



GCSE
RELIGIOUS STUDIES B
8063/2A

Paper 2A Perspectives on faith (themes)

Mark scheme

June 2025

Version: 1.0 Final



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

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

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

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

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Mark Schemes for GCSE Religious Studies

This paper requires expert markers who have wide knowledge and understanding of the particular subject content of the Specification. With the exception of the multiple-choice question, many of the questions asked have many different creditable answers and students are able to bring to their answers their own knowledge, understanding and background. They will offer details, arguments and evidence which the examiner, with the help of the mark scheme, will need to judge as creditable or not. It is therefore important that the examiner has a good understanding of the principles and spirit of the mark scheme in order to be fair and consistent when marking students' answers. The Content included is designed to be as helpful as possible but in many cases is not exhaustive. So Content sections are introduced by the sentence:

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

this is to remind examiners that there may well be additional correct answers which, with their expertise, they will be able to allow. With all questions if an examiner has any doubt about answers being creditworthy they should consult their team leader.

Structure

The mark scheme for each question shows:

- the question; Each question is printed in full before its target and mark scheme. It is always important that examiners remind themselves of the exact question being asked. In particular, they will need to do this in instances where the answer appears to be 'straying' from the question set or perhaps offers a valid alternative not included in the mark scheme
- target; The target provides the specific assessment objective which the question is testing. It reminds examiners of the skills the question is designed to test, eg knowledge and understanding, evaluation
- the total marks available for the question and if Spelling, Punctuation and Grammar is assessed
- the typical answer(s) or content which are expected
- generic instructions related to the question target of how to award marks (ie levels of response grid).

General Guidance

.../... means that these are acceptable alternative answers in the mark scheme, eg Guru Har Krishan / Guru Tegh Bahadur / Guru Gobind Singh.

Answers may include specialist terms, in Hebrew or Arabic for example. If this is the case, the mark scheme will usually indicate this by providing in brackets the English as well, eg 'Yom Kippur (the Day of Atonement)'. In such questions, answers will be credited whether provided in the original language or in English.

Some mark schemes use bullet points to separate content. Each bullet point refers to a different possible 'belief' or 'teaching' or 'way', depending on the question. Obliques (.../...) used within the bullet point indicate different ways in which the point may be expressed and points which may be made to give the further detail or development needed for the second mark.

Where a student has crossed out a complete answer, it should be marked if it remains legible, unless an alternative is provided in which case only the alternative should be marked. When part of an answer is crossed out, then only what remains should be considered.

In questions where credit can be given to the development of a point, those developments can take the form of:

- example or evidence
- reference to different views
- detailed information.

1-mark multiple-choice questions

Such questions have four alternatives and the one correct answer will be given together with the correct letter, eg 'Answer: D Trinity'.

2-mark short-answer questions

The principle here is provided in the mark scheme: 'One mark for each of two correct points.' Students may give **more than** the two answers required by the question. In such instances:

- **award for the first two answers only, wherever they appear**
- if a student gives more than one answer on the first line and another answer / other answers on the second line, the 'first two answers' will be the **first two** on the first line and **only these two** should be considered for marks. Other answers must be ignored
- if on the first line the first two answers given are correct, award two marks, regardless of what is written elsewhere in the answer
- if the first two answers can only be awarded one mark yet there is a third answer that is correct, this correct third answer must be ignored and no mark given for it
- however, if the student gives some **elaboration after the first answer**, which is clearly developing their first answer, (which they are not required to do), do not consider this elaboration to be their second answer (unless the elaboration happens to contain a second correct answer to the question asked), regardless of whether there are other answers provided. In this case, the second answer also, if correct, may be credited for the second mark.

4 and 5-mark answer questions

Examiners should take care to note the target of the question. Clear information is provided for these types of question on how to award marking points. Examiners should carefully read the additional instructions provided for each type of question (eg for influence questions the final sentence in the general guidance box reminds the examiner that the second mark (detailed explanation) awarded in each case must show clear 'influence').

12-mark answer questions

The 12-mark questions test Evaluation skills (AO2). The mark scheme for these answers is based on Levels of Response marking in which the examiner is required to make a judgement on the completed answer taken as a whole.

Level of response marking instructions

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

Level of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

If a student demonstrates knowledge, understanding and/or evaluation at a certain level, he/she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a student's response.

Level of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. If examiners have any doubt about what level to award a response, they should consult their team leader.

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before examiners apply the mark scheme to a student's answer they should read through the answer and annotate it (as instructed) to show the qualities that are being looked for. They should then apply the mark scheme. It may be necessary to read the answer more than once to be sure of assigning the correct level.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

0 1**Theme A: Religion, relationships and families****0 1 . 1****Which one of the following commands from God shows that humans are sexual beings?****[1 mark]**

- A Be fruitful and multiply**
- B Of the tree of the knowledge of good and evil you shall not eat**
- C Have dominion over every living thing that moves upon the earth**
- D Till the earth and keep it**

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

Answer: A Be fruitful and multiply

0 1 . 2**Give two ways in which gender discrimination might take place in daily life.****[2 marks]**

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

One mark for each of two correct points.

If students provide more than two responses only the first two responses should be considered for marking.

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

Women not having the same opportunities for promotion as men / women tending to be employed in lower paid jobs / sexual harassment in the workplace / women's sports not given the same coverage as men's sports by the media / offences against women such as domestic abuse / stalking not taken seriously by the authorities / women being excluded from membership of clubs / according to some, women not being allowed to be priests, etc.

Credit valid references to wider interpretations of gender.

0 1 . 3 Explain two contrasting views in contemporary British society about same-sex marriage.

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

[4 marks]

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

First contrasting view

Simple explanation of a relevant and accurate contrast – 1 mark

Detailed explanation of a relevant and accurate contrast – 2 marks

Second contrasting view

Simple explanation of a relevant and accurate contrast – 1 mark

Detailed explanation of a relevant and accurate contrast – 2 marks

Contrast may mean opposing or mean different views in terms of either belief or issue.

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

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

- The Catholic Church teaches that marriage is a sacrament ordained by God to be between men and women / the Bible teaches this / eg the Genesis creation stories, etc.
- The Catholic Church teaches that marriage should always be open to procreation / same-sex couples cannot fulfil this / same-sex marriage does not fulfil the requirements for a valid marriage, etc.
- Others think that love is what makes a marriage valid / and the commitment of two people in a same sex relationship is equal to that between a man and woman / procreation is not an essential part, etc.
- Not recognising or permitting same-sex marriage is discriminatory / it is a breach of human rights, etc.

0 1 . 4 Explain two reasons why the Catholic Church teaches that the use of artificial contraception is wrong.

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

[5 marks]

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

First reason

Simple explanation of a relevant and accurate reason – 1 mark

Detailed explanation of a relevant and accurate reason – 2 marks

Second reason

Simple explanation of a relevant and accurate reason – 1 mark

Detailed explanation of a relevant and accurate reason – 2 marks

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

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

- It interferes with God's purposes / it prevents a new life from being created / some forms of artificial contraception will induce an abortion / they take life unlawfully / people who use it are 'playing God', etc.
- It separates the unitive from the procreative / this goes against the teaching of the Catholic Church which states that both must be present in every act of sex, etc.
- It encourages casual sexual relationships / and trivialises sex, etc.
- There are other means of preventing large families and protecting a woman's health / the use of natural family planning, etc.

Sources of authority might include:

'Be fruitful and multiply' (Genesis 1:28)

Those who use contraception 'manipulate and degrade human sexuality' (Familiaris Consortio 32)

'A Christian married couple may and should be responsible in using the gift and privilege of transmitting life.' (Youcat 420)

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

0 1 . 5 ‘Cohabitation makes good sense in the world today.’

Evaluate this statement.

In your answer you:

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

[12 marks]

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

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

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

Arguments in support:

- It acts as a trial period for those considering marriage / it shows whether they are sexually compatible / and can work together through all the challenges of a relationship, etc.
- If the relationship does not work, the couple can separate and be free to enter into another relationship without all the stress entailed by divorce, etc.
- Marriage is an outdated institution / commitment is possible without legal recognition, etc.
- A couple might not be able to afford marriage, etc.

Arguments in support of other views:

- It does not have the commitment that marriage brings with it / because it is so easy to break up, there is no need felt to work at the relationship / and develop a greater closeness, etc.
- The marriage vows encourage a deeper and more intimate relationship / they contain the promise to stay together for life / and promises to stay together whatever the circumstances, etc.
- The Church disagrees with cohabitation / marriage is a sacrament / a sign of God's love / a sign of Christ's love for the Church / which is not signified by living together / breaking up can cause as much hurt and as many complications as divorce / it denies the sanctity of marriage, etc.
- Marriage ceremonies need not be vastly expensive / children do not feel as secure as those whose parents are married, etc.

0 2**Theme B: Religion, peace and conflict****0 2 . 1****Which one of the following includes the belief that violence is always wrong?****[1 mark]**

- A Nuclear deterrence**
- B Pacifism**
- C Righteous anger**
- D Terrorism**

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

Answer: B Pacifism

0 2 . 2**Give two ways in which Christians have been involved in non-violent resistance.****[2 marks]**

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

One mark for each of two correct points.

If students provide more than two responses only the first two responses should be considered for marking.

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

Marches / sanctions / sit-ins / speeches (sermons) / prayers / boycotts / petitions / protests / civil disobedience / peace talks, etc.

0 2 . 3 Explain two contrasting views in contemporary British society on countries possessing weapons of mass destruction.

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

[4 marks]

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

First contrasting view

Simple explanation of a relevant and accurate contrast – 1 mark

Detailed explanation of a relevant and accurate contrast – 2 marks

Second contrasting view

Simple explanation of a relevant and accurate contrast – 1 mark

Detailed explanation of a relevant and accurate contrast – 2 marks

Contrast may mean opposing or mean different views in terms of either belief or issue.

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

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

- Most Christians oppose possessing them because they increase tension between nations / they make war more likely / their use would be indiscriminate / cause mass suffering and death / it does not show love of neighbour, etc.
- The cost of researching and developing them and keeping them secure is enormous / it uses government money that could be better spent / money is being used with the potential to destroy life rather than to save it, etc.
- Some think that they give protection to a nation / they deter other nations from launching an attack / they are an effective deterrent / possessing them fulfils a government's duty towards its citizens, etc.

0 2 . 4 Explain two Christian beliefs about the importance of justice.

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

[5 marks]

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

First belief

Simple explanation of a relevant and accurate belief – 1 mark

Detailed explanation of a relevant and accurate belief – 2 marks

Second belief

Simple explanation of a relevant and accurate belief – 1 mark

Detailed explanation of a relevant and accurate belief – 2 marks

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

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

- Justice is one of the attributes of God, so Christians should reflect this in the way they treat others / this means justice in personal relationships, etc.
- It includes social justice / and justice in the way nations treat one another, etc.
- Justice is a key element of the kingdom of God / its importance is stressed throughout the Bible, etc.
- It means treating others as having intrinsic value as children of God / it shows respect for human dignity / it means being fair to everyone, etc.

Sources of authority might include:

‘Justice, and only justice, you shall pursue...’ (Deuteronomy 16:20)

‘Learn to do good; seek justice...’ (Isaiah 1:17)

‘Let justice roll down like waters, and righteousness like an ever-flowing stream.’ (Amos 5:24)

‘Blessed are those who hunger and thirst for righteousness...’ (Matthew 5:6)

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

0 2 . 5 ‘The Just War theory is not relevant anymore.’

Evaluate this statement.

In your answer you:

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

[12 marks]

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

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

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

Arguments in support:

- It is an ancient theory that applied to a much simpler kind of warfare / it assumed that both sides were Christian, but this is rarely the case in today's world, etc.
- Its rules are no longer easy to apply / the nature of modern weapons makes them disproportionate / modern warfare involves bombing cities, so civilians are inevitably caught up in the conflict / even though they might be targeted at those who are fighting or at weapons' factories etc, the guidance systems might malfunction, etc.

- The scale of destruction is often so severe that there could not be a better future / the nature of modern warfare harms the environment / it destroys agriculture and increases global hunger and poverty, etc.
- Wars are often motivated by greed and the desire to assert power rather than the need for self-defence / so the criteria of just cause and right intention are not met, etc.

Arguments in support of other views:

- The theory is more relevant than ever in the modern world / it is an attempt to limit warfare / the situation may be so bad that warfare is justified as a last resort, etc.
- Some people might say that to prevent genocide, the use of modern weaponry might be justified / and will lead to a better future, etc.
- The Christian principles behind the Just War theory have a wider appeal than to Christians only / 'blessed are the peacemakers' / the criteria encourage respect for humanity and all creation, etc.
- The sophisticated nature of modern weapons means that they can be targeted at those who are involved in the fighting and not at the innocent / eg theatre nuclear weapons and laser-guided missiles, etc.

0 3**Theme C: Religion, human rights and social justice****0 3 . 1****Which one of the following refers to actions which treat people unfairly?****[1 mark]**

- A Discrimination**
- B Justice**
- C Prejudice**
- D Tolerance**

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

Answer: A Discrimination

0 3 . 2**Give two Christian teachings which show that all people should be treated equally.****[2 marks]**

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

One mark for each of two correct points.

If students provide more than two responses only the first two responses should be considered for marking.

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

God created all humans (races / genders etc) in his image (Genesis 1) / 'Love your neighbour as yourself' (Mark 12:31) / God made all nations from one ancestor (Acts 17) / God does not show favouritism (Romans 2:11) / 'There is no longer Jew or Greek, there is no longer slave or free, there is no longer male and female; for all of you are one in Christ Jesus.' (Galatians 3:28) / treating some as more important than others is sinful (James 2:1–9) / 'All men are equal in God's sight insofar as we all have the same Creator / all have the same rational soul / all have the same Redeemer' (Youcat 330), etc.

0 3 . 3 Explain two contrasting views in contemporary British society about valuing individuals based on their wealth and possessions.

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

[4 marks]

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

First contrasting view

Simple explanation of a relevant and accurate contrast – 1 mark

Detailed explanation of a relevant and accurate contrast – 2 marks

Second contrasting view

Simple explanation of a relevant and accurate contrast – 1 mark

Detailed explanation of a relevant and accurate contrast – 2 marks

Contrast may mean opposing or mean different views in terms of either belief or issue.

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

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

- Some people regard the possessions and wealth of individuals as an indicator of their status / as an indicator of the respect due to them / wealth enables individuals to wield influence in decision-making, etc.
- Some people think that wealth is the result of hard work / or a gift or blessing from God / is deserved / respect should be shown to those who are wealthy because they have been diligent and industrious, etc.
- Christians think that an individual's value is based on their creation in the image of God / on being children of God / humans have an inherent value / external attributes, possessions etc do not add to it, etc.
- Christians believe that each individual is of equal worth / Jesus showed this in the way that he treated people / Christians should follow Jesus' example in the way they treat everyone, etc.

0 3 . 4 Explain two Christian beliefs about the duty to protect the rights of other people.

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

[5 marks]

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

First belief

Simple explanation of a relevant and accurate belief – 1 mark

Detailed explanation of a relevant and accurate belief – 2 marks

Second belief

Simple explanation of a relevant and accurate belief – 1 mark

Detailed explanation of a relevant and accurate belief – 2 marks

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

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

- Rights and responsibilities go hand in hand / insisting on one's own rights entails the recognition that others should have the same rights / rights apply to all people / everyone should have these rights protected without exception, etc.
- In protecting the rights of others, Christians believe that they are doing God's will / following Jesus' example / in his attitude to others, particularly to the marginalised and disadvantaged, Jesus showed respect for their rights / and upheld the human dignity of every individual, etc.
- The duty to protect rights might entail positive action / eg ensuring that all have access to basic necessities, education, etc.
- Protecting others' rights may also be achieved by what could be termed negative action / accepting restraints on speech or written material that might mean some live in fear or insecurity, etc.

Sources of authority might include:

Old Testament laws that protect the rights of the poor, eg in relation to gleaning the fields, illustrated in the story of Ruth.

'Give justice to the weak and the orphan; maintain the right of the lowly and the destitute.' (Psalm 82:3)

'Defend the orphan, plead for the widow.' (Isaiah 1:17)

The Parable of the Sheep and the Goats. (Matthew 25:31–46)

The Parable of the Good Samaritan. (Luke 10:29–37)

‘Religion that is pure.....is this: to care for widows and orphans in their distress...’ (James 1:27)

‘One man’s natural right gives rise to a corresponding duty in other men; the duty, that is, of recognising and respecting that right.’ (Pacem in Terris 30)

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

0 3 . 5 ‘The best chance of ending world poverty is through the work of CAFOD or Christian Aid.’

Evaluate this statement.

In your answer you:

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

[12 marks]

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

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

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

Arguments in support:

- Their work is not compromised by coming from a political organisation with political agendas / therefore they are trusted by the people among whom they are working / use of local trustworthy organisations to implement projects to relieve poverty / this shows respect for individual cultures / recognises that those on the ground know best what will work and what is needed, etc.
- Their campaigns for justice are directed both at the governments of the countries where they are working / and especially directed at the governments of wealthy nations, etc.

- They tackle the root causes of poverty / eg polluted water / disease / lack of education especially for girls and women / the devastation on communities as a result of war / they support fair trade initiatives, etc.
- They do not see each other as rivals but come together to deal with emergencies / they are motivated by Christian principles of love and compassion, which means that they are more likely to achieve their aims as they will not be distracted by base motives / they are guided through prayer by the Spirit, which will lead them in the right direction, etc.
- They are putting into practice the teaching of Jesus as seen in the Parable of the Good Samaritan / in helping others, they are helping Christ himself, as Jesus taught in the Parable of the Sheep and the Goats, etc.

Arguments in support of other views:

- Their funds are limited by their dependence on donations by individuals and other groups / they do not have access to the financial resources that are available to governments, etc.
- Any suggestion of corruption or abuse practised by those working for them has a devastating impact on public confidence and threatens support from the public, etc.
- The problem of world poverty is too great for charitable organisations to deal with / its causes are largely political / eg unfair trade / debt / proxy wars / so a political solution is required / only the combined efforts of governments can end global poverty, etc.
- The individuals working for these organisations have personal political and cultural views which can interfere with decision-making / it might be tempting for organisations to compete with one another in responding to need and to lose the focus of what really matters, etc.