of dignity core to our faith traditions.' (Steve Hucklesby) / many Christians have campaigned for nuclear disarmament (CCND), etc.

Hinduism

The Laws of Manu state that women, children, the elderly and those who have turned their backs or dropped their weapons should not be attacked, so Hindus are opposed to using nuclear weapons as they kill indiscriminately/ The Rig Veda states that a warrior should not poison the tip of an arrow or attack the sick or old, children or women or it leads a warrior to hell even if he wins/ belief in ahimsa/ India does, however, have nuclear weapons but has pledged only to use them as a deterrent and never use them first, etc.

Islam

Muslims believe that as God created all life that they have a duty and responsibility to care for people and to work for peace/ as life is sacred using weapons which could kill millions of people and even destroy the world is wrong/ innocent people should be protected/ 'Fight in God's cause against those who fight you, but do not overstep the limits; God does not love those who overlap the limits – Qur'an 2 : 190/ 'Do not contribute to your own destruction with your own hands, but do good, for God loves those who do good' – Qur'an 2 : 195/ some Muslims argue that as nuclear weapons are so destructive no one will dare to use them and so they help to keep the peace eg. Pakistan, etc.

Judaism

Jewish scientists Albert Einstein and J. Robert Oppenheimer were involved with others in developing atom bombs that were dropped on Hiroshima and Nagasaki and brought World War 2 to an end / later they opposed nuclear weapons / Israel has nuclear weapons for defence purposes but many Jews are totally against their use / the Ten Commandments says, 'You shall not murder' (Exodus 20:13) / belief that it can never be justified to kill large numbers of innocent civilians / Rabbi David Saperstein said, 'We join to call on the world to recognise that violence begets violence; that nuclear proliferation benefits no one; that we can, we will, and we must find other ways to protect ourselves, our nations and our future.', etc.

Sikhism

Many Sikhs live in the Punjab (north India) and are concerned that they could become a target if hostilities arose between India and Pakistan as both have nuclear weapons / some have campaigned for nuclear disarmament as using them is totally unacceptable as so many innocent people would be annihilated / 'No one is my enemy, and no one is a stranger. I get along with everyone' GGS 1299 / some Sikhs are in favour of keeping nuclear weapons as a deterrent as it stops the outbreak of war because of fear of the consequences, etc.

0 4 . 4 Explain two religious beliefs which show that all acts of terrorism are wrong.

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:

Religions teach peace / belief in ‘love your neighbour’ or similar (golden rules) / ahimsa / First Precept / morally wrong to kill indiscriminately / innocent civilians – men, women and killed get killed or injured / wrong to scare people / should work with government (see Romans 13) / terrorism is illegal, religious believers should follow the law / reference to just war and/or holy war criteria that interprets terrorism as wrong, etc.

Buddhism

Buddhists do not believe in any form of violence / believe in ahimsa – respect for life / not hurting others / first moral precept – to abstain from taking life / harming others against the Noble Eightfold Path – Right Action / Golden Rule – ‘Hurt not others in ways that you yourself would find hurtful’ - Udanavarga 5:18 / terrorism creates bad kamma, etc.

Christianity

Love your neighbour / treat others as you wish to be treated / do not murder / work with the government – ‘Let every person be subject to the governing authorities; for there is no authority except from God, and those authorities that exist have been instituted by God’ Romans 13:1 / Love one another/love your enemies / ‘Do not be overcome by evil, but overcome evil with good’ Romans 12: 21, etc.

Hinduism

Hindus believe in the principle of ahimsa – respect for life / not hurting others / example of Gandhi who protested through non-violent resistance / ‘One should never do that to another which one regards as injurious to one’s own self. This, in brief, is the rule of dharma. Other behaviour is due to selfish desires’ -Brihaspati, Mahabharata (Anusasana Parva, Section CXIII, Verse 8) ‘This is the

sum of duty; do naught onto others what you would not have them do unto you' - Mahabharata 5,1517 (Golden Rule), etc.

Islam

Islam means peace and Muslims should act in a peaceful manner / Surah 3.134: 'Paradise is for ... those who curb their anger and forgive their fellow men.' / Golden Rule principle of '*do unto others as you would have them do unto you*' / '*Be kind to your neighbour and you will be a believer; love for the people what you love for yourself and you will be a Muslim.*' [Sunan At-Tirmidhi, Book of Asceticism, Number 2305, Sahih] / 'No one of you is a believer until he desires for his brother that which he desires for himself' -.Sunnah, etc.

Judaism

The Torah contains several versions of the Golden Rule /Leviticus 19:18 – 'You shall not take vengeance or bear a grudge against any of your people, but you shall love your neighbour as yourself' / 'What is hateful to you, do not do to your fellow man. This is the entire Law; all the rest is commentary' - Talmud, Shabbat 3id, etc.

Sikhism

Sikhs consider acts of terrorism as wrong as innocent people are targeted / people should live in peace and harmony and be tolerant of others beliefs / 'Precious like jewels are the minds of all. To hurt them is not at all good. If thou desirest thy Beloved, then hurt thou not anyone's heart' - Guru Arjan Dev Ji 259, Guru Granth Sahib / 'Cruelty, material attachment, greed and anger are the four rivers of fire.' Falling into them, one is burned. O Nanak! One is saved only by holding tight to good deeds' Guru Granth Sahib 147, etc.

0 4 . 5 'War is the best way to solve problems between countries.'

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

- War can be the lesser of two evils: It can be justified if its purpose is to stop atrocities and may be a reason to go to war to solve problems between countries.
- It is the best way if it is sanctioned by God, eg Holy War.
- It is if you are abiding by rules of Just / Holy War.
- It might be the only war a particular country (leader) might respond / listen to international pressure.
- War can be quicker than diplomacy.

Arguments in support of other views

- There are many other methods of resolving conflicts eg. negotiations, through UN, through sanctions or use of peace keeping forces.
- War ignores the sanctity of life by taking lives and ruining others. War creates refugees and brings terrible destruction.
- There has to be a better way of resolving problems between countries that doesn't cause so much destruction and harm.
- War wastes a country's resources etc.

Buddhism

Dhammapada 270: 'A man is not a great man because he is warrior and kills other men, but because he hurts not any living being he is in truth called a great man.' / the first precept not to take life, oppose warfare / concept of Ahimsa (non. violence) / will defend their lands if it is seen as having the right motivation / Buddhists have fought in war eg in the 14th century Buddhist fighters led the uprising that evicted the Mongols from China, etc.

Christianity

Matthew 5:9: 'Happy are those who work for peace.' / Matthew 5:44: 'Love your enemies and pray for those who persecute you.' / Matthew 5:38-48 –do not take revenge, if anyone slaps you on the right cheek, let him slap your left cheek...Matthew 22:39: 'Love your neighbour' / Romans 12:17-21 Jesus taught peace, forgiveness and overcoming evil with goodness but he did overturn tables in the temple because it had become 'a den of thieves.' Matthew 10:34, etc.

Hinduism

Hindus believe in the principle of Ahimsa (non-violence) / good Karma would not involve violence, but work towards peace / The Mahabharata: 'This is the sum of duty. Do naught to others, which, if done to thee, could cause thee pain.' / the Upanishads teach non-violence / example of Gandhi. Hindus have had the Kshatriyas (warrior caste) and believe war is justified if their country is invaded or if the people are oppressed or exploited / 'There is no greater good for a warrior than to fight in a righteous war.' Bhagavad Gita 2:31, etc.

Islam

Surah 49:9: 'If two parties of believers take up arms ... make peace between them.' Surah 3.134: 'Paradise is for ... those who curb their anger and forgive their fellow men.' Islam seeks peace within the community / in the daily prayers peace is promoted: 'peace be unto you.' / the Qur'an teaches that revenge is wrong / Islam has the idea of the lesser jihad and those killed in jihad being rewarded in paradise./Surah 4:74 / Fight for Allah -Surah 2 :190 / Surah 4:76 / will fight in a Just War, etc.

Judaism

Exodus 20:13: 'Do not kill' / Micah 4:3 'Nation will not lift sword against nation, there will be no more training for war.' / Proverbs 25:21: 'If your enemy is hungry, give him something to eat; if thirsty, something to drink.' / the Talmud: 'What is harmful to yourself do not to your fellow men'. Judaism portrays God as a warrior and see some wars as obligatory – a necessary last resort / these may be fought in self-defence or a pre-emptive strike against an enemy about to invade, or by God's command / Deuteronomy 20:1-4 / Exodus 15:3, etc.

Sikhism

Peace is a gift of God / believe in non-violence / Guru Nanak taught that if someone hurts you, you should put up with it three times; on the fourth time God would defend you / GGS teaches Sikhs to cause no one any suffering / the kirpan symbolise the willingness of Sikhs to defend people's religious freedom, dignity and self-respect / concept of the Just War (Dharam Yudh) / 'When all efforts to restore peace prove useless and no words avail, lawful is the flash of steel. It is right to draw the sword.' Guru Gobind Singh, etc.

[Plus SPaG 3 marks]

0 5 Theme E: Religion, crime and punishment

0 5 . 1 Religious believers accept the idea of punishment.

Which one of the following is not an aim of punishment?

[1 mark]

- A Forgiveness
- B Reformation
- C Retribution
- D Deterrence

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

Answer: A: Forgiveness

0 5 . 2 Give two causes of crime.

[2 marks]

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

One mark for each of two correct points.

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

Poverty / upbringing / addiction / alcohol / drugs / greed / hate / opposition to an unjust law / boredom / peer pressure / social / economic eg. stealing to feed their hungry children / psychological reasons eg. mental illness, etc.

0 5 . 3 Explain two similar religious beliefs about the use of community service as a punishment.

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 belief – 1 mark

Detailed explanation of a relevant and accurate belief – 2 marks

Second similar belief

Simple explanation of a relevant and accurate belief – 1 mark

Detailed explanation of a relevant and accurate belief – 2 marks

If contrasting beliefs 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:

Religious people have different beliefs about the aims of punishment, eg. retribution, deterrence, reformation / community service is an alternative to prison preventing people mixing with criminals who have committed worse crimes / can provide opportunities for atonement / suitable for offences such as vandalism, benefit fraud or minor assaults/ where relatively minor crimes have been committed it helps communities eg with damage repaired or expertise shared (payback) / suitable for offenders that it is designed to reform / positive as it prevents separation from families unlike prison / doesn't lead to loss of jobs which is a major problem for prisoners on their release / less reoffend than those who serve a prison sentence / cheaper to administer.

Some say that the punishment is too soft / doesn't bring reform that a tougher punishment might / as criminals are not locked up they may continue with further crime / schemes not always well run, etc.

Buddhism

Buddhists approve of community service that helps to rehabilitate the offenders / important that it addresses the crime directly and helps them recognise its negative impacts / favours community service orders that addresses the needs of the victims / unpaid work helping the community helps to negate negative kamma from the original offence, etc.

Christianity

Reformation is considered the most important criterion in deciding punishment / community service offers offenders a chance to make up for what they have done and receive help in reforming their behaviour / suitable for minor offences, etc.

Hinduism

Seen as an opportunity for the offender to make amends by doing unpaid work/ 'putting back' into

the community can assist the process of healing, reconciliation and rehabilitation, etc.

Islam

May be suitable for minor offences as offers opportunity for reform/ rarely used in Shari'ah law because community service orders are not considered enough of a deterrent to protect society, etc.

Judaism

The aim of community service is to payback the community with unpaid work/ and to reform which is supported/ seen as a suitable punishment for minor offences, etc.

Sikhism

Offering something back to the community reflects Sikh principles and reinforces sewa (the duty to serve the community)/ good karma is earned as against the bad karma generated by the crime which was committed/ encourages reformation, etc.

0 5 . 4 Explain two religious beliefs which show that all hate crimes are wrong.

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:

Hate crimes go against fundamental religious teachings of equality and love, community and brotherhood / often motivated by prejudice or to get revenge / often rooted in fear, insecurity and envy / goes against the sanctity of life as may lead to serious harming or murder / breaks the Golden Rules / breaks the law, etc.

Buddhism

Hatred is one of the three poisons and one of the main causes of suffering / Buddhists believe that it is important not to feel hatred towards others, even when provoked/ hatred is directly opposite of the emotions Buddhists want to cultivate – loving kindness and compassion / there is no justification for acting on the basis of hatred or intolerance / has kamma consequences / not compatible with the Noble Eightfold Path / unskillful action / ‘Whoever is not hostile among the hostile, at rest among those who are violent, ...him I call a (holy man).’ The Buddha in the Dhammapada, verse 406, etc.

Christianity

God created all human beings in his image (Genesis) with equal value / no individuals or groups should be singled out for inferior treatment to others / Mark 12 : 31 – ‘Love your neighbour’ / your neighbour is everybody, regardless of race, religion, sexuality, disability or gender / Galatians 3 : 28/ the Golden Rule ‘ Do to others what you want them to do to you.’/ New Testament teaches to love your enemies not hate them, etc.

Hinduism

Hate crimes are totally negative and go against Hindu teachings of love and compassion/ they have an evil motive (hate)/ are against the law of the land (a crime)/ Hindu teaching is centred on ahimsa, doing no harm to any living thing/ it would have bad karmic consequences/ ‘be friendly and

compassionate ... patient, hate not any being (Bhagavad Gita 12.13)/ actions must be 'detached from anger and desire' (Bhagavad Gita 5.26), etc.

Islam

As they target a person they are regarded as serious crimes/ God created all human beings and so all are of equal value/ no individual or group should be singled out as inferior/ 'God commands justice ...and prohibits wrongdoing and injustice...' Qur'an 16:90/ hate crimes are against Muslim morality, etc.

Judaism

Hate crimes are serious crimes and sometimes lead to murder / Jews have been the victims of anti-Semitic crimes / during the Second World War millions of Jews were murdered by the Nazis / Jews condemn both hate crime and murder / God created everyone equally / Leviticus 19:18 instructs Jews to love their neighbour (everyone), etc.

Sikhism

Hate crimes make the Sikh ideal of a society without prejudice or discrimination impossible to achieve / The Mool Mantra describes God as being without hate / Sikhs believe that they should be like God / everyone has a divine spark, so hating anyone would be acting against God's will / 'Do not be angry with anyone else' (GGS 259) / hate may lead to murder which is strictly forbidden in the Sikh Code of Conduct, the Rehat Maryada / hate crimes have bad karmic consequences, etc.

0 5 . 5 ‘The death penalty should never be used.’

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

- Killing is wrong, even if it involves killing a serious offender. The death penalty not allowed in the UK.
- The most important aim of punishment is to reform. The death penalty may not allow time for repentance. It is neither loving or compassionate.
- Retribution is wrong as an aim of punishment. ‘An eye for an eye’ is about fair justice, not retribution and killing.
- It is against sanctity of life and is playing God. God will forgive a penitent offender however serious the offence so they should remain alive.

- Does not recognise possible cause of the offence.
- Opposed by some religious leaders eg. Gandhi.
- Contradicts the law on murder and makes the executor a murderer.
- Mistakes can be made and innocent people could be killed.
- It is more expensive to use the death penalty as a punishment than life imprisonment eg. USA etc.

Arguments in support of other views

- It acts as a deterrent and protects society.
- It is retribution for serious offences and seen by some as more loving to kill offenders so they cannot offend against society any further.
- The idea of ‘an eye for an eye’ supports capital punishment
- Some religious leaders support it in extreme cases. It allows justice to be seen to be done.
- It allows punishment to be down-graded as an act of mercy in Islam. It is allowed in some Holy Book teachings eg. Old Testament and Qur’an.
- Some offenders cannot be reformed. It sets an example to the rest of society.
- For some countries it is cheaper than other options. Life imprisonment is an expensive alternative, etc.

Buddhism

Most Buddhists oppose the death penalty / breaks the first moral precept / does not allow for the possibility of rehabilitation / statements against by the Dalai Lama / motive is revenge which is unskillful / hatred one of three poisons / innocent people are sometimes convicted / belief in ahimsa / Thailand (a Buddhist country) allows capital punishment for more than 30 crimes, etc.

Christianity

Death penalty opposed by most Christians / belief that only God has the right to take life / Jesus taught that forgiveness is important and warned not to judge each other harshly / Ezekiel 33: 11 / Ten Commandment – ‘Do not kill’ / punishments should help towards reforming an offender / some do support the use of the death penalty making reference to Exodus 21 – ‘An eye for an eye ..life for a life’ / might deter people from serious crime, etc.

Hinduism

Hinduism opposes killing, violence and revenge in the treatment of offenders but recognises that social justice must be administered / ahimsa / hoped that the understanding of dharma will help a criminal to reform and fear of consequences will deter reoffending / the atman cannot be killed so it isn’t the final ending of life / Gandhi firmly against the death penalty as God only gives and takes life / most Hindus agree with him, etc.

Islam

Shari’ah law allows for the death penalty for a series of offences including murder, rape, adultery, homosexual activity, apostasy / expression of mercy is greatly valued and payment of compensation (blood money) is often paid instead of carrying out the death penalty / if the family does not show mercy the offender will be executed / the sentence is usually carried out in public to deter others from committing offences / it is preferable to forgive and some Muslims are opposed to the death penalty eg the Muslim Peace Fellowship, etc.

Judaism

The Torah identifies 36 offences such as murder and idol worship that should be punishable by

death / the Talmud makes it clear that the death penalty should be rarely used / other forms of punishment should be used / abolished in Israel in 1954 except for treason in time of war and for those who committed crimes during the Holocaust / only used once for Adolf Eichmann in 1962 / some Jews support using the death penalty – Genesis 9:6 / Exodus 21:23-24 / some want retribution or believe it deters offences / most emphasise the need to give the criminal the chance to reform / only God should take life, etc.

Sikhism

Only God has the right to take life / death penalty is based on retribution and revenge / difficult to justify / doesn't allow offenders to change / all have a part of God in them / may deter people from committing crimes and protect society having it on the statute book although not used / implies that some crimes are so bad that they cannot be forgiven / 'He alone has the power in His hands. He watches over all' Guru Granth Sahib 7, etc.

[Plus SPaG 3 marks]

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

0 6 . 1 Many religious believers want to end poverty.

Which one of the following aims to reduce poverty?

[1 mark]

- A Fair pay
- B Excessive interest on loans
- C Exploitation
- D Idleness

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

Answer: A: Fair pay

0 6 . 2 Give two religious beliefs about social justice.

[2 marks]

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

One mark for each of two correct points.

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

Social justice is about making society fairer for all people / all religions seek to promote justice in all situations / Buddhists through right action / right livelihood / right speech / right effort etc. seek to promote social justice / Christianity through the teachings of Jesus for example, 'Love your neighbour as you love yourself' / 'Whatever you did for one of these...you did for me.' etc. promotes social justice / Hinduism has seen a move away from the caste system / Islam through zakah and almsgiving promotes social justice / Allah = Al-Adl (just) / Judaism has the ideas of tzedakah (charity) chesed, (acts of kindness) and tikkun olam (healing the world) all lead to social justice / within Sikhism the promotion of equality shows believers should deal with all people in a fair and just manner, etc.

0 6 . 3 Explain two similar religious beliefs about the responsibilities of having 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 belief

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

Second similar belief

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

If contrasting beliefs 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 believe that there is nothing wrong in being wealthy / wealth may be sign of blessing from God / what is important is how the wealth is used, etc.

Buddhism

Buddhism encourages right thought, right action, right intention and right livelihood in the use of wealth. This means for example to see poverty and not use wealth to help would be a wrong action. 'Riches ruin the foolish... through craving for riches, the foolish one ruins himself.' (Dhammapada), etc.

Christianity

Christianity believes that wealth is a gift from God / should therefore be used appropriately for example in support of one's family or to help others / 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) / St 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), etc.

Hinduism

Hinduism believes that wealth should not be hoarded but used for stewardship. '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. Therefore wealth should be used to do good deeds here and now to help other people, etc.

Islam

Islam teaches that wealth is gift from Allah and humans are caretakers of what Allah has given them. 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 and khums, etc.

Judaism

Judaism believes that all wealth is a gift from God and can be used to support family and others. Jews pay tzedakah (charity). 'You shall set aside every year a tenth part of all yield of your sowing that is brought from the field.' (Deuteronomy 8:18) Materialism can lead people to sin for if your heart is full of the desire for money there can be no room for God. 'He who loves silver cannot be satisfied with silver' (Ecclesiastes). 'He who has a hundred, craves for two hundred' (Talmud), etc.

Sikhism

Sikhism believes that a person who possesses wealth has been blessed by God as they are able to help the poor. '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 ten per cent of their wealth to charity and if they are able should give more, etc.

0 6 . 4 Explain two religious beliefs that show why racial discrimination is wrong.

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:

All religions believe in equality and justice and so would not support racial discrimination.

Buddhism

Buddhist belief in right action, right intention would rule out racial discrimination / People should seek to develop metta (loving kindness) / Everyone is equal because everyone is welcome in the

sangha / Discrimination creates bad karma and so will have a negative effect on rebirth / The First Precept says that it is wrong to harm anyone / The Dalai Lama has said that the best way to live life is to 'always think compassion', etc.

Christianity

Christianity today would see racial discrimination as wrong as God created everyone equally / Stories and teachings such as the Good Samaritan show that Jesus challenged the prejudices of His day / 'So in everything do to others what you would have them do to you' (Matthew 7:12). 'There is neither Jew nor Gentile, slave nor free, male nor female, for you are all one in Christ Jesus' (Galatians 3:28) / 'Love your neighbour as you love yourself' (Leviticus 19:18) / Jesus did not show discrimination in dealing with people eg the healing of the centurion's servant (Luke 7), etc.

Hinduism

Hinduism teaches that Brahma is found in everything and so prejudice thoughts and discrimination would be seen to be wrong / Hurting others can lead to bad karma which will affect future reincarnations / Hindus believe that the true self is the atman and everyone has an atman / This therefore must mean that everyone is equal / The Bhagavad Gita suggests that to reach liberation you should work for the welfare of all people. Racism does not do this, 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), etc.

Judaism

Judaism teaches that discrimination is wrong / God created man and woman in His image (Genesis 1:27) and 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, believing 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), etc.

0 6 . 5 'If everyone followed religious teachings then laws about human rights would not be needed.'

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

- All religions believe in the importance and dignity of human beings
- All religions promote the ideas of justice, equality and compassion
- The UNDHR was agreed by nation states, for many believers the government of a nation is appointed by God so UNDHR can be seen as God's plan therefore needing support
- Religions believe humans are creations of God and therefore special
- Many religious beliefs are reflected in the United Nations Declaration of Human Rights for

example justice, equality, right to practise religion, right to life, etc.

Arguments in support of other views

- UNDHR enshrines rights that are not necessarily supported by religions
- UNDHR declares that all humans are born free and equal in dignity but some religious people would not apply this to, for example, homosexuals
- Everyone has right to freedom of thought/ freedom of expression/ right not to practise a religion/ right to change religion, some religions may not support these statements
- Religions are followed by humans and are therefore open to distortion and corruption
- It is possible that rules that could be introduced by religions that would limit people's freedoms or deny them freedoms enjoyed by others for example now that same –sex marriage has been allowed in the UK, many Christian churches will not carry out same-sex marriages.
- The fact that we have human rights laws suggests that religious laws are not sufficient.
- Diversity within and between religions makes it difficult to achieve a consensus.

Buddhism

Buddhism teaches that human beings are fundamentally the same and equal in their potential to become Buddha / 'We all want to avoid suffering and achieve happiness (Dalai Lama) / suffering is caused by selfish actions / selfishness is the cause of unhappiness / through respect for others and their rights a healthy, free and prosperous society can be built / only by respecting others can an individual have respect for themselves / law of karma discourages law breaking and actions that will cause suffering/ right action / right intention, 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 / rulers of nations are given authority by God / 'Everybody must obey the state authorities because no authority exists without God's permission' (Romans 13:1) / law should be obeyed unless it goes against God's law / 'Give to Caesar what is Caesar's and give to God what is God's (Mark 12:17), etc.

Hinduism

Hinduism teaches that the duties (dharma) of each individual if carried out faithfully will protect the rights and freedoms of others in society / all life is sacred / everyone has the right to be free from violence (ahimsa) / traditional Hinduism links all human rights to a person's caste, age and sex / rights are then privileges of status and position for example Brahmins / 'Hurt not others in ways that you yourself would find hurtful' (Udana Vanja 15:18) consequences / Right Intention could lead a Hindu to break the law in order to bring about a more just situation, 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 / 'As you are, so you will have rulers over you, (Hadith) / all life is sacred and should be protected / justice should

be administered fairly and equitably / 'No bearer of burdens shall be made to bear the burdens of others' (Surah 6:164) / 'There should be no coercion in the matter of faith' (Surah 2:256) / 'Allah doth command you...when you judge between man and man, that you judge with justice.' (Qur'an 4:58) / idea of strict justice within Islam, 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, etc.

Sikhism

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

[Plus SPaG 3 marks]