
GCSE RELIGIOUS STUDIES B 8063/2A

Paper 2A Perspectives on faith (themes)

Mark scheme

June 2020

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.

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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 creditable 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 creditable or not. It is therefore important that the examiner has a good understanding of the principles and spirit of the mark scheme in order to be fair and consistent when marking students' answers. The Content included is designed to be as helpful as possible but in many cases is not exhaustive. So Content sections are introduced by the sentence:

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

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

Structure

The mark scheme for each question shows:

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

General Guidance

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

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

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

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

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

- Example or evidence

- Reference to different views
- Detailed information.

1 mark multiple choice questions

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

2 mark short answer questions

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

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

4 and 5 mark answer questions

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

12 mark answer questions

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

Level of response marking instructions

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

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

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

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

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

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

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

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

Step 1 Determine a level

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

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

Step 2 Determine a mark

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

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

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

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

Spelling, Punctuation and Grammar (SPaG)

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

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

| Level | Performance descriptor | Marks awarded |
|---------------------------------|---|---------------|
| High performance | <ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate | 3 |
| Intermediate performance | <ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate | 2 |
| Threshold performance | <ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate | 1 |
| No marks awarded | <ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning | 0 |

0 1

Theme A: Religion, relationships and families

0 1 . 1

Which one of the following explains the meaning of the term ‘cohabitation’?

[1 mark]

- A A married couple choosing not to have a sexual relationship**
- B A married person who lives alone after a divorce**
- C An unmarried couple living together in a relationship**
- D A couple who are married but live apart from each other**

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

Answer: C An unmarried couple living together in a relationship

0 1 . 2

Give two teachings from the Bible on the equality of women and men.

[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:

God created them equal / with different roles / God created humans, man and woman, in his image (Genesis 1:27) / when Eve was created, Adam said that she was bone of his bones and flesh of his flesh (Genesis 2:23) / in marriage, the two become one flesh (Mark 10:8) / woman is not independent of man nor man of woman (1Corinthians 11:11) / there is no longer male or female; all are one in Christ (Galatians 3:28), etc.

0 1 . 3

Explain two contrasting views in contemporary British society about family planning.

- 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 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.

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

The Catholic Church teaches the importance of responsible parenthood / family planning may be used to space out the children / to avoid the likelihood of having more children than the parents can provide for / using the rhythm of the menstrual cycle / artificial contraception is manipulative and degrades human sexuality, etc.

The development of artificial contraception is a responsible use of God-given skills / it might be better in some situations for some married couples not to have children / using artificial contraception takes the anxiety from their lovemaking and enables it to be more joyous and more what God intended / it is far more reliable than natural methods of family planning, etc.

Sterilisation means that couples do not need to worry about the fear of pregnancy / if they cannot afford more children / if the woman might have problems with a further pregnancy, etc.

Increasing numbers of unmarried couples are having sexual relationships / many are too young to cope with the responsibility of bringing up children / there may be no commitment in the relationship / so a reliable method of preventing pregnancy is essential, etc.

0 1 . 4 Explain two Christian beliefs about the nature of marriage.

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:

A sacrament / ordained by God from creation / the promises made are in the presence of God / the union receives his blessing / it is an exclusive union of two people / lifelong / it demands faithfulness / and total commitment / whatever situations arise in the future / intended to be a procreative relationship / it provides a stable and loving environment for the rearing of children / it encourages the stability of society / it sets an example of loving relationships / it reflects the love of Christ for the Church, etc.

Sources of authority:

‘A man leaves his father and mother and clings to his wife and they become one flesh.’ (Genesis 2:24)
‘What God has joined together, let no one separate.’ (Mark 10:9)
‘Husbands, love your wives as Christ loved the Church and gave himself up for her.’ (Ephesians 5:25)
‘For better for worse, for richer for poorer, in sickness and in health, to love and to cherish, till death do us part.’ (Marriage vows)
‘Because God himself forms the bond of sacramental marriage, it is binding until the death of one of the partners.’ (Youcat 261)

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

0 1 . 5 ‘There is nothing wrong with sex before 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 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

| 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

Pre-marital sex has become the norm in today's secular world / reliable contraception means that pregnancy and all that it entails can be avoided / marriage commonly takes place after the age of 30 / it is not reasonable to expect people to abstain from sex until that age / sex is something to be enjoyed / there is no need for the commitment of marriage / having a sexual relationship might help a couple realise whether or not marriage would be right for them / casual sex is acceptable providing care is taken not to exploit or hurt one another, etc.

Arguments in support of other views

Sex should be the expression of a fully committed married relationship / pre-marital sex devalues and trivialises God's gift of sex / virginity is a priceless gift to be offered to one's partner at marriage / the married relationship enhances the sexual relationship / pre-marital sex can easily become exploitative / lead to deep hurt / be selfish / it opens the door to underage and non-consensual sex / 'it is better to marry than to be aflame with passion' (1Corinthians 7:9) / the Church opposes pre-marital sex because 'she would like to protect love' (Youcat 407), etc.

0 2 Theme B: Religion, peace and conflict

0 2 . 1 Which one of the following means dying for one's belief?

[1 mark]

- A Martyrdom
- B Radicalisation
- C Reconciliation
- D Torture

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

Answer: A Martyrdom

0 2 . 2 Give two ways in which Christians help victims of war.

[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:

Provide food and shelter for those made homeless / give medical assistance / initiate programmes of therapy for those traumatised by their experiences / support a charity / welcome those who seek refuge in other countries / pray for them, etc.

0 2 . 3

Explain two contrasting views in contemporary British society about the belief that people should not go to war unless it is likely they will win.

- 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.

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

This is the teaching of the Catechism / ‘there must be serious prospect of success’ / Church teaching should be obeyed, etc.

Irresponsible not to take this into account / in one of his parables, Jesus pointed out that no king would go to war if he did not think he could win it / possibility that thousands could be killed or injured for nothing / does not show love of neighbour, etc.

In situations where there is terrible injustice the only hope of ending it might be through civil uprising eg the reason given for the uprising in Syria / courageous to be willing to sacrifice one’s life even if the result cannot be certain / risks sometimes have to be taken, etc.

When a country is threatened, it is the duty of citizens to resist the aggressor / eg the Polish army fought the German invaders in 1939, despite the odds being against success / they were seen as heroes / surrender without a fight is cowardly / and encourages further acts of aggression, etc.

0 2 . 4 Explain two Christian beliefs about the use of weapons of mass destruction.

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:

Motivated by hatred not love / they kill and maim in huge numbers / often civilians and children / totally indiscriminate / however serious the evil, the use of such weapons is never proportionate / contravenes the Just War theory / their use leads to further bitterness, tensions and the desire for revenge / serious and long-lasting damage to the environment / not displaying stewardship / massive cost of researching, developing and then using them / money should be spent on saving and improving life for people, not destroying it, etc.

Sources of authority

'Blessed are the peacemakers.' (Matthew 5:9)
'Put your sword back in its place, for all who take the sword will perish by the sword.' (Matthew 26:52)
'In a nuclear war there would be no victors, only victims.' (Pope Benedict XVI)
'Legitimate defence must not employ wrong, inappropriately harsh methods.' (Youcat 380)
'The use of any weapon that causes more than individual and proportionate harm to civilians is immoral. By definition, then, the use of weapons of "mass destruction" is forbidden.' (Docat 296)

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

0 2 . 5 'Christians should always show forgiveness.'

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

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

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

Arguments in support

Following the example of Jesus / he forgave his executioners / 'Father, forgive them...' / he gave the adulterous woman a fresh start / obeys teaching of Jesus / 'turn the other cheek' / Jesus told Peter that he should always forgive people / 'not seven times but seventy times seven' / the parable of the unforgiving servant makes the same point / 'forgive us our sins as we forgive those who sin against us' (the Lord's Prayer) / people cannot expect God to forgive them if they are unforgiving / forgiveness needed if the person or group who has suffered is to move on / the refusal to forgive is self-destructive / example of Gee Walker / nations harbouring grudges and wanting vengeance at the end of a war sow the seeds for the next one, etc.

Arguments in support of other views

Some things such as war crimes are so dreadful that they cannot be forgiven / the hurt may be too deep and the suffering too great for forgiveness to be offered / Jesus said that blasphemy against the Holy Spirit cannot be forgiven / forgiveness cannot be given unless the perpetrator is repentant / forgiveness must be deserved / forgiving people for the harm they have done to others is a betrayal of those who have suffered terribly, etc.

0 3

Theme C: Religion, human rights and social justice

0 3

. 1

Which one of the following explains what is meant by ‘the Preferential Option for the Poor’?

[1 mark]

- A Taking advantage of the poor**
- B Putting the needs of the poor first**
- C Ignoring the needs of the poor**
- D Praying for the poor**

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

Answer: B Putting the needs of the poor first

0 3

. 2

Give two ways in which the Church works to bring human rights to everyone.

[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:

Supports the work of pressure organisations / raises awareness of abuses of human rights / organises protests against global injustice / supports fair trade / provides food and shelter for the hungry and homeless / through the teaching of the Pope and Magisterium / through prayer, etc.

0 3 . 3

Explain two contrasting views in contemporary British society about positive discrimination.

- 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.

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

It puts right injustice / the Bible teaches that justice should flow like a river / it acknowledges that more than a verbal apology is needed for past wrongs to certain groups, eg women, ethnic minorities, disabled people, etc.

It recognises the dignity of those in society who might be vulnerable / it increases their sense of self-worth / of the equality of all humans / for Christians, differentiation in social, gender, religious or racial status is wrong, etc.

It gives people opportunities they might otherwise have never had / to develop skills and use their talents, etc.

Positive discrimination creates more problems than it solves / it encourages resentment and bitterness / a sense of injustice / that some people are being disadvantaged because of circumstances beyond their control, eg of birth, environment, etc.

Choices in employment, offering university places etc. should be solely on merit / this is in society's best interests, etc.

NB: reference to positive discrimination in one area only, eg racial discrimination, may be awarded maximum marks.

0 3 . 4 Explain two Christian beliefs about human trafficking.

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

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 is wrong because it is treating a human as an object / and is using the victim as a means to an end / it is exploitation of a vulnerable person / it is disrespectful / it devalues the person / it shows a lack of love / it is unjust / it is a form of control / and abuse of power / it is physically harmful to the victim / and mentally harmful / it is motivated by greed / it encourages lust / wrong because it is illegal etc.

Sources of authority

All are created 'in the image of God.' (Genesis 1:27)
'You shall not wrong a stranger or oppress him.' (Exodus 22:21)
'He loves righteousness and justice.' (Psalm 33:5)
The Golden Rule.
Parable of the Sheep and the Goats.
'Love your neighbour as you love yourself.' (Mark 12:31)
The Magnificat. (Luke 1:47-55)

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

0 3 . 5 ‘The Church should not have so much wealth.’

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

| 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

The wealth of the Church should be used to alleviate human need / owning priceless objects, land etc. is wrong when so many people are dying of hunger and preventable disease / wealth encourages greed and abuse of power / Jesus and his disciples did not need wealth to carry out their mission / they lived simply / ‘blessed are the poor, for theirs is the Kingdom of heaven’ / Jesus told the rich man to get rid of his wealth if he truly wanted a good relationship with God / ‘I want a Church that is poor and for the poor’ (*Evangelii Gaudium*) / ‘any Church community, if it thinks it can comfortably go its own way without creative concern and effective cooperation in helping the poor to live with dignity and reaching out to everyone, will also risk breaking down’ (*Evangelii Gaudium*), etc.

Arguments in support of other views

Wealth in itself is not sinful / it is how it is used / many individual churches and the Church as a whole help those in need in many ways / much of the Church's wealth lies in the land on which its churches, schools, hospitals etc. are built / church buildings are needed for the community to come together for worship etc. / having beautiful buildings, statues etc. honours God and also inspires the congregation to worship / without some wealth, the Church would not be able to serve the community, etc.

NB: Answers that relate appropriately and relevantly to the spiritual wealth of the Church should be credited.