



GCSE RELIGIOUS STUDIES B 8063/2A

Paper 2A Perspectives on faith (themes)

Mark scheme

June 2019

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

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

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

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 Lead 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.**

Theme A: Religion, relationships and families

0 1 . 1 Which one of the following is not a reason for a marriage to be annulled by the Catholic Church?

[1 mark]

- A** The couple always use contraception.
- B** The couple have never had sex with one another.
- C** The couple have arguments about money.
- D** The couple have been forced to get married.

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

Answer: C. The couple have arguments about money.

0 1 . 2 Give two teachings from the Bible about human beings as male and female.

[2 marks]

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

One mark for each of two correct points.

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

Both genders created in God's image and likeness / created to enjoy a sexual relationship / and to reproduce / 'be fruitful and multiply' / from the beginning of creation God made them male and female' / 'a man will leave his parents and be joined to his wife' / 'the two will become one flesh' / equality of status (Gal.3:28) / headship of husband (Ephesians 5), etc.

0 1 . 3 Explain two contrasting beliefs in contemporary British society about the equality of women and men.

- You must refer to a Christian belief.
- Your contrasting belief may come from Christianity or from another religious or non-religious tradition.

[4 marks]

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

First contrasting belief

Simple explanation of a relevant and accurate contrast – 1 mark
Detailed explanation of a relevant and accurate contrast – 2 marks

Second contrasting belief

Simple explanation of a relevant and accurate contrast – 1 mark
Detailed explanation of a relevant and accurate contrast – 2 marks

If similar beliefs are given only one of them may be credited up to 2 marks max.

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

Some think that the equality of women and men means that both should be treated the same / they should have equal opportunities to fulfil the same roles / stating that some jobs or roles are more suitable for men and others for women is sexist and stereotyping etc./ St Paul taught that in Christ there is neither male nor female (Galatians 3:28).

Some think that equality does not mean uniformity / women and men are of equal value to God and should be treated as such, but have different functions and roles / recognition of this is essential if they are truly to support and enrich one another / the refusal to recognise the specific character of a man and of a woman contradicts God's plan in creating them (Youcat 401).

Some think that men were created to take a leading role / the man is the head of the woman as Christ is the head of the Church (Ephesians 5:23) / women should be subordinate to men / and obey them, etc.

0 1 . 4 Explain two Christian beliefs about the role of parents in bringing up their children.

Refer to scripture or another source of Christian belief and teaching in your answer.

[5 marks]

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

First belief

Simple explanation of a relevant and accurate belief – 1 mark
Detailed explanation of a relevant and accurate belief – 2 marks

Second belief

Simple explanation of a relevant and accurate belief – 1 mark
Detailed explanation of a relevant and accurate belief – 2 marks

Relevant and accurate reference to scripture or another source of Christian belief and teaching – 1 mark

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

Parents should be married as this creates stability for children / being married makes separation less likely / children will benefit from living with two parents / they should provide for their physical needs / help them develop emotionally as individuals / make possible the fulfilment of their potential / show unconditional love / they should teach them how to respect others and to give and take / bring them up to know about and have faith in God / encourage and assist their spiritual development through praying with them and taking them to church, etc.

Sources of authority:

‘Train a child in the way he should go.’ (Proverbs 22:6)

‘Fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord.’ (Ephesians 6:4)

‘Whoever does not provide for...family members has denied the faith and is worse than an unbeliever.’ (1Timothy 5:8)

‘Jesus was a child who received love and affection from his parents and was brought up by them.’ (Youcat 86)

‘Parents have the first responsibility for the education of their children.’ (Catechism of the Catholic Church 2223), etc.

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

0 1 . 5 'The Catholic Church should allow a divorced person to get married to someone else.'

Evaluate this statement.

In your answer you:

- **should give reasoned arguments in support of this statement**
- **should give reasoned arguments to support a different point of view**
- **should refer to Christian arguments**
- **may refer to non-religious arguments**
- **should reach a justified conclusion.**

[12 marks]

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

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

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

Arguments in support

It would show compassion / Jesus was always prepared to give people the opportunity for a fresh start and a second chance / it reflects God's forgiveness for mistakes made / humans make mistakes and should not have to live the rest of their lives suffering the consequences / for some couples, their second marriage reflects more of God's love than their first / Jesus was stating an ideal rather than creating a rule in what he said about divorce and remarriage, etc.

Arguments in support of other views

Marriage is a sacrament, creating a bond between the couple and God that can be ended only by the death of one of the spouses / 'Because God himself forms the bond of sacramental marriage, it is binding until the death of one of the partners' (Youcat 261) / a couple knowingly and freely make the commitment of 'till death do us part' so the marriage is a lifelong commitment / Jesus said that remarriage after divorce was a form of adultery / remarriage goes against the Church's belief in the sanctity of marriage / remarriage can cause confusion and instability for any children that were born of the first marriage, etc.

Theme B: Religion, peace and conflict

0 2 . 1 Which one of the following refers to the Christian idea of doing what is right or fair?

[1 mark]

- A Prejudice**
- B Deterrence**
- C Radicalisation**
- D Justice**

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

Answer: D. Justice

0 2 . 2 Give two reasons why Christians think it is wrong to use torture.

[2 marks]

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

One mark for each of two correct points.

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

It is barbaric / inhumane / it disrespects the essential dignity of the person being tortured / it causes deliberate harm and pain to a human being / it harms a person whom God has made / it damages the torturer as well as the victim / denies human rights (Geneva Convention) / in many countries illegal, etc.

0 2 . 3 Explain two contrasting views in contemporary British society about the idea of Holy War.

- You must refer to a Christian view.
- Your contrasting view may come from Christianity or from another religious or non-religious tradition.

[4 marks]

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

First contrasting view

Simple explanation of a relevant and accurate contrast – 1 mark
 Detailed explanation of a relevant and accurate contrast – 2 marks

Second contrasting view

Simple explanation of a relevant and accurate contrast – 1 mark
 Detailed explanation of a relevant and accurate contrast – 2 marks

If similar views are given, only one of them may be credited up to 2 marks.

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

Justified if approved by a very authoritative Christian leader / eg the Popes in the Crusades / to defend the faith against attack / the justification given for the Crusades / the promise of spiritual rewards / eg those who died in battle would go straight to heaven, etc.

Belief that those fighting are fighting for God one's religion) / he is on their side / 'fighting' alongside them / this belief is seen in the account of the Exodus, etc.

The concept of Holy War is outdated / there are better ways of resolving threats to one's faith / by dialogue / by peaceful protest / by a lifestyle that shows it is wrong to threaten the faith, etc.

Holy War is wrong because there are often hidden motives behind Holy War / eg the Crusades was about power / some saw it as an opportunity to acquire wealth through looting, etc.

Holy War encourages bitterness and hatred / terrible atrocities were carried out in the Crusades, supposedly in the name of God / love and compassion were not shown / no war can be called Holy because it entails killing and hurting people / ends do not justify means, etc.

NB for full marks, there must be explicit reference to the concept of Holy War.

0 2 . 4 Explain two Christian beliefs about when a war might be a ‘just war’.

Refer to scripture or another source of Christian belief and teaching in your answer.

[5 marks]

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

First belief

Simple explanation of a relevant and accurate belief – 1 mark
Detailed explanation of a relevant and accurate belief – 2 marks

Second belief

Simple explanation of a relevant and accurate belief – 1 mark
Detailed explanation of a relevant and accurate belief – 2 marks

Relevant and accurate reference to scripture or another source of Christian belief and teaching – 1 mark

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

The decision for war must be taken by the government / there must be a very serious and just reason such as self-defence / all other options must have been tried and exhausted / there must be a realistic chance of victory / a better future / not targeting civilians / the methods of warfare must be proportionate to the evil being countered / this condition applies particularly to modern methods of warfare, etc.

Sources of authority

‘When you march up to attack a city, make its people an offer of peace’ (Deuteronomy 20:10)

‘Everyone must submit himself to the authorities.’ (Romans 13:1)

‘The damage inflicted by the aggressor must be lasting, grave, and certain.’ (Catechism of the Catholic Church / CCC 2309)

‘All other means of putting an end to it must have been shown to be impractical or ineffective.’ (CCC 2309)

‘There must be serious prospects of success.’ (CCC 2309)

‘The use of arms must not produce evils and disorders graver than the evil to be eliminated.’ (CCC 2309)

‘The use of military force is possible only in an extreme emergency.’ (Youcat), etc.

Accept reference to St Augustine or St Thomas Aquinas as sources of authority.

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

0 2 . 5 ‘There is nothing Christian organisations can do to stop war in the world today.’

Evaluate this statement.

In your answer you:

- **should give reasoned arguments in support of this statement**
- **should give reasoned arguments to support a different point of view**
- **should refer to Christian arguments**
- **may refer to non-religious arguments**
- **should reach a justified conclusion.**

[12 marks]

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

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

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

Arguments in support

The complexity of modern international relationships and of conflicts that break out require the diplomatic skills and insights of political experts / religious organisations and leaders do not have sufficient experience or the expertise / they can unintentionally increase tensions and hostility by ill-chosen words and actions / at best their interventions can have only a superficial or temporary effect / the prayer meeting between the presidents of Israel and Palestine that Pope Francis organised has not resulted in any meaningful dialogue between the two sides / some of those engaged in conflict are hostile to Christianity and so would resent any such involvement, etc.

Arguments in support of other views

Christianity has a crucial role to play in reducing the risk of further war by helping the victims of conflict / eg the orphanages, educational and rehabilitation projects carried out by CAFOD and other Christian aid agencies to help children traumatised by war in countries such as Sierra Leone / the provision of food, water and shelter by Caritas International to those displaced by the war in Niger / it may not be able to stop the conflict taking place but it can reduce the effects and damages (which may reduce the risk of conflict in the future) / the Pope in his capacity as leader of millions of Christians worldwide and as a political head of state (Vatican City) has the power and influence to help prevent war through changing attitudes / eg the international football game in Rome both raised a huge amount of money to help victims of war and at the same time broke down barriers to make future war less likely / the Justice and Peace Commission aims to stop war in the future by addressing the causes of war / and by campaigning to rid the world of nuclear weapons and to reduce the arms trade / Pax Christi tries to stop war by getting involved with both sides before it starts / the Christian Churches have a duty to speak out and to work for peace / the Pope has advisors who are experts in international affairs / 'blessed are the peacemakers' (Matthew 5:9) / 'let us then pursue what makes for peace' (Romans 14:19) / 'let them seek peace and pursue it' (1 Peter 3:11), etc.

Theme C: Religion, human rights and social justice

0 3 . 1 Which one of the following refers to the idea that Christians should look after their wealth responsibly? **[1 mark]**

- A Materialism**
- B Stewardship**
- C Tolerance**
- D Exploitation**

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

Answer: B. Stewardship

0 3 . 2 Give two ways in which Christians might help those living in poverty. **[2 marks]**

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

One mark for each of two correct points.

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

Pray, eg for those who are suffering and for an end to poverty / give money / give goods / giving to charity / fundraising for charities / voluntary or employed work among the poor, eg in soup kitchens / donate items to Food Banks / buy fair trade products / protest against unfair trade, etc.

0 3 . 3 Explain two contrasting views in contemporary British society about discrimination within religion based on sexuality.

- You must refer to a Christian view.
- Your contrasting view may come from Christianity or from another religious or non-religious tradition.

[4 marks]

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

First contrasting view

Simple explanation of a relevant and accurate contrast – 1 mark
 Detailed explanation of a relevant and accurate contrast – 2 marks

Second contrasting view

Simple explanation of a relevant and accurate contrast – 1 mark
 Detailed explanation of a relevant and accurate contrast – 2 marks

If similar views are given, only one of them may be credited up to 2 marks.

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

All human beings regardless of sexuality are created in the image of God / therefore to be treated equally / they should have the same legal rights, eg to marry / biblical texts that denounce homosexual relationships are a product of their culture.

God created humans as male and female from the start / for the purpose of procreation / same-sex marriages are contrary to natural law / so not to perform these in church is not an act of discrimination / the Church should welcome all people, regardless of sexual orientation / gay Christians and particularly gay clergy should be celibate.

Same-sex relationships are denounced in the Bible / this is the word of God / therefore same-sex marriages should not take place / gay men and women should not be accepted for ordination, etc.

Whatever their gender, all human beings are created in the image of God / therefore should be treated equally / they should be welcomed in the Church / and encouraged to take leadership roles / many Christian denominations ordain women as priests or ministers.

Although women are of equal worth in God's eyes, they have a different role from men / women may perform important functions in the Catholic Church / eg some women work in the Vatican / but they may not be ordained to the priesthood.

Students may interpret 'sexuality' as referring to gender and should receive credit.

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

Refer to scripture or another source of Christian belief and teaching in your answer.

[5 marks]

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

First belief

Simple explanation of a relevant and accurate belief – 1 mark
Detailed explanation of a relevant and accurate belief – 2 marks

Second belief

Simple explanation of a relevant and accurate belief – 1 mark
Detailed explanation of a relevant and accurate belief – 2 marks

Relevant and accurate reference to scripture or another source of Christian belief and teaching – 1 mark

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

All humans are created in God’s image / all deserve respect / they are put in charge of the rest of creation as stewards of God’s world / the doctrine of the Incarnation reinforces this idea of human value / everyone’s body is a temple of the Holy Spirit / this means that Christians should treat their bodies with care / they should treat others with respect and love / no one should be exploited or used as a means to an end, etc.

Credit answers that explain the application of human dignity.

Sources of authority

‘God created humankind in his image’ (Genesis 1:27)

‘God so loved the world that he gave his only Son...’ (John 3:16)

‘If any of you put a stumbling block before one of these little ones..., it would be better for you if a great millstone were hung around your neck and you were thrown into the sea’ (Mark 9:42)

‘God’s temple is holy, and you are that temple’ (1Corinthians 3:17)

‘God has created every human being in his own image, and his Son has made it possible for us to become children of God’ (Dignitas personae)

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

0 3 . 5 ‘Everyone has a duty to help end poverty.’

Evaluate this statement.

In your answer you:

- **should give reasoned arguments in support of this statement**
- **should give reasoned arguments to support a different point of view**
- **should refer to Christian arguments**
- **may refer to non-religious arguments**
- **should reach a justified conclusion.**

[12 marks]

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

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

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

Arguments in support

Christian teaching, both from the Bible and the Church, emphasises the role of everyone in helping those in need / the Parable of the Sheep and the Goats states that at the end of time, judgement will be based on how people have responded to those in need / the Parable of the Rich Man and Lazarus makes a similar point / Jesus told the wealthy man that in order to gain eternal life, he needed to give everything he owned to the poor / the author of 1 John states that those who ignore the needs of the poor cannot possibly claim to love God / ‘love for the poor must be in every age the distinguishing mark of Christians’ (Youcat 449) / ‘in all circumstances, Christians...are called to hear the cry of the poor’ (Evangelii Gaudium 191) / many believe that as individuals it is their duty to put pressure on their government to address the issues that cause and exacerbate world poverty / without the concerted efforts of everyone, governments might well act only in a way that benefits their own countries / it was

pressure from individuals that led to the cancellation of some debt in the late 20th century / those individuals who are poor should take some responsibility for their situation etc.

Arguments in support of other views

Only the united attempts of international powers can address such a complex problem / unfair trade rules and conflicts that create refugees are major causes of poverty and ordinary people can do nothing about these / the scale of the problem is such that organised charities rather than individual responses are the only way of dealing with it / UK citizens pay taxes to the government, some of which are used to help developing countries / their main priorities are the care of their families and those in their community who need help / the first responsibility of everyone is to themselves / this is what 'love your neighbour as yourself' implies / some people, eg those in need themselves, cannot help end poverty and so have no duty to attempt to do so, etc.