



GCSE MARKING SCHEME

SUMMER 2019

**GCSE (NEW)
RELIGIOUS STUDIES
UNIT 2: CHRISTIANITY & BUDDHISM
3120U50-1**

INTRODUCTION

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

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

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

WJEC GCSE RELIGIOUS STUDIES

UNIT 2: BUDDHISM

MARK SCHEME SUMMER 2019

General Marking Instructions for Examiners

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

1. Positive marking

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

2. Banded mark schemes

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

3. Two-mark questions

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

Using the banded mark scheme

Stage 1 – Deciding on the band

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

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

Stage 2 – Deciding on the mark

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

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

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

Assessment Objectives

The questions test the candidate's ability to:

AO1 Demonstrate knowledge and understanding of religion and belief*, including:
belief, practices and sources of authority
influence on individuals, communities and societies
similarities and differences within and/or between religions and belief

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

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

LEVEL DESCRIPTORS/ MARKING BANDS

Question 1(a) AO1

See instructions provided with indicative content.

Question 1(b) AO1

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

Question 1(c) AO1

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

Question 1(d) AO2

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

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

Band	Performance descriptions
<p><i>High performance</i></p> <p>5-6 marks</p>	<ul style="list-style-type: none"> • Candidates spell and punctuate with consistent accuracy • Candidates use rules of grammar with effective control of meaning overall
<p><i>Intermediate performance</i></p> <p>3-4 marks</p>	<ul style="list-style-type: none"> • Candidates spell and punctuate with considerable accuracy • Candidates use rules of grammar with general control of meaning overall
<p><i>Threshold performance</i></p> <p>1-2 marks</p>	<ul style="list-style-type: none"> • Candidates spell and punctuate with reasonable accuracy • Candidates use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall
<p>0</p>	<ul style="list-style-type: none"> • The candidate writes nothing • The candidate's response does not relate to the question • The candidate's achievement in SPaG does not reach the threshold performance Band, for example errors in spelling, punctuation and grammar severely hinder meaning

Question 2(a) AO1

See instructions provided with indicative content.

Question 2(b) AO1

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

Question 2(c) AO1

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

Question 2(d) AO2

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

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

Questions 3 and 4 (a) AO1

See instructions provided with indicative content.

Questions 3 and 4(b) AO1

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

Question 3 and 4(c) AO1

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

Question 3 and 4(d) AO2

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

PART A

QUESTION 1: CORE BELIEFS, TEACHINGS AND PRACTICES - CHRISTIANITY

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

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

(a) What do Christians mean by 'baptism'? [AO1 2]

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

Refer to the marking bands for question (b).

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

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

Refer to the marking bands for question (c).

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

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

Refer to the marking bands for question (d).

- (d) 'The Bible's teachings are all a Christian needs to live their life for God.'**
[AO2 15+6]

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

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

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

PART A

QUESTION 2: CORE BELIEFS TEACHINGS AND PRACTICES – BUDDHISM

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

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

(a) What do Buddhists mean by ‘anicca’? [AO1 2]

- Anicca is the impermanent nature of all things.
- The idea that everything is subject to change.

Refer to the marking bands for question (b).

(b) Describe how Buddhists might worship at a shrine in the home. [AO1 5]

- Buddhists may perform puja as a group or individually.
- They might worship at a shrine where there might be a statue of the Buddha to focus on; it might also include pictures of Buddhist teachers or relatives.
- Buddhists might bow three times in front of the shrine/Buddha statue and reflect on the qualities of the Buddha.
- Some Buddhists might confess their faults and/or say ‘thank you’.
- They might worship in front of the shrine where there might be vegetation (flowers & evergreens), a small pot of water, candles, incense, and fruit.
- A bell might be rung to indicate the beginning and end of worship session.
- Buddhists may chant mantras from religious texts.
- Buddhists may pray to dead relatives.
- Tibetan Buddhists use mala beads, prayer wheels and prayer flags.

Refer to the marking bands for question (c).

(c) Explain the role of the Five Precepts for Buddhists [AO1 8]

- The Five Precepts are not rules but are guidelines to skilful behaviour as they encourage Buddhists to look at each situation and try to do what is skilful in order to minimise suffering.
- The Five Precepts could be seen as a list of what to avoid or seen as positive qualities to be developed.
- By following the Five Precepts Buddhists earn good karma
- Buddhist scriptures state the importance of ethical behaviour; “Not to do evil, to cultivate good, to purify one’s mind - this is the teaching of the Buddhas.” (Dhammapada 183)
- Keeping the Five Precepts enables Buddhists to meditate with a clear conscience.
- Keeping Five Precepts enables Buddhists to follow the teachings set out in the Noble Eightfold Path (e.g. Right Speech, Right Action).
- Keeping the Five Precepts would help Buddhists move closer to enlightenment.
- Candidates may look at one or more of the Precepts in more detail:
- Not harming any living things - this is important as it can refer to harming people and animals; it encourages Buddhists to act in ways that causes the least suffering; it can have implications on the lifestyle of Buddhists in terms of their diet (e.g. vegetarian) or career choices (e.g. doctor, nurse, vet)

Not taking what has not been - this can be seen as a warning against theft but could include wasting someone's time or taking advantage of someone. This highlights the importance of overcoming attachment (tanha)

- Avoiding sexual misconduct - this is often seen to be over-indulgence but might have implications regarding rape, adultery, incest, or views about homosexuality
- Avoiding false speech - this includes not lying, gossiping, spreading rumours or insulting others; this links in with the Right Speech part of the Noble Eightfold Path so is fundamental for many Buddhists
- Abstain from things that cloud the mind - this is usually understood to be against taking alcohol or drugs; it is important as Buddhism is about being mindful and in control and overcoming attachment (tanha)

Refer to the marking bands for question (d).

(d) 'Buddhist monks are not involved in the real world.'

[AO2 15]

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

- When they become members of the monastic Sangha, monks and nuns take a vow of poverty, rid themselves of all their possessions and cut themselves off from the 'real' world.
- Members of the monastic Sangha live in monasteries which might be seen as insular and escapist.
- Monastics living in monasteries do not know what is going on in the world so they cannot help lay members of the Sangha.
- Spending their lives in meditation would mean that they are out of touch with the realities of daily life.
- Monks and nuns do more than live in monasteries - they teach the dharma to lay Buddhists, they run retreats (e.g. Lam Rim in Raglan).
- As part of their role within the Sangha, monks and nuns lead meditation and offer spiritual guidance to lay Buddhists; this might be why they are a refuge.
- In Buddhist countries monks and nuns have to leave their monasteries in order to receive offerings of food (dana) from members of the lay Sangha, so they interact with the 'real' world.
- Like other Buddhists, monastics follow the Five Precepts, which are seen to be ways of overcome the reality of attachment (tanha) and suffering (dukkha).
- Although Theravadin monks and nuns take a vow of celibacy, monastics in Zen Buddhism marry and have children.
- Some monks and nuns might be part of the Engaged Buddhism movement, becoming involved in issues such as global poverty, the environment.
- Buddhists would say that the realities of life are anicca, anatta and dukkha (the Three Marks of Existence/lakshanas) and monks and nuns spend their lives trying to understand and overcome them.

PART B

QUESTION 3: RELIGIOUS RESPONSES TO ETHICAL THEMES

RELATIONSHIPS

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

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

(a) What is meant by 'adultery'. [AO1 2]

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

Refer to the marking bands for question (b).

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

Christianity

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

Buddhism

- Differing views from traditions and individuals which often results from interpretations of scriptures and cultural/ethnic backgrounds.
- Interpretations of scriptures.
- Some Buddhist leaders e.g. Dalai Lama has spoken against same-sex relationships, but recently has referred to them as 'ok'.
- Bhutanese Lama Rinpoche has argued that sexual preference is irrelevant.
- The Buddha taught against the dangers of attachment.

Refer to the marking bands for question (c).

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

Christianity

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

Buddhism

- Can depend upon individual circumstances e.g. health of the woman and global considerations e.g. overpopulation.
- Reference to specific sacred texts.
- Diverse practices within the tradition which can be the result of interpretation of sacred texts and other sources of authority.
- Generally accepts contraception if in line with the Five Precepts.
- Reference to Right Action as part of the Eightfold Path.
- Buddhist attitudes to contraception are based on the idea that it is wrong to kill for any reason.
- Contraception often accepted if it prevents conception but contraceptives that work by stopping the development of a fertilised egg are wrong and should not be used.
- The IUD, which act by killing the fertilised egg and preventing implantation are unacceptable since they harm the consciousness which has already become embodied.

Refer to the marking bands for question (d).

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

[AO2 15]

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

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

PART B

QUESTION 4: RELIGIOUS RESPONSES TO ETHICAL THEMES

HUMAN RIGHTS

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

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

(a) What is meant by 'relative poverty'? [AO1 2]

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

Refer to the marking bands for question (b).

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

Christianity

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

Buddhism

- There is nothing wrong in having wealth but there is importance in how it is used.
- The Dhammapada teaches that riches ruin the foolish.
- Examples of Siddhartha Gautama e.g. giving up a life of riches.
- Right action and right livelihood are encouraged.
- The Middle Way aims to live between extremes of having everything and nothing.
- Material things are illusion and will fade.

Refer to the marking bands for question (c).

(c) Explain from Christianity and Buddhism teachings about discrimination. [AO1 8]

Christianity

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

Buddhism

- Prejudice is a result of delusions caused by ignorance.
- Importance of remembering the common bond between all humanity.
- Role of showing loving kindness to all and reference to the Eightfold Path.
- Belief that all have a 'Buddha nature'.
- Importance of being involved in campaigns to lessen prejudice and discrimination.

Refer to the marking bands for question (d).

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

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

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