

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

Paper 2A Perspectives on faith (themes)

---

**Mark scheme**

June 2022

---

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)

#### **Copyright information**

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2022 AQA and its licensors. All rights reserved.

## 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 needed for a couple's marriage to be valid according to the teaching of the Catholic Church?**

**[1 mark]**

- A Being closely related to each other**
- B Getting married of their own free choice**
- C Intending to use contraception until they feel ready to have children**
- D Marrying to please their parents**

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

Answer: B Getting married of their own free choice

0 1 . 2

**Give two reasons why some Christians might accept the right of single people to be parents.**

**[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:**

The right of all humans to found a family (Gaudium et Spes 26) / fulfilment of natural biological desire to have a child / not met the right partner / partner or spouse has died before any children were conceived / loss of partner / death / annulment / divorce / separation because of abuse / rape / homosexual / Church can give support so child still has experience of family / love and commitment are more important than the number of those undertaking the parenting role / many children in need of adoption would benefit from having a loving single parent / to allow it shows love of neighbour, etc.

**0 1 . 3** Explain two contrasting beliefs in contemporary British society about adultery.

- You must refer to a Christian belief.
- Your contrasting belief 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 belief**

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

**Second contrasting belief**

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

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

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

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

Christians oppose it because it goes against the Ten Commandments / do not commit adultery / breaks the marriage vows / of lifelong fidelity, etc.

An act of betrayal / causes deep hurt / irresponsible / causes families to break up / children suffer, etc.

Might save a marriage / where one of the partners is incapable of or unwilling to have a sexual relationship / where there are long periods of separation though work / where one partner is permanently in a hospital or home because of illness / might relieve strong sexual urges, etc.

Everyone is fallible / can make a mistake / so forgiveness is important, etc.

No harm is done if the affair is carefully managed / the partner need never find out so will not be hurt / personal happiness comes first, etc.

NB: Two marks maximum if no clear reference to a Christian view.



**0 1 . 4** Explain two Christian beliefs about homosexuality.

**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:**

Some believe it goes against biblical teaching / both the Old Testament and Paul condemn it / contrary to natural law / no possibility of procreation / the Catholic Church distinguishes between orientation and practice / the former not sinful / but the act is / many Christians think it is wrong to pass judgement / Jesus taught not to judge / they follow the law, which makes homophobia illegal / some Christians think that biblical teaching represents the culture of the time / reflects ancient and outdated views / the condemnation may refer to cultic prostitution / not about loving and monogamous relationships / all humans are created in the image of God / all of God's creation is good / some Churches permit same-sex marriages / the Catholic and Anglican Churches do not, etc.

**Sources of authority:**

'If a man lies with a male as with a woman, both of them have committed an abomination' (Leviticus 20:13) / 'The Church accepts without reservation those who experience homosexual feelings. They...should not be discriminated against because of that. At the same time, the Church declares that all homosexual relations in any form are contrary to the order of creation' (Youcat 415) / 'If a person is gay and seeks God and has good will, who am I to judge?' (Pope Francis), etc.

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

Paraphrase of rather than quotation from the Catechism or other appropriate source of authority is acceptable.

**0 1 . 5** ‘Biblical teaching supports the view that women and men are equal.’

**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:**

Genesis 1: 27 states that God created both male and female in his own image / there are many examples in the Bible of women who played roles that were equal to men / Deborah was a judge and prophet / Esther saved her Jewish community from destruction / the dignity and high status of women is seen above all in Mary / 1st century society meant it was impossible for Jesus to choose women to spearhead his mission but he respected them / women were the first witnesses of the Resurrection / some women played key roles in the churches that Paul founded / Paul taught that in Christ there is neither male nor female (Galatians 3: 28) / Paul’s restrictions on the Corinthian women might have been due to the chaotic state of that Christian community / some Christians claim that the differences between women and men that are seen in the Bible are about difference in role, not about equality, etc.

**Arguments in support of other views:**

Biblical views are patriarchal / men were dominant whereas the role of women was to care for the home and rear children / women were totally reliant for their wellbeing on men / women had virtually no rights in 1st century Israel / eg in law courts their evidence was admissible only if confirmed by their husbands / Paul told wives to submit to their husbands / the husband was head of the wife in the same way that Christ is head of the Church / Paul told women in the Corinthian Church to be silent in worship / if they had any questions, they should ask their husbands afterwards, etc.

NB: the statement relates to biblical teaching, not modern views.

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

**0 2**. **1** Which one of the following, according to the Catholic Church, is a purpose of Holy War? [1 mark]

- A Becoming more powerful
- B Gaining more land
- C Protecting freedom of religion
- D Seeking revenge

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

Answer: C Protecting freedom of religion

**0 2**. **2** Give two reasons why some Christians agree with nuclear deterrence (possessing nuclear weapons). [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:**

Gives citizens a sense of security / offers protection through discouraging attack / makes the country less vulnerable to attack / disarmament encourages enemies to attack / needed for effective self-defence from enemies that possess them / acts as a bargaining chip in negotiations to halt the arms race, etc.

**0 2 . 3** Explain two contrasting views in contemporary British society about martyrdom.

- 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

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

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

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

It shows absolute devotion and commitment to one’s Christian faith / the Church honours thousands of women, men and children who died for their faith in times of persecution or repression / eg Maximilian Kolbe, etc.

It sets an example / eg Shi'a Muslims are inspired by the example of Ali / Jesus taught that ‘no one has greater love than this, to lay down one’s life for one’s friends’ / encourages others to be loyal to their faith / gives them strength, etc.

It achieves little / Kolbe’s act of self-sacrifice did not stop the cruelty in the Nazi death camps / Martin Luther King’s example did not end racism in the USA, etc.

There are more effective ways of removing injustice or challenging oppression / different forms of non-violent protest, etc.

Christians uphold the idea of the sanctity of life / life is infinitely precious / no belief is worth dying for, etc.

NB: Two marks maximum if no clear reference to a Christian view.

**0 2 . 4** Explain two Christian beliefs that are against bullying.

**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:**

Belief in the sanctity and dignity of all human life means it is wrong to cause people harm / all humans of equal value in the sight of God / bullying can result in physical injury or death / causes mental and emotional damage / creates an atmosphere of fear / leads to despair and suicide / encourages others to join in the abuse / the bully's actions affect the bully negatively / becomes callous and unfeeling / incapable of worthwhile relationships with others, etc.

**Sources of authority:**

'All humans are created in the image of God' (Genesis 1:27) / 'you shall not murder' or 'do not kill' (5th Commandment) / 'you shall love your neighbour as yourself' (Mark 12:31) / 'do to others as you would have them do to you' (Matthew 7:12) / 'And the tongue is a fire...a restless evil, full of deadly poison' (James 3:6,8) / 'Human life is sacred because from its beginning it involves the creative action of God and it remains for ever in a special relationship with the Creator, who is its sole end. God alone is the Lord of life from its beginning until its end: no one can under any circumstance claim for himself the right directly to destroy an innocent human being' (Catechism of the Catholic Church 2258), etc.

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

Paraphrase of rather than quotation from the Catechism or other appropriate source of authority is acceptable.

**0 2 . 5** ‘Christians should not fight in a war.’

**Evaluate this statement.**

**In your answer you:**

- **should give reasoned arguments in support of this statement**
- **should give reasoned arguments to support a different point of view**
- **should refer to 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:**

All forms of violence are sinful / 'do not kill' / breaking the Ten Commandments / sanctity of life / all human beings are created by God and valued by him / Jesus' teachings suggest that he might have been opposed to war / turn the other cheek / love your enemies / those who live by the sword die by the sword / the terrible consequences of war / injury and death / refugees / poverty / destruction of infrastructure and economy / environmental damage / brings out the worst in people / rape, torture and indiscriminate killing / creates bitterness and distrust once the war is ended, etc.

**Arguments in support of other views:**

Lesser of two evils / there may be a just cause for the war / everything else has been tried and failed / the only way to liberate the oppressed from a ruthless dictator / the only response when a country is threatened with invasion / brings out the best in people / heroic self-sacrifice / everyone pulls together / brings about a better state of affairs than would have been without it / Jesus' teachings not related to war but to attitudes to others in everyday life, etc.



0 3

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

0 3

. 1

**Which one of the following means being worthy of respect?**

**[1 mark]**

- A Dignity**
- B Materialism**
- C Power**
- D Responsibility**

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

Answer: A Dignity

0 3

. 2

**Give two reasons why some Christians think it is acceptable for the Church to be wealthy.**

**[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:**

Creating and maintaining beautiful churches and artworks is a way of honouring God / land and buildings are needed for the parish to come together as a community / the Church needs money to build and support hospitals and schools / it needs money to support environmental and other projects aimed at making the world a better place / parishes need money to help the needy and vulnerable in their community, etc.

**0 3 . 3** Explain two contrasting views in contemporary British society about giving money to the poor.

- 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

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

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

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

Money is a gift from God / to be used responsibly / shared with others / a matter of justice, not charity, etc.

The Bible encourages generosity to the poor / the parable of the rich man and Lazarus / the collections for poor Christians in Jerusalem among the churches founded by Paul, etc.

It encourages dependency / the poor should be encouraged to become self-reliant / live within their means, etc.

The money could be used for the wrong things / better to give to food banks and charities / direct giving to the poor should be in terms of goods that are needed / employers could offer work, etc.

**NB: Two marks maximum if no clear reference to a Christian view.**

**0 3 . 4** Explain two Christian views about freedom of belief.

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:**

A basic right of all humans / applies to religious and non-religious beliefs / God gave humans free will / no one should be made to accept a particular set of beliefs / includes the freedom to apply beliefs to a way of life / promotion of tolerance / prevention of persecution / freedom to express beliefs / but to be used responsibly / to be respectful of and sensitive to the feelings of others, etc.

**Sources of authority:**

'If you are unwilling to serve the Lord, choose this day whom you will serve...' (Joshua 24:15) / Jesus rebuked his disciples to wanting to destroy a Samaritan village that did not accept him (Luke 9:51-56) / 'All things are lawful, but not all things are beneficial' (1 Corinthians 10:23) / 'no one is to be forced to act in a manner contrary to his own beliefs' (*Dignitas Humanae* 2) / 'no one may force others to believe, not even their own children' (Youcat 354) / 'we impose our faith on no one. Such proselytism is contrary to Christianity' (Pope Benedict XVI), etc.

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

Paraphrase of rather than quotation from *Dignitas Humanae* or other appropriate source of authority is acceptable.

**0 3 . 5** ‘The best way of ending racial discrimination is through positive discrimination (giving special help to those who are part of a group that has been unfairly treated in the past).’

**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:**

Gives opportunity to people who start from a position of disadvantage / enables people to feel that justice has been done / reduces sense of bitterness and risk of violent protest / removes sense of despair and helplessness / helps to provide role models for minority groups that will encourage higher aspirations / wider use of positive discrimination provides a challenge to all in society to examine their prejudices and consider whether they ever act on them / affirms that society recognises the equality of all / that all are equal in the eyes of God / all created in the image of God, etc.

**Arguments in support of other views:**

It can result in injustice / those who merit promotion in employment or a place at university are effectively discriminated against through no fault of their own / could actually lead to increased racial prejudice / might encourage resentment and lead to violence / all discrimination, whether positive or negative, is wrong / the teaching of Paul in Galatians that there is 'neither Jew nor Greek...' supports absolute equality of treatment / there are other effective ways of ending racial discrimination / the education of those who discriminate / the churches could provide more opportunities for those from different communities and cultures to get to know each other, etc.