

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

Paper 2A Perspectives on faith (themes)

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**Mark scheme**

June 2024

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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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

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 an examiner has any doubt about answers being creditworthy 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 (ie 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 the Catholic Church's declaration that a marriage is not valid?**

**[1 mark]**

- A Annulment**
- B Cohabitation**
- C Divorce**
- D Separation**

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

Answer: A Annulment

0 1 . 2

**Give two Christian teachings which show that women and men are equal.**

**[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:**

God created both women and men / in his own image (Imago Dei) / 'there is no male and female; for all are one in Christ' (Galatians 3:28) / Jesus interacted with women and treated them with respect, implying equality / 'both man and woman are human beings to an equal degree' (*Mulieris Dignitatem* 6) / women and men may have different roles and traits, but they complement each other / they were created to be a 'communion of persons' (the Catechism of the Catholic Church) / as human beings, they have identical human dignity, etc.

0 1 . 3

**Explain two contrasting views in contemporary British society about remarriage after divorce.**

- 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:**

- Remarriage to a different person after divorce is not recognised in the Catholic Church and in some other Christian churches / the vow ‘until death us do part’ is binding / it was a promise made before God / Jesus taught that it was an act of adultery, etc.
- Remarriage after divorce may cause psychological and emotional problems for the family / the existing children may find it hard to accept the step-parent / this may cause problems for the relationship between the adults, etc.
- It is compassionate to give someone whose marriage has ended in divorce a second chance at happiness / and to enjoy the blessings of married and family life / many Christian churches are willing to remarry those who have been divorced, etc.
- Some view marriage simply as a legal contract, not a sacrament / if the contract is legally ended by divorce, then a new contract may be undertaken, etc.

**0 1 . 4** Explain two Christian beliefs about sex before 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 scripture 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:**

- Many Christians believe that sex involves total commitment between a couple / it is an exclusive act / it joins the couple in a lifelong bond, etc.
- Virginity is a gift to be offered to one’s spouse / it highlights the true worth of sexual relationships / casual sex trivialises them, etc.
- No sex before marriage has practical benefits / it means that sexually transmitted diseases cannot be passed on / it avoids the issue of unwanted pregnancy, etc.
- Some Christians believe sex before marriage should be avoided as sex should be open to procreation/ but the best environment to raise children is within a family (marriage), etc.
- Some see sex as something to be enjoyed within the boundaries set by the law / it is a natural instinct / providing it does not cause harm, there is nothing wrong with sexual relationships before marriage, etc.
- Sexual relationships before marriage may benefit a marriage / sexual experience may prevent uncertainty at the outset of marriage, etc.

**Sources of authority might include:**

‘Everyone who looks at a woman with lust has already committed adultery with her in his heart.’  
 (Matthew 5:28)

‘Because love is so great, so sacred, and so unique, the Church teaches young people to wait until they are married before they start to have sexual relations.’ (Youcat 407)

Sex in marriage fulfils the love between a husband and wife rather than being something done for personal pleasure. (John Paul II’s ‘Theology of the Body’)

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

**0 1 . 5** ‘Procreation (having children) is an essential part of being a Catholic family.’

Evaluate this statement.

In your answer you:

- should give reasoned arguments to support 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. <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:**

- Children are a gift from God / they complete the family / many people of all religions believe this / the promise in a Catholic wedding to accept children lovingly from God is based on this / procreation is a key duty set out in natural law, etc.
- The first command in the Bible is ‘to be fruitful and multiply’ / Catholic teaching is based on this / many people want to have children / it is a biological instinct, etc.
- The Catholic Church teaches couples to take into account their family situation / to ensure that they are able to care and provide for their children / natural family planning is an acceptable way of

controlling pregnancy without preventing the work of God / it does not detract from the belief that procreation is marriage's primary purpose / 'A Christian married couple may and should be responsible in using the gift and privilege of transmitting life' (Youcat), etc.

**Arguments in support of other views:**

- Some couples do not want children / or may not be able to have them / their careers or lifestyle might mean that they would be unable to give children the attention they need / in such situations, procreation is less important than total commitment to one another / they are still a family and will have responsibilities towards their own parents and other relatives, etc.
- The view that procreation is the primary purpose of family life does not take account of global issues / families should not have too many children because of the problem of global overpopulation / there is a limit to how many people the world can support, etc.
- Couples might foster or adopt / this means that procreation is not an essential part of family life / they are still a family, etc.

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

**0 2 . 1** Which one of the following explains what is meant by nuclear deterrence? [1 mark]

- A Getting rid of all nuclear weapons
- B Possessing nuclear weapons to prevent attack
- C Telling other countries to develop nuclear weapons
- D Using nuclear weapons to destroy enemy cities

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

Answer: B Possessing nuclear weapons to prevent attack

**0 2 . 2** Give two teachings from the Catechism of the Catholic Church 2309 about Just War theory. [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:**

There are strict conditions / they must be very carefully thought about / the damage caused by the aggressor must be lasting / serious / certain / all other means of ending the conflict must have been tried / shown to be ineffective / impractical / there must be a real likelihood of success / the use of weapons must not produce evils worse than the evil to be destroyed / account must be taken of the power of modern weaponry / it is the responsibility of those in authority to assess whether the conditions have been met / these are the traditional elements enumerated in the 'Just War' doctrine, etc.

Also allow the following points which are found in the paragraphs immediately following 2309: Public authorities have the right and duty to require citizens to fulfil obligations relating to national defence / public authorities should make provision for conscientious objection / non-combatants, those who have been wounded or taken prisoner should be respected and treated humanely / genocide is a mortal sin / indiscriminate destruction of whole cities and areas, eg through use of weapons of mass destruction is prohibited / harm to non-combatants should be considered and minimised where possible, etc.

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

- 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:**

- Christians should always be willing to forgive / Jesus taught the importance of unconditional forgiveness / do not forgive seven times but seventy times seven / the parable of the unforgiving servant / the forgiving father (prodigal son), etc.
- It is a sign of strength / it requires courage to ‘turn the other cheek’ / it is an act of love that is costly, etc.
- Being willing to forgive enables the victim to move on / it does not mean forgetting what has been done / but includes understanding / reconciliation, etc.
- Some people may think that some evil actions are so great that forgiveness is impossible / the bombing of Hiroshima / the torture carried out by those with power, etc.
- Some see forgiveness as a sign of weakness / it may encourage aggressors to repeat their actions, etc.

**0 2 . 4** Explain two Christian beliefs about the use of torture.

**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 scripture 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:**

- The Catholic Church and most other Christians denounce torture as inhumane / it ignores a person's human rights / it is a threat to people's life and wellbeing, etc.
- Torture shows a lack of respect / it treats someone as an object / it does not recognise the person as being created in God's image, etc.
- It is illegal according to international law / Christians believe that they should obey the law, etc.
- Torture may have a bad effect on the torturer / torturers may become hardened / they may lose the ability to feel qualities such as compassion, etc.
- A minority of Christians might think that limited use of torture might be justified / if it would result in saving hundreds of lives / eg if bombs had been planted / the lesser of two evils, etc.

**Sources of authority might include:**

'Love your enemies and pray for those who persecute you...' (Matthew 5:44)

'Let every person be subject to the governing authorities...' (Romans 13:1)

'Love does no wrong to a neighbour...' (Romans 13:10)

'Show proper respect to everyone...' (1 Peter 2:17)

'Torture ... is contrary to respect for the person and for human dignity.' (Catechism of the Catholic Church)

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

**0 2 . 5** ‘Religion is never a good reason for going to war.’

**Evaluate this statement.**

**In your answer you:**

- **should give reasoned arguments to support 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:**

- Jesus taught his followers to turn the other cheek / not to retaliate / so even if one’s religion is threatened, going to war is not the answer for a Christian, etc.
- Going to war just leads to more violence / as Jesus taught when he said that those who live by the sword die by it / there are other ways of defending one’s religion / eg showing its worth through a life devoted to love and service of others, etc.
- The Catholic Church teaches that it is wrong to seek to convert others to one’s religion by force / ‘...the human person has a right to religious freedom. This freedom means that all men are to be immune from coercion...’ (*Dignitatis Humanae*), etc.

**Arguments in support of other views:**

- The Old Testament claims that wars were often commanded by God / these included wars to defend one's religion / eg the Maccabees fought to prevent Judaism from being eliminated, etc.
- The concept of holy war is prominent in the Old Testament / God fighting alongside his people / Israel's enemies were God's enemies / they were to be destroyed, etc.
- Not responding to attacks on religion could be seen as a sign of indifference or weakness / it might encourage the aggressor to intensify actions / and attempt to eliminate the religion altogether, etc.

0 3

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

0 3 . 1

**Which one of the following terms means ‘treating people fairly’?**

**[1 mark]**

- A Dignity**
- B Justice**
- C Responsibility**
- D Stewardship**

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

Answer: B Justice

0 3 . 2

**Give two reasons why Christians disagree with discrimination based on sexuality.**

**[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:**

It is disrespectful / it deprives people of their human rights / it is not treating people with dignity / all people, whatever their sexuality, are created in the image of God / Jesus treated others with respect and did not discriminate / the ‘neighbour’ in ‘love your neighbour’ includes everyone / it shows a lack of compassion, etc.

0 3 . 3

**Explain two contrasting views in contemporary British society about the Christian teaching to ‘love your neighbour’.**

- 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:**

- It entails respecting the dignity of others / as created in God’s image, etc.
- It entails acknowledging their human rights / to freedom of belief / to justice, etc.
- It entails responsibility / showing kindness and compassion / putting the needs of others on the same level as one’s own, etc.
- Some think that their own interests, needs or family should take priority / ‘look after number one’ / the responsibility for providing for others’ needs lies with the state, not the individual, etc.
- Respect must be earned and deserved / those who behave in an anti-social way / or who adopt a self-destructive lifestyle do not merit respect, etc.

**0 3 . 4** Explain two Christian beliefs about being wealthy (rich).

**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 scripture 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:**

- Wealth is neutral / possession of wealth in itself is not a sin / it is the ‘love of money’ that, according to the New Testament, is the root of all evil, etc.
- Wealth is a gift from God / it must be used wisely / the parable of the talents contains a warning that people will be judged on how they have used their wealth, etc.
- Christians have a responsibility to use wealth to help others / this does not mean making themselves poor, but they should share with others what they have / the parable of the sheep and goats warns that they will be judged on their failure to care for others / the concept of stewardship applies to the use of wealth, etc.

NB Credit answers that relate to spiritual wealth.

**Sources of authority might include:**

The parable of the talents (Matthew 25:14–30)

The parable of the sheep and goats (Matthew 25:31–40)

The parable of the rich man and Lazarus (Luke 16:19–31)

Jesus’ conversation with the rich man (Mark 10:17–27)

‘For the love of money is a root of all kinds of evil...’ (1 Timothy 6:10)

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

**0 3 . 5** ‘The “Preferential Option for the Poor” is not fair.’

**Evaluate this statement.**

**In your answer you:**

- **should give reasoned arguments to support 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. <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:**

- It is effectively a form of discrimination / putting the needs of those of low economic status first / people should be treated equally, etc.
- It might encourage dependency on charities and other forms of material assistance / this results in a loss of a sense of self-worth and personal dignity, etc.
- Some think that having lower economic status is due to a lack of effort on the part of an individual / or, in the case of national poverty, to corruption or mismanagement by the government / putting the needs of these first will just reinforce these issues, etc.

**Arguments in support of other views:**

- It is following the example set by Jesus / he spent much of his ministry in caring for the less privileged in Jewish society / they came first in his ministry / he said that he had come to bring good news to the poor, etc.
- It is putting into practice Jesus' teaching / the parable of the rich man and Lazarus reminds Christians of their duty to care for those in need, etc.
- *Evangelium Gaudium* teaches that the Church must focus on the needs of those who have fewer resources as they are in most need of help / 'I want a Church which is poor and for the poor' (Pope Francis) / the wealthy have much to learn from them, etc.