

Name:

Date of exam:

Eduqas

Religious Studies Full Course

**Component 1: Religious, Philosophical and
Ethical Studies**

Theme 1: Issues of Relationships

Theme 2: Issues of Life and Death

Theme 3: Issues of Good and Evil

Theme 4: Issues of Human Rights

How to answer your GCSE question paper

a) question – 2 marks – Key word definition

2 marks - I can either also give an example to support the definition or I can give more detail about the key term/concept

1 mark - I can give a definition of the term/concept

b) question – 5 marks – Describe or explain key beliefs, practices and teachings from one or more religious traditions on a particular topic area, e.g abortion, after life etc.

- Aim to write at least 5 different points
- Explain using evidence from either the Jesus' teachings, Church or Bible.

c) question – 8 marks – Explain key beliefs, practices and teaching from two traditions in one religion OR two different religions

Christianity

Islam

Catholic

Church of
England

- Aim to write 8 different points or develop 4 different points by explaining using evidence.
- Develop your points using evidence from the holy books, Church or Jesus' teachings.

d) question – 15 marks – Evaluation Question. This is a statement where you must write a balanced essay of both religious and non-religious responses with a conclusion

Arguments for - Many.....(Christians/Muslims/Humanists) would agree with this because.....

Arguments against - On the other hand/however/additionally.... (alternative or opposing views)
some.....might disagree because.....(link with religion and belief)

Note – You will **NOT** score more than 3 marks on this question if you only mention **ONE** viewpoint

Theme 1: Issues of Relationships

(a) What is meant by adultery [2]

- Voluntary sexual intercourse between a married person and a person who is not their spouse.

(a) What is meant by divorce [2]

- To legally end a marriage

(a) What is meant by cohabitation [2]

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

(a) What is meant by contraception [2]

- Methods used to prevent a woman from becoming pregnant during sexual intercourse

(a) What is meant by gender equality [2]

- People of all genders enjoying the same rights and opportunities in all aspects of their lives

(a) What is meant by roles [2]

- Position, status or function of a person in a society, as well as characteristics and social behaviour expected of them.

(a) Explain what religious believers mean by 'love'.

- One of the most powerful human emotions that joins people together
- Deep affection for someone which is expressed through actions and/or words
- Emotion in a relationship where there is a sense of commitment.

(a) Explain what religious believers mean by 'chastity'. [2]

- Chastity is not to have sex before marriage.
- To remain sexually pure for marriage.

(a) What is meant by "vows" in a religious marriage service? [2]

- promises made to each other
- promises made to God
- promises made in a public place
- promises made in a place of worship
- promises that show commitment to one another and to God

(a) What is meant by reconciliation? [2]

- Saying sorry and having it accepted
- 'Making up' and starting again together
- Apologising and becoming friends again
- Harmonising within a relationship

(a) What is meant by *commitment* in personal relationships? [2]

- A sense of dedication to someone or something
- Making a promise to someone or something, e.g. wedding vows
- Love each other completely
- Respect each other/ are sensitive to the other's needs
- Want to be in each other's company as much as possible
- Will do anything for the other, such as parents for their children
- Remain faithful and true to each other
- Are always honest and true to the other
- Will work at the relationship
- Share openly with each other

(a) What is meant by *conflict*? [2]

- Disagreements and quarrels between individuals / family members /families.
- Clashes and breakdowns in relationships.
- Confrontation between people, including violence and war

(a) Explain what religious believers mean by 'responsibilities'. [2]

- Actions you are expected to carry out
- Duties such as looking after your family
- What is expected of you because of vows made
- What is expected of you because of promises made

5 mark questions:

(b) Describe two reasons religious believers might have for disagreeing with the use of contraception. [5]

- If it is God's will for a couple to pro-create then there should be no artificial methods to stop it.
- If only one of the partners wishes to use contraception.
- God created all life and it is not up to humans to decide when they procreate e.g. Genesis 1.
- Religious teachings and sources of authority e.g. Catholicism teaches that artificial contraceptives are wrong
- Some religions, such as Judaism, do not allow contraceptives if the sperm is destroyed.
- In some religions procreation is important and contraception would prevent that aim.
- Many religions consider it a duty to create a family.
- Interpretation of religious scriptures, e.g. in Genesis 1 God ordered 'be fruitful and multiply.'
- Natural Law states a primary precept in the continuation of species is through reproduction.

(b) Describe how having a religious faith might influence a couple who want to have sex before marriage. [5]

- Sex within marriage makes it more special
- Acceptance of chastity as a pre-requisite to marriage
- Sex is regarded as a gift from God
- Sex should take place only within marriage
- Some Christians view sex for procreation, therefore it should happen in marriage

(b) Describe how having a religious faith might influence a view on same sex relationships. [5]

- Roman Catholics view homosexuality not as a sin, but the act of it is, therefore they should remain celibate
- Romans Catholics believe sex is for procreation, therefore same sex couples shouldn't engage in sex.
- There are teachings in the OT of the Bible – “A man should not lie with another man as he does with a woman”
- OT teachings call it “detestable”
- Some Christians believe the Bible is outdated on this issue; they reflect cultural and social issues at the time and don't apply today
- Islam believe marriage is as sacred contract between a man and women.

(b) Describe how having a religious faith might influence a couple who want to use contraception. [5]

- RC don't allow artificial contraception
- RC believe purpose of sex is to procreate
- RC believe allowing contraception could encourage promiscuity – sin
- The impact of having a baby outside of marriage
- “Lesser of two evils” for some other Christians, e.g. if pregnancy causes harm to the mother or if they can't afford to feed the child.
- Allowed for Health issues
- Muslims allow if not permanent, e.g. sterilisation
- Muslims allow if it is used in marriage
- Muslims only used if both husband and wife consent to it

(b) Describe why some Christians do not believe in remarriage after divorce. [5]

- RC regard remarriage as adultery
- The vows taken should not be broken
- 'till death do us part' is an example of such a vow
- If one marriage fails why should another succeed?
- Christian witness to the faith requires that a married couple should live together in love – as a sacrament in which God is involved
- The couple should try and find ways of resolving difficulties
- The words of Jesus (Matthew 19:9) suggests that re-marriage is seen as adultery

(b) Describe why religious believers might disagree that adultery is wrong. [5]

- Many sacred texts forbid adultery e. g. Ten Commandments, Qur'an 17.32
- Some religions consider adultery as a sin. The Qur'an 17:32 describe adultery as evil.
- Many believe adultery can destroy a special relationship between a husband and wife.
- Many believe adultery can harm the family unit.
- Many believers consider adultery goes against the belief that marriage is a special spiritual union.
- As adultery causes harm it is considered unskilful in Buddhism.
- Breaks vows made in marriage ceremonies such as Christian wedding services.
- Adultery shows a lack of self-control and is therefore considered manmukh in Sikhism.
- Goes against social decency.

(b) Describe how religious believers could help a married couple with marriage problems. [5]

- The priest/minister may offer advice
- The priest/minister may offer counselling
- Members of the Christian community may offer support
- Members of the Christian community may pray for the married couple
- Members of the Christian community may spend social time with the couple to offer practical support

(b) Describe why some religious believers accept divorce. [5]

- Although divorce is not God's intention, divorce is accepted by the law
- Marriages do break down and some Christians believe it is best if the couple separate and divorce
- Divorce is acceptable in the Old Testament according to Moses
- Although Jesus condemns divorce that teaching was relevant to society at his time and society today has changed
- Adultery
- CofE allow as the UK allows it.
- Forgiveness and compassion are important in the Christian faith
- Muslims allow if it's a last resort
- Muhammah (pbuh) "of all things Allah permitted divorce is the most hated by Allah"

(b) Describe how having a religious faith might influence a couple who want to divorce. [5]

- Some religious traditions do not accept divorce. - RC
- Speak to religious leaders.
- Teachings of holy book/scriptures.
- Vows exchanged during the marriage ceremony may not be broken.
- A couple may separate but not divorce.
- In some religious traditions remarriage is allowed after divorce.
- Some religious traditions do not allow remarriage after divorce.

(b) Describe two reasons why some religious believers accept contraception. [5]

CHRISTIANITY:

- Roman Catholic: A couple are expected to use natural forms of family planning (rhythm method); the sexual act believed to reflect the total self giving of two people in love.
- Anglican: tend to agree with contraceptives being used, providing:
 - (i) sex is within marriage/permanent relationship, and

(ii) both partners agree to its use, and which kind is used; based on the view that in family life quality is most important

(b) Describe Christian teaching about equality between men and women. [5]

- God created all humanity
- Therefore men and women are equal
- Men and women are made in the image of God
- Therefore all are of infinite value
- Jesus had male and female disciples
- The New Testament stresses equality before God
- Jesus' own teaching and example showed clearly the importance and value of every individual

(b) Describe the importance of marriage ceremonies for religious believers [5]

- It is declaration of love in front of witnesses and God
- It is a celebration that recognises the importance of marriage
- It is a sacrament in the Christian faith, the ceremony reflects this
- It contains ritual and symbolism
- Exchanges of rings symbolises everlasting love
- Vows exchanges reflects the promises and the purpose of Christian marriage

b) Describe the purpose of sex for religious believers [5]

- Important part of being human which can lead to procreation.
- A physical way of expressing love and commitment.
- Considered a gift from God.
- In some religions it is considered an act of worship.
- References may be made to celibacy required as a distinguishing feature in some traditions between laity and religious leaders.

b) Describe reasons why some religious believers do not agree with cohabitation (living together without being married). [5]

- It devalues the special and sacred nature of sex.
- It goes against teachings from sacred texts e.g. in the Torah it states that to live as husband and wife requires a special blessing.
- It goes against traditional religious practices.
- In many societies couples who cohabit do not have the same legal rights as those who are married.
- Some religious believers consider children should only be raised by married couples.
- Vows of commitment in a place of worship are not expected when people cohabit.

(b) Describe, from one religion, attitudes to divorce. [5]

References to differences between attitudes in the same religion must be credited.

Christianity:

- Attitudes to divorce can depend upon personal belief.
- Some Christians do not recognise divorce because marriage is a sacrament and a lifelong commitment.

- Catholics believe that marriages can be annulled if there are good reasons.
- Scriptures such as Matthew 19:8-9, Mark 10:9 can be interpreted to mean that divorce is unacceptable.
- For some Christians there is a belief that divorce is not welcomed but acceptable.
- Many Christians believe it is important to attempt reconciliation with help from the family or worshipping community.
- Often the impact of the family is considered and that sometimes staying married creates conflict in the family home.

Buddhism:

- Attitudes to divorce can depend upon personal belief.
- Divorce is usually accepted but not welcomed.
- An important consideration is if the marriage is resulting in dukkha and likely to cause further suffering.
- It is considered important to show kindness to each other through the process of divorce.
- Must be for the right intention with limited harm – importance of non-harm.

Hinduism:

- Attitudes to divorce can depend upon personal belief.
- As the marriage ceremony, including vows, takes place in front of deities so marriage is considered by many as a lifelong commitment.
- The ending of a marriage can have an impact on fulfilling dharma.
- If marriages are assisted, then a divorce can have an impact on extended family relationships.
- It is often expected that family support will be given through attempts at reconciliation.

Islam:

- Attitudes to divorce can depend upon personal belief.
- Divorce is accepted but considered as a last resort.
- Before a couple divorces, they should be helped to be reconciled.
- A period of three months (iddah) of trying to be reconciled must take place.
- Individual interpretation of key scriptures e.g. Qur'an 2:229, 4:35, 128- 130.
- The Shariah council can be applied to obtain an Islamic divorce.
- Before the religious divorce is granted the waiting period (iddah) must take place.

Judaism:

- Attitudes to divorce can depend upon personal belief.
- Divorce is allowed but all attempts should be made for reconciliation.
- In Orthodox Judaism, a get needs to be given to end the marriage.
- Individual interpretation of key scriptures: Deuteronomy 24:1-4 and Exodus 20:14.
- The Beth Din must grant an Orthodox divorce.
- If a religious divorce is applied for then the divorce takes effect as soon as the woman receives the get.

Sikhism:

- Attitudes to divorce can depend upon personal belief.
- Divorce is accepted but not welcomed.

- Marriage is considered the meeting of two souls. The couple is considered as one spirit in two bodies.
- It is often expected that family support will be given through attempts at reconciliation.
- Individual interpretation of scriptures e.g. Guru Granth Sahib 274.

8 Mark Questions:

(c) Explain from two different religions or religious traditions the teachings about Contraception. [8]

CHRISTIANITY:

- Roman Catholic: officially opposed to artificial forms of birth control; 1968 Pope Paul VI – Humanae Vitae declaration laid down two principles:
 - (i) sexual intercourse should strengthen bond between husband and wife, and (ii) sexual intercourse should always be open to the possibility of creating new life
- RC couple are expected to use natural forms of family planning (rhythm method)
- Sex is believed to reflect the total self-giving of two people who are in love
 - Anglican; Methodist; Baptist; URC; etc: tend to agree with contraceptives being used, providing:
 - (i) sex is within marriage/permanent relationship
 - (ii) both partners agree to its use, and which kind is used; based on the view that in family life quality is most important.
 - Methodists state that responsible family planning helps a marriage by allowing more opportunities for relationships to develop
- “Lesser of two evils” for some other Christians, e.g. if pregnancy causes harm to the mother or if they family can’t afford to feed the child.
- Allowed for Health issues

ISLAM:

- Muslims allow if not permanent, e.g sterilisation
- Muslims allow if it is used in marriage
- Muslims only used if both husband and wife consent to it
- Must not harm the women
- Cannot be used to encourage promiscuity

(c) Explain from two different religions or religious traditions attitudes to remarriage after divorce. (You must state the religious traditions you are referring to.) [8]

CHRISTIANITY (Different denominations of Christianity can count as two different religious traditions)

Anglican:

- Although divorce is discouraged remarriage is allowed
- Divorce is accepted as in the legal system of the United Kingdom and so remarriage is permitted
- Remarriage is discouraged by some ministers; might allow registry office followed by service of prayer and dedication with a church blessing
- Remarriage is allowed by some ministers, particularly if one partner is regarded as the innocent partner

Catholic:

- Divorce is not accepted so remarriage after divorce is not possible
- Marriage is a sacrament and is for life and so solemn vows may not be broken and remarriage is not permitted
- Divorce is the breaking of solemn promises or vows made before God and so remarriage in church is not allowed
- Annulment (not divorce) is possible in certain circumstances and remarriage is allowed
- Remarriage is not allowed in a Catholic church for divorcees of Eastern Orthodox

Islam:

- Marriage is seen as permanent but divorce is accepted but strongly discouraged
- Remarriage is allowed for Muslims because Muhammad taught that family life is important for Muslims

(c) Explain from two different religious traditions or two different religions beliefs about divorce

(8)

Christianity (general)

- Divorce is not God's intention.
- It is a breaking of solemn vows or promises made in the presence of God.
- Promises are made before God and the Christian congregation.
- The promises refer to marriage as life-long union.

CofE/Anglican:

- Divorce is discouraged.
- Divorce is accepted – as in the legal system of the United Kingdom.
- Re-marriage is accepted.

Catholic;

- Divorce is not accepted.
- Marriage is a sacrament and is for life.
- Divorce is the breaking of solemn promises or vows made before God.
- Annulment is possible in certain circumstances.

Islam:

- Marriage is seen as permanent and sacred.
- Divorce is accepted but strongly discouraged.
- There are conditions stated for divorce.
- Prophet Muhammad said divorce was most obnoxious.
- There should be at least three separate attempts made at reconciliation before divorce is allowed.
- There is a period of waiting before it can become final (three months or nine months).
- Repayment of the dowry (mahr) also required.

(c) Explain from two different religious traditions the teachings about sex before marriage. [8]

Christianity:

- Sexual relationships are **part** of God's purpose in creation
- They are gifts from God himself, and as such are holy and sacred (sacrament)
- Sexual relationships should ideally take place within marriage
- Chastity is an important virtue
- Sexual relationships are special: monogamous/reserved between just two people at any one time/period of life; there should be no sex before or

outside of marriage

- Casual sex or promiscuity is seen as devaluing both people and sex, and therefore unacceptable.

Roman Catholic

- Artificial contraception is not allowed and sex before marriage increases the opportunities for children born outside of marriage

- Sexual relationships should take place within marriage

Islam

- Sex is a gift from Allah; through it people participate in Allah's act of

creation, so it is a noble and holy thing

- Sex should only happen within marriage, and couples should meet each other's needs

(c) Describe from two different religious traditions the main features of a religious marriage ceremony. [8]

CHRISTIANITY:

- Taking of vows in front of witnesses – signifying either the seriousness /solemnity / sacredness of the partnership being undertaken by the couple, or the life-long permanency expected in the marriage
- Exchanging of rings – signifying the promises made/vows taken, and the life-long relationship of love being made
- Congregation present in church/chapel, or registry office/hotel/etc – a symbol of the involvement of others in the community – either religious or otherwise – of the couple; a new relationship has begun within the fabric of the community
- Asking for impediments – a function designed to show that the two partners are legally and morally free to take their vows, and that nothing known to them prevents their being married
- Singing of hymns – part of religious worship, and an acknowledgement that the couple begin their union together with the help of God and the faith community; usually the hymns are either favourites of the couple or their families, or express something about the Christian view of love and marriage
- Bible readings/sermon – part of religious worship, and a chance to explain to the couple the importance of their vows, the sacredness of their new life together and with God; also a chance to remind the faith community of their obligations to support and encourage the couple
- Pronouncing the union/signing the register – the former re-iterates that the couple have been married, and that no one should separate their union; the latter is a legal requirement, and indicates that the couple have married willingly and within the confines of the law

ISLAM:

- Payment of the mahr, or dowry – the agreed sum in the arranged or assisted marriage, which the wife will keep should there be a divorce later
- Recitation of ayahs (units of surahs from the Qura'n – signifying that marriage is a social contract with Allah's sanction, and should be based on the teachings of Allah
- Exchanging of vows – demonstrating the responsibilities that each undertake in the marriage

- Signing of the contract/nikah – a visible acknowledgement of the legal binding nature of the association entered into by the couple
- Witnesses (at least 2) on behalf of bride – the bride does not need to be present, but witnesses should be there to witness the ceremony

(c) Explain, from two different religious traditions, attitudes to equality between men and women. (You must state the religious traditions you are referring to.) [8]

CHRISTIANITY:

All traditions generally teach:

- Christian teaching is that all people are equal
- God created all human beings as equals, whatever their gender
- Women may become priests and bishops
- Jesus' own example in dealing with men and women equally
- Jesus' own teaching demonstrates that equality is important for Christians

Catholic:

- Women are not allowed to be deacons or priests
- Only men are allowed to be deacons or priests

Islam:

- All people are equal though not the same
- All people are important in their own rights as created by Allah
- Prophet Muhammad's attitude to men and women
- The ummah (brotherhood) crosses all national, cultural, political, and racial and language boundaries, including gender
- In Islam the act of prayer stresses the importance of equality as individuals stand shoulder to shoulder as equal before Allah • Men and women have different roles

c) Explain from either two religions or two religious traditions attitudes towards the roles of women in worship. [8]

Christianity:

- Diversity of beliefs and practices between different denominations.
- Some Christians believe that as Jesus had twelve men as disciples so only men should have roles in worship.
- Some Christians interpret 1 Timothy 2: 11-12 'I do not permit a woman to teach or assume authority over a man' to mean that women shouldn't have active roles in worship.
- Some religious traditions e.g. Methodists, interpret Galatians 3:27-29 'nor is there male and female, for you are all one in Christ Jesus' to mean that men and women should be allowed to worship in the same way.
- In the Catholic and Orthodox Churches women are not allowed to be priests but can take on other roles such as nuns.
- In the Catholic Church women cannot become priests but Pope Francis has encouraged them to take an active role in Church life.
- The Anglican Church allows women to become Ministers and Bishops. In 2015 the first woman to be ordained as a bishop was Libby Lane.
- In some denominations e.g. Coptic and Greek Orthodox , women and men sit separately.

- In some countries, e.g. India, Christian men and women often sit separately in churches but can equally partake in worship and communion

Islam

- Diversity of beliefs and practices within Islam.
- Roles in worship often reflect roles of women in society.
- Traditionally it has been males who have taken the role of the imam. Some Sunni Muslims allow women to lead prayers and act as imams but it is expected that the other worshippers are women or close family.
- There is no mention in the Qur'an concerning the authority of women in worship but there are references in the Hadith to two of Muhammad's relatives leading prayer.
- Usually men and women are separated when worshiping at a mosque.
- There are different religious duties for males, e.g. attending Jummah prayers.
- Some Muslims interpret Qur'an 40:40 'whoever does righteousness, whether male or female' to mean that women can be good Muslims and able to lead worship.
- Some Muslims interpret Quran 4.1 'your Lord, who created you from one soul and created from it its mate and dispersed from both of them many men and women' to mean women and men should have equal roles in worship

Explain, from either two religions or two religious traditions, beliefs about same sex relationships. [8]
Refer to the marking bands for question (c). The focus of the question is on same-sex relationships although relevant reference might be made to same-sex marriage ceremonies.

Christianity

- Diversity of beliefs within Christianity about same- sex relationships.
- Different attitudes are often related to interpretation of holy texts/sources of authority. Some form their beliefs from a literal reading of sources of authority while others place them in the context of the times they were written in.
- Traditionally Christianity has taught that same- sex relationships are wrong. This belief reflected interpretations of sacred texts such as Leviticus 20:13 which refers to punishment for same-sex relationships.
- Some Christians consider same-sex relationships as a sin so reflecting the teaching from 1 Timothy 1:8-10.
- Some Christians, e.g. many Roman Catholics, believe that same- sex relationships are contrary to 'natural law' and that sex should only take place within marriage and when there is a possibility of having children. This belief is reflected in the teachings of Pope Francis.
- Some Christians, e.g. Society of Friends, believe that same- sex relationships should be accepted if they are within a loving relationship.
- Many Christians believe that there is a distinction between the orientation and the act. This is reflected in the teachings of Pope Francis.
- Some denominations e.g. Society of Friends and United Reform Church allow same sex-ceremonies in their churches believing God loves all.

Islam:

- Different attitudes within Islam.
- Many Muslims believe that same sex relationships should not happen following the teachings of the Qur'an e.g. Surah 7:80-81; 26:165-166.

- Reference might be made to the cultural context reflecting on attitude.
- For many Muslims relationships between a man and a woman are considered as the ideal state.

15-mark Questions:

(d)'Contraception should never be used.'

Give two reasons why a religious believer might agree or disagree with this statement. [15]

Agree:

- RC – artificial contraception should not be used
- It would depend on the type of contraception; religions have different teachings.
- Distinctions between natural and artificial contraception.
- Sex should be for procreation only.
- Some believe contraception can encourage promiscuity
- Some religious texts disagree with contraception.

Disagree:

- Responsible family planning is important for care of the environment.
- It may be necessary so as not to endanger life.
- Importance of safe sex.
- Islam agree with contraception as long as it is not permanent form or doesn't harm the mother
- Could be the "lesser of two evils" – pregnancy may harm the mother or quality of life argument (poverty)

(d)'Marriage is for Life'

Give two reasons why a religious believer might agree or disagree with this statement. [15]

Agree:

- The exchange of wedding vows is to show a life-long commitment
- The expectation that marriage is for life
- Sanctity of the wedding service in some traditions means marriage is an eternal bond
- Divorce is regarded as a breakdown in human relationships
- Marriage is a sacrament
- "Till death do us part" – vows
- RC do not recognise divorce
- Teachings of the Bible – "*Therefore what God had joined together, let no one separate*"
- *Teachings of the Bible - Jesus replied, "Moses permitted you to divorce your wives because your hearts were hard. But it was not this way from the beginning. ⁹I tell you that anyone who divorces his wife, except for sexual immorality, and marries another woman commits adultery."*
- Ending of a marriage is not what God intends

- Islam teaches the importance of working at a marriage - [Quran 4:35] *If a couple fears separation, you shall appoint an arbitrator from his family and an arbitrator from her family; if they decide to reconcile, God will help them get together. God is Omnipotent*

Disagree:

- Divorce is reluctantly accepted by many religious believers
- Divorce is often the last resort
- “lesser of two evils” – sometimes divorce is the best thing
- RC allow annulments
- Divorce is permitted within Islam if it is a last resort

(d)‘Family life is no longer important.’

Do you agree? Give reasons or evidence for your answer showing that you have thought about more than one point of view. [15]

Disagree:

- Reference to the Ten Commandments – “Honour thy mother and father”
- Family life is still important because the family is the basic social unit
- Religious believers regard family life to still be important because of teachings from sacred text
- Religious believers regard family life as still important because this is where religious faith is taught and shared
- Many religious believers regard marriage as the basis for important family life

Agree:

- Family life is no longer important because family life is so diverse and takes many different forms in contemporary society
- Many people do not live in families but chose to live on their own
- Divorce has led to the breakdown of traditional family life and made family life less important
- Some people in the UK have to live on their own because of divorce, bereavement but family life may still be important to them

(d)"Sex outside marriage is always wrong."

Do you agree? Give reasons or evidence for your answer showing that you have thought of more than one point of view.[15]

Agree with the statement:

- Although sex is a natural part/stage of life, a gift from God, and a joy to humanity, it needs to be checked or controlled, so religions teach about chastity
- Sex therefore is special, and should be reserved not only for one other person, but after marriage to that other person
- Such a view is not really negative, as it has the highest possible understanding of sex and of responsibilities in relationships
- It also raises the status of the sexual act from mere biological function or physical pleasure, to an utter self giving act that is also a spiritual experience or act of worship
- The birth of children is the 'normal' outcome of the sexual act, and it is within marriage and family life that many religious feel is the best context for bringing up children

- ❑ Casual sex or promiscuity without the sense of commitment and dedication provided by marriage, is a devaluing of both people and sex itself

Disagree with the statement:

- ❑ Sex is a natural part of life and human relationships, and is an expression of love for someone – therefore if you really love someone and are committed to them, you will want to have sex
- ❑ Not all people get married, and it is not a requirement in society; therefore if there is commitment and willingness between a couple, that is all that is important
- ❑ The sexual instinct is very strong, and unnecessary or severe repression of it can lead to problems or difficulties – it is natural to respond to it
- ❑ This used to be the way before the invention of contraceptives, so now it is possible for a couple to express their love for each other through sex, without the worry of having children before they are able to provide for and look after them.

(d)'Marrying in a place of worship is out-of-date today.'

Do you agree? Give reasons or evidence for your answer showing that you have thought of more than one point of view. [15]

Agree with the statement:

- Some couples do not want to marry in a place of worship after cohabiting
 - many religions are opposed to pre-marital sex
- Many couples have a ceremony in a registry office
- Many couples may have a ceremony in a designated place
- Many couples do not have any religious belief
- Gay couples may only have a civil ceremony
- Divorced people may not be allowed to marry in a place of worship
- Marriages in a place of worship have become less popular

Disagree with the statement:

- Marrying in a place of worship remains the custom of many traditions
- Marriage in a place of worship remains important regardless of changes in society
- Marriage in a place of worship is witnessed by the worshipping community
- Marriage is part of the life of a worshipping community
- Cohabitation is forbidden in a number of religious traditions
- Cohabitation falls short of the ideal of marriage

(d)'The high divorce rate in Britain today means marriage is no longer special.'

Do you agree? Give reasons or evidence for your answer showing that you have thought about more than one point of view. [15]

Agree with the statement:

- ❑ The high divorce rate has undermined the sacred nature of marriage
- ❑ The high divorce rate includes people who have married in church
- ❑ The high divorce rate has undermined the sacramental nature of marriage
- ❑ It has undermined the vows

- ❑ It undermines 'until death do us part' in the Christian service
- ❑ It undermines 'let no man put asunder'
- ❑ There has been a decline in the number of marriages in the UK

Disagree with the statement

- ❑ The high divorce rate has not undermined the sacred nature of marriage
- ❑ Many people who are divorced remarry again, including people who have married in church
- ❑ The high divorce rate has not undermined the sacramental nature of marriage
- ❑ Marriage remains important to many people
- ❑ Many people have successful marriages
- ❑ Many people cohabit and highly regard these relationships

(d)'Same sex marriages should be allowed in places of worship.' [15]

Do you agree? Give reasons or evidence for your answer, showing that you have thought of more than one point of view. You must include reference to religious beliefs in your answer.

For

- Same sex partnerships may have a civil ceremony
- The press reports these ceremonies as 'marriages'
- Same sex partnerships are accepted as part of modern lifestyle
- Same sex partners may be religious
- Same sex partners may want a religious service
- Same sex 'blessings' in church would fall short of marriage
- Mixed marriages (of different faiths) already take place

Against

- Most world religions do not accept same sex partnerships
- Civil ceremonies are available
- Religious communities would find same sex marriages in a place of worship unacceptable
- Religious beliefs and teachings do not necessarily accept aspects of lifestyle in contemporary society
- The actual format of religious services would need to be changed

(d)'Adultery is always wrong.'

Give two reasons why a religious believer might agree or disagree with this statement. [15]

Reasons can be for or against the quotation or one for and one against.

Reasons that may be given and explained include:

- The Ten Commandments forbid adultery
- Adultery breaks the solemn wedding promises made during a marriage ceremony
- Marriage is meant to be sexually exclusive to the two people in the marriage
- For some Christians marriage is a sacrament, something in which God is involved

- Fidelity is expected within marriage which is a religious duty/special relationship
- Sex is seen as a special relationship with just one other person
- Children born through adultery may not have the secure basis of family life which many religious believers consider best for the upbringing of children
- People may not want to divorce
- Many religious believers regard adultery as harmful socially, personally and/or spiritually.
 - Some forms of adultery are not regarded as adultery by others, such as remarriage in the Catholic Church or a sperm donor

(d)'Men and women can never really be equal.'

Do you agree? Give reasons or evidence for your answer showing that you have thought about more than one point of view. [15]

Agree with the statement:

- Men and women have different roles in life
- Women's role as mothers means that men and women cannot be really equal
- Many people have a prejudice view of women
- This is a world-wide issue
- This has always been the case
- Women cannot be ordained in Roman Catholic Church
- Women have to sit separate in the Mosque in Islam
- Concept of the hitting "glass ceiling", meaning women cannot achieve in their careers beyond a certain point.

Disagree with the statement:

- All religions teach that women have different but equal roles
- Attitudes have changed world-wide
- Parenthood for both partners is as equally important
- Attitudes are continuing to change
- The 2010 Equality act aims to stop prejudice
- Women can be vicars and bishops in the Church of England

(d)"Women and men should have equal roles in worship"

Do you agree? Give reasons or evidence for your answer showing that you have thought about more than one point of view. [15]

Agree:

- Jesus' actions showed he respected women
- Jesus had female followers
- Christians believe all humans are created in the image of God
- Teachings from the Bible – "*There is neither Jew nor gentile, neither slave or free, nor is there male or female, for you are all one in Christ*"
- The Church of England allows female vicars (1994) and female bishops (2014)
- Women are aimed to be treated equally in other areas of society, so the church should be in line with society.

- The UK law states men and women should have equal rights
- Parable of good Samaritan taught that you should not discriminate
- Jesus appeared to women at the resurrection
- Women stayed with Jesus during the crucifixion.

Disagree:

- The early church was led by men
- Jesus had 12 male disciples
- RC- the priest represents Jesus at Mass, therefore he must be male
- Teachings of the Bible – *"I do permit a woman to teach or to assume authority over a man; she must be quiet"*
- Men and women are equal, but some believe they have different strengths and contributions to make to society and religion.
- RC- Women have other lay roles in the church such as helping ministers lead worship, Eucharistic ministers or support the family.

(d) 'It is difficult to be married to someone from a different religious tradition.'

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

(You must refer to religion and belief in your answer.) [15]

- The most important consideration for marriage is that a couple are committed to each other. It depends upon individual circumstances such as how each of the partners expresses their religious commitment
- Many aspects of a religious tradition are practised in the home, e.g. eating a halal diet and keeping Shabbat.
- Couples would have to decide which traditions to practise
- It can present problems regarding which tradition children should follow, e.g. what type of birth ceremony should they have?
- Traditionally it has been important to marry within the same tradition so that the tradition can be preserved
- So long as a couple are committed to each other then they can make joint decisions regarding family and home.
- Traditionally some religions did not see marriage outside of the religious tradition as 'regular' or authentic.
- It isn't wrong but it can be difficult such as times of festivals or death when there are different customs and rituals
- As society becomes more integrated there are more interfaith marriages.
- Couples can deepen their own religious understanding by discussing different beliefs and practices.
- There are many different agencies to support inter-faith marriages.

- Marrying someone from a different religious tradition helps community cohesion.

(c) **‘Marriage has no purpose in 21st century Britain.’ Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer). [15].**

- Statistics show that fewer people are entering marriage than in previous generations so therefore isn’t perceived as important in society.
- Many people consider they don’t need to enter something legally binding to prove the depth of their relationship.
- Marriages can be costly and many people feel their money is better spent.
If a marriage breaks down it is a legal and expensive process in gaining a divorce.
- In some circumstances it is impossible to be married e.g. in some countries same sex marriages are not recognised or considered legally binding.
- In some religions marriage is a duty e.g. the second stage in Hinduism.
- The vows made in a wedding ceremony reflect the commitment that is expected throughout a marriage and so builds a stable framework for family life.
- In many religions marriage is seen as the ideal state e.g. as expressed in the Lavan and Qur'an 30:21.
- There are many sacred texts which teach the importance of marriage e.g. Mark 10:6-8.
- Marriage is often considered a model for other relationships as a sustained relationship in which people learn and grow together. In some religions this is reflected by the vows in the wedding ceremony.
- Many religions consider that through marriage there is a spiritual bond e.g. in Judaism.
- Some Christians regard marriage as a sacrament

(d) **‘Religious believers should never live together (cohabit) without being married.’ Discuss this statement, showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.) AO2 [15 +6]** Marks for spelling, punctuation and the accurate use of grammar are allocated to this question. Answers may include the following points, but other relevant and accurate points must also be credited.

- Importance of obeying the sacred texts. It goes against teachings from sacred texts e.g. in the Torah it states that to live as husband and wife requires a special blessing.
- Some religious traditions allow cohabitation depending upon the nature of the relationship.
- Marriage is considered by many religions as the ideal state.
- For many religious believers they believe it is important to ensure the relationship is compatible before committing themselves to each other in a religious ceremony.
- Many religions emphasise the importance of free will.
- It devalues the special and sacred nature of sex.
- It goes against traditional religious practices.
- In many societies couples who cohabit do not have the same legal rights as those who are married.
- Some religious believers consider children should only be raised by married couples.
- Vows of commitment in a place of worship are not expected when people cohabit.

Theme 2 – Issues of life and Death

(a) **Explain what religious believers mean by the ‘afterlife’. [2]**

② The afterlife is a belief in the continuation of life after death.

- ❑ The afterlife is a religious belief that there is a life after this one.
- ❑ The afterlife is a belief that human existence continues after death.

(a)Explain what is meant by environmental sustainability [2]

Ensuring that demands placed on natural resources can be met without reducing capacity to allow all people and other species of animals , as well as plant life, to live well, now and in the future.

(a)Explain what is meant by Euthanasia [2]

Sometimes referred to as "mercy killing". The act of killing or permitting the death of a person who is suffering from a serious illness.

(a)Explain what is meant by evolution [2]

The process by which living creatures are believed to have developed from earlier less complex forms during the history of the earth.

(a)Explain what is meant by Abortion [2]

When a pregnancy is ended so it does not result in a birth of a child.

(a)Explain what is meant by quality of life [2]

The extent to which life is meaningful and pleasurable

(a)Explain what is meant by sanctity of life [2]

The belief that life is precious, or sacred. For many religious believers, only human life holds this special status.

(a)Explain what is meant by the soul? [2]

The spiritual aspect of a being; that which connects someone to God. The soul is often regarded as non-physical and as living on after physical death, in an afterlife.

(a)Explain what religious believers mean by 'dominion'. [2]

Being in charge of the world for God.

(b) Describe the beliefs of Charles Darwin about evolution. AO1 [5]

- Living creatures evolve.
- The evolution process (creatures adapting from earlier less developed forms) is gradual and over millions of years
- Animals with certain characteristics have more chance of survival and pass these characteristics to their offspring.
- The concept of 'survival of the fittest' results in species flourishing which are best suited to their environment
- Over very long periods species adapt and this leads to new species Emerging.

(b)Describe the different beliefs about creation within the same religion? [5]

- Some take a literalist reading of creation stories even if aspects appear illogical.
- The importance is having faith

- Some take an interpretive approach
- In some traditions there is more than one creation story
- In some traditions the creation stories are considered to be an allegory or example of the wonder of the Ultimate Being
- Translations from different languages have resulted in differences of interpretation
- Reference to value of scientific theories within interpretation of creation stories
- Some say Science is incorrect and only the Christian creation story is true

b) Describe the views of Peter Singer on 'speciesism'. [5]

- He uses the term 'speciesism' to argue it is wrong to give human beings greater rights than animals.
- Usually people will be biased towards the species they belong to.
- He argues it is wrong to give greater rights to one group of humans than another.
- He also believes animals and all humans should be given the same rights.
- His views on speciesism has an impact on many issues including sanctity of life which he believes is less important than quality of life.

(b) Describe the ways how religion might help someone making a decision concerning life and death decisions. (5)

- ❑ Members of the worshipping community may offer support and guidance.
- ❑ The reading and study of sacred texts may give advice.
- ❑ The faith leader may offer support, guidance or direction.
- ❑ Religious teachings may give a source of direction or advice.
- ❑ The use of prayer may help.

(b) Describe how having a religious faith might influence a view on abortion.[5]

- All life is created by God/The Divine
- God is interested in each human being.
- As life is created by God, it must be revered from the moment of conception.
- Teachings of Jesus/religious leaders showed the importance of life.
- Life is a gift from God, and only he can take it away.
- Each atman is individual.
- All life has atman.
- There is a divine plan for each individual.
- Religious teachings, e.g. from the Fathers of the Church. (Reference may be made to the authority or magisterium of the Pope and the College of Bishops.)
- Catechism of the Catholic Church points out that from the first moment of existence the foetus is a human being.
- Up to 4 months after conception ensoulment has not taken place.
- Some traditions teach that the mother has more rights than the child.
- Bad karma can result from an abortion.
- The principle of ahimsa and non-violence would be the guide

(b) Describe why some religious believers may be against abortion. (5)

- ❑ All life is sacred.
- ❑ It is not up to human beings to decide who lives or dies.
- ❑ Life is God given.
- ❑ References to specific religious teachings.
- ❑ Some consider it as committing a murder
- ❑ Unique life is formed at conception and is known from them
- ❑ Term of life is fixed by God
- ❑ Man is playing at being God

(b) Describe why Christians may consider life to be special. (5)

- Life is given by God-a gift
- Religious teachings
- God is involved in everyone's life
- Explanation of Psalm 139v.13/ /Job 1v.23/
- Examples from Jesus Ministry
- Sanctity of life

(b) Describe how religious believers might show they care for the environment. [5]

- Through acts of stewardship or being khalifahs and living in harmony with nature.
- By taking responsibility towards the care for the environment and treating the environment with respect.
- To act as global citizens and reduce energy consumption.
- Leading campaigns for recycling within their communities.
- By looking after the planet's resources and not wasting them.
- By promoting awareness and actions at places of worship such as ecomosques.
- By respecting animals e.g. Qur'an 30:30.
- By actively keeping the balance or fitr (fitrah) and not destroying the natural world (bal tashchit).
- By acting as global citizens and living sustainable lifestyles.
- By not destroying the natural world (bal taschit) but support the planting of trees as in the story of Honi.

(b) Describe how a religious believer should use natural resources. [5]

- ❑ Natural resources should be used with stewardship.
- ❑ Natural resources should be used as part of the gift of the earth from God.
- ❑ Religious believers should not cause unnecessary pollution.
- ❑ Religious believers should ensure that animal species are not made extinct.
- ❑ Religious believers must conserve natural resources.

(b) Describe how a religious believer might treat animals. [5]

- Animals may be sacrificed for religious celebrations
- Some religious believers are vegetarian and will not eat animals
- Some religious believers regard certain animals as sacred
- Animals are treated with kindness as part of nature
- Animals may be kept as pets

- Animals are valued as part of God's creation
- Religious believers may choose to work caring for animals, such as a vet
- Being in charge and having power over others.
- Having control for God.
- God-given responsibility.

(b) Describe two ways in which 'dominion' may be used in harmful ways. [5]

- Hunting animals for food until extinction
- Cruel breeding methods used for animals, such as factory farming
- Breeding animals for fur used in fashion
- Abuse of natural resources
- Plundering of natural resources until exhausted
- Disregard for nature
- Disregard for the accepted laws of nature
- Abuse of pets
- Using animals for entertainment

(b) Describe how some people misuse the earth's resources. [5]

- people may misuse the earth's resources through being lazy/selfish
- ignorance
- apathy
- people may misuse the use through a variety of ways: - pollution, over-population, abuse of natural resources, etc.

(b) Describe, from one religion, beliefs about how the universe began. AO1 [5]

Christianity:

- There are different interpretations of the creation story in Genesis with some Christians interpreting the account literally and some non-literally or liberally.
- Some Christians are creationists and believe every word in the creation stories in the Bible are true.
- Some Liberal Christians understand the Bible accounts as myths that are not historical events. Many believe in evolution. Some believe that God guided the process, and others believe that evolution is a natural process through which life emerged.
- There is a creator God who is the source of all life.
- There are two stories of the Creation of the universe in the Bible.
- The first creation story describes God creating the earth over six days and on the seventh day God rested. He created the sun, stars, plants, animals and then human beings. All are made from nothing (Ex nihilo).
- The second creation story in the Bible tells how man (Adam) was made and then the animals. He was placed in the Garden of Eden.

Hinduism:

- There are many different creation stories in Hinduism e.g. Hymn of Creation, Bhagavata Purana 12.4.4.
- Many Hindus do not believe the creation stories as literal but that they do contain some important messages and truths.
- Many Hindus believe the universe was created but that it developed over billions of years.
- For many Hindus the creation of the universe is related to the Trimurti with Brahma, the creator; Vishnu, the preserver; and Shiva, the destroyer.
- Many Hindus believe that the universe came into being through the Big Bang.
- Big Bang Theory states that the universe came into being with the expansion of a mass and this has continued ever since.
- One creation myth describes Purusha, the primeval cosmic being, as all that has existed or will ever exist. Bhagavad Gita 11:7.

Islam:

- There is a creator who is the source of the universe and all life.
- There is no account of a creation story of the universe in the Qur'an.
- The Qur'an does contain many references Allah's creation of the universe including humankind, animals, sun, moon, stars and planets. Everything was formed from smoke, but Adam was made from clay and Allah breathed life into him. References are made to creation lasting 6 periods of time.
- As the Qur'an is believed to be a revelation most Muslims consider these references as literal and do not interpret details about the creation of the universe.
- Some Muslims accept scientific explanations of the creation of the universe but many believe that Allah guided this whole process.

(c) Explain the teachings of two different religious traditions about abortion. (8)

No one Christian view and even individual differences within denominations

- People are made in the image of God
- Many denominations are against abortion for social reasons but accept that for some it may be the preferred choice.
- All life is created by God
- Importance of the sanctity of life
- References to the Ten Commandments.

Anglican

- Strong opposition but recognises that sometimes it can be necessary e.g. if the pregnancy threatens life of the mother.
- General Synod urges that abortion law should be applied more strictly

Roman Catholic

- Reference may be made to the authority or magisterium of the Pope and the College of Bishops.
- Catechism points out that from the first moment of existence a human being has the rights of a human person
- Opposed to abortion

(b) Describe the big bang theory of creation [5]

- At the birth of the universe the cosmos emerged from a singularity (a huge explosion.)

- Universe is not static but expanding.
- Expansion of earth can be traced back to the initial event of the Big Bang.
- The earth was covered in a primordial soup of liquids, gases etc which fused together to create life.
- From the primordial soup came life which evolved into human form.
- References to Stephen Hawking.
- References to the idea that many religious people accept the Big Bang as an act of God.

(c)Explain, from two religions or two different religious traditions, beliefs about Euthanasia (8)
Christianity:

- Most Christians against it as it breaks the sanctity of life
- All life is sacred
- Life is a gift from God
- Breaks the commandment – “thou shall not kill”
- Only God can give and take life
- It is seen as playing the role of God

Islam:

- Most Muslims believe it breaks the sanctity of life
- All life is sacred
- All life is a gift from Allah
- Only Allah can give and take life
- Can be seen as playing the role of Allah – Act of Shirk
- Many Muslims will allow passive euthanasia such as switching off a life support machine

(c) Explain from two different religious traditions attitudes to abortion. (You must state the religious tradition you are referring to). [8]

Christianity

- No one Christian view and even individual differences within denominations
- People are made in the image of God
- Many denominations are against abortion for social reasons but accept that for some it may be the preferred choice.
- All life is created by God
- Importance of the sanctity of life
- References to the Ten Commandments.

Anglican

- Strong opposition but recognises that sometimes it can be necessary, e.g. if the pregnancy threatens life of the mother
- General Synod urges that abortion law should be applied more strictly

Catholics

- Reference may be made to the authority or magisterium of the Pope and the College of Bishops.
- Catechism points out that from the first moment of existence a human being has the rights of a human person
- Opposed to abortion

Islam

- Life is sacred
- Allah creates all life
- Up to 4 months after conception Ensoulment has not taken place and the mother's rights are more important than the child's
- There is a purpose to suffering
- At judgement Allah will take into account a person's intention (niyyah)
- Belief of aborted foetus on judgement day.

(c) Explain from two different religious traditions teachings about the sanctity of life. [8]

Christianity

- ❑ No one Christian view and even individual differences within denominations.
- ❑ People are made in the image of God.
- ❑ Many denominations are against abortion for social reasons but accept that for some it may be the preferred choice.
- ❑ All life is created by God.
- ❑ Importance of the sanctity of life.
- ❑ References to the Ten Commandments.

Anglican

- ❑ Strong opposition, but recognises that sometimes it can be necessary, e.g. if the pregnancy threatens the life of a mother.
- ❑ General Synod urges that abortion law should be applied more strictly.

Islam

- ❑ Life is sacred.
- ❑ Allah creates all life.
- ❑ Up to four months after conception Ensoulment has not taken place and the mother's rights are more important than the child's.
- ❑ At judgement, Allah will take into account a person's intention (niyyah).
- ❑ Belief of aborted foetus on Judgement Day.

(c) Explain two reasons why religious believers have funeral rites. [8]

- The funeral rites are a religious rite of passage
- The funeral rites reflect religious beliefs and teachings
- The funeral rites are a public expression of grief and mourning
- The funeral rites use symbols to express deeper meanings
- Funeral rites help the family and friends to deal with loss
- Funeral rites give closure to a person's life
- All ceremonies give opportunities for the principle beliefs and teachings to be rehearsed and proclaimed

(c) Explain why religious believers believe in an afterlife. [8]

- It is a religious belief taught by the founder of the religion
- It is a religious belief in the sacred text
- It is part of the teaching of the religion

- Christians believe in the resurrection of Christ
- Religious believers believe in the existence of the soul
- It is a revelation from God
- It gives a meaning to life and death

Explain, from either two religions or two religious traditions, teachings about life after death.

AO1 [8]

Christianity:

- Life after death is a common belief in Christianity but there are many differences of opinion regarding the nature of the life after death.
- Death is not the end but a gateway to a perfect existence. References may be made to John 11:24-27.
- Eternal life after death for believers is in either spiritual or bodily form at a time of resurrection. Reference may be made to differences between dualists and non-dualists and to 1 Corinthians 15:42-44.
- Entrance to heaven depends upon responses to Jesus and his teachings. Reference may be made to the Parable of the Sheep and the Goats.
- Entrance to heaven depends upon how a person responds to those in need on Earth.
- Belief in some form of hell or distance from God. Evangelical Christians refer to heaven and hell as if they are actual places. Liberal Christians often consider the places as symbolic.
- Some Roman Catholics believe that at death those who have not sinned since last confession go to heaven, the souls of those who have sinned will go to purgatory to be cleansed and those who have committed mortal sins or refused to believe in God will go to some form of hell.
- Many members of the Eastern Orthodox Church believe in a heaven and hell but don't believe in a state of purgatory.
- Many Jehovah Witnesses take a literal interpretation of biblical passages and believe the majority of those who have died in the past will be resurrected to life on earth, joining those who survive the battle of Armageddon. They believe the wicked and unrepentant will be destroyed eternally at Armageddon. Those not resurrected by God will simply remain dead. They completely reject the concept that God punishes humans with eternal torment in a fiery hell.
- Society of Friends (Quakers) have different beliefs with some believing in an afterlife and some not.

Buddhism:

- Death is not the end of life, but the end of the body inhabited in this life. Existing physically and being dead are like being awake and being asleep.
- The mind and consciousness will still remain and seek out, through the need of attachment, a new body and new life.
- Where they will be born is a result of the past and the accumulation of positive and negative action, and the resultant karma/kamma (cause and effect) is a result of past actions.
- This would lead the person to be reborn in one of 6 realms which are; heaven, human beings, Asura, hungry ghost, animal and hell, according to the severity of one's karmic actions. None of these realms is permanent.
- Diverse views of Triatna Tradition; no requirement to believe in life-to-life re-birth but rather moment-to-moment rebirth

Islam:

- Islam teaches that there is one life on earth followed by an eternal world to come. The life on earth is to prepare for akhirah.
- Many Muslims consider that after death they will rise from the grave and be judged by God.
- Islam teaches that the soul is separate to the body.
- Many Muslims believe that at the end of the world there will be a Day of Judgement. They believe that Azrail will take the souls to barzakh to await the Judgement Day.
- Some believe non-Muslims will go to hell and some believe Allah will forgive non-Muslims who have lived a good life.
- Many Muslims consider the afterlife in a literal way with references to Janna and Jahannan as described in the Qur'an.

(c) Explain the funeral rites from two different religious traditions or non religious tradition [8]**Anglican and Protestant churches:**

Service usually at a church or chapel, beginning with the words from 1 John 11: "I am the resurrection and the life", or other passage from the Bible

Hymns and prayers, together with a Bible reading and possibly a short sermon will take place

Some churches will have a Eucharist or communion service too

Usually the priest/minister/or member of the family will make a tribute to the person who has died
There follows a second 'service' – of committal – either at the graveside, where the body is buried (interment), or at the crematorium if the body is to be cremated

The final words are often "Earth to earth, ashes to ashes, dust to dust; in sure and certain hope of the resurrection and eternal life through our Lord Jesus Christ, who died, was buried and rose again for us.

To him be glory for ever and ever." (Cremation services may have slightly different words, but the same sentiments)

A cross or memorial stone may be erected for those buried, and families may visit on the anniversary of death

For those cremated, the ashes may be scattered – at the crematorium, or some special place – and perhaps a tree or flowering bush planted in memory; sometimes a plaque is also placed.

ISLAM:

Family members gather around the dying person to read the Qur'an and offer prayers, and to help the person repeat the Shahadah

The last words to be heard should be the adhan (call to prayer)

After death the body is washed at least three times – by spouse or close relative – and perfume applied (to hair [and beard], forehead, nose, palms of hands, knees and feet)

The body is wrapped in a shroud (3 pieces for a male, 5 for a female); if the person was a hajji the ihram would be used

The imam leads the prayers in the Mosque and at the graveside, and the funeral should take place within 24 hours of death, attended only by men

Burial is preferred, as it is believed Allah will rise up bodies on the Last Day. Usually the body is laid on the right side, facing Makkah

Expensive memorials should not be set up, and mourning should only last no more than three days

HUMANISM:

Music

Non- religious reflection on death

Readings of poetry

A eulogy

Lighting candles

Moments of reflection

Led by a Humanist celebrant

Meaning – Service will try and show respect to the dead person without suggesting that they are going to a better place. Focus on their unique qualities and their achievements

(c) Explain two different viewpoints that Christians may have about how the earth was made. [8]

Literalist views

The Bible account is literally true

God made creation in stages of days

This is a fundamental belief

God made creation (including the earth) in six days

Each day was 24 hours

God's spirit created the earth

Non-literalist views

The Bible account is not to be taken literally

The Bible account needs to be interpreted

God made the earth in stages

Each day was a period of time

God used the natural processes he created for creation

c) Explain from two religious traditions the teaching on creation.[8]

CHRISTIANITY

God created everything that is in the heavens and the earth

There were six 'days' or periods of creative activity; and a seventh of rest – a pattern to be copied in life

The order of creation was –

- light and darkness

- sea and sky

- land and sea, and plants

- sun, moon and stars

- birds and fish

- animals and human beings

Humans were the only ones created 'in the image' of God; and were given special responsibility for the earth

Everything was created 'out of nothing' (ex nihilo)

Some regard the story as literal truth, others as not strictly literal but containing truths; and others as entirely poetic and/or mythical

references to the 'big bang' only if related to God as the cause.

ISLAM:

Allah made heaven and earth, and all the animals, birds and fish; the sun, moon and stars; the plants and the rain; the angels.

The angels were sent to being seven handfuls of earth – each of a different colour
From these the first man Adam, was made; and from his side, Eve – the first woman

They lived in Paradise – a beautiful garden; where they could eat anything, except the fruit of one tree

On disobeying Allah, after being tempted by Iblis, they were placed outside the garden as a punishment

Human beings were given the role of *khalifah* or guardian/steward to look after the earth and treat it with respect

This responsibility is binding on the *ummah* (community of Muslims), and all believers on the Day of Judgement will be called to account for their part in looking after Allah's creation

(c) Explain from two different religious traditions how believers care for the planet. [8]

CHRISTIANITY:

All traditions generally teach:

- Christians care for the planet by showing stewardship of all of God's creation
- Christians must protect all of the earth's resources as good stewards
- Dominion means that the planet must be cared for in an unselfish way
- Christians must ensure that the planet is able to sustain human life in the future
- Christians should actively embrace recycling opportunities, etc.
- Roman Catholic involvement with CAFOD
- Teachings on green issues issued by the Vatican
- Christians involved with the work of charities such as 'Christian Aid' and 'Tear Fund' are concerned about issues in the environment (Protestant denominations)
- Anglican Church has recently commissioned a survey of all churches in the UK in terms of their 'green' nature looking at the impact of churches on the environment with an emphasis on stewardship – recent teaching of the Anglican Church is that all Christians must be good stewards
- Some fundamental Christians have more of an emphasis on human 'dominion'
- Teachings are more focused on scripture
- Anglican Church has commissioned a survey of all churches in the UK in terms of their 'green' nature looking at the impact of churches on the environment
- Some fundamental Christians have more of an emphasis on human 'dominion'

ISLAM:

- Muslims must act as good stewards or guardians of the world
- Muslims have a responsibility to look after the planet as 'khalifahs'
- Muslims must care for all of Allah's creation
- Muslims follow the example of the Prophet Muhammad
- Muslims follow the teachings of the prophet Muhammad
- The 'fitrah' or balance in the world must be maintained by Muslims caring for the planet

15 mark Question:

(d)'A belief in life after death is the most important religious belief'.

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

(You must refer to religious and non-religious beliefs, such as those held by Humanists and Atheists, in your answer.) [15]

Agree with the statement:

- belief in life after death gives meaning to human life
- belief in life after death gives hope of immortality
- belief in life after death is a belief common to all religious traditions
- belief in life after death is essential for human beings for a sense of justice
- belief in life after death gives reassurance of a better life for many people

Disagree with the statement:

- belief in God is the most important religious belief
- belief in life after death is not possible without belief in God
- belief in life after death is only one of many important religious beliefs
- belief in life after death alone is not important; it has to be connected to free will
- it is not possible to say which religious belief is the most important; a variety of beliefs are needed to make up a religion

(d)"It is a woman's right to choose abortion." [15]

Discuss the statement showing that you have considered more than one point of view. (You must refer to religious and non-religious beliefs, such as those held by Humanists and Atheists, in your answer.)

Agree with the statement:

- Up to 4 months after conception, ensoulment has not taken place and the mother's rights are worth more than the child's
- Humanist belief that we do not have a soul and we are not linked to God or created by him. There is no divine plan for each of us
- Peter Singer's ideas that human beings have no special right to life just because they are humans (speciesism)
- Humanists would ask that circumstances be taken into account: rape, poverty, disability, situation of the Mother and/or Father etc. when considering abortion – quality of life is paramount
- All medical situations depend upon the context: a relative/situationist approach
- Application of principle of utilitarianism
- Doctors are the experts and know what they are doing
- Each child should be a wanted child
- Many religious traditions consider mother's life is more important if her life is at risk

Disagree with the statement:

Reference may be made to the authority or magisterium of the Pope and the College of Bishops

- Catechism points out that from the first moment of existence a human being has the rights of a human person
- Jesus' teachings/religious leaders showed the importance of life

The father should also have rights

- Life is too sacred to be placed in the hands of human beings/sanctity of life
- General Synod urges that abortion law should be applied more strictly
- As life is created by God it must be revered from the moment of conception

(d) "Only doctors should decide who lives and who dies" [15]

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

(You must refer to religious and non-religious beliefs, such as those held by Humanists and Atheists, in your answer.)

Agree with the statement

Doctors are the experts and know what they are doing

Someone has to make the decision so it should be the experts.

Doctors take the Hippocratic Oath so will do what is right.

Doctors can see the 'bigger picture' of the need for resources

Doctors can make a judgement based on expected quality of life

Humanists have supported attempts to legalise assisted suicide and to give doctors more control as long side families if someone has a poor quality of life.

Disagree with the statement

God created all life so he should decide.

Life is too sacred to place in the hands of human beings.

We should do what is going to be the greatest good for all

The relatives should be involved

It all depends on the situation (with examples)

Case of Harold Shipman - some doctors could take advantage

(d) 'Human beings are more than just bodies.'

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

(You must refer to religious and non-religious beliefs, such as those held by Humanists and Atheists, in your answer.) [15]

Points that could be discussed include:

- ❑ Human beings have a spiritual dimension.
- ❑ Human beings have an emotional dimension.
- ❑ Human beings are higher order mammals.
- ❑ Human beings have religious beliefs.
- ❑ All animals have mental ability.
- ❑ No scientific evidence for life after death.
- ❑ Humans have souls.
- ❑ Many human beings do not believe in God.
- ❑ Many people are atheist or agnostic.
- ❑ Some religious believers believe that other animals have souls.

Humanists believe there is no soul

(d) "Religious creation stories have no value in this scientific world."

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

(You must refer to religious and non-religious beliefs, such as those held by Humanists and Atheists, in your answer.) [15]

Agree with the statement

- Scientific accounts explain creation without purpose.
- Scientific accounts tend to suggest that the beginning of the world and of life was accidental.
- Scientific views assume that human life has evolved from animal life.
- Scientific views can offer no reason for human existence.
- A secular society does not require religious creation stories.
- Religious creation stories may be undermined by scientific accounts.

Humanists believe we can understand the world through science and religious accounts are unreliable.

Disagree with the statement

- Scientific accounts do not explain purpose – whereas religious creation stories demonstrate that the world was created for a purpose
- Religious creation accounts state that God or Ultimate Reality chose to create/Scientific views assume that human life has evolved from animal life; some religious views are convinced that human beings are different from other creatures, and are created 'in the image of God' or have a special relationship with God/the divine
- Scientific views can offer no reason for the existence of good and bad, or a promise of a certain future; some religious views give clear explanations of the existence of good and evil, and offer a future that is not dependent on material or transient things.
- Humans appear to need/feel more comfortable with the idea of there being a power or force beyond themselves and the world; and also with the idea of there being more to life than just living physically and in response to bodily/chemical reactions and process; such a view of life seems to debase and devalue it.

(d)'It is impossible to believe both the scientific and religious views of creation.'

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

(You must refer to religious and non-religious beliefs, such as those held by Humanists and Atheists, in your answer.)

Agree with the statement

- Scientific accounts explain creation without purpose.
- Scientific accounts tend to suggest that the beginning of the world and of life was accidental.
- Scientific views assume that human life has evolved from animal life.
- Scientific views can offer no reason for human existence.
- A secular society does not require religious creation stories.
- Religious creation stories may be undermined by scientific accounts.
- Scientific view of creation contradicts the religious view

Disagree with the statement

- Religious creation stories demonstrate that the world was created for a purpose

- Religious creation accounts state that God or Ultimate Reality chose to create/ Scientific views assume that human life has evolved from animal life; some religious views are convinced that human beings are different from other creatures, and are created 'in the image of God' or have a special relationship with God/the divine.
- Scientific views can offer no reason for the existence of good and bad, or a promise of a certain future; some religious views give clear explanations of the existence of good and evil, and offer a future that is not dependent on material or transient things.
- Humans appear to need/feel more comfortable with the idea of there being a power or force beyond themselves and the world; and also with the idea of there being more to life than just living physically and in response to bodily/chemical reactions and process; such a view of life seems to debase and devalue it.
- The scientific and religious accounts do not conflict

(d)'Religion, not science, will provide a solution to world problems.'

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

(You must refer to religious and non-religious beliefs, such as those held by Humanists and Atheists, in your answer.).[15]

For

- Religion is part of God's plan for the world
- Fundamental religious belief is that revelation has taken place through sacred text
- Religious teaching is that God has given humankind intellect
- Religious teaching provides the best way for humankind to live
- Religious teaching is one of stewardship

Against

- Science appears to be in conflict with religion
- Scientific claims appear to make religious stories in sacred text unbelievable
- Religion appears to be more concerned with a future life rather than the present
- Religion appears to have failed in many ways
- Science is more popular in a secular society
- World problems like over-population and pollution require scientific solutions
- Scientific solutions are of a practical nature

(d) 'Religious creation stories successfully explain the origins of the universe.' [15]

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

(You must refer to religious and non-religious beliefs, such as those held by Humanists and Atheists, in your answer.)

Agree with the statement

- Religious creation stories demonstrate that the world was created for a purpose
- Religious creation accounts state that God or Ultimate Reality chose to create/Scientific views assume that human life has evolved from animal life; some religious views are convinced that human beings are different from other creatures, and are created 'in the image of God' or have a special relationship with God/the divine
- Scientific views can offer no reason for the existence of good and bad, or a promise of a certain future; some religious views give clear explanations of the existence of good and evil, and offer a future that is not dependent on material or transient things.
- Humans appear to need/feel more comfortable with the idea of there being a power or force beyond themselves and the world; and also with the idea of there being more to life than just living physically and in response to bodily/chemical reactions and process; such a view of life seems to debase and devalue it.

physically and in response to bodily/chemical reactions and process; such a view of life seems to debase and devalue it.

Disagree:

- Humanists would say Scientific accounts explain the origins of the universe successfully.
- Religious accounts of the world are unreliable.
- No good reason to believe there is a God who is behind the origins of the universe

(d) 'Belief in life after death is the most important belief.' Discuss this statement showing that you have considered more than one point of view (You must refer to religious and non-religious beliefs, such as those held by Humanists and Atheists, in your answer.) [15]

- Many religions believe it is a life on earth that decides what happens to you in the next life.
- For non-religious belief systems there is no belief in an after life.
- Non-religious belief systems consider it is important to serve people during life-times.
- A belief in an after- life gives many religious believers hope if they are suffering on earth.
- There are other important beliefs in religions e.g. Ahimsa, pikuach nefesh; belief in the one God.
- For some religious traditions the afterlife incorporates the next life through a process of reincarnation /transmigration and rebirth.
- Some religious traditions e.g. some denominations of Christianity believe that in the afterlife they will be in the presence of God.
- For some religious believers their work on earth is guided by the hope of an after-life
- Reference may be made to modern day martyrs .

d) 'Euthanasia is never right'. Discuss this statement showing that you have considered more than one point of view. (You must refer to religious and non- religious beliefs, such as those held by Humanists and Atheists, in your answer.) [15]

- Reference might be made to different judgements depending upon type of euthanasia referred to (voluntary, active, passive, involuntary).
- For many religious believers life is a divine gift and therefore not ours to take away (e.g. Genesis Ch:1)
- Many religious believers refer to sacred texts or principles which forbid the taking of human life, (e.g. The Ten Commandments; The First Precept of Buddhism).
- Many religious believers refer to religious principles forbidding the taking of human life, e.g. Pikuach Nefesh; Sanctity of Life; Ahimsa, metta,
- Some people, e.g. Singer, argue that the quality of life is more important than the length of life.
- For some people being in a vegetative state means that their life has no quality.
- Atheists and Humanists would argue that people have free will to end their lives when and how they want.
- Many religious and non-religious believers consider that euthanasia can be right if a 'living will' has been completed with a request for no resuscitation.
- Some people consider that euthanasia is right to maintain their own personal dignity, e.g. Daniel Jones or to ease chronic suffering.
- Many people argue that hospices can ease chronic pain and care for the dying, terminally ill.
- Many religious believers argue that there is a fixed time for life and only the Creator knows when that is, e.g. The Ethics of the Fathers.

(d) 'It is never right to take a life.' Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and non-religious beliefs, such as those held by Humanists and Atheists in your answer). [15]

- For many religious believers life is a divine gift and therefore not ours to take away (e.g. Genesis Ch:1).
- Many religious believers refer to sacred texts or principles which forbid the taking of human life, (e.g. The Ten Commandments; The First Precept of Buddhism).
- Many religious believers refer to religious principles forbidding the taking of human life, e.g. Pikuach Nefesh; Sanctity of Life; Ahimsa, metta.
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- For some people being in a vegetative state means that their life has no quality.
- Atheists and Humanists would argue that people have free will to end their lives when and how they want.
- Many religious and non-religious believers consider that euthanasia can be right if a 'living will' has been completed with a request for no resuscitation.
- Some people consider that euthanasia is right to maintain their own personal dignity, e.g. Daniel Jones or to ease chronic suffering.
- Attitudes towards the 'Dignity in Dying Movement'.
- Many people argue that hospices can ease chronic pain and care for the dying, terminally ill.
- Many religious believers argue that there is a fixed time for life and only the Creator knows when that is, e.g. The Ethics of the Fathers.
- Consideration of sanctity of life. Life is considered by many as God given and therefore only God can take it away. Reference might be made to Genesis 1:31 and Psalm 8:6
- In Judaism pikuach nefesh (saving of a life) is so important other mitzvot can be broken.
- Some would say that it depends upon quality of life and that it might be the right thing to do to stop pain.
- It depends upon the circumstances e.g. utilitarian reasons or in selfdefence.
- There is a difference between taking the life of a human being and the life of an animal. Reference might be made to Singer's arguments of speciesism

(d) 'Abortion should only be allowed when the mother's life is at risk.'

Discuss this statement showing that you have considered more than one point of view. (You must refer to religious and non-religious beliefs,such as those held by Humanists and Atheists, in your answer.) [15]

- For many religious believers, life is a divine gift and therefore it is never right to take the life away (e.g. Genesis Ch:1).
- Many religious believers refer to sacred texts or principles to make their choice (e.g. The Ten Commandments; The First Precept of Buddhism).
- Many religious believers refer to religious principles forbidding the taking of human life, e.g. pikuach nefesh; Sanctity of Life; Ahimsa, metta.
- Many atheists and humanists would argue that people have free will to act upon their moral reasoning and conscience
- Consideration of sanctity of life. Life is considered by many as God given and therefore only God can take it away. Reference might be made to Genesis 1:31 and Psalm 8:6

- In Judaism pikuach nefesh (saving of a life) is so important other mitzvot can be broken. The life of the mother would normally be chosen over the life of an unborn child.
- Some would say that it depends upon the views of the father as well.
- Some would say it depends upon the way that conception took place e.g. rape.
- Many humanists would say that the woman's health and well-being must be taken into consideration. The law in England, Scotland, and Wales permits an abortion before the 24th week of pregnancy.
- Many humanists would argue that the potential happiness and suffering of both the woman and the foetus, as well as the wider family and the interests of the woman would be put first as she would be the one who would have to complete the pregnancy and likely care for the baby, whose happiness would largely depend on hers.
- Some religious people accept the Doctrine of 'Double Effect' where the Mother's life should be saved even when the unintended consequence is the death of the unborn child

Theme 3 -Issues of Good and Evil

(a)State two reasons why some people commit crime. (2)

- To gain money/greed
- Out of revenge
- To feed a drug addiction
- Lack of control over temper
- Through boredom

(a)State two reasons why people should obey the law. (2)

- ❑ Fear of punishment
- ❑ Care for others
- ❑ Because they know it is the right thing to do
- ❑ To stop chaos and anarchy
- ❑ Because authority tells you to
- ❑ Their religion tells them

(a)State two aims of punishment.

- Deter others/as an example
- Retribution/Revenge/getting own back
- As a lesson so it won't happen again
- To help reform
- To ensure a just society

(a)What is meant by punishment (2)

A penalty given to someone for a crime or wrong they have done

(a)What is meant by justice? (2)

- When fairness is exercised
- Freedom from oppression
- Where human rights are observed
- Honest actions
- Where everyone has equal provisions and opportunity

(a)What is meant by Good? (2)

That which is considered morally right, beneficial to our advantage

(a)What is meant by evil? (2)

That which is considered extremely immoral, wicked or wrong

(a)What is meant by forgiveness (2)

To grant pardon for a wrongdoing; to give up resentment and desire to seek revenge against a wrongdoer.

(a)What is meant by freewill (2)

The ability to make choices voluntarily and independently. The belief that nothing is pre-determined.

(a)What is meant by morality (2)

Principles and standards determining which actions are right or wrong

(a)What is meant by sin (2)

Deliberate immoral action, breaking a religious law or moral law

(a)What is meant by suffering (2)

Pain or distress caused by injury, illness or loss. Suffering can be physical, emotional/psychological or spiritual .

(b)Describe how having a religious belief might influence a view of punishment. [5]

- They may refer to sacred texts
- They may refer to the attributes of Allah or God e.g. merciful/just
- They may interpret actions /teachings of founders of religions e.g. Jesus' teachings on forgiveness
- They may consider it important to strive for reform
- All religions teach the importance of justice

Include:

- Consequences of punishment (spiritual – heaven/hell etc.)
- Corporal/capital
- Value of punishment

(b) Describe the role of prison chaplains [5]

- Provide counselling
- Support through rehabilitation
- Supporting their spiritual needs
- Support them where a prison guard cannot
- Help the prison re-enter the community
- Help the family of the inmates
- Help with practical and emotional needs
- Help to reform the criminal

(b) Describe the story of Job about suffering. (5)

- Sometimes suffering is sent as a test
- Even if you are holy and good-living you may suffer
- Some people, like Job's friends, consider suffering is a result for past sins
- God has control of all
- We may not understand why we are suffering
- It is wrong to question God's actions

(b) Describe two causes of crime. AO1 [5]

- Crime can be caused because of poverty when people need more money and goods, or their lack of income makes them feel different to the rest of society.
- Crime can be caused because of addictions which requires money to pay for those addictions (e.g. gambling, alcohol, illegal drugs)
- Crime can be caused because of poor education which inhibits social mobility.
- Crime can be caused because of peer pressure to join others in criminal activity
- Crime can be caused because of the impact of the media which might glorify certain crimes.
- Crime can be caused because some people don't seem to know the difference between right and wrong.

(b) Describe how having a religious faith might influence a view on suffering. [5]

- Sacred texts may offer guidance
- God is meant to control all aspects of the world so why do the innocent suffer?
- Good can come out of suffering
- Suffering could be part of God's plan e.g. Job
- The inspirational life of religious leaders
- It is a test

(b) Describe two different ways that religious believers may try to help others overcome suffering. (5)

- Giving to charity; salah
- Prayer
- Vocation work; example of mother Teresa
- Activities for human rights and liberation theology e.g. Gandhi
- Explaining relevant teaching from sacred texts e.g. Job; the suffering of Jesus; characteristics of God;
- Explaining relevant teachings about the life to come e.g. heaven; Day of Judgement; future hope

(b) With reference to one religion you have studied, explain views about the use of the death penalty. [5]

Conservative Christians:

- Support the death penalty
- "An eye for an eye"
- OT provides 36 capital offences – murder, blasphemy
- Argue God created the death penalty
- Catholics are divided – Vatican issued statement allowing divorce if criminal was absolutely confirmed

Liberal Christians:

- Breaks the sanctity of life
- All life is sacred and a gift from god
- It is seen as playing God
- Jesus taught to forgive
- Golden rule
- "love thy neighbour"
- Quakers believe in form and all humans contain a reflection of Christ
- Thou shall not kill

Islam:

- Allowed for certain crimes; adultery, murder and apostasy
- People should be punished on earth as well by Allah on the day of judgement
- Death penalty creates justice – deterrent
- Sharia'h law allows it
- Some Muslims believe forgiveness is also important, need to protect the Ummah
- Some Muslims argue against the death penalty as it oppresses the poor and vulnerable

(b) Describe why many Christians consider it important to forgive (5)

- Following the teaching of the Lord's Prayer
- Punishment comes at judgement by God
- References to any of Jesus' teachings – "77x7 you must forgive"
- References to any of Jesus' actions – forgiveness from the cross/example of Zaccheus
- Not being able to forgive can damage both parties.
- Example of Gee Walker and Martin Luther King

b) Describe an example of forgiveness arising from personal beliefs. [5]

Candidates may refer to a wide range of famous examples such as Jesus; Gee Walker; Ghandi; Martin Luther King; Eva Kor; Khaled Hosseini; or of local examples. The following features should be credited: - Context of situation. - Description of the personal beliefs. - Description of how the personal beliefs impacted on acts of forgiveness with relevant references to authority

(b) Describe what religions believe makes an act 'wrong'. [5]

- It goes against religious teachings.
- It goes against the law of a country.
- It causes others to suffer.
- Reference to relative morality.
- Reference to absolute morality.

(b) Describe two aims of punishment. [5]

- Protection. To try to prevent people being victims of crime criminals may be imprisoned. This removes them from society and the opportunity to commit further crime.
- Retribution. To get revenge and feel justice has been done.
- Deterrence. By punishing criminals other members of society realise they will be punished if they commit the same crimes.
- Reformation. To try and address the reasons for the criminal acting in that way. This might include education, therapy and counselling.
- Vindication. Through punishment the law can prove that it deserves respect and should be followed.
- Reparation. Repairing the damage done through crime such as through unpaid community work.

(c) Explain from two religious traditions the attitudes to punishment. [8]

Christianity

- Importance of sanctity of life
- Dignity of life - each person has something of God in them
- The person will be punished at the end of their life
- Although all are responsible for their own actions social conditions do affect crime rates
- Reference to the commandment 'Thou Shalt Not Kill'
- Jesus taught compassion not revenge
- Old Testament teaching of 'an eye for an eye'
- Jesus's actions
- Free will results in taking responsibility for actions
- Society of Friends/Quakers initiated the concept of rehabilitation
- Society of Friends have campaigned since 1818 against Capital Punishment believing that the respect for human life is shown in the reverence towards it
- They also state that each person has something of God in them
- Church of England General Synod has stated it would deplore reintroduction of Capital Punishment
- Among the early Fathers of the Church some did agree with capital punishment
- Some evangelical Christians interpret 'spare the rod' as allowing corporal punishment
- Importance of forgiveness
- People are forgiven by God - Romans 12 'overcome evil with good'

Islam

- Allah punishes on Day of Judgement
- Some agree with revenge because of interpretation of 'The reward for an injury is an equal injury in return', Surah 42
- Forgiveness however is most important 'whoever forgives and makes reconciliation, his reward is due from Allah.'
- Shariah law is law of land in Islamic countries
- References to Qur'an and Hadith
- Two crimes are seen as serious enough for capital punishment: murder and openly attacking Islam
- Surah 7:33 forbids the taking of life
- Free will results in taking responsibility for actions

(c) Explain the attitude from two different religious traditions to Capital Punishment (8)

Christianity

- Although all are responsible for their own actions social conditions do affect crime rates.
- Can be useful in promoting order and stopping people taking law into their own hands
- However human systems can be fallible
- No possibility of repentance or repatriation
- Christians often have personal considerations on the issue
- Reference to the commandment 'Thou Shalt Not Kill'
- Jesus taught compassion not revenge
- Diversity of views within traditions.
- Old Testament teaching of 'an eye for an eye'
- Quakers believe in reforming criminals – Elizabeth Fry
- Quakers – All human beings reflect the image of God

Islam

- Diversity of views
- Two crimes are seen as serious enough murder and openly attacking Islam
- Surah 7:33 forbids the taking of life
- The role of Sharia law
- Allah is the final judge

(c) From two different religions or two religious traditions, explain views about 'free will'. [8]

Christianity:

- God has given everyone freedom to live their lives
- References to different views on predestination and beliefs from different interpretations of the Fall
- References to writings of St Augustine

- Different emphasis regarding relationships between predestination and free will depending upon denominations
- Many Methodists believe that while God is all-knowing and always knows what choices each person will make, he still gives them the ability to choose (or not choose) everything
- Many Lutherans believe humanity is free to choose and act in every regard except for the choice of salvation
- Many Roman Catholics do not view free will as existing apart from or in contradiction to grace

Islam:

- Although many Muslims believe in predestination they believe they have free will. It is that Allah knows the final outcome Surah 22.70
- Free will granted by Allah so people are not puppets. It enables them to learn from mistakes Surah 30.41
- Role of Qur'an and Hadith in supporting rightful decision making
- Every person has free will to choose whether to obey Allah
- As some will not follow Allah then suffering can ensue
- Role of the Day of Judgement in determining the impact of free will

(c) Explain from either two religions or two religious traditions teachings about forgiveness. [8]

Christianity:

- Jesus taught the importance of forgiveness through teachings and actions.
- Important to forgive others if you want to be forgiven (Luke 6.37).
- The Lord's Prayer emphasises Christians can only expect forgiveness if they forgive.
- The Beatitudes teach that the merciful will be shown mercy.
- From the cross Jesus asked for forgiveness for his persecutors.
- Through forgiveness people can reform. This is shown in Jesus' forgiveness of the tax collector Zacchaeus and his forgiveness of the adulterous woman. • Forgiveness is something which has no limits e.g. Parable of The Prodigal son and the Parable of the Unmerciful Servant.
- Teachings and actions from other Christian sources of authority e.g. The Pope; Martin Luther King Jnr.
- In some denominations, forgiveness comes through confession and acts of atonement.
- The importance of the Sacrament of Reconciliation (Penance) for many Catholics.

Islam:

- The Prophet Muhammad's teachings and actions.
- The Qur'an states those who forgive others will be rewarded by Allah.
- There is forgiveness between people and forgiveness by Allah.
- There is no intermediary involved in Allah's forgiveness.
- One of the attributes of Allah is 'merciful'.
- The Prophet Muhammad forgave the old woman who used to sweep dust on him.
- Even in punishment the Qur'an teaches that forgiveness should be given.

(c) Explain two different ways that religious believers can try to help others overcome suffering. [8]

Explanations may include:

- Vocational work e.g. through work in Hospices

- Long and short term aid for religious charities
- Teaching stories from sacred scriptures e.g. Job; Angulimala
- Teaching them about distinct religious beliefs about the nature and purpose of suffering e.g. karma, kamma,
- Through prayer, fasting
- Support from worshipping community e.g. prayer circles; luncheon clubs
- Don't need religion stated.

(c) Explain from one religious tradition the teachings about suffering. (8)

Christianity

(For candidates answering from Christianity alone, it is expected they acknowledge where there are any differences/similarities within Christian traditions.)

- ❑ Through suffering a person can realise the difference between right and wrong.
- ❑ Suffering allows a person the opportunity to grow spiritually.
- ❑ Suffering can help someone identify a person's inner strengths, e.g. job.
- ❑ The purpose might not be known at the time, but sometimes good can come from it.
- ❑ It is not an individual's role to question the purpose of suffering as it is part of a divine plan.

Islam

- ❑ Suffering in this world is a test.
- ❑ Suffering allows Muslims to demonstrate their charity in helping others.
- ❑ Suffering allows Muslims to demonstrate their faith in the will of Allah.

(d) 'Only God can help people know right from wrong'. Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.) [15]

- For people who don't believe in a God then they would disagree that any form of divine intervention exists.
- Even for religious believers many would say it has to be themselves rather than God that supports them in making the right decisions.
- The laws of a country are there to help people know right from wrong.
- A liberal education might help people to understand right from wrong.
- Parents/carers and peers would influence whether someone knows right from wrong. This would be considered a religious duty in many religions e.g. in the married/householder ashrama in Hinduism.
- It is the teachings in sacred texts that helps believers know the difference between right and wrong e.g. the Ten Commandments; Shariah law; the 613 mitzvot. Some texts such as the teachings are believed to be divinely inspired and others such as the Qur'an are believed to be a revelation direct from God.
- Most religions believe that people were given free will and that it is up to people's conscience to do right from wrong.
- Many believers pray to a divine being to ask for assistance in making the right actions or choices.
- Sometimes there are tensions between whether actions reflect absolute or relative morality

(d)'The aim of punishment is revenge.'

Give reasons why a religious believer might agree or disagree with this statement. [15]

Agree:

- Through punishment people are able to get their own back.
- It is important for people to know they have done wrong and that there is reparation.
- Teachings from the Old Testament show that it is important to get revenge, e.g. 'An eye for an eye'.

Disagree:

- Getting revenge doesn't meet the compassion that many traditions teach About.
- There are other aims of punishment such as reform.
- Jesus and other founders of religions taught the importance of forgiveness. –"Turn the other cheek"

Quakers believe punishment should reform criminals

Restorative justice encourages criminals to change their behaviour and helps the victim.

Jesus teachings on forgiveness can be applied - "Forgive them father for they do not what they have done", "Forgive those who trespass against us, as we forgive them"

(d) 'It is never right to take a life.'

Do you agree? Give reasons or evidence for your answer, showing that you have thought of more than one point of view.

(You must include reference to religious beliefs in your answer.) [15]

- ☒ Human life is sacred.
- ☒ Capital punishment is a necessary form of punishment for certain crimes.
- ☒ All life is sacred and no-one has the right to take someone else's life.
- ☒ God alone decides the length of life for a person.
- ☒ It might be that an innocent person is executed.
- ☒ Some religious traditions accept it is inevitable for certain crimes, e.g. murder.
- ☒ Many claim capital punishment is a deterrent.
- ☒ The Old Testament teaching - 'an eye for an eye' - Exodus 20.
- ☒ One of the Ten Commandments teaches it is wrong to kill.
- ☒ Do two wrong ever make something right?
- ☒ Jesus taught the importance of forgiveness.
- ☒ It does not allow for the possibility of repentance.
- ☒ It should be the decision for relatives if a family member is murdered before the death penalty is carried out, e.g. Qur'an.
- ☒ There is something of God in everyone and only God has the right to take a life.
- ☒ A key feature of Buddhism is non-harm and metta (loving kindness).
- ☒ Could be against Hindu principle of ahimsa.
- ☒ It is more humane to take a life than to keep someone locked up or suffering.
- ☒ It is for the greater good.

>[]Quakers – All human beings reflect the image of God

(d)'Capital Punishment is always wrong.' Do you agree?

Give reasons or evidence for your answer showing that you have thought about more than one point of view. (15)

Agree with statement.

Many say capital punishment is a deterrent

The Old Testament teaching says 'an eye for an eye'-Exodus 21

Some religious believers consider it is up to the relatives of the family to decide e.g. Quran.178

Many want retribution this way.

It is more humane to take a life than to keep someone locked up.

Disagree with statement.

All life is sacred and no-one has the right to take someone else's life.

God will punish the wrong doer

It might be the wrong person killed.

Do two wrongs make a right?

Jesus taught the importance of forgiveness

The Ten Commandments says it is wrong to kill

It doesn't allow for the possibility of repentance.

(d)'All murderers should be killed.' Do you agree? Give reasons or evidence for your answer, showing that you have thought about more than one point of view. You must include reference to religious beliefs in your answer. (15)

Agree with statement

- It is just to take a life for a life
- Will act as a deterrent
- Will reduce crime
- Ensures that less funding is needed to keep someone in prison for life
- More humane than keeping someone in prison
- Use of the utilitarian theory-the greatest good.
- The Catholic Church has never officially condemned the death sentence .
- Among the early fathers of the church some did agree with capital punishment
- In the Quran two crimes are seen as serious enough -murder and openly attacking Islam

Disagree with statement

- The importance of the sanctity of life
- Different religious teachings forbidding the taking of life
- Importance of forgiveness.
- God must be the judge
- There is no chance of reform
- It might be the wrong person who's been convicted
- People in the past have been executed for crimes that would be considered as petty crimes today
- Reference to the commandment 'Thou Shall Not Kill'
- Jesus taught compassion not revenge
- Church of England General Synod has stated it would deplore it's

reintroduction

- Society of Friends have campaigned since 1818 against it believing that the respect for human life is shown in the reverence towards it
- They also state that each person has something of God in them
- Against the principles of many religions

(d)'People only suffer because of bad luck.' Give reasons why a religious believer might agree or disagree with the statement. [15]

Agree:

- Bad luck would explain why the innocent suffer
- There can be no planned reasons why people suffer
- Suffering is often just the result of being in the wrong place at the wrong time
 - Suffering is just part of life and we must accept it

Disagree:

- A loving God wouldn't plan for people to suffer
- In some religious traditions suffering is believed to be a result of karma
- In the Old Testament suffering was used to test faith e.g. Job
- Suffering can be the intended result of other's actions
 - Suffering could result from desires and craving
 - The reason for Suffering is explained in the story of the fall in the Bible

(d)'It's impossible to forgive.'

Give two reasons why a religious believer might agree or disagree with this statement. [15]

Agree:

- Forgiveness has to come from the heart.
- Forgiveness has to come naturally – you can't force it.
- Only God can forgive.
- There is a difference between forgiveness and forgetting.
- There are some things that are unforgiveable
- Example of Rev Julie Nicholson

Disagree:

- Reconciliation activities can help people learn to forgive, e.g. Corrymeela.
- Following the example of religious leaders or founders, e.g. Jesus.
- By recognising that by not forgiving you continue to be a victim.
- Teachings in the bible – 77x 7 forgive
- The lord's prayer
- Follow the example of Gee Walker and Martin Luther King
- Jesus forgave on the cross

(d)'Prayer helps people who are suffering.'

Do you agree? Give reasons or evidence for your answer showing that you have thought about more than one point of view. (15)

Agree with the Statement

- For many believers it can give comfort-a sense that they can do something
- Research has shown that it is therapeutic

- There are many instances of miracles happening and prayers being answered.
- Prayer chains are signs of support for those suffering
- Many religious traditions teach that prayer helps.
- It depends upon the type of prayer being offered.
- Importance of prayer within many traditions e.g. the Lord's Prayer.
- People who believe in God would think that God would answer their prayers.
- Prayer can reinforce a feeling of community e.g. jummah prayers.

Disagree with the statement.

- There is no point praying if you don't believe-it's hypocritical
- There are many examples of prayers not being answered
- It is better to do something more to help others e.g. service.
- God can't help all those who pray.
- It may help people spiritually but not physically.

(d)'Showing forgiveness is a sign of weakness.' Do you agree?

Give reasons or evidence for your answer, showing that you have thought of more than one point of view. (15)

Agree with statement

- Doing nothing(forgiving) means that you don't have to make a stand or need to take further action
- If everyone forgave and did nothing then evils could continue
- To the bully they might consider forgiveness is a weak action
- Need to make a stand in some way to show disapproval or the same action may happen again
- Some acts cannot and should not be forgiven
- You cannot pretend you have forgiven it has to come from within you
- Within some religions e.g. Judaism you cannot forgive on behalf of another.
- Retribution is one of the four aims of punishment

Disagree with statement

- It takes great strength to forgive
- The actions of many religious and spiritual leaders show the importance of forgiveness e.g. when there was the attempted assassination of the Pope
- Shows a strength in a belief in a just God e.g. Gordon Wilson; Jill Saward
- A strength is shown in not retaliating e.g. Gandhi
- Natural to make mistakes-the important feature is that the culprit asks for forgiveness
- Christians would stress the importance of hating the sin but loving the sinner
- A belief that justice can only be given by God
- Quran states that those who are forgiving will be rewarded by God Surah 42:40
- Many sacred texts refer to the importance of forgiveness e.g. Matthew 5;

'If someone slaps you on the right cheek....

- John 8 'Whichever of you has committed no sin may throw the first stone
- Lord's Prayer

- Teachings from many religious and spiritual leaders show the importance of forgiveness e.g. Gandhi; Martin Luther King; Dalai Lama

(d)'Religion can't help people who are suffering.'

Do you agree? Give reasons or evidence for your answer, showing that you have thought of more than one point of view. You must include reference to religious beliefs in your answer (15)

- Medical support will have more effect on those suffering from an illness.
- Practical help is of more use than religion.
- For some people it is because of religion that people suffer.
- For some people their faith gives them support and inspiration.
- The belief in the power of prayer.
- The importance of the power of prayer.
- Religion can't provide answers to Ultimate Questions like 'why do innocent people suffer?'
- Some believers may consider suffering is part of a divine plan and shouldn't be helped.
- Stories from Sacred Texts can give support and inspiration, e.g. suffering of Jesus.

(d)"The existence of suffering proves there is no God." [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.)

- Reference to belief in Free Will and/or 'Original Sin'
- For some this is an argument that God does not exist, especially if God is supposed to be omnipotent and all-loving
- Suffering can bring benefits e.g. resilience; reference to the Irenaean/Hick philosophical argument
- Some people suffer (e.g. fast) to experience the suffering of others and create a shared humanity
- The principle of karma which relates suffering to previous actions
- God is too great for humans to understand why there may be suffering
- References to the lessons learnt in scriptures and wisdom e.g. Story of Shivan, Job
- References to the role of suffering by sources of authority e.g. the vicarious suffering of Jesus; the suffering of the Buddha leading to the principle of the Middle Way
- Non-religious beliefs may include the idea that God does not exist and therefore should not be considered
- Non-religious believers may argue that suffering is usually brought about by the wrong-doings of human beings or the laws of nature and that suffering will continue if human beings continue to be greedy, hateful, selfish, self-serving etc.

(d) 'Reform is the main aim of punishment.' Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer) [15]

- There are many reasons for punishment.
- Some would argue that revenge is a main aim of punishment as people are able to get their own back.
- Reformation doesn't get justice.
- Interpretation of teachings from Sacred Texts with reference to the importance of the Golden Rule.

- Reform supports compassion that many traditions teach e.g. karuna, metta.
- The work of prison reformers to educate prisoners to aid reform.
- Jesus and other founders of religions taught the importance of forgiveness.
- Many religious believers consider it is up to a divine being to punish.
- Reform programmes can be cost effective and prevent recidivists.
- The main aim must be that crimes don't happen again.

(d) "There can't be a God because evil exists." Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.)

[15]

- Does evil actually exist? Most people consider that no-one is actually evil although upbringing or injustices in society might make them do extremely immoral actions.
- Some religions teach that believers can't know the mind and actions of God.
- There are teachings from the Bible about evil existing at the same time as God e.g. the devil tempting Jesus in the wilderness.
- It is important to distinguish between evil actions and evil people.
- Many consider there are two types of evil - moral and natural. There are many different interpretations of what is meant by evil. e.g. Avodah Zarah 3b talks of how idol worship and interacting with those who take part is seen as evil.
- Some people consider there is an evil force, e.g. Satan, Shaytan or the Devil who tempts people into evil.
- If God is omnipotent or omnibenevolent why doesn't He stop evil?
- The role of original sin and predestination.
- Some Christians believe God allows evil to exist because suffering allows people to develop their moral souls - 'soul-making'.
- Buddhists don't believe in the concept of evil as they don't believe in the independent self.
- Sometimes suffering that appears to come from evil is for a purpose, e.g. as a test or to strengthen faith in God as in the story of Job.
- Humanists though not referring to suffering as any part of a divine plan, consider suffering can be sheer bad luck or due to human actions, e.g. famine and war.
- Some people witness evil and say there can't be a God e.g. The Shoah, but for others their faith is strengthened by witnessing evil.
- Evil actions can exist because of free will. People have the freedom to do evil actions.

Religious people believe that free will was given to us by God.

Theme 4: Issues of Human rights

(a) Explain what is meant by censorship (2)

The practice of suppressing and limiting access to material considered obscene, offensive or a threat to security. People may also be restricted in their speech by censorship laws.

(a) Explain what is meant by extremism (2)

Believing in and supporting ideas that are very far from what most people consider correct or reasonable.

(a)Explain what is meant by human rights (2)

The basic entitlement of all human rights, afford to them simply because they are human. An example of human rights as stated in the Declaration of Human rights is that all people should receive an education.

(a)State two ways that people share their religious faith with others. (2)

- Inter-faith dialogue
- Raising awareness through the media
- Religious Studies lessons
- Pilgrimage
- Testimonies in worship
- Missionary activities
- Evangelism

(a)State two types of discrimination. (2)

- Age
- Disability
- Gender
- Race
- Religion

(a)What is meant by discrimination? [2]

Treating people differently because of race, gender, religion, class, etc.

- Failing to treat people as fellow human beings
- To see and respond to people differently because of other factors
- Actions – usually unfavourable – that result from prejudice

(a)Explain what religious believers mean by 'prejudice'.[2]

- Prejudice is judging people to be inferior or superior without cause
- Prejudice is judging people on the basis of age, class, gender, religion, etc.

(a)State two reasons why people may be prejudiced. [2]

Ignorance – not knowing, or not wanting to know the facts

- Pride/selfishness – thinking only of self or self-interest; failing to consider the needs of others; jealous of others
- Parental/Peer pressure – accepting the views and attitudes of others without questioning or challenging; not thinking for oneself
- Fear – uncertain of the implications of others; not sure of the purposes of others; afraid of what might happen

- Anger/retaliation – over some event/tragedy, though to the be fault of a particular group of people
- Theology – failing to see and believe all humans are equal in value in their own right
- Experience – having had an unpleasant experience previously with a particular group of people, or a person from that group
- Appearance - differences

(a) Explain what religious believers mean by personal conviction.

[2]

- Having strong beliefs and views, e.g. concerning moral issues.
- What you feel and know to be right, e.g. because of your religious beliefs.
- Inner belief that guides your actions.

(a) What is meant by relative poverty (2)

A standard of poverty measured in relation to the standards of a society in which a person lives, for example, living on less than X per cent of average UK income.

(a) What is meant by absolute poverty (2)

An acute state of deprivation, whereby a person cannot access the most basic of their human needs.

(a) What is meant by social justice (2)

Promoting a fair society by challenging injustice and valuing diversity. Ensuring that everyone has equal access to provision, equal opportunities and rights.

(a) Explain what is meant by Evangelism [2]

- Spreading a particular religious doctrine
- Attempting to convert people to a particular religious tradition
- Disseminating religious traditions as truth claims for all

(b) Describe reasons that religious believers might have for disagreeing with religious extremism. AO1 [5]

- Religious extremism might offend people with different views, beliefs or practices.
- Actions of religious extremists might go against the human rights of other people.
- Religious extremism goes against important religious teachings like agape or ahimsa
- Religious extremism can result in violence to others.
- Religious extremism can be a misinterpretation of sources of authority
- Religious extremism can destroy harmony in a society

(b) Describe how religious believers might share their faith through what they wear. [5]

- ❑ Expression of religious identity.
- ❑ Identify with a particular religious community.
- ❑ Requirement of the religion to dress in a particular way.
- ❑ It may be necessary to dress in a particular way for worship.
- ❑ Wearing of symbols may express faith.

(b) Describe why some religious believers want to share their faith with others. (5)

- Develops own faith talking to those of the same faith
- The importance of witnessing or evangelism within many traditions
- The role of mission within some traditions
- To counter stereotypes or ignorance of religious beliefs and practices.
- To inform people who may be working with people of those faiths.
- Some traditions consider it important to convert others into the faith.
- To promote interfaith dialogue.

(b) Describe how wearing a religious symbol might help believers express their faith. [5]

- To display a part of their identity
- It is a requirement of sacred teachings
- It is necessary to partake in worship
- As a way of being a witness of their religion
- You can show what football team you support so why not your religious identity
- Might relate it to a particular symbol.

(b) Describe how religious believers promote human rights. [5]

- Through activism such as writing letters of protest or leading campaigns within their communities.
- Lobbying governments for social change.
- Support refugee twinning schemes.
- Give money to human rights charities.
- Pray for those who actively support those working for human rights.
- Provide sanctuary in places of worship for those in need.
- Examples of dharma/dhamma in action.
- Examples of agape in action e.g. education programmes such as those organised by Christian Aid and Cafod.
- Examples of tzedakah in action e.g. Mitzvah Day.
- Examples of ummah in action e.g. support Islamic Relief; activities of the Islamic Human Rights Commission.
- Organise non-violent protests e.g. Martin Luther King.
- Examples of dharma in action e.g. activities of the Network of engaged Buddhists; the work of the Karuna Trust.; campaigns to support the Dalits.
- Examples of khalsa in action e.g. activities of the Sikh Human Rights Group.
- Make a stand for a particular human right at the expense of their own safety e.g. Malala Yousafzai and the education of girls; Oscar Romero; Guru Tegh Bahadur.
- Volunteer to help at hostels for the homeless or food banks.

(b) Describe the ways that Oscar Romero stood up for human rights. (5)

- spoke out publicly about the injustices he saw
- meetings in the church after they had been banned by the government
- prayed for government reform
- organized public demonstrations to protest against the abuses happening.

- encouraged new forms of worship to support the oppressed to give them opportunities to identify how they felt.

(b) Describe two examples of when there may be a conflict between personal beliefs and the law of the country. (5)

- Refusing to fight in a war-conscientious objectors
- Following practices that go against the law e.g. Sikhs and crash helmets
- Following the teachings of a religious leader e.g. Jesus and the Sabbath
- Practising what you believe to be true e.g. Mandela and apartheid; Martin Luther King and the Bus Boycott
- Where the law of the land doesn't allow free worship
- Conflict in attitudes to the use of cannabis
- When abortion is allowed by law.
- Use of capital punishment
- Living in a country where hijab has to be worn
- Polygamy

(b) Describe how having a religious faith might encourage someone to treat other people equally. [5]

- All religions have a view on human equality
- All human beings have a soul – a connection with God
- All religions teach that religious believers are accountable for their actions in the way in which other people are treated
- All sacred texts have reference to human equality
- Following the example of religious founders believers must accord to other people a sense of equality
- The universal commandment – love your neighbour – is a key belief of religious teaching within a variety of religious traditions

(b) Describe how faith is expressed through the work of a religious charity.[5]

- Through following the Golden Rule to treat others as you would like to be treated.
- Through compassion for others – believing all have God within them.
- Through communal worship as an organisation.
- Through the giving of money and time believing all belongs to God.
- Through showing the importance of evangelism and mission.

(b) Describe why some religious believes agree with censorship (5)

- It potentially stops extremism
- Stops incidents like Charlie Hebdo publishing offensive material
- Stops Islamophobia and anti-Semitism
- Combats prejudice and discrimination
- Promotes peace
- Provides security
- Avoids children being exposed to inappropriate content
- Controls panic and fear
- Controls rumours and over exaggeration

(b) Describe the teaching from one religious tradition about equality. [5]

CHRISTIANITY:

- Prejudice/discrimination are unacceptable and Christ's/ Christian teaching is that all people are equal
- God created all human beings as equals, whatever race, ability or gender.
- The Ten Commandments give guidance on living in harmony with others, and creating a just society for people, and they apply to all people
- Jesus' own example (e.g. dealing with lepers, outcasts, etc) and teaching (e.g. Good Samaritan, etc.) demonstrates that equality is important in Christianity.

(b) Describe from one religious tradition teaching about human dignity. [5]

- Treat all people the same/ stand up for justice/ everyone should have the same human rights/ right to privacy/ to die with dignity/ strength to fight for dignity (including examples such as Martin Luther King, etc.)
- All human life is precious/ dignity given by God/ love others as you love yourself.

CHRISTIANITY:

- Human beings are unique
- All are made in God's image
- Jesus' teaching demonstrates the importance of human dignity
- Jesus died with dignity and people should follow his example
- Human beings are different from animals
- Humans have sophisticated intelligence
- Humans have emotions
- Humans have a sense of morality
- Humans have a right to basic needs
- Christian teaching is to treat all people the same
- Treat places such as churches with dignity to show respect to God

(b) Describe the teaching from one religious tradition about the use of wealth. [5]

CHRISTIANITY:

- material wealth is not the most important matter, spiritual values are vital one should not worry or be over-anxious about money
- ☒ money or wealth should not be relied on for security or meaning in life
- ☒ material wealth is to be shared with others – greediness or snobbery are unacceptable
- ☒ true generosity involves sacrifice
- ☒ there is no success in relying on money or wealth for security or meaning in life
- ☒ the means by which money is obtained is important – no unfair or illegal methods acceptable
- ☒ usury (lending money for profit) and gambling not approved of (especially in Methodism)

Describe the actions of one religious charity to reduce poverty. [5]

Any religious charity must be accepted but if in doubt consult your team leader.

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

The focus of the answer must be on the actions to reduce poverty

Christian Aid

- Works in partnership with local organisations on short and long-term projects.
- Supports in areas of need regardless of religion or race.
- Challenges systems that favour the rich over the poor.
- Educates people about the causes of poverty e.g. Fairtrade.

Food for Life

- Works throughout the world but particularly in areas of poverty.
- Aims to give free vegan/vegetarian food throughout the world to those in poverty.
- Gives companionship and advice to those in need e.g. homeless.
- Donates free food irrespective of faith.
- Responds to disasters and famine throughout the world.

Islamic Relief

- Works in partnership with local organisations on short and long-term projects.
- Responds to disasters and emergencies.
- Provides shelter, healthcare and education.
- Educates people about the causes of poverty.

Karuna Trust

- Works to create a lasting change against social injustices.
- Runs many projects among Dalit communities to campaign for legal rights and equal pay.
- Supports projects such as homes and education for homeless girls in India.
- Works to support community's immediate needs, to reduce poverty e.g. building nurseries in slum areas.
- Works to create esteem amongst marginalised communities and empower them with skills to earn money.

(c) Explain two Christian teachings about the use of wealth. [8]

- Christians are following in the footsteps of the founder
- Christians are following the teachings of the religion
- Christians are following the specific teachings from a sacred text
- Jesus' command to 'love your neighbour'
- the teachings of the beatitudes
- to create a more just society
- to live a life of Christian love/service
- to help people in need
- to give to charity

(c) Explain reasons why religious believers consider human rights are important. (8)

- Importance of protecting those acting from conscience
- Importance of protecting the weak or oppressed
- Religious teachings relating to the care of others
- Religious teachings relating to standing up for others
- Importance of acting for justice

❑ All people are made in the image of God or have Buddha nature and therefore should be treated with respect

❑ Justice is an important teaching in all religions e.g. Surah 41

❑ Importance of protection of the weak in society.

❑ The belief in all traditions of doing to others as you would want done to yourself.

□ It is important for religious believers to remember times when their human rights were abused
e.g. the festival of Pesach remembers the journey from slavery to freedom

(c) Explain how faith is expressed through the actions of two religious charities or organisations. (8)

CHRISTIANITY

Salvation Army.

Leading people to a knowledge of Jesus through publications and activities
To actively serve the community and fight for social justice. The actions are based upon the teachings of the Bible and the motivation is the love of God as revealed in Jesus Christ

Helps the community irrespective of age, sex or race as a reflection of Jesus' teachings.

Tear Fund

Aims to lessen suffering in line with message from the Gospels.

Matthew 25 'I was hungry and you fed me.....whenever you did this for one of the least important of these members of my family you did it for me'

Serves all people as believes every person is special to God.

Believes by help with long term projects people regain their dignity

ISLAM

Islamic Relief

Often receives donations from Zakah and used as stipulated in the Quran.

One of the projects would include care of the orphans as stated in the Quran

Importance of supporting the ummah

(c) Explain from two religious traditions the teachings about charity.[8]

CHRISTIANITY:

All traditions generally teach:

- Charity should be motivated by unconditional love
- Greed is considered a sin and charity a form of sharing with others
- It is the duty of Christians to give time/financial support to others
- There may be additional church collections for specific charities
- Follow Jesus' personal example
- Follow Jesus' teaching about caring for others
(Protestant denominations)
- In the Baptist and other Protestant traditions there is often a 'tithe' of ten per cent of income to the church
- Some of this 'tithe' would be used for charity and good works
- Some churches have a social care dimension such as crèches for single mothers, youth clubs, coffee mornings, meals for the homeless
- Teachings are more focused on scripture.

ISLAM:

- Muslims believe that all wealth is a gift from Allah
- Zakat (charity tax) is paid according to personal wealth

- Giving to charity is a pillar of faith
- Muslims may also pay voluntary charity payments – sadaqah
- Giving to charity is important as a good deed

(c) Explain, from two different religions or two religious traditions, how personal conviction may conflict with the laws or a country [8]

Christianity:

- Oscar Romero – spoke out against corruption in El Salvador
- Martin Luther King - Spoke out against racism in America. Influenced by Jesus' teachings
- Christian pro-life campaigns
- Protests against same sex marriage

Islam:

- Malala Yousafzi – Speaking out for girls education
- Sharia'h Law
- Marriage
- Death Penalty

(c)Explain from either two religions or two religious traditions beliefs about racial prejudice and discrimination. [8] Candidates might refer to generic teaching about prejudice and discrimination which is applied to form beliefs about racial prejudice and discrimination.

Christianity:

- Diversity of beliefs and interpretations of teachings in Christianity.
- As God made all human life each person is equal and sacred.
- Leviticus 19:33-34 teaches that strangers must be accepted.
- Deuteronomy 24:17 teaches that everyone deserves human rights 'Do not deprive the foreigner or the fatherless of justice, or take the cloak of the widow as a pledge'.
- The actions of Jesus, e.g. he healed women and lepers and befriended Zacchaeus a tax collector, showed that there should be no prejudice towards anybody.
- Specific teachings of Jesus, e.g. Luke 10:25-37 The Good Samaritan.
- Martin Luther King taught the importance of equality, e.g. 'I have a dream that my four little children will one day live in a nation where they will not be judged by their colour'.
- St Paul wrote that in Galatians 3:27-29 'there is neither Jew nor Gentile, neither slave nor free, nor is there male and female for you are all one in Christ.'
- Many Christians believe it is important to challenge prejudice and discrimination through participating in projects to raise awareness of cultural diversity, e.g. Catholic Association for Racial Justice and Church of England's Committee for Minority and Ethnic Anglican Concerns (CMEAC).

Islam:

- Diversity of beliefs and interpretations of teachings in Islam.
- Islam teaches that all are created equally by God.
- Qur'an 49: 13 teaches that the ummah crosses all gender, race and wealth boundaries.
- The Qur'an teaches that different types of soil were used to create Adam. For many Muslims this is interpreted as showing all races are equal.
- The actions of the Prophet Muhammad such as selecting Bilal a former black slave to take on the important role as the first muezzin.
- The sayings of Muhammad such as in his last sermon 'a white person is not better than a black person'.

- Many Muslims believe it is important to challenge prejudice and discrimination through participating in projects to raise awareness of cultural diversity, e.g. Christian/Muslim forum.

(c) Explain, from either two religions or two religious traditions, how human rights are promoted.

AO1

[8]

Christianity

- Human rights are promoted by showing dignity to other human beings. Many Christians will try to reflect the actions and teachings of Jesus which support the marginalised. They will consider the importance of the teachings of the story of The Good Samaritan Zaccheus and the teachings of the Beatitudes, for example. As Christians believe God created each person, they will treat each as worthy of respect with unconditional love - agape.
- Human rights are promoted through prayer and acts of worship. Many Christian denominations have services to promote human rights e.g. Sunday for Racial Justice.
- Some ministers and priests are actively engaged in action to promote human rights. Martin Luther King and Oscar Romero promoted human rights through their actions and speeches.
 - Christians promote human rights by speaking up about the wrongs of oppression and inequality.
 - Liberation theology seeks to liberate people from unjust political conditions. This means that actions might be taken by Christians against governments through petitions, media campaigns or protest marches. Active lobbying of governments for change.

Islam

- Human rights are promoted in everyday life by showing dignity to other human beings. Quran 5:32. Muslims believe that God created all humans so all should be respected.
- Many Muslims model their daily life on the actions of the Prophet Muhammad who spoke out against oppression and actively supported the orphans and rights of women.
- Following the teaching of the Quran that teaches the special duties humans have in creating a just and fair society.
- Human rights are promoted through Ummah in action which supports the world wide community of Muslims.
- Human rights are promoted through the giving of Zakat to help the oppressed. As a pillar of Islam, it is a duty to give to charity.
- Muslims might become members of the Islamic Human Rights Commission and lobby parliament and politicians.
- Some Muslims have actively engaged in discussions with world leaders to campaign for human rights.
- Human rights are promoted through ummah in action.
- Some Muslims have spoken out publicly against human rights being violated even at risk to their lives. Malala Yousafzai led a campaign to get education for girls.

- Muslim chaplaincy in prisons seek to support the human rights of prisoners and their families.

(d) 'Religious people should not be wealthy.'

Give two reasons why a religious believer might agree or disagree with this statement. [15]

- ❑ Accumulation of wealth may lead to greed.
- ❑ Teaching in holy books about wealth.
- ❑ Religious believers view wealth as possibly leading to greed.
- ❑ Wealth may create inequality.
- ❑ Wealth may create injustice.
- ❑ Religious teaching warns against materialism.
- ❑ Religious believers are taught to practise charity.
- ❑ Some religious believers are wealthy.
- ❑ Some religious believers use wealth in an altruistic way.
- ❑ Some see wealth as a blessing.

(d) 'Religious believers should not be allowed to wear symbols of their faith'

Give two reasons why a religious believer might agree or disagree. (15)

Agree with the statement

- It can offend others
- It can divide people as they know which tradition you belong to
- It can be inappropriate depending upon where and what is worn
- You don't need to wear a symbol to show you are religious
- It can be devalued when anyone can wear the symbol

Disagree with the statement.

- Importance of respect of other's beliefs.
- Important for individuals to show their commitment
- You can show what football team you belong to so why not what religion you follow.

(d) 'Faith is best expressed through what people wear.'

Do you agree? Give reasons or evidence for your answer, showing that you have thought of more than one point of view.

You must include reference to religious beliefs in your answer. [15]

- ❑ Actions speak louder than words

- ❑ Jesus criticised those who claimed to be religious but whose actions did not show they were religious
- ❑ Faith can be expressed through worship
- ❑ The importance of vocation
- ❑ Some items e.g. kippot, cross, express religious beliefs
- ❑ Some items express religious identity
- ❑ It is up to the individual how they express their faith tradition
- ❑ Wearing particular clothes does not make people more religious
- ❑ Importance of expressed of faith through art and symbolism
- ❑ Importance of expression of faith through sharing it with others

(d)'Not everyone deserves human rights'[15]

- Free will allows people to commit crimes.
- Some people commit crimes which are so awful they don't deserve rights
- Rights have to be earned
- People aren't equal so they shouldn't get the same rights.
- Some believers consider your lack of human rights is a punishment in a previous life.
- Some religious believers consider you should only have the rights you give others
- Role of sanctity of life
- Teachings of religions about the importance of justice.
- All people have been created by a divine presence

(e) 'Religious believers should always obey the laws of a country.' Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer). [15]

- Disobedience to the law of a country can create social unrest and suffering. This would not be supported by religious authorities.
- For most religious believers there is a higher authority in God rather than human made laws.
- Religious teachings and practices might conflict with the law of a country. For example the wearing of the kirpan, wearing of the hijab in some countries, euthanasia etc.
- Case studies might be referred to such as Malala Yousafzai, Oscar Romero, Raheel Raza etc.
- Martin Luther King disobeyed the law of the country regarding segregation. He used the teachings from the Bible to justify his actions.
- For some believers state punishment is preferable to punishment on Judgement Day.
- Some countries do not allow freedom of religious expression which conflicts with some religious traditions which encourage mission and evangelism.

(d)'It's impossible for people to be equal.'

Give two reasons why a religious believer might agree or disagree with this statement. [15]

- ❑ People are not born equal.
- ❑ Circumstances do not support equality.
- ❑ Some people consider the caste system causes inequality.
- ❑ Just because people are different, that does not mean they are not equal.

- ❑ Society can create inequalities, e.g. gender divisions.
- ❑ Religious beliefs can support people to campaign for equality, e.g. Martin Luther King.
- ❑ Religions can organise campaigns for equality, e.g. End the debt.
- ❑ Some religious practices perpetuate inequalities, e.g. ordination only of men; sacred thread ceremonies.
- ❑ Actions can create greater equality, e.g. end of slavery; votes for women.
- ❑ Inequalities are a result of previous actions.

(d) 'Only religion will stop discrimination.'

Do you agree? Give reasons or evidence for your answer, showing that you have thought of more than one point of view.

(You must include reference to religious beliefs in your answer.) [15]

Points that could be discussed include:

- ❑ Religious teaching is that discrimination is generally wrong.
- ❑ Religious teaching promotes equality.
- ❑ Religion promotes a sense of justice.
- ❑ Discrimination is an aspect of human behaviour.
- ❑ Discrimination may have a positive aspect.
- ❑ Discrimination takes different forms: racial, gender, disability, etc.
- ❑ Laws have been passed to stop different forms of discrimination.
- ❑ You do not have to be religious to want to stop discrimination.
- ❑ Many people who are not religious campaign to stop discrimination

(d)'Money is the most important thing in life'.

Do you agree? Give reasons or evidence for your answer showing that you have thought of more than one point of view. [15]

Agree with the statement:

- It is not possible to be happy without money
- Money may alleviate suffering
- Money is very important to many people
- With no beliefs in God or the afterlife, the pursuit of money is the main motivation for many people
- Everybody wants to be rich
- Money is regarded as an important part of wealth and gives social Status

Disagree with the statement:

- It is possible to be happy without money
- Money cannot alleviate all suffering
- Money is not important to many people
- Belief in God is the most important aspect of life
- Living a religious life is the most important part of a person's life
- Many religions teach that greed and the pursuit of money is wrong

(d)'Your religion is your own business. You shouldn't talk about it to anyone'.

Do you agree? Give reasons or evidence for your answer, showing that you have thought about more than one point of view. You must include reference

to religious beliefs in your answer. (15)

Agree with statement

- Religious faith is own personal business and shouldn't be discussed.
- People can be discriminated against if they tell anyone e.g. Jews in the Holocaust
- People may try to change your beliefs.
- Different view-points within families can cause arguments.

Disagree with statement

- Religious practices are needed to create policies
- Requirement for the census form and to assist planning.
- People shouldn't be ashamed as it's a part of their identity
- Some consider it a religious duty
- Interesting for other people to know and helps them be aware of different practices.
- Reference to scriptural texts
- Importance of inter-faith dialogue

(d)'If you follow a religion seriously you are less likely to be prejudiced.'

Do you agree? Give reasons or evidence for your answer, showing that you have thought of more than one point of view. You must include reference to religious beliefs in your answer.(15)

For

- All religions teach the value of all human beings
- All religions teach a universal message of equality
- All religions regard people as equal, regardless of age, gender and social class
- Religious believers should follow the teachings of their religion and not necessarily trends in society

Against

- Following a religion may lead to religious prejudice
- Incorrect interpretation of religious teachings ,may lead to prejudice
- Roles and responsibilities for men and women may be different

(d)'Only religion can make society fair.'

Do you agree? Give reasons or evidence for your answer, showing that you have thought of more than one point of view.

You must include reference to religious beliefs in your answer. [15]

- It is a universal teaching of Christianity to 'love your neighbour'
- Many religions teach respect for fairness through teachings on equality
- Human dignity is an important part of religious teachings and is part of fairness
- Issue of fairness within societies means that there some people are mistreated; religious teaching is that all human beings should be treated fairly
- The religious teachings about afterlife involve judgements on human life and a 'fairness' in the afterlife

(d) 'Religious believers should never discriminate.' Do you agree? Give reasons or evidence for your answer, showing that you have thought of more than one point of view. (You must include reference to religious beliefs in your answer.) [15]

Agree:

- Religions teach about equality and the idea of 'the human family' so religious believers should not discriminate
- People who have chosen to follow a religious way of life, and adopt the teachings follow the example of their religious leader/founder are unlikely to discriminate – Jesus – "Love thy neighbour" and the parable of the Good Samaritan
- Discrimination may be used negatively in terms of age, employment, disability, gender
- Discrimination undermines religious concepts of equality – "All are created in the image of God" – Genesis
- It is a lack of genuine religious belief which may lead to discrimination

Disagree:

- Discrimination may be a positive action performed for the best of intentions, e.g. disabled parking badge, women not allowed to be priests in the Catholic Church or same sex marriage
- Discrimination is widespread throughout the world
- The people who show discrimination are prejudiced and this may include religious believers
- Discrimination is found even in religious communities

(d) Religions should do more to fight against racial prejudice and discrimination'. [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).

- The teachings and actions of individuals (such as Martin Luther King, Ghandi, Dr. Ambedkar etc.) to demonstrate the fact that religious people have worked for racial equality
- Candidates may make reference to religious teachings on equality to demonstrate the need for religious people to work for racial equality
- Candidates may also argue that religion separates or divides people along racial lines and that, historically, some religions/religious groups have been actively or passively racist (slave trade, silence during Holocaust etc., Ku Klux Klan)
- Non-religious beliefs may include the idea that religion has not/does not do enough to combat racial prejudice and discrimination and that religious teachings and ideas have often been used to justify racism, anti-Semitism

(d) "It is up to you what you do with your money" [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).

Agree:

- People earn their own money, so therefore it should be up to them how they spend it.
- Wealth is a gift from God and should be used to enjoy life
- You only have one life; therefore it should be spent how you want.
- Some churches money and spirituality go together.
- Freewill – Everybody has a right to make their own decisions
- Nobody else's business
- Money can give a better standard of living, health and wellbeing

Disagree:

- Jesus taught you must give to the poor to get the heaven
- References to parables of rich man and Lazarus, rich fool
- Spiritual wealth is more important than material wealth
- Greed and selfishness is wrong
- All wealth belongs to God
- Should give to charity – tithe – 10%
- Islam – Zakah – 2.5%
- Follow the example of Jesus and mother Teresa

(f) 'Everyone should be allowed to express their religious beliefs'. Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.) [15]

- Reference to Article 19 of the Declaration of Human Rights 'Everyone has the right to freedom of opinion and expression'.
- There is a difference between expressing beliefs in public or private.
- Humanists support the right for people 'to be allowed to speak, and believe, as they wish'.
- Importance of speaking up for beliefs to campaign for social justice, e.g. Malala Yousafzai.
- Sometimes people's lives are at risk for expressing their beliefs, e.g. St Oscar Romero.
- Difficulties if beliefs conflict with human rights or law of the country.
- Arguments for and against censorship.
- Examples of freedom of expression which have offended others, e.g. Charlie Hebdo.
- References to the blasphemy law.
- Beliefs can offend others and be seen as inciting others to racist, antisemitic or Islamaphobic hatred.
- References to views of Westboro Church and other examples of extremism.
- References to expressing beliefs through what people wear, e.g. hijab debate and references to countries which ban the wearing of symbols of religion.
- Some people express beliefs as a form of mission and evangelism.
- Balance between freedom of speech and extremism.