



GCSE MARKING SCHEME

SUMMER 2025

**GCSE
RELIGIOUS STUDIES
UNIT 2: CHRISTIANITY & JUDAISM
3120U10-1**

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

WJEC GCSE RELIGIOUS STUDIES
UNIT 2: CHRISTIANITY & JUDAISM
SUMMER 2025 MARK SCHEME

General Marking Instructions for Examiners

The mark scheme defines what can be reasonably expected of a candidate in response to questions asked.

1. Positive marking

It should be remembered that candidates are writing under examination conditions and credit should be given for what the candidate writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

2. Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains a range of marks.

3. Two-mark questions

Banded mark schemes are not suitable for low tariff questions. Instructions for the awarding of marks are given with the indicative content.

Using the banded mark scheme

Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the candidate's answer and check whether it matches the descriptor for that band. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

Indicative content is also provided for banded mark schemes. **Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a candidate need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.** Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

For questions which require candidates to consider two separate aspects, if the candidate only considers one, marking using the banded descriptions and then halve the mark.

Assessment Objectives

The questions test the candidate's ability to:

- AO1 Demonstrate knowledge and understanding of religion and belief*, including:
 - belief, practices and sources of authority
 - influence on individuals, communities and societies
 - similarities and differences within and/or between religions and belief
- AO2 Analyse and evaluate aspects of religion and belief*, including their significance and influence

* The term 'belief' includes religious and non-religious belief as appropriate to the subject content requirements.

LEVEL DESCRIPTORS / MARKING BANDS

Questions 1, 2, 3, 4 (a) AO1

See instructions provided with indicative content.

Questions 1, 2, 3, 4 (b) AO1

Band	Band Descriptor	Mark Total
3	An excellent, coherent description showing awareness and insight into the religious idea, belief, practice, teaching or concept. Uses a range of appropriate religious/specialist language and terms and, where relevant, sources of wisdom and authority, extensively, accurately and appropriately.	4–5
2	A good, generally accurate description showing awareness and understanding of the religious idea, belief, practice, teaching or concept. Uses religious/specialist language and terms and, where relevant, sources of wisdom and authority generally accurately.	2–3
1	A limited statement of information about the religious idea, belief, practice, teaching or concept. Uses religious/specialist language and terms and, where relevant, sources of wisdom and authority in a limited way.	1
0	No relevant information provided.	0

Questions 1, 2, 3, 4 (c) AO1

Band	Band Descriptor	Mark Total
4	An excellent, highly detailed explanation showing awareness and insight into the religious idea, belief, practice, teaching or concept. Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.	7–8
3	A very good, explanation showing awareness of the religious idea, belief, practice, teaching or concept. Uses a range of religious/specialist language, terms and sources of wisdom and authority accurately and appropriately.	5–6
2	A satisfactory explanation showing some awareness of the religious idea, belief, practice, teaching or concept. Uses religious/specialist language, terms and/or sources of wisdom and authority with some accuracy.	3–4
1	A limited explanation showing little awareness of the religious idea, belief, practice, teaching or concept. Uses religious/specialist language, terms and/or sources of wisdom and authority in a limited way and with little accuracy.	1–2
0	No relevant information provided.	0

Questions 1, 2, 3, 4 (d) AO2

Band	Band Descriptor	Mark Total
4	An excellent, highly detailed analysis and evaluation of the issue based on comprehensive and accurate knowledge of religion, religious teaching and moral reasoning. Clear and well supported judgements are formulated and a comprehensive range of different and/or alternative viewpoints are considered. Uses and interprets religious/specialist language, terms and sources of wisdom and authority extensively, accurately, appropriately and in detail.	12–15
3	A very good, detailed analysis and evaluation of the issue based on thorough and accurate knowledge of religion, religious teaching and moral reasoning. Judgements are formulated with support and a balanced range of different and/or alternative viewpoints are considered. Uses and interprets religious/specialist language, terms and sources of wisdom and authority accurately, appropriately and in detail.	8–11
2	A satisfactory analysis and evaluation based on some accurate knowledge of religion, religious teaching and moral reasoning. Some judgements are formulated and some different and/or alternative viewpoints considered. Uses and interprets some religious/specialist language, terms and/or sources of wisdom and authority generally accurately.	4–7
1	A weak analysis and evaluation, based on a limited and/or inaccurate knowledge of religion, religious teaching and moral reasoning. A limited and/or poor attempt or no attempt to formulate judgements or offer alternative or different viewpoints. Poor use or no use of religious/specialist language, terms and/or sources of wisdom and authority.	1–3
0	No relevant point of view stated.	0

Assessment of spelling, punctuation and the accurate use of grammar
Applies to Section A, Question 1, part (d) only

Band	Performance descriptions
<i>High performance</i> 5-6 marks	• Candidates spell and punctuate with consistent accuracy • Candidates use rules of grammar with effective control of meaning overall
<i>Intermediate performance</i> 3-4 marks	• Candidates spell and punctuate with considerable accuracy • Candidates use rules of grammar with general control of meaning overall
<i>Threshold performance</i> 1-2 marks	• Candidates spell and punctuate with reasonable accuracy • Candidates use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall
0	• The candidate writes nothing • The candidate's response does not relate to the question • The candidate's achievement in SPaG does not reach the threshold performance Band, for example errors in spelling, punctuation and grammar severely hinder meaning

PART A – CORE BELIEFS, TEACHINGS AND PRACTICES

CHRISTIANITY

QUESTION 1

Please note: the mark scheme is not a checklist. Other valid points must be credited.

For all (a) questions, credit 1 mark for a very simple definition and 2 marks for a developed definition and/or an example.

(a) What do Christians mean by ‘revelation’? [AO1 2]

God making himself known to humankind; for instance, through the Bible.

(b) Describe Christian beliefs about Heaven. [AO1 5]

Refer to the marking bands for question (b).

- Heaven is eternal life in the presence of God.
- Christians aim to achieve an afterlife in Heaven.
- Heaven is for the good/those who have put their faith in Christ.
- In Heaven, the soul will be reunited with God and united with Christ.
- Christians should put their faith in God that there is a Heaven.
- The only way to Heaven is through a belief in Jesus.
- Some Christians believe that if they do not go to Heaven they may go to Hell.

Where appropriate, relevant references may include:

- *‘I am the resurrection and the life. Those who believe in me, even though they die, will live.’ John 11:24-25*
- *“Do not let your hearts be troubled. You believe in God; believe also in me. My Father’s house has many rooms; if that were not so, would I have told you that I am going there to prepare a place for you? And if I go and prepare a place for you, I will come back and take you to be with me that you also may be where I am. You know the way to the place where I am going. John 14:1-4*
- *Jesus answered, “I am the way and the truth and the life. No one comes to the Father except through me. John 14:6*
- *Again, the kingdom of heaven is like a merchant seeking beautiful pearls, who, when he had found one pearl of great price, went and sold all that he had and bought it. Matthew 13:45-46*

(c) **Explain why pilgrimage is important to Christians.**

[AO1 8]

Refer to the marking bands for question (c).

- Pilgrimage is important as it shows commitment to God. Pilgrimage is an act of devotion which can sometimes be physically challenging.
- Pilgrimage can bring a believer closer to God as they are deepening their connection with God.
- Christians go on pilgrimage to learn more about their faith. This can help Christians to strengthen their faith in God.
- Pilgrimage allows Christians to engage with their surroundings and provides them with opportunities to reflect and pray.
- Pilgrimage can provide Christians with opportunities to feel connected to other Christians.
- Visiting significant sites of Jesus' life can have a powerful spiritual experience.
- Pilgrimage is important to Christians as it brings the stories from the Bible to life, e.g. the Church of the Nativity (where Jesus was born), the Garden of Gethsemane (where Jesus was arrested), the Church of the Holy Sepulchre (where Jesus was crucified).
- Christians may celebrate festivals in significant sites, such as Christmas and Easter.
- Some Christians go on pilgrimage as a form of penance. Pilgrimage is way of showing God that you are sorry for the sins that you have committed. Because the pilgrimage is difficult it demonstrates that you are prepared to do something difficult for God.
- Some Christians go on pilgrimage to find out more about places associated with the Saints, e.g. Lourdes which is associated with Saint Bernadette and the visions of Mary. At Lourdes there are stories of healing, so many unwell people go in the hope of being healed.
- Pilgrimage may reflect the Christian idea of life as a journey or a pilgrimage to God. This pilgrimage is journeying together towards the 'telos' or Heaven.

Where appropriate, relevant references may include:

- *'Do the little things that you have heard and seen me do.'* St David, Patron Saint of Wales
- *'Even though I walk through the darkest valley, I will fear no evil, for you are with me: your rod and your staff, they comfort me.'* Psalm 23:4
- *'Do the little things that you have heard and seen me do.'* St David, Patron Saint of Wales

- (d) **‘The Bible is the only source of authority for Christians.’ [AO2 15+6]**
Discuss this statement showing that you have considered more than one point of view.
(You must refer to religion and belief in your answer.)

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question.

Refer to the marking bands for question (d).

- Christians believe it is the only source of authority because it is the word of God.
- Christians believe that the Bible is the inspired, revelation of God’s will.
- It is the only source of authority as the Holy Spirit still speaks through its pages.
- It has teaching and advice for every need and situation. So it can be the only source of authority.
- It has laws for living, such as the Ten Commandments, rules about relationships etc.
- It contains principles that still apply to modern circumstances.
- The Bible was written so long ago, it requires updating for modern situations.
- Conscience is a source of authority. It is an inner guidance from God that many Christians would use.
- Christians can seek authority and advice from ministers, priests.
- Advice from other, experienced, Christians within the community offer authority on issues that are relevant to today’s society, such as gender equality, conflict.
- Personal experiences can impact on a person’s life, and can, for some, be the only source of authority.

Where appropriate, relevant references may include:

- *Follow them so that you may live and may go in and take possession of the land the Lord, the God of your ancestors, is giving you. Do not add to what I command you and do not subtract from it, but keep the commands of the Lord your God that I give you. Deuteronomy 4:1-2*
- *All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the servant of God may be thoroughly equipped for every good work. 2 Timothy 3:16-17*

PART A – CORE BELIEFS, TEACHINGS AND PRACTICES

JUDAISM

QUESTION 2

Please note: the mark scheme is not a checklist. Other valid points may be credited.

For all (a) questions, credit 1 mark for a very simple definition and 1 mark for an example or 2 marks for a developed definition.

- (a) What do Jews mean by 'Brit Milah'? [AO1 2]

Circumcision – removal of the foreskin of the penis on the eighth day after birth. It is regarded as a sign of God's covenant with his chosen people. Translates as 'Covenant of the Cutting'.

- (b) Describe how the mezuzah is a symbol of Jewish identity. [AO1 5]

Refer to the marking bands for question (b).

- Provides Jews with a visual reminder that they are Jewish.
- Reminder that what takes place in the home shows their love for God.
- Placed on the right-hand side of the door, except the toilet, which shows a home is Jewish.
- Constantly reminds Jews to obey the Shema.
- The first letter of the name God (the letter Shin) is visible.
- Many mezuzahs have a Star of David on the cover.
- Jews touch the mezuzah and then they kiss their fingers, showing love and respect for God.
- Reminds Jews of God and God watches over them, protecting their house.
- Shows they are obeying God's command to write them upon the doorposts of your houses and upon your gates. [Deuteronomy 6:9].

Where appropriate, relevant references may include:

- *"You shall love the Lord your God with all your heart and with all your soul and with all your might...Impress them upon your children. Recite them when you stay at home and when you are away, when you lie down and when you get up. Bind them as a sign on your hand and let them serve as a symbol on your forehead, inscribe them on the doorposts of your house and on your gates". Deuteronomy 11:13-21*

(c) **Explain how Jews celebrate Pesach.**

[AO1 8]

Refer to the marking bands for question (c).

- The festival lasts eight days.
- Home is prepared, e.g. all yeast is removed and the house is cleaned.
- Special cutlery is used for Pesach.
- Candles are lit to welcome the festival.
- Jews observe Pesach by setting a Seder table.
- There are three matzot on top of each other.
- The middle matzah is broken and is hidden for children to find.
- Children search for chametz, this is known as bedikat chametz.
- Kiddush is recited over a glass of wine.
- Everyone at the Seder meal has a cushion to lean on.
- The youngest person present asks four questions.
- Four small glasses of wine are drunk.
- An extra cup of wine is placed on the table and the door is left open for the prophet Elijah.
- The story of how the Jews fled from Egypt is retold from a book called the Haggadah.
- As the story of each of the ten plagues is read out a drop of wine is spilt to remind Jews that their liberation was tinged with sadness because of the suffering of the Egyptians.
- Salt water represents the tears of the slaves.
- After the second glass of wine, all wash their hands.
- Small matzot are distributed to all and eaten.
- Bitter herbs are dipped in charoset and eaten.
- The main meal is eaten.
- Grace is said and hymns are sung.

Where appropriate, relevant references may include:

- *“This is a day you are to commemorate; for the generations to come you shall celebrate it as a festival to the Lord - a lasting ordinance. For seven days you are to eat bread made without yeast. On the first day remove the yeast from your houses, for whoever eats anything with yeast in it from the first day through the seventh must be cut off from Israel.” Exodus 12:14-15*

- (d) **‘Following the Ten Commandments is the most important duty for a Jew.’**
Discuss this statement showing that you have considered more than one point of view.
(You must refer to religion and belief in your answer.) [AO2 15]

Refer to the marking bands for question (d).

- They are laws, directly from God, that should be obeyed.
- They are a guide for Jewish living, so should be followed.
- God will judge Jews on how well they have observed the commandments.
- They help Jews to treat other people with respect. For example, Jewish children are reminded to honour their father and mother.
- Guide Jews to love and worship God effectively.
- Not all are relevant today as many people have to work on the Sabbath.
- Obeying the Covenant is important as it shows their relationship with God and is the basis of the Jews being God’s chosen people.
- Following the teachings of the Shema are important.
- Following the rules of kashrut are more important.
- Showing kindness towards others is an important duty, known as gemilut hasadim
- Observing festivals, such as Pesach, is more important.
- Brit Milah is an important duty for Jewish boys as it marks the entry into the Covenant with God.

Where appropriate, relevant references are likely to include:

- *“You shall have no other God’s before me.” Exodus 20:3*
- *“You shall not make for yourself an image in the form of anything in heaven above or on the earth beneath or in the waters below.” Exodus 20:4*
- *““You shall not misuse the name of the Lord your God.” Exodus 20:7*
- *“Remember the Sabbath day by keeping it holy.” Exodus 20:8*
- *Every male among you shall be circumcised, and it will be the sign of the covenant between me and you. - Genesis 17:9-14*
- *You shall love the Lord your God with all your heart and with all your soul and with all your might...Impress them upon your children. Recite them when you stay at home and when you are away, when you lie down and when you get up. Bind them as a sign on your hand and let them serve as a symbol on your forehead, inscribe them on the doorposts of your house and on your gates. Deuteronomy 11:13-21*
- *“Do not cook a young goat in its mother’s milk.” Exodus 23:19*

PART B – RELIGIOUS RESPONSES TO ETHICAL THEMES

THEME 1: RELATIONSHIPS

QUESTION 3

Please note: the mark scheme is not a checklist. Other valid points must be credited.

For all (a) questions, credit 1 mark for a very simple definition and 2 marks for a developed definition and/or an example.

- (a) What is meant by ‘cohabitation’? [AO1 2]

To live together in a sexual relationship, without being married, or in a civil partnership.

- (b) Describe Christian or Jewish attitudes towards adultery. [AO1 5]

Answers may include the following points, but other relevant and accurate points must also be credited.

Christianity

- Christianity teaches adultery is always wrong.
- Marriage is intended by Christians to be sexually exclusive and should not be shared with anyone who is not a person’s husband or wife.
- Adultery breaks the marriage vows made before God to be faithful.
- Adultery breaks one of the Ten Commandments – ‘You shall not commit adultery’.
- Marriage is a sacrament and gift from God that should be respected.
- Adultery is seen to destroy the special relationship between a husband and wife and cause the partner to feel betrayed.
- In the New Testament, Jesus did forgive women who committed adultery despite it being seen as wrong.

Judaism

- Judaism teaches that adultery is always wrong.
- Adultery breaks one of the Ten Commandments – “You shall not commit adultery”.
- Jews are expected to be faithful to their husband/wife which is bound by marriage.
- The Torah lists punishments for adultery showing it is wrong and in ancient times, the penalty of death was given to those who committed adultery.
- Adultery is seen to break the sacred bond of marriage and destroy family life which is important.
- Jewish law requires a Jewish man whose wife has been unfaithful to divorce her even if he is willing to forgive.

(c) Explain Christian and Jewish beliefs about marriage.

[AO1 8]

Answers may include the following points, but other relevant and accurate points must also be credited.

Christianity

- Christianity teaches that marriage is important as it is a union between a man and a woman that is intended to be for life; shown through the words of the vows being 'till death us do part'.
- Some Christians believe marriage is only for a man and woman and do not accept same sex marriage or allow it to take place in a Church.
- Christians believe marriage is a sacrament which is made with God's blessing and in God's presence so getting married in a Church is the ideal for Christians.
- Christianity teaches that marriage is a gift from God and the vows they make to each other and to God are sacred and binding.
- Marriage is accepted by Christians to be a special relationship where a man and woman make promises before God to show their commitment and vow to be faithful to each other.
- For Christians, marriage is the correct place to have a sexual relationship and start a family as they believe it is the best environment for this to take place.
- Christianity teaches that marriage is what God planned and intended for humans when he created them.
- Christians believe that marriage brings stability to society as it provides a good moral basis and children can be raised within the Christian faith.

Where appropriate, relevant references are likely to include:

- *But from the beginning of creation, 'God made them male and female. For this reason a man shall leave his father and mother [and be joined to his wife], and the two shall become one flesh. ' So they are no longer two but one flesh. Mark 10:6-8*

Judaism

- In Judaism, marriage is seen as a legal partnership but more importantly, a union between two people that is blessed by God.
- Marriage is important in Judaism as it is seen as the creation of a spiritual bond through the merging of two souls which is shown through the Seven blessings which are a key feature of the marriage ceremony in Judaism.
- For Jews, marriage is the correct place for a sexual relationship to happen and marriage is the foundation upon which the family home is built and where a couple fulfil the commandment of being fruitful and multiplying.
- In Judaism, there is an expectation that Jews will marry and have children because of the commandment to do so.
- Both the Torah and Talmud view a man without a wife or woman without a husband to be complete; marriage is seen to unite and bind the couple together.
- Many rituals in Judaism are based around the family unit with marriage being an important feature of this.
- It is accepted that there is a lot of symbolism in a marriage ceremony which recognises the lifelong commitment of marriage; the Chuppah symbolises the home they will create and the ring symbolises the never ending bond being created.

(d) 'Religious believers should support same sex relationships.' [AO2 15]

Discuss this statement showing that you have considered more than one point of view.

(You must refer to religion and belief in your answer.)

Answers may include the following points, but other relevant and accurate points must also be credited.

- Some religious believers accept only heterosexual relationships due to religious teachings concerning the nature and purpose of sexual relationships.
- Same sex relationships may be seen as unnatural as children cannot be conceived naturally which is often considered to be a key purpose of a sexual relationship.
- Some religious believers do not recognise nor allow same sex marriage in their holy buildings.
- Other religious believers may view same sex relationships as equal to all other relationships as they believe that love is love and should not be challenged.
- Many religious believers point to ideas of equality in society and believe that there should be equality between different types of relationship.
- The law in the UK allows same sex relationships and changed in 2014 to recognise same sex marriage, giving couples the same rights as heterosexual couples.
- Same sex relationships is a matter of human rights and justice and there are some religious believers who have protested and stood up for them.
- Reference may be made to various sources of wisdom or authority relevant to religious teachings on marriage and same sex relationships.

PART B – RELIGIOUS RESPONSES TO ETHICAL THEMES

THEME 2: HUMAN RIGHTS

QUESTION 4

Please note: the mark scheme is not a checklist. Other valid points must be credited.

For all (a) questions, credit 1 mark for a very simple definition and 2 marks for a developed definition and/or an example.

- (a) What is meant by ‘human rights’? [AO1 2]

The basic entitlements of all human beings, afforded to them simply because they are human.

- (b) Describe Christian or Jewish beliefs about discrimination.. [AO1 5]

Answers may include the following points, but other relevant and accurate points must also be credited.

Christianity

- Christianity teaches discrimination is wrong as all humans were made in the image of God and have equal worth and value.
- Any action that devalues a person because of factors such as race, gender or disability, is seen to be an insult to God and his creation.
- The Bible gives many teachings about equality and teaches Christians to treat people in a fair and just way.
- Jesus showed how discrimination is wrong through the way he treated everyone the same and taught stories such as the Good Samaritan which showed we should not discriminate.
- Christianity teaches that everyone will be judged by God in the afterlife on the way they have treated others.
- There are many examples of Christians standing up against discrimination showing it is wrong and there may be specific reference to individuals or organisations who have shown through their actions that discrimination is wrong.
- Christians will support examples of positive discrimination showing that some people may need different treatment to make it fair for them.

Where appropriate, relevant references are likely to include:

- *“For all of you who were baptized into Christ have clothed yourselves with Christ. There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus. If you belong to Christ, then you are Abraham’s seed, and heirs according to the promise.” Galatians 3:27-29*

Judaism

- Judaism teaches that all humans are equal and have the same value, so discrimination is wrong.
- Jews look to teachings show that discrimination is incompatible with Jewish law, showing that God created everyone as equal, so discrimination is an insult to God.
- The Torah tells Jews to welcome and not persecute strangers and Jews are taught that God wants them to practice justice towards all.

- Judaism teaches that doing harm to one person is so great, it is as though you have harmed the whole world, and Jews aim to live by this teaching.
- Jews have been the target of many examples of discrimination, including events such as the Holocaust, so believe strongly in justice and treating people with equality.
- Jewish leaders have emphasised the importance of living in harmony with others, despite their differences.
- Jews will support examples of positive discrimination showing that some people may need different treatment to make it fair for them.

Where appropriate, relevant references are likely to include:

- *“Therefore, humans were created singly, to teach you that whoever destroys a single soul [of Israel], Scripture accounts it as if he had destroyed a full world;” Mishnah Sanhedrin 4.5b*

(c) Explain Christian and Jewish beliefs about how wealth should be used. [AO1 8]

Answers may include the following points, but other relevant and accurate points must also be credited.

Christianity

- Christianity teaches that wealth is neither good nor bad and there is nothing wrong with having wealth, but it is what you do with it that is important rather than desiring it.
- Christianity teaches that wealth should be used to help those in need because Christians believe that all humans have a duty to help each other as all humans were created by God to be equal.
- There are many teachings related to wealth including the Parable of the sheep and the goats taught by Jesus that tells Christians to help those in need and in doing so, this is the same as helping Jesus.
- The Parable of the Good Samaritan shows Christians how they should behave towards others including using their wealth for kindness to help others.
- Wealth is seen as a gift from God in Christianity and Christians are taught to share their wealth through charity; many Christians will donate to charities and organisations such as Christian Aid who use donations to help those less fortunate.
- Many Christians choose to tithe which means sharing 10% of their annual income to the Church because it can be used to help others.
- Christians believe gambling and lending for profit are wrong as this leads people to be greedy about money or waste it.
- Christianity teaches that using their wealth correctly to help others will gain them reward in the afterlife.
- Luke 16:19-31 tells the story of the rich man and Lazarus which can be followed by Christians to give guidance on how wealth should be used.
- Reference may be made to relevant teachings from sources of authority that relate to use of wealth and charity.

Judaism

- Judaism teaches that it is not wrong to have wealth but that humans are only custodians of wealth and should use it sensibly.
- Tzedakah is the Hebrew word for justice and Jews believe following this means giving money to the poor is a duty and that the poor have a right to receive it, giving justice.

- General guidelines in Judaism support Jews giving one-tenth of their income to charity and many Jews follow this.
- Judaism will encourage followers to give extra at festivals and many Jewish families have a pushke box in the homes where money is donated at Shabbat.
- Maimonides eight levels of charity encourage Jews to use their money to help others and are still seen as relevant today.
- Judaism teaches that wealth should be used wisely and responsibly as God created all humans to be equal and sharing wealth teaches the giver and receiver about the importance of caring for others.
- Reference may be made to relevant teachings from sources of authority that relate to use of wealth and charity.

**(d) 'All religious believers have a responsibility to work for equality.' [AO2 15]
Discuss this statement showing that you have considered more than one point of view.
(You must refer to religion and belief in your answer.)**

Answers may include the following points, but other relevant and accurate points must also be credited.

- All religions contain teachings that relate to equality and the importance of achieving it in the world so many religious believers may feel they have a duty to follow these in their lives.
- There are many examples of individuals who have stood up against injustice and worked to achieve equality in areas of life such as Martin Luther King, Malala, Gandhi.
- There are many teachings that point to the equality of all humans, and this may inspire many religious believers to act when they see inequality.
- There are many organisations and charities who work for equality and religious believers may choose to help out with these to make a difference.
- Some religious believers may feel that it is not their job to work for equality but that this is the responsibility of governments and those in authority who can bring about change.
- Religious believers may look to the examples of religious figures who have worked for equality and argue that it is dangerous to do this without support.
- Some religious believers may feel that they alone cannot make a difference.
- Some religious believers may see religion as part of the problem in terms of inequality with examples where men and women are not treated the same presently.
- Reference may be made to various sources of wisdom or authority relevant to religious teachings on equality.