

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

Paper 2A Perspectives on faith (themes)

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**Mark scheme**

June 2023

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Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject 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 Examiner.

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

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

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## Mark Schemes for GCSE Religious Studies

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

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

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

### Structure

The mark scheme for each question shows:

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

### General Guidance

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

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

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

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

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

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

### **1 mark multiple choice questions**

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

### **2 mark short answer questions**

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

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

### **4 and 5 mark answer questions**

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

### **12 mark answer questions**

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

## Level of response marking instructions

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

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

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

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

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

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

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

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

### Step 1 Determine a level

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

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

## **Step 2 Determine a mark**

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

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

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

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

0 1

**Theme A: Religion, relationships and families**

0 1 . 1

**Which one of the following is not a teaching in ‘*The Theology of the Body*’?**

**[1 mark]**

- A** Couples should not have more children than they can provide for.
- B** Men and women show their love for each other through sex.
- C** People discover their dignity through the body.
- D** Using artificial contraception strengthens a couple’s relationship.

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

Answer: D Using artificial contraception strengthens a couple’s relationship.

0 1 . 2

**Give two ways in which Christian parents can make a loving home for their children.**

**[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.

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

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

Ensuring that children feel secure / giving support / creating physical safety / providing what is needed / food / clothing / shelter / education / bringing up with Christian values / promoting physical health / emotional health / spiritual health / praying with and for their children / showing respect to their children / showing kindness / not ill-treating them in any way / fathers not provoking their children to anger (Ephesians 6:4) / but bringing them up in the discipline and instruction of the Lord (Ephesians 6:4) / showing love to one another, etc.

**0 1 . 3** Explain two contrasting views on homosexuality.

- You must refer to a Christian view.
- Your contrasting view may come from Christianity or from another religious or non-religious tradition.

**[4 marks]**

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

**First contrasting view**

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

**Second contrasting view**

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

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

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

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

Catholic teaching distinguishes between orientation and practice / 'the Church accepts without reservation those who experience homosexual feelings' (Youcat) / homosexual orientation is not sinful / homosexual practices are sinful, etc.

God created man and woman to complement each other and continue the human race / same sex marriage not permitted / not part of God's purpose at creation, etc.

Physical same-sex relationships contravene natural law / same-sex couples are unable to fulfil the procreative purpose of sex, etc.

Homosexual relationships go against some biblical teaching / according to Leviticus they are unacceptable / Paul opposed same-sex practices, etc.

Some Christians think Paul was referring to cultic prostitution / to promiscuous relationships / monogamous and loving same-sex relationships are not sinful, etc.

Biblical views on homosexuality are outdated / modern science has shown that sexuality is complex / all of God's creation is good / all humans are created in the image of God, etc.

Same-sex relationships are legal / homosexuality is a protected characteristic within the law, etc.

Same-sex marriage is acceptable / a human right / discriminatory to forbid it, etc.

**0 1 . 4** Explain two Catholic beliefs about gender discrimination.

**Refer to scripture or another source of Christian 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 writing or another source of Christian belief and teaching – 1 mark

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

It goes against biblical teachings on the equal value of women and men in the sight of God / Jesus treated all women with respect at a time when not all did so / examples of Paul working with both women and men, eg Phoebe / it is harmful / denies the fulfilment of potential / makes victims of it feel worthless and disheartened / it is unjust / denies the right to equal pay for women and men doing the same or similar work / it implies that one gender is inferior to the other / there may be differences in roles / an all-male priesthood is not discriminatory, etc.

N.B. Credit answers referring to gender diversity.

**Sources of authority:**

'So God created humankind in his image ... male and female he created them.' (Genesis 1:27)

'In the Lord woman is not independent of man or man independent of woman. For just as woman came from man, so man comes through woman; but all things come from God.' (1 Corinthians 11:11–12)

'There is neither male nor female; for all of you are one in Christ Jesus.' (Galatians 3:28)

'Both man and woman are human beings to an equal degree.' (*Mulieris Dignitatem* 6)

'... every type of discrimination ... is to be overcome and eradicated as contrary to God's will.' (*Gaudium et Spes* 29)

'God endowed men and women with identical dignity as persons ... Equal dignity and equal rights, nevertheless, do not mean uniformity.' (Youcat 401)

**Accept all other sources of authority that correctly support the beliefs given.**

**0 1 . 5** 'The Catholic marriage vows (promises) are outdated.'

**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 Christian arguments**
- **may refer to non-religious arguments**
- **should reach a justified conclusion.**

**[12 marks]**

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

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

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

**Arguments in support:**

Making promises just makes it harder to sustain the relationship / the concept of lifelong marriage (referring to the promise 'till death do us part') is not realistic as people live much longer than in the past / people change as they grow older / changing situations (referring to the promises 'for better, for worse, for richer, for poorer, in sickness and in health') may damage the relationship irrevocably / depression affects far more people than in the past and this can put intolerable pressure on a marriage / lengthy separation because of work commitments may make it much harder to remain faithful / social media etc encourage a permissive approach to sexual relationships / the temptation to be unfaithful is much stronger in today's world / the promise to be open to the gift of children is unacceptable in today's overpopulated world / the reduction in infant mortality and childhood deaths mean there is no need for a large family, etc.

**Arguments in support of other views:**

Promises at the outset give an ideal to live up to / Jesus said none should separate what God has joined / Jesus' teaching valid for all time / self-giving love is never out of date / lifelong commitment gives a sense of security to couples / it encourages working through difficulties rather than just giving up / faithfulness creates greater stability for the family / and deepens the love between the couple / 'love is perfected in fidelity' (Kierkegaard, quoted in Youcat) / natural family planning enables couples to regulate the number of children while still keeping the promise made, etc.

**0 2** Theme B: Religion, peace and conflict

**0 2**. **1** Which one of the following gives the meaning of the term 'conflict resolution'? [1 mark]

- A Creating peace between enemies.
- B Encouraging enemies to go to war.
- C Making the two sides angry with each other.
- D Supplying both sides in a conflict with the same amount of weapons.

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

Answer: A Creating peace between enemies

**0 2**. **2** Give two reasons why Christians believe that terrorism is wrong. [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.

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

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

Contravenes 5th (6th) Commandment / does not fulfil Jesus' teaching 'Love your enemies' / or 'Love your neighbour' / an act of indiscriminate violence / a weapon of fear / loss of innocent life / physical harm / emotional trauma / psychological damage / causes new problems / it does not fulfil the Just War criteria / it is illegal, etc.

**0 2 . 3** Explain two contrasting Old Testament teachings about going to war (armed conflict).

- You must refer to a Christian teaching.
- Your contrasting teaching may come from Christianity or from another religious or non-religious tradition.

**[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 teaching**

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

**Second contrasting teaching**

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

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

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

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

Holy War is acceptable / commanded by God / fighting God's enemies / eg at Battle of Jericho, etc.

Defensive wars are justified / to drive out invaders / protection of family and nation / eg story of David and Goliath, etc.

It was needed to establish a foothold in Canaan / the land promised by God / in God's covenant with Abraham, etc.

Prophetic longing for an end to war / 'nation shall not lift up sword against nation' / 'they shall beat their swords into ploughshares', etc.

'Love your neighbour as yourself' (Leviticus) / war does not show love / the Law taught Jews to show compassion to foreigners / some extend the 5th (6th) Commandment to war / 'do not kill', etc.

**0 2 . 4** Explain two Christian views about anger as a response to injustice.

**Refer to scripture or another source of Christian 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 view**

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

**Second view**

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

Relevant and accurate reference to sacred writing or another source of Christian belief and teaching – 1 mark

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

Righteous anger is acceptable / the right response to acts of evil / it helps to restore justice / controlled anger can change a situation for the better / but anger is the root of hate / it leads to murder / it causes conflict / it damages both the person who is angry and the one on the receiving end / it shows a lack of self-control and self-discipline / one of the Seven Deadly Sins, etc.

**Sources of authority:**

Story of Cain and Abel (Genesis 4)

'But I say to you that if you are angry with a brother or sister, you will be liable to judgement.' (Matthew 5:22)

The story of Jesus clearing the Temple courts. (Mark 11:15–18)

'Be angry but do not sin; do not let the sun go down on your anger.' (Ephesians 4:26)

'All uncontrolled anger ... detrimental to peace.' (Youcat 396)

**Accept all other sources of authority that correctly support the beliefs given.**

**0 2 . 5** ‘The consequences (results) of going to war are never good.’

**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 Christian arguments**
- **may refer to non-religious arguments**
- **should reach a justified conclusion.**

**[12 marks]**

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

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

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

**Arguments in support:**

War ruins God's good creation / causes environmental damage / leads to death and injury to those created in God's image / breaches concept of sanctity of life / discourages love of neighbour / harms innocent individuals and communities / intensifies hatred and bitterness / creates the desire for revenge / creates refugees / causes homelessness / destroys the infrastructure and economies of whole societies / leads to trauma and guilt on the part of those who have taken part in war / the harmful consequences of using weapons of mass destruction are long term / the use of the atomic bomb in Hiroshima led to birth defects / and to a high rate of certain cancers / the use of chemical weapons has caused permanent physical disability and psychological trauma / there is no victory; 'it is always a defeat for humanity' (John Paul II), etc.

**Arguments in support of other views:**

Just War theory accepts that sometimes war is justified by its aims / eg short-term harm may lead to long-term good and peace / it may lead to a better future than there would have been, had no war taken place / it may bring freedom to oppressed peoples / and lead to a bond of trust between the liberator and the liberated / it may put a stop to ethnic cleansing / or to the development of weapons of mass destruction / carefully targeted use of modern weapons might end war more quickly, meaning that less lives are lost and less damage to the environment is done, etc.

0 3

**Theme C: Religion, human rights and social justice**

0 3

**. 1 Which one of the following means taking unfair advantage of the poor?**

**[1 mark]**

- A Exploitation**
- B Justice**
- C Protection**
- D Responsibility**

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

Answer: A Exploitation

0 3

**. 2 Give two causes of poverty.**

**[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.

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

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

War / unfair trade / greed / debt / corruption / drought / polluted water / famine / lack of protein, vitamins etc / earthquakes / floods / disease / unemployment / inflation / rising cost of living / homelessness, etc.

**0 3 . 3** Explain two contrasting views about stewardship of wealth.

- You must refer to a Christian view.
- Your contrasting view may come from Christianity or from another religious or non-religious tradition.

**[4 marks]**

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

**First contrasting view**

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

**Second contrasting view**

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

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

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

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

All are created in the image of God / a matter of justice / should all have equal access to what is needed / 'How does God's love abide in anyone who has the world's goods and sees a brother or sister in need and yet refuses help?' (1 John 3:17), etc.

Wealth is a gift from God / humans have a responsibility to share wealth / 'the rich are to do good, to be rich in good works, generous, and ready to share' (1 Timothy 6:18), etc.

Some Christians choose to give away all their wealth and serve the community / Jesus' advice to the rich man, etc.

The importance of using wealth wisely is shown in the parable of the talents / stewardship of wealth means investing and using wealth appropriately for the benefit of all, etc.

It is the right of individuals to decide how to use their wealth / people have a right to keep what has been earned by hard work, etc.

It is the responsibility of individuals to provide for themselves and their families / receiving financial help can encourage dependency and laziness, etc.

**0 3 . 4** Explain two Christian beliefs about justice.

**Refer to scripture or another source of Christian 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 teaching**

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

**Second teaching**

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

Relevant and accurate reference to sacred writing or another source of Christian belief and teaching – 1 mark

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

God judges all people / in accordance with what they deserve / human justice should reflect God's justice / God treats everyone fairly / so humans should treat everyone fairly /and with respect / it means ensuring that all have equal opportunity to fulfil their potential / should be available to those who need it / a human right / there should be no negative discrimination / positive discrimination is seen by some as a way of achieving justice / justice does not prohibit punishment for crime, but it determines the way in which it is given and its purpose, etc.

**Sources of authority:**

'You shall not render an unjust judgement; you shall not be partial to the poor or defer to the great: with justice you shall judge your neighbour.' (Leviticus 19:15)

'...seek justice...' (Isaiah 1:17)

'But let justice roll down like waters, and righteousness like an ever-rolling stream.' (Amos 5:24)

'Blessed are those who hunger and thirst for righteousness, for they will be filled.' (Matthew 5:6)

'But I say to you, Love your enemies ... so that you may be children of your Father in heaven; for he makes his sun rise on the evil and on the good, and sends rain on the righteous and on the unrighteous.' (Matthew 5:44)

'A peaceful society is one built upon justice. The guiding principle of justice is: 'To each his due'.' (Youcat 302)

**Accept all other sources of authority that correctly support the beliefs given.**

**0 3 . 5** 'If everyone obeyed Christian teachings, there would be no need for laws about human rights.'

**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 Christian arguments**
- **may refer to non-religious arguments**
- **should reach a justified conclusion.**

**[12 marks]**

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

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

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

**Arguments in support:**

Christian teaching claims that all humans are created in the image of God / so all are equal before God / 'love your neighbour as you love yourself' / Galatians 3:28 teaches that racial, social and gender distinctions are meaningless / for all are united in Christ and are of equal worth / this means that all have the right to be treated with respect / all human life is sacred / the Old Testament says 'Defend the widows and the fatherless' / ie protect the most vulnerable in society from exploitation, etc.

**Arguments in support of other views:**

Some denominations do not permit same-sex marriages / so there is the need for a law giving this right / the view that same-sex relationships are sinful encourages homophobia / teachings on abortion and contraception are too restrictive / not everyone is Christian, so they would probably not agree with Christian teachings / people may choose to ignore teachings, so there is a need for laws that guarantee human rights / Christian teachings may be misinterpreted / people's consciences need to be educated / laws giving rights are created to protect the whole of society or humankind / the implications of Christian teachings for human rights are not always clear / other religions and secular philosophies follow principles that support human rights, so Christian teaching is not needed to ensure this, etc.