



GCSE MARKING SCHEME

SUMMER 2019

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

INTRODUCTION

This marking scheme was used by WJEC for the 2019 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

WJEC GCSE RELIGIOUS STUDIES

UNIT 2: CHRISTIANITY & JUDAISM

MARK SCHEME SUMMER 2019

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

Question 1(a) AO1

See instructions provided with indicative content.

Question 1(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

Question 1(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

Question 1(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

Question 2(a) AO1

See instructions provided with indicative content.

Question 2(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

Question 2(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

Question 2(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 of the issue based on some accurate knowledge of religion, religious teaching and moral reasoning. Some judgements are formulated and some different and/or alternative viewpoints are considered. Uses and interprets some religious/specialist language, terms and/or sources of wisdom and authority with some accuracy.	4-7
1	A weak analysis and evaluation of the issue based on limited and/or inaccurate knowledge of religion, religious teaching and/or moral reasoning. A limited and/or poor attempt or no attempt to formulate judgements or offer different and/or alternative 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

The level descriptors for the mark schemes for Section B, Question 3 and 4 below apply to all papers.

Questions 3 and 4 (a) AO1

See instructions provided with indicative content.

Questions 3 and 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

Question 3 and 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

Question 3 and 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 of the issue based on some accurate knowledge of religion, religious teaching and moral reasoning. Some judgements are formulated and some different and/or alternative viewpoints are considered. Uses and interprets some religious/specialist language, terms and/or sources of wisdom and authority with some accuracy.	4-7
1	A weak analysis and evaluation of the issue based on limited and/or inaccurate knowledge of religion, religious teaching and/or moral reasoning. A limited and/or poor attempt or no attempt to formulate judgements or offer different and/or alternative 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

PART A

QUESTION 1: CORE BELIEFS, TEACHINGS AND PRACTICES – CHRISTIANITY

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 ‘baptism’? [AO1 2]

- The sacrament is a rite of initiation, through which people become members of the Church.
- The word ‘baptise’ means to immerse in water.
- Water is used as a symbol of the washing away of sin.

Refer to the marking bands for question (b).

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

- A real place/state, spoken of in the Bible and by Jesus.
- They base their belief on faith in the Bible’s/Christ’s promises, e.g. John 3:16, that ‘God so loved the world that he gave his only Son...’; John 11:25-26, that ‘I am the resurrection and the life...’
- Jesus’ promise that he has gone to prepare a place, John 14: 1-4, ‘In my Father’s house are many mansions/dwelling places...’
- Many Christians believe there will be a resurrection of the dead.
- Jesus’ Resurrection gives assurance of a future, general resurrection, e.g. 1 Corinthians 11:23-26.
- Most Christians believe there will be a judgement of how people have lived / of whether people have put their faith in Christ.
- Most Christians believe Biblical stories about a Judgement Day, e.g. The Parable of the Great Judgement (Matthew 25:31-46).
- Some believe in a bodily resurrection.
- Some believe in an immortal soul which lives on in Heaven.
- Some believe the afterlife begins at a future time, after ‘sleeping,’ e.g. The Parable of the Rich Man and Lazarus, Luke 16:19-31.
- Others believe the person goes straight to be with God, e.g. Jesus’ promise to the thief on the cross.
- Catholics believe that most people will be cleansed of their sins in Purgatory.
- After Judgement Day, there will be a new Heaven and a new Earth.
- All wrongs will be righted and ‘there will be no crying there.’
- Heaven is eternal life in the presence of God.
- Heaven is for the good/the repentant/those who have put their faith in Christ.
- Hell is eternity cut off from the presence of God.
- Some believe Hell is a place of punishment.
- Hell is for the wicked/the unrepentant/unbelievers.
- Some believe punishment will be temporary and don’t believe in Hell.
- Some believe God will redeem all (universalism) and everyone will go to Heaven.

Refer to the marking bands for question (c).

(c) Explain the significance for Christians of their place of worship. [AO1 8]

- It's God's House.
- They may feel God's presence there.
- Attendance shows commitment to God / commitment to other believers.
- A gathering place for God's family / Church community...
- 'Neglect not gathering together' Hebrews 10:25 / 'where two or three are gathered in my name...' Matthew 18:20.
- It provides a sense of identity and belonging.
- Enables them to meet with fellow believers.
- It provides facilities for worship.
- A place that facilitates communal worship and other shared activities.
- Provides access to the sacraments, e.g. Eucharist/Communion.
- Access to celebrations and rites of passage, such as baptism, confirmation, wedding.
- It holds memories of their / their family's rites of passage.
- It might have a graveyard where family are buried.
- Provides facilities for serving each other / others, e.g. Sunday School, Youth Club, Mother and Toddler groups, Food Bank, Night Shelter, etc.
- A recognisable place to attract others to / invite others to.
- A visible witness of faith to the local community.
- A place away from the world, for peace and prayer.
- It can be the centre and focal point for the community.

Refer to the marking bands for question (d).

- (d) 'The Bible's teachings are all a Christian needs to live their life for God.'**
[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 accurate spelling, punctuation and the use of grammar are allocated to this question.

- It is God's Word.
- It is inspired, revelation of God's will.
- The Holy Spirit still speaks through its pages.
- It has teaching and advice for every need and situation, for example, the Gideon's Bible has a special section of useful verses.
- It has laws for living.
- It contains principles that still apply to modern circumstances.
- Jesus' teachings are timeless, e.g. the Golden Rule.
- But, its teachings do need interpreting, e.g. church leaders, preaching.
- A Christian needs to be part of a church or chapel community, not a loner.
- They should seek advice from a range of sources, e.g.
 - From God, through prayer.
 - Advice of minister, priest, youth leaders.
 - Advice of experienced, Christian friends.
 - Advice of parents, family.
 - Using sound reason, which is God-given.
 - Listening to conscience / the 'still small voice.'
 - The lessons of experience.
- The Bible is written for a different age, much is out-dated.
- It needs adapting for modern circumstances.
- The laws of the land are more important.
- Human rights legislation is more important.
- Some people have no access to the Bible.

PART A

QUESTION 2: CORE BELIEFS TEACHINGS AND PRACTICES – JUDAISM

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 Jews mean by 'mezuzah'? [AO1 2]

- Literally 'door post'
- A scroll enclosed in a case (often decorative)
- It is placed on right hand doorposts of every room in a Jewish home – except bathroom and toilet

Refer to the marking bands for question (b).

(b) Describe a Bar Mitzvah ceremony. [AO1 5]

- Takes place on Shabbat
- The boy will wear tefillin for the first time
- The boy is called to the bimah by the Rabbi – known as 'aliyah'
- The boy will recite a blessing and often lead prayer
- Boy will read a portion of the biblical prophets - haftarah
- Reciting blessing/reading from the Torah
- Father will recite a blessing – baruch shepatarami
- Speech will be made by the boy
- A sermon from the Rabbi is given
- Following the service, the congregation usually joins in a Kiddush

Refer to the marking bands for question (c).

(c) Explain the importance of the Abrahamic Covenant. [AO1 8]

- It is the basis for the Jews as God's chosen people
- It is important as it expresses monotheism – Abraham was the first person to teach about there being one God
- Signifies how Abraham was the Patriarch founder of Judaism
- Establishes the idea of the Promised Land - 'I will make you into a great nation, and I will bless you; I will make your name great, and you will be a blessing.' [Genesis 12 verse 1-2]
- Reminds Jews how God promised Abraham descendants - 'I will make you very fruitful; I will establish my covenant as an everlasting covenant between me and you and your descendants' [Genesis 17 verse 6-8]
- Abraham was told by God to circumcise himself, as part of the Covenant. Jewish men are circumcised, showing the importance of the Abrahamic Covenant – 'Every male among you shall be circumcised. You are to undergo circumcision, and it will be the sign of the covenant between me and you. For the generations to come every male among you who is eight days old must be circumcised.' [Genesis 17 v10 – 12]

Refer to the marking bands for question (d).

(d) 'The Talmud is the most important sacred text for Jews.'

[AO2 15]

- Jewish law (Halakhah) comes from the Talmud, therefore important for Jewish teaching
 - It is so important that some Orthodox Jews study a page of the Talmud every day – Daf Yomi.
 - Orthodox Jews believe that the Talmud is the word of God
 - The Talmud provides a detailed explanation and interpretation about the laws/mitzvot in the Torah (for example, explaining not working on Shabbat)
 - The Talmud explains the reasoning behind the practices of laws/mitzvot – these help Rabbis in modern day life
 - The Talmud enables Jews to understand the laws from the Torah – these are split into 6 divisions (e.g. laws on agriculture, Shabbat and festivals, relationships, laws on oaths, dietary laws, purity)
 - The Torah is important because it is the direct Word of God, given to Moses
 - Torah contains information regarding the covenant, the 613 commandments, Ten Commandments, food laws, creation and other parts of Jewish history
 - The Torah guides Jews in their relationship with other people – e.g. 'You shall not murder. You shall not commit adultery. You shall not steal' [Exodus 20 verse 13 – 15]
 - The Torah provides Jews with direct laws from God, about how to lead their lives – '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 verse 4]; 'Remember the Sabbath day by keeping it holy' [Exodus 20 verse 8]
 - The Torah teaches Jews how to lead a worthy life
 - By studying the Torah it allows Jews to feel closer to God

PART B

QUESTION 3: RELIGIOUS RESPONSES TO ETHICAL THEMES - RELATIONSHIPS

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 'adultery'. [AO1 2]

- Voluntary sexual intercourse between a married person and a person not their spouse
- Having an affair with someone who is not your married partner

Refer to the marking bands for question (b).

(b) Describe from Christianity or Judaism attitudes to same sex relationships. [AO1 5]

Christianity

- Differing views from traditions and individuals which often results from interpretations of scriptures and cultural/ethnic backgrounds
- Interpretations of biblical teachings e.g. Genesis 19 4-11; Leviticus 18.22; Leviticus 20.13; I Corinthians 6 :8-10 and Jude 1:7
- Reference to importance of procreation
- Same sex relations considered by some Christians as contrary to 'natural law'
- Recent denominational statements e.g. Methodist; Society of Friends; 2014 Synod of Bishops

Judaism

- Differing views from traditions and individuals which often results from interpretations of scriptures and cultural/ethnic backgrounds
- Interpretations from the Torah e.g. Leviticus 18.22;20:13
- Reference to the Talmud and Mishnah e.g. Kiddushin 82a; Bava Metzia 84a.
- Application of key beliefs such as the creation of life and not 'wasting seed' (Genesis 38 9-10)
- Contemporary statements e.g. Reform Movement sanctioning same-sex relationships

Refer to the marking bands for question (c).

- (c) Explain from Christianity and Judaism attitudes to the use of contraception.**
[AO1 8]

Christianity

- Can depend upon individual circumstances e.g. health of the woman and global considerations e.g. overpopulation
- Reference to specific sacred texts
- Diverse practices within the tradition which can be the result of interpretation of sacred texts and other sources of authority
- Roman Catholic teaching opposes the use of artificial contraception as it is against natural law
- Roman Catholic allowance of the 'rhythm method' where intercourse takes place at a time when the woman is least fertile
- Most Protestant churches (e.g. the Anglican Church and the Methodist Church) now see the use of contraception within marriage as a responsible way of planning a family. It allows sex to be enjoyed without the fear of an unwanted pregnancy
- The role of free will in decision making
- Use of artificial contraception to stop sexually transmitted diseases

Judaism

- Can depend upon individual circumstances e.g. health of the woman and global considerations e.g. overpopulation
- Reference to specific sacred texts
- Diverse practices within the tradition which can be the result of interpretation of sacred texts and other sources of authority
- Many oppose permanent contraception such as sterilisation
- Oral contraceptives often preferred to condoms which interfere with the male seed and stops the true binding of bodies (Genesis 2)
- Reform and Liberal schools of Judaism allow birth control for a wide range of reason. Orthodox Judaism is more restrictive
- The methods of contraception allowed under Jewish law are those that do not damage the sperm or stop it getting to its intended destination. These are the contraceptive pill and the IUD
- The religious view on birth control is based on two principles:
 - it is a commandment to marry and have children
 - it is forbidden to 'waste seed' (to emit semen while at the same time preventing conception)

Refer to the marking bands for question (d).

(d) 'Men and women should play equal roles in worship.'

[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.)

- Equal doesn't mean the identical same. Different actions can have equal power and authority
- If all people are supposed to have been made equal then there should be no gender discrimination
- It is important to keep to the tradition of a religion e.g. Jesus selected twelve men as disciples
- There have been many changes recently in faith traditions, e.g. women Orthodox rabbis; women as bishops
- Sacred scriptures sometimes depict specific roles for men and women and for some believers these are taken literally.
- Certain practices are not required of both genders. This often reflects the home role e.g. Muslim women not required to worship at the Mosque
- Respect for the views of the worshipping community

PART B

QUESTION 4: RELIGIOUS RESPONSES TO ETHICAL THEMES - HUMAN RIGHTS

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 'relative poverty'? [AO1 2]

- Poverty measured in relation to the standards of society in which someone lives
- Living on less or more than the average income of the country
- The wealth and resources you have in comparison to others around you

Refer to the marking bands for question (b).

(b) Describe the attitudes of Christians or Jews to the use of wealth. [AO1 5]

Christianity

- Many Christians believe it is important to give to charity. Some give a tenth of their wealth as a tithe
- Gambling is opposed by many Christians e.g. Methodists
- The importance of following the teachings of Jesus e.g. The Parable of the Rich Young Ruler
- A person's value should be based on their actions not their possessions

Judaism

- All possessions belong to God
- Importance of giving regularly to charity e.g. use of pushkes (collecting boxes)
- Maimonides 8 levels of charity
- Should not be used for show e.g. plain coffin at funerals

Refer to the marking bands for question (c).

(c) Explain Christian and Jewish teachings about discrimination. [AO1 8]

Christianity

- All life is created by God and therefore all are equal and sacred
- A duty to help those who have been discriminated against as in The Good Samaritan
- Reference to religious teachings, e.g. Leviticus 19 33-34 and Deuteronomy 24 .17
- Teachings of the New Testament, e.g. Galatians 3 27-29 regarding all are equal
- Importance of being involved in campaigns to lessen prejudice and discrimination e.g. CARJ
- Jesus' own examples in dealing with those considered as outcasts

Judaism

- All life is created by God and therefore all are equal and sacred
- Teachings from the Torah regarding care for all, e.g. Leviticus 19:33-34
- Belief that there is a link between all humans and therefore harm to one results harm to all (Mishnah 4.5)
- Importance of being involved in campaigns to lessen prejudice and discrimination e.g. JCORE

Refer to the marking bands for question (d).

(d) 'Everyone should have freedom to express their religious beliefs.' [AO2 15]

Discuss this statement showing that you have considered more than one point of view. (You must refer to religious belief in your answer.)

- Sometimes censorship protects religious communities
- Reference to Human Rights and the importance of Freedom of Speech
- It is wrong to say things that will hurt others – reference to the Golden Rule
- Reference to laws in some countries where religious beliefs are not able to be expressed, e.g. through what people wear, do, eat etc.
- Impact and dangers of evangelisation
- Religious beliefs may conflict with the law of the country
- Religious beliefs can lead to religious extremism