
GCSE (Short course)

RELIGIOUS STUDIES

8061

SHORT COURSE

Mark scheme

2018 Draft Specimen

Version 0.1

Draft

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 Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Draft

Level of response marking instructions

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 you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

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. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

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.

Levels of Response Marking

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

Levels 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.)

Levels are tied to specific skills. 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.

Levels 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. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

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.**

Spelling, Punctuation and Grammar (SPaG)

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

Spelling, Punctuation and Grammar (SPaG) will be assessed against the following criteria:

Level	Performance descriptor	Marks awarded
High performance	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate 	4-5
Intermediate performance	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate 	2-3
Threshold performance	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate 	1
No marks awarded	<ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning 	0

Christianity

- 01.1 Which one of the following expresses the belief that in Jesus God became a man? 1**
A) The Resurrection B) The Crucifixion C) The Baptism D) The Incarnation

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

Answer: D) The Incarnation

- 01.2 Give two ways in which Christians believe the Holy Spirit is at work in the world. 2**
Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

One mark for each of two ways.

Enables people to experience the presence of God/ inspires/ comforts/ strengthens/ gives confidence/ makes people holy –Sanctifier/ enables interpretation of the scriptures, etc.

- 01.3 Explain what Christians believe about the ascension of Jesus. 4**
Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Levels	Criteria	Marks
4	Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two.	4
3	Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one.	3
2	Basic knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points with simple explanation / or one relevant and accurate point developed.	2
1	Basic knowledge and understanding of one belief / practice / source of authority. A relevant and accurate point with simple explanation.	1
0	Nothing worthy of credit.	0

Students may include some of the following points:

The ascension is believed to have happened 40 days after the resurrection / the disciples saw Jesus taken up into heaven out of their sight / this was the moment when Jesus went back to his Father in heaven / and he is still there / this was not a sad event, because Jesus had only left them in body / Jesus is still with his followers today / the ascension glorified Jesus / proved his divinity.

01.4 Explain how a belief in creation influences Christians. 5

Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influence on individuals, communities and societies

Levels	Criteria	Marks
5	Detailed knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies. Different effects are explained, at least two are clearly developed with some clear examples.	5
4	Good knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.. Different effects are explained with some development of at least two.	4
3	Knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies. Different effects are explained with some development of one.	3
2	Basic knowledge and understanding of effects of the religion / belief / practice / text on individuals, communities or societies. Different effects with simple explanation, or one effect explained with some development.	2
1	Basic knowledge and understanding of one effect of the religion / belief / practice / text on individuals, communities or societies. One effect with simple explanation.	1
0	Nothing worthy of credit.	0

Students may include some of the following points:

The belief that this world is God's creation means that God can be experienced in and through nature so Christians can look to nature for signs of God's work / it shows that what is natural is what is good, which is the basis for the belief in natural moral law / it is the basis for the belief that the world is God's and humanity must look after it on God's behalf / it is the basis for belief in the sanctity of life which influences debates such as abortion and euthanasia.

1.5 'The best way for Christians to achieve salvation is by following the law of God.' 12

Evaluate this statement. In your answer you should:

- refer to Christian teaching
- give developed arguments to support this statement
- give developed arguments to support a different point of view
- reach a justified conclusion.

Target: AO2:1a and 1b Analyse and evaluate aspects of religion and belief, including significance and influence.

Levels	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.	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.	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.	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 points:

Agree:

The Law of God is set out in the Bible, for example in the Ten Commandments and the teaching of Jesus / Christians believe that God judges the thoughts and deeds of individuals / the parable of the sheep and the goats shows the righteous entering the kingdom and the unrighteous the fires of hell / so following the law and doing what God commands seems to be the way to enter heaven / which is the reward for doing good.

Other views:

Christians believe that the law is only part of the answer / keeping laws on its own is too difficult – people are human and they sin / keeping laws only because of the reward they bring is wrong / salvation requires God's grace and forgiveness / salvation comes through belief in Jesus / because in Jesus God paid the price for human sin.

SPaG 5 marks

Islam

- 2.1 Which one of the following expresses the Muslim belief that God is One? 1
- A) Torah B) Tariq C) Tawhid D) Taqwah

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

Answer: C) Tawhid

- 2.2 Give two qualities which Muslims believe God possesses. 2

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.

Immanent / transcendent / omnipotent / all merciful / just or fair / beneficent / compassionate / God as One etc.

- 2.3 Explain what Muslims believe about angels. 4

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

Levels	Criteria	Marks
4	Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two.	4
3	Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one.	3
2	Basic knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points with simple explanation / or one relevant and accurate point developed.	2
1	Basic knowledge and understanding of one belief / practice / source of authority. A relevant and accurate point with simple explanation.	1
0	Nothing worthy of credit.	0

Students may include some of the following points:

Beings created by God out of light / winged messengers / they carry the throne of God / attend on God / praise, worship God / messengers to mankind / guardian angels / taking people's souls on death / breathing the soul into the foetus / directing wind, rain, the physical world / record good and bad deeds of humans / blow the trumpet at the end of time / etc.

2.4 Explain how belief in the Imamate influences Shi'a Muslims. 5

Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influence on individuals, communities and societies

Levels	Criteria	Marks
5	Detailed knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies. Different effects are explained, at least two are clearly developed with some clear examples.	5
4	Good knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.. Different effects are explained with some development of at least two.	4
3	Knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies. Different effects are explained with some development of one.	3
2	Basic knowledge and understanding of effects of the religion / belief / practice / text on individuals, communities or societies. Different effects with simple explanation, or one effect explained with some development.	2
1	Basic knowledge and understanding of one effect of the religion / belief / practice / text on individuals, communities or societies. One effect with simple explanation.	1
0	Nothing worthy of credit.	0

Students may include some of the following points:

The belief that the Imams of the household of the Prophet are the true leaders of Islam chosen by God / means that only the hadith accepted by the Imams are considered authentic, this influences which customs and traditions Shi'a follow / the Imams are infallible, so their interpretation of the Qur'an and Hadith is correct, so Shi'a obey these / Sunni Islam which does not accept the authority of the Imam is seen as partly misguided as a result / the teaching about the hidden Imam means that some Shi'a believe that great Shi'a scholars are being, or were, guided by the hidden Imam / some expect the return of the Imam Mahdi as a sign of the coming of the end of the world and prepare for his coming, etc.

2.5 'The best way for Muslims to learn about their faith is by learning the Qur'an.' 12

Evaluate this statement. In your answer you should:

- refer to Islamic teachings
- give developed arguments to support this statement
- give developed arguments to support a different point of view
- reach a justified conclusion.

Target: AO2:1a and 1b Analyse and evaluate aspects of religion and belief, including significance and influence

Levels	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.	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.	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.	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 points:

Agree

Learning the Qur'an, for some, means memorising it (being hafiz), others will study the words of the Qur'an without memorising them / this will bring understanding and insight to the individual / time taken to learn it also means time taken in reflecting / the more the words are repeated the more they will mean to a believer / individuals who learn the Qur'an are in a good position to discuss the Qur'an with others and further enhance their understanding, etc.

Other Views

Memorising words is not the same as understanding / studying the words need not involve experiencing the presence of God within them and some Muslims believe that this is essential for faith / discussing beliefs with others or seeing how beliefs affect people, are also ways of understanding the faith / and hearing sermons at the mosque / living in obedience to God would be enough for those who have heard the teaching but cannot study the Qur'an for themselves.

SPaG 5 marks

Draft

Judaism

- 3.1 The Covenant at Mount Sinai was given in the presence of: 1
- A) Moses B) Elijah C) Abraham D) Noah

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

Answer: A) Moses

3.2 Give two acts which it is believed the Messiah will perform. 2

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 acts.

Will rule the Jewish people during the Messianic Age / will bring peace and harmony between nations / responsible for gathering the Jews back to Israel / restore full observance of the Torah law.

3.3 Explain what Jews believe about free will. 4

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

Levels	Criteria	Marks
4	Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two.	4
3	Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one.	3
2	Basic knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points with simple explanation / or one relevant and accurate point developed.	2
1	Basic knowledge and understanding of one belief / practice / source of authority. A relevant and accurate point with simple explanation.	1
0	Nothing worthy of credit.	0

Students may include some of the following points:

Humans are given freedom to choose by God – otherwise they would be robots and not made in God's image / God chooses to hold back his power / in this way humans may develop spiritually / grow in understanding of God's will / exercising free choice e.g. by helping those in need, enables Jews to fulfil God's plan for the world / e.g. there is enough food to feed the world but humans have responsibility for distributing it fairly / humans are expected to use their free will to obey the Mitzvot, so they do not decide what is right and wrong but they can choose whether to do right or wrong, etc.

3.4 Explain how the principle of saving a life (pikuach nefesh) influences Jews. 5

Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influence on individuals, communities and societies

Levels	Criteria	Marks
5	Detailed knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies. Different effects are explained, at least two are clearly developed with some clear examples.	5
4	Good knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.. Different effects are explained with some development of at least two.	4
3	Knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies. Different effects are explained with some development of one.	3
2	Basic knowledge and understanding of effects of the religion / belief / practice / text on individuals, communities or societies. Different effects with simple explanation, or one effect explained with some development.	2
1	Basic knowledge and understanding of one effect of the religion / belief / practice / text on individuals, communities or societies. One effect with simple explanation.	1
0	Nothing worthy of credit.	0

Students may include some of the following points:

Preservation of human life overrides almost any other religious consideration / 'Neither shall you stand by the blood of your neighbour' (Lev: 19:16) / Jews may therefore break laws they would not normally break in particularly circumstances / e.g. travelling on Shabbat to save a life, eating terefah food / means that Jewish communities have a responsibility to ensure life is preserved / affects decisions about abortion and euthanasia / will also be debated in relation to modern scientific techniques and the attitude of Jews to these / etc.

3.5 'For a Jew, the best description of God is 'God is One'. 12

Evaluate this statement. In your answer you should:

- refer to Jewish teachings
- give developed arguments to support this statement
- give developed arguments to support a different point of view
- reach a justified conclusion.

Target: AO2 Analyse and evaluate aspects of religion and belief, including significance and influence

Levels	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.	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.	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.	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 points:

Agree

The unity of God ensures his overall power / no one or nothing greater than God / therefore he can be worshipped as sole Creator / any other description of God can make God sound human which he is not / e.g. God as judge, God as king will naturally bring human characteristics into a description, making it less than perfect / God is One is also non-specific in relation to gender etc.

Other Views

God as One does not fully describe beliefs about God / It is an important description but others are needed if God is to be understood / God as merciful, forgiving, loving are important descriptions if people are to pray to God and understand his power / having many different words to describe God adds to an understanding of his omnipotence and omniscience / encourages people to communicate with God in prayer and worship / describing God using human characteristics is inevitable because it is only in imagery that God can be talked about / God is a spiritual concept so all words to describe him will be inadequate etc.

SPaG 5marks

Section B Theme A

Relationships and families

- 04.1 Which one of the following best expresses the religious view that one purpose of marriage is to have children? 1**
- A) Procreation B) Contraception C) Stability D) Polygamy**

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

Answer: A) Procreation

04.2 Give two religious beliefs about the nature of the family. 2

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

1 mark for each of two correct points

Should be based on the marriage of two people – male and female/ extended family/ ordained by God or commanded in scripture/ a duty to marry/ a vocation for some believers only.

04.3 Explain religious beliefs about the role of parents in a religious family. 4

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

Level	Criteria	Marks
4	Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two.	4
3	Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one.	3
2	One relevant and accurate belief / practice / source of authority explained.	2
1	One relevant and accurate belief / practice / source of authority identified.	1
0	Nothing worthy of credit.	0

Students may include some of the following points:

All religions believe that a key role for parents is to provide their children with all the necessities of life / provide a secure and stable background for children to grow up in / set an example to the children by living the faith / educate and raise children within the faith bringing them to maturity and full membership of the faith / teaching the children right from wrong / giving them moral standards to live by / teaching them to pray / take part in worship at home or in the place of worship / make sure that the home is halal (Islam) / kosher (Judaism) / in some traditions they will arrange the marriage or introduce prospective partners to their children / in some religious families, father and mother have equal but different roles / father working

to support the family, mother at home looking after the children e.g. Orthodox Jews, etc.

04.4 Explain different attitudes in contemporary British society to the issue of the use of contraception. 5

You must refer to religious views in your answer. You may also refer to non-religious views.

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs

Level	Criteria	Mark s
5	Detailed knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained, and at least two different views are clearly developed. Clear evidence of contemporary views is presented.	5
4	Good knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained with some development of at least two different views.	4
3	Knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained with some development of one.	3
	Answers that do not deal with religious views cannot achieve more than level 3.	
2	Basic knowledge and understanding of different beliefs / attitudes / views in contemporary British society, or slightly developed awareness of one view Different views with simple explanation, or one view explained with some development.	2
1	Basic knowledge and understanding of one belief / attitude / view in contemporary British society. One view with simple explanation.	1
0	Nothing worthy of credit.	0

Evidence of contemporary views may come from, for example: current teaching, news stories and the media or political debate.

Students may include some of the following points:

Goes against natural law / every sexual act should have the possibility of

creating new life (Catholic teaching) / purpose of marriage is to have a family / could encourage selfishness / infidelity / having a family is a duty / could be used to prevent children altogether / some methods cause abortion / against sanctity of life, etc. However, acceptable for some religious people in certain circumstances, e.g. health reasons / financial reasons / to allow couple's relationship to flower before children come along / welfare of other children, etc. Specific religious teaching follows:

Buddhism	Rebirth takes place at conception, so no methods which cause an abortion should be used. Principles of ahimsa (non-harming) and right intention operate.
Christianity	Contrasting views. Orthodox and Roman Catholics teach artificial contraception is wrong- against natural law and purpose of marriage; might encourage infidelity. Every sexual act should have the possibility of creating new life (Humanae Vitae, 1968). Other Christians accept its use in family planning for health, financial and other personal reasons.
Hinduism	Dharma (duty) to marry and have children, but overpopulation means contraception is encouraged in India. Respect for life (each person a reincarnated soul) means Hindus should not bring a child into the world to suffer.
Islam	Although Muslims prefer natural methods, most accept artificial methods for reasons of wife's health, financial difficulties, to help 'space' children or avoid passing on genetic disorders. Some Muslims oppose it as against Allah's plans. Allah gives strength to cope with any children that come along.
Judaism	A large family is a blessing from God. Orthodox Jews only allow contraception if the mother's health is at risk, not for social or economic reasons. Pill is preferred as it does not destroy semen or interfere with the sexual act. Reform and Progressive Jews accept it for reasons of mother's mental or physical health or welfare of rest of family.
Sikhism	No specific teachings so Sikhs follow local custom. Natural methods preferred, but up to the couple.

04.5

'Divorce is never right.'

12

Evaluate this statement.**In your answer you:**

- **should refer to scripture, sacred writings or other religious texts**
- **should give reasoned arguments in support of this statement**
- **should give reasoned arguments to support a different point of view**
- **should reach a justified conclusion**

- may refer to non-religious arguments.

Target: AO2:1a and 1b Analyse aspects of religion and belief, including 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.	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.	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.	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 points:

Agree

Religious couples have made vows to be faithful / stay together no matter what the circumstances / bring up children together / children are badly affected by divorce / couples should pray / seek guidance from religious leaders / family / receive counselling / try to discuss problems to avoid divorce / duty to children / marriage a contract before God / sacred bond / vows are for life / should avoid selfishness / would be going against religious teaching / 'one spirit in two bodies' / 'till death do us part', etc.

Other views

In cases of abuse, harm to children greater than harm done by separation / continual fighting disrupts peace of family life / drug addiction / alcohol problems / infidelity can be detrimental to family life / divorce should be last resort / all means of help given by religions should be tried / humans make mistakes / marriages fail / more compassionate to allow divorce when people have irreconcilable differences, etc.

Specific religious teaching on divorce follows:

Buddhism	'Let the wise man avoid an unchaste life, as he would a burning heap of coals...' (Sutta Nippata, 14: 395) Ideal is to remain married and faithful; factors which lead to marital discord like intolerance, lack of trust, etc. are hindrances to spiritual growth. Buddha taught that, once married, a man should regard all women as his mother, sister, or daughter so that even the thought of committing adultery could be considered as harmful, having harmful
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consequences. However, Buddhists accept some marriages fail and divorce, although it will be painful, should proceed in such a way as to limit the harm done.

- Christianity Teaching on divorce in Mark 10:2-12; 'Man must not separate what God has joined together' (Matthew 19:6) Ideal: marriage is for life, a view supported by Biblical teaching. Churches must uphold sanctity of marriage but need to love and care for those who are divorced. Roman Catholics believe marriage cannot be dissolved / revoked. Civil divorce not recognised - couple not free to remarry. Annulment only possibility. Church of England until recently did not allow remarriage in church after divorce, but would give informal blessing. Since 1981 General Synod gave parish ministers authority to remarry people in church, if they think appropriate, with permission of their bishops. Eastern Orthodox church has the authority to end marriages: church itself grants divorce and remarries, but usually not for the third time. Protestant churches accept civil divorce as end to marriage and allow remarriage in church.
- Hinduism Marriage a normal stage of life and important way of handing down values. Divorce not actually forbidden, but frowned upon. Orthodox Hindus believe marriage is for life. Divorce possible under Indian law if husband is cruel or couple unable to have children after 15 years of marriage. Adultery not adequate in itself, Law of Manu states wife must respect husband even if unfaithful. Remarriage legally possible but rare after divorce.
- Islam Divorce is allowed but is 'hateful to Allah' (Hadith); Before divorce, couple must try to resolve differences; bring in two friends or relatives to help settle matters; couple must wait 3 months (iddah) staying in same home but sleeping separately - to see if the wife is pregnant and to allow reconciliation if possible (Qur'an 4:35) Man is required to pay any part of dowry held back at time of marriage, must provide for her and children until she can be cared for by a man. Wife can divorce husband but must repay dowry, unless cause for divorce is his fault, and she will not be supported by him, although the children will.
- Judaism Torah says a man can divorce his wife if 'he finds something indecent about her' / 'shameful conduct' (Deuteronomy 24:10) but today divorce (get) is allowed by mutual consent since marriage is a voluntary agreement between two people. 'Tears fall on God's altar for whoever divorces his first wife.' (Gittin90a) Section of Talmud (Gittin) which deals with divorce. Court of 3 rabbis (Bet Din) prepares the divorce document usually at husband's request and it is handed to the wife or her representative in court. Wife cannot initiate a Jewish divorce, but reasonable grounds include infidelity, impotence, financial deprivation, cruelty or irreligiousness. In Israel husband can be imprisoned if he does not grant the divorce to his wife, but elsewhere he is not bound by it, and then she cannot remarry another Jew ('agunot' = chained woman). 3 month wait after divorce to ensure wife is not pregnant before remarriage. Reform Jews have their own get which treats men and women equally. Liberal Jews now accept civil divorce alone. Divorce regarded as unfortunate but has no stigma attached - people are encouraged to remarry, but not to previous husband (Deuteronomy 24:1-4).
- Sikhism Marriage should be for life; couple is 'one spirit in two bodies' (Guru Amar Das) Divorce rare and against principles of Sikh religion. Adultery forbidden – a Sikh

should 'respect another man's wife as he would his own mother and another man's daughter as his own daughter' (Rehat Maryada); also is a promise in Amrit ceremony when a Sikh becomes member of the khalsa. Divorce rare but afterwards the wife usually returns to parents' home. Sikhs normally only have one marriage partner, but can remarry, like widows / widowers. Grounds include desertion, insanity, impotence of husband, habitual cruelty, adultery and change of religion. Sikhs follow laws of land they are living in.

SPaG 5 marks

Draft

Theme B: Religion, Peace and Conflict

- 05.1 Which one of the following best expresses the religious ideal that there should be no violence in the world? 1**
- A) Defence B) Justice C) Peace D) Terrorism**

Target: AO1:1 Demonstrate knowledge and understanding of religion and

belief, including beliefs, practices and sources of authority

Answer: C) Peace

05.2 Give two ways in which religious believers help victims of war. 2

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

One mark for each relevant example.

Provide food and shelter; medical help; help to rebuild their lives; work to create peace.

05.3 Explain religious beliefs about forgiveness. 4

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

Level	Criteria	Marks
4	Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two.	4
3	Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one.	3
2	One relevant and accurate belief / practice / source of authority explained.	2
1	One relevant and accurate belief / practice / source of authority identified.	1
0	Nothing worthy of credit.	0

Students may include some of the following points:

Between human beings, forgiveness is a duty, it is wrong to hold grudges because you are only harming yourself by doing so. That does not mean that you are accepting that what the person did was right or that they should not be punished. It does mean that you should try to understand why they did it, because in some cases it may not have been their fault. If the person repents their sin or crime they may be forgiven

Some sins cannot be forgiven according to the teaching of some religions. For example, in Islam shirk (associating partners with God) is unforgiveable, but God may forgive any other sin if the believer repents. Buddhism and Hinduism teach that karmic consequences mean that the person will suffer because of the wrong

they have done so the victim will get justice, but if the victim wants revenge that will also have karmic consequences because it expresses hate. Forgiveness will bring positive karmic consequences.

05.4 Explain different attitudes in contemporary British society to weapons of mass destruction. 5

You must refer to religious views in your answer. You may also refer to non-religious views.

Target: AO1:3 Knowledge and understanding of religion and belief: similarities and differences within and/or between religions and beliefs

Level	Criteria	Marks
5	Detailed knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained, and at least two different views are clearly developed. Clear evidence of contemporary views is presented.	5
4	Good knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained with some development of at least two different views.	4
3	Knowledge and understanding of different beliefs / attitudes / views in contemporary British society. Different views are explained with some development of one. Answers that do not deal with religious views cannot achieve more than level 3.	3
2	Basic knowledge and understanding of different beliefs / attitudes / views in contemporary British society, or slightly developed awareness of one view Different views with simple explanation, or one view explained with some development.	2
1	Basic knowledge and understanding of one belief / attitude / view in contemporary British society. One view with simple explanation.	1
0	Nothing worthy of credit.	0

Evidence of contemporary views may come from, for example: current teaching, news stories and the media or political debate.

Students may include some of the following points:

Weapons of mass destruction are powerful enough to destroy the world and

should be banned/ religions teach 'Do not kill'/ sanctity of life/ these weapons could get into the wrong hands and someone could start a nuclear war/ those who have them could bully those who do not/ groups who oppose them like the Dalai Lama, CND and pacifists/ might get into the hands of terrorists/ unless countries get rid of them other countries will want them and there will be more danger of a rogue state getting them/ nuclear bombs dropped to end World War II had the effect of killing people for years to come because of radiation/ do not meet the Just War criteria e.g. of proportionally or not killing innocent civilians/ religions should support disarmament of weapons of mass destruction as they go against ahimsa and religious teachings of peace/ those who take the sword will die by the sword/ should protest to get rid of these weapons.

Nuclear weapons may be a deterrent/ may be justified as it could result in maintaining the peace and preventing war as people are too frightened to use them/ if others have them they may be needed for defence to maintain a balance of power/ need to protect their people from attack/ there is a difference between having weapons of mass destruction and using them/ it is the use of the them which is wrong.

05.5 'War is never right.' 12

Evaluate this statement.

In your answer you:

- should refer to scripture, sacred writings or other religious texts
- should give reasoned arguments in support of this statement
- should give reasoned arguments to support a different point of view
- should reach a justified conclusion
- may refer to non-religious arguments.

Target: AO2:1a and 1b Analyse and evaluate aspects of religion and belief: 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.	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.	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.	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 points:

Idea of Just War – criteria include - started and controlled by a properly instituted authority/ just cause/ last resort/ not involve suffering to innocent civilians/ protect trees, crops, animals/ not act of aggression or to gain territory/ aim to restore peace and freedom/ enable release of prisoners of war/ must be winnable/ proportionality.

Agree

Should be prepared to defend their country/ defend their beliefs or religion/ defend way of life and freedom/ defend an ally/ remove leader or government/ gain land or regain territory previously lost/ gain wealth/ for power/ gain important resources/ stop atrocities/ depose a dictator/ to defeat terrorists/ stop spread of weapons of mass destruction

Buddhists	Generally opposed to all killing but will defend their lands if it is seen as having the right motivation.
Christians	Jesus taught peace, forgiveness and overcoming evil with goodness but he did use force in the temple because it had become 'a den of thieves.'
Hinduism	Hindus have had the Kshatriyas (warrior caste) and believe war is justified if their country is invaded or if the people are oppressed or exploited.
Islam	Islam has the idea of the lesser jihad and those killed in jihad being rewarded in paradise.
Judaism	Judaism portrays God as a warrior and see some wars as obligatory – a necessary last resort/ these may be fought in self-defence or a pre-emptive strike against an enemy about to invade, or by God's command.
Sikhism	The kirpan symbolise the willingness of Sikhs to defend people's religious freedom, dignity and self-respect.

Other Views

Idea that it is wrong to kill / sanctity of life / many religious believers are pacifists/ other methods may be found to solve disputes rather than fighting and war/ some wars are morally wrong and cause terrible suffering needlessly.

Buddhism	Dhammapada 270: "A man is not a great man because he is warrior and kills other men, but because he hurts not any living being he is in truth called a great man." / the first precept not to take life, oppose warfare / concept of Ahimsa (non. violence)
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- Christianity Matthew 5v9: "Happy are those who work for peace." / Matthew 5v44: "Love your enemies and pray for those who persecute you." / Matthew 5v38-48 – do not take revenge, if anyone slaps you on the right cheek, let him slap your left cheek...Matthew 22v39: 'Love your neighbour'/ Romans 12v17-21
- Hinduism The Mahabharata: "This is the sum of duty. Do naught to others, which, if done to thee, could cause thee pain." / Hindus believe in the principle of Ahimsa (non-violence) / good Karma would not involve violence, but work towards peace / the Upanishads teach non-violence/ example of Gandhi
- Islam Surah 49.9: "If two parties of believers take up arms ... make peace between them." Surah 3.134: "Paradise is for ... those who curb their anger and forgive their fellow men." Islam seeks peace within the community / in the daily prayers peace is promoted: "peace be unto you." / the Qur'an teaches that revenge is wrong.
- Judaism Exodus 20v13: "Do not kill" / Micah 4v3 "Nation will not lift sword against nation, there will be no more training for war." / Proverbs 25v21: "If your enemy is hungry, give him something to eat; if thirsty, something to drink." / the Talmud: "What is harmful to yourself do not to your fellow men".
- Sikhism Peace is a gift of God/ believe in non-violence/ Guru Nanak taught that is someone hurt you, you should put up with it three times; on the fourth time God would defend you. GGS teaches Sikhs to cause no one any suffering.

SPaG 5 marks

Draft