



GCSE MARKING SCHEME

SUMMER 2024

**GCSE
RELIGIOUS STUDIES
UNIT 2: CHRISTIANITY & HINDUISM
3120U30-1**

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

WJEC GCSE RELIGIOUS STUDIES

UNIT 2: HINDUISM

SUMMER 2024 MARK SCHEME

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 as a result of 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. In order 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

Questions 1, 2, 3, 4 (a) AO1

See instructions provided with indicative content.

Questions 1, 2, 3, 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

Questions 1, 2, 3, 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

Questions 1, 2, 3, 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 based on some accurate knowledge of religion, religious teaching and moral reasoning.</p> <p>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.</p> <p>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

PART A – CORE BELIEFS, TEACHINGS AND PRACTICES

CHRISTIANITY

QUESTION 1

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 the ‘eucharist’? [AO1 2]

Meaning “thanksgiving” and also called ‘Holy Communion’. The service which celebrates the death and Resurrection of Jesus. Bread and wine represent (or, as some Christians such as Catholics believe, actually become) the body and blood of Jesus. The Eucharist is a re-enactment of the Last Supper

Refer to the marking bands for question (b).

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

- Jesus rose from the dead on the third day after his crucifixion.
- Resurrection of everybody on the Day of Judgement.
- The resurrection of Jesus can provide eternal life for those who believe.
- Those who believe in Jesus will have eternal life.
- Resurrection proves Jesus was the Son of God.
- There will be a resurrection of everybody on the Day of Judgement.
- People will be judged and then sent to Heaven or Hell.
- Death should not be feared for those who have lived morally and who have done God’s will.

Where appropriate, relevant references are likely to include:

- *But Christ has indeed been raised from the dead, the first fruits of those who have fallen asleep. For since death came through a man, the resurrection of the dead comes also through a man. For as in Adam all die, so in Christ all will be made alive. 1 Corinthians 15:20-22*
- *Jesus said to her, “I am the resurrection and the life. The one who believes in me will live, even though they die; and whoever lives by believing in me will never die. Do you believe this?” John 11:25 - 26*

Refer to the marking bands for question (c).

(c) Explain why the Bible is important to Christians

[AO1 8]

- It is the Word of God.
- It is the central source of authority for Christians.
- Provides Christians with guidance.
- It contains rules for living, e.g. Golden Rule, Ten Commandments, forgiveness.
- Used to understand the history of Christianity.
- Provides information about the life and teachings of Jesus.
- Provides Christians with instructions on how to live, e.g. The Beatitudes
- Contains religious teachings.
- Helps develop a relationship with God.
- Is used during worship, study, and prayers.
- Brings people together when used in worship.

Where appropriate, relevant references are likely to include:

- *Do to others as you would have them do to you. Luke 6:31*
- *Ten Commandments – Do not kill. Do not steal. Exodus 20:13, 15*
- *“You have heard that it was said, ‘You shall love your neighbour and hate your enemy.’ But I say to you, love your enemies and pray for those who persecute you. Matthew 5:43-44*

Refer to the marking bands for question (d).

(d) ‘Infants should not be baptised.’

[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.)

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question. [6]

- Jesus was baptised as an adult. Christians must follow his example.
- An adult can make an informed decision to be a Christian.
- Such an important decision should not be made by anyone else.
- Religion should be a personal choice.
- Religion should not be forced upon another person.
- Children are being welcomed into the Christian Church
- Infants can become a member of God’s family.
- Parents can give thanks to God for their child.
- An infant baptism ceremony shows commitment to the Church.
- Cleanses infants from Original Sin.
- Infant can move from darkness without Jesus, into the light, with Jesus.
- Infant baptism does take away the infant’s choice as this decision can be made at confirmation.
- Many Christian denominations practice Believer’s Baptism.

Where appropriate, relevant references are likely to include

- *Therefore, go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit. Matthew 28:19*
- *Jesus answered, “Very truly I tell you, no one can enter the kingdom of God unless they are born of water and the Spirit. John 3:5*

PART A – CORE BELIEFS TEACHINGS AND PRACTICES

HINDUISM

QUESTION 2

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 Hindus mean by ‘Ashrama’? [AO1 2]

Indicative content here:

The four stages of life.

(b) Describe Hindu beliefs about reincarnation. [AO1 5]

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

- Reincarnation is the Hindu belief about life after death.
- The cycle of birth, death and rebirth (samsara) continues until the cycle is broken and moksha is achieved.
- The process of the atman moving to a new body.
- The atman can move to any living thing including plants and animals.
- The atman keeps a record of all actions performed.
- The atman will be reborn into a form that reflects the effect of positive and negative karma.
- The cycle is driven by the law of karma of cause and effect.
- *‘Just as the embodied soul continuously passes from childhood to youth to old age, similarly, at the time of death, the soul passes into another body. The wise are not deluded by this.’ (Bhagavad Gita 2:13)*
- *‘The man whom these cannot move, whose soul is one, beyond pleasure and pain, is worthy of life in Eternity.’ (Bhagavad Gita 2:15)*
- *‘As a man casts off his worn out clothes and takes on other new ones, So does the embodied self casts off his worn out bodies and enters other new ones.’ (Bhagavad Gita 2:22)*

(c) Explain how Hindus celebrate the festival of Holi.

[AO1 8]

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

- A bonfire is lit on the first evening of Holi as a sign of burning Holika.
- People will throw leaves, roasting grains, popcorn, coconut and chickpeas on the fire and shout inappropriate words at the fire to represent shouting at Holika.
- Images of Holika are often burned on the bonfire.
- Celebrations take place where participants throw coloured powder and water at each other. They try and play practical jokes on each other.
- There is a great deal of laughter and sport whilst throwing powder and water at each other.
- People purposely wear old clothes for this part of the celebration.
- Traditional rules of behaviour are relaxed during this festival so Men and women and different varnas mix during this festival.
- There will be dancing and music throughout the festival.
- They will return home in the afternoon to wash and to visit with family members.
- Sweets and best wishes are shared with friends and family members.
- Stories of Holika and Prahlada and Krishna and Rada are shared with children.
- The festival is an opportunity for Hindus to show their faithfulness and devotion to Brahman.
- Holi is celebrated in Wales on a smaller scale with all activities focused on the temple, community centre or in a local park.

(d) 'Varnashramadharma is the most important belief in Hinduism.'

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]**

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

- Without Varnashramadharma Hindus would not know what are the correct actions and deeds that they should complete to ensure they achieve good karma.
- Varnashramadharma gives a clear structure on how to live as a Hindu.
- Hindu life is ordered along the lines of Varnashramadharma.
- Varnashramadharma helps keep order in society, e.g. employment, policing, the law,
- It ensures that all roles within society are filled, e.g. doctors, teachers, police, road sweepers, cleaners.
- It is linked to the idea of harmony and order in the universe as opposed to evil and falsehood.
- Cosmic order depends on everyone fulfilling their dharma accordingly to their ashrama and varna.
- Varnashramadharma is linked to the law of karma as nothing happens by accident.
- Hindus believe that by following their dharma (duty) according to their varna and ashrama their lives will be based in goodness and have good consequences for themselves and others.
- The concept refers to all the laws and rules that must be followed by everyone to provide a happy, well ordered and harmonious world to live in.
- The belief in Brahman and the atman could be seen as being as important or more important than Varnashramadharma.
- The belief in karma and reincarnation could be seen as being as important or more important than Varnashramadharma.
- It could be argued that all beliefs in Hinduism are of equal importance, e.g. karma, reincarnation, the atman and Brahman.

PART B – RELIGIOUS RESPONSES TO ETHICAL THEMES

THEME 1: RELATIONSHIPS

QUESTION 3

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 'divorce'? [AO1 2]

A divorce means to legally end a marriage.

(b) Describe Christian or Hindu teachings about the use of contraception. [AO1 5]

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

CHRISTIANITY

- There is no 'one' universally accepted teaching on contraception in the Bible.
- Different Christians will look to different teachings and hold differing views about its use.
- Teachings such as 'be fruitful and multiply' suggest the purpose of sex is for reproduction and the use of artificial contraception is wrong.
- Christianity teaches natural forms of contraception (e.g., the rhythm method) are acceptable.
- Natural Law provides teachings to guide humans on whether to use contraception.
- The Catholic Church teaches the use of artificial contraception is morally wrong as it goes against Natural Law's precept of human reproduction.
- Some Christians believe Christianity teaches they have a moral responsibility to control the size of their family so may choose to use natural methods of contraception.
- Some Christians may believe that Christianity teaches them to use their freewill/conscience to make moral choices and may support the use of contraception in some circumstances (e.g., for family planning, to prevent the spread of sexually transmitted diseases).
- The Church teaches that a sexual relationship is also for pleasure through deepening a relationship between a man and a woman and not just procreation.
- Some Christians may believe Christianity teaches the use of some forms of contraception to prevent the spread of sexually transmitted diseases is a good thing.
- Christianity teaches that any choice of contraception should be agreed between a husband and wife.

God blessed them and said to them, "Be fruitful and increase in number; fill the earth and subdue it. Genesis 1:28

HINDUISM

- There are different views on the use of contraception in Hinduism.
- Hindu scriptures do not offer any specific teachings against the use of contraception.
- Hinduism teaches that there is no ban on the use of contraception, so Hindus can use it if they wish.
- Hinduism teaches that Hindus have a duty (dharma) to have a family so many are unlikely to use contraception to avoid having children permanently.
- Some Hindus may follow teachings on respect for human life, believing that contraception is encouraged to prevent evils such as overpopulation and poverty.
- Hindu dharma emphasises that Hindus need to act for the good of the world so using contraception to prevent more children than the environment can support may be taught in Hinduism to be a good thing.

(c) Explain, from Christianity and Hinduism, the roles of men and women within the family. [AO1 8]

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

CHRISTIANITY

- There is often accepted to be different roles of men and women in the Christian family; the traditional view and the more modern view.
- Traditionally, in the Christian family, men and women are both expected to be role models for their children and should teach rules, morality and how to live a good Christian life. They are expected to model expected behaviour and introduce their children to the religion.
- Traditionally, the Christian family was considered to be patriarchal where men were seen as superior and the head of the household, often because Adam was created first by God and then Eve from Adam's rib.
- There is also a traditional view that it was Eve who led Adam astray in the Garden of Eden and therefore many feel Adam was superior.
- The Old Testament section of the Bible appears to support men having a superior role to women in the family as wives were expected to submit to their husbands.
- Traditionally, women in the family were responsible for domestic aspects of life – raising the children and looking after the home.
- Many Christians felt that whilst the roles of men and women were different, they are equal.
- Today, many Christians may feel that the traditional roles of men and women are out of date and instead promote ideas of equality with men and women in the family.
- Today, many Christians argue that gender inequality in the Bible shows a society that was different to today and men and women today can do all roles within the family unit (rather than one gender being seen as superior).
- Today, many Christian men and women both work outside the home and help with household duties with both taking responsibility for children.
- *Wives, submit to your husbands as to the Lord. For the husband is the head of the wife...Ephesians 5:22*
- *There is neither Jew nor Greek, there is neither bond nor free, there is neither male nor female: for ye are all one in Christ Jesus. Galatians 3:28*
- *Nevertheless, in the Lord woman is not independent of man, nor is man independent of woman. 1 Corinthians 11:11*

HINDUISM

- Traditionally, men and women are seen to have different roles within the Hindu family.
- Men have been seen as the superior sex and considered to have the duty of providing for his family.
- Women, traditionally, have been seen to have a domestic role within the family unit; often staying at home and caring for the home, elders in the family and children.
- Both men and women have a role within the family to teach their children about Hinduism and offer guidance on morality. They are also both tasked with performing daily puja in the household and introducing children in the family to Hindu rituals.
- The role of men and women has changed over time and today, it is considered more equal than in the past with some Hindu men performing household tasks whilst women may have more of a public role outside of the household.
- In many modern Hindu communities, ideas of equality are promoted, and this has led to Hindu women choosing to pursue a career or earn money within the household

(d) 'Sex outside marriage is always 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.) [AO2 15]

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

- Although sex is a natural part of life, many religious believers support ideas of chastity before marriage as they believe sex is sacred and needs to be controlled or have guidelines.
- Most religious believers claim sex is special and should be reserved for marriage; casual sex is seen to devalue a person and the act of sex.
- Many religions teach that marriage is the ideal and cohabitation can lead to a couple having a sexual relationship which falls short of this ideal.
- Most religious believers think the purpose of a sexual relationship is to have children and this should take place within a family unit where parents are married to provide stability.
- Adultery is considered to be wrong according to all religions; in marriage, promises of fidelity are made (often before God) and these should be kept.
- Some religious believers may argue that a sexual relationship is a form of commitment and an expression of love.
- In today's more secular society, it is more acceptable for couples to cohabit prior to marriage and having a sexual relationship can be seen as another form of commitment.
- Not all people may want or choose to get married so as long as there is commitment between a couple, having a sexual relationship may be considered more acceptable today.
- It is possible for a couple today to use contraception to ensure a sexual relationship doesn't result in children so sex before marriage may be considered more acceptable to some.
- Reference may be made to various sources of wisdom or authority relevant to religious teachings on sexual relationships and marriage.

PART B – RELIGIOUS RESPONSES TO ETHICAL THEMES

THEME 2: HUMAN RIGHTS

QUESTION 4

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 ‘social justice’? [AO1 2]

Social justice means promoting a fair society by challenging injustice and valuing diversity. Ensuring that everyone has equal access to provisions, equal opportunities, and rights.

(b) Describe Christian or Hindu beliefs about freedom of religious expression. [AO1 5]

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

CHRISTIANITY

- Christians feel freedom of religious expression is important.
- Christians may wish to identify, show and share aspects of their faith with others (e.g., wear symbols of belonging, wear clothes to express their faith).
- Some Christians feel they have a duty to share their faith with others (e.g., some Christians will go door to door or talk to others about Christianity).
- Christian symbols of belonging (e.g., the cross) may be worn as a form of identity and belonging; they help Christians recognise each other and feel part of the Christian community.
- Some Christians will wish to express their religion to show they serve God (e.g., through items of dress worn by monks, nuns, vicars, priests).
- Wearing/showing something representing Christianity helps remind followers of their faith as a physical sign and how important it is in their daily lives.
- Christians will believe religious expression is important as it is protected by laws in the UK.
- Human rights support the idea that people are free to express their beliefs/identity how they choose.
- Accept reference to specific Christian examples that may be given by candidates.

HINDUISM

- Hindus feel freedom of religious expression is important.
- Hindus may wish to identify, show and share aspects of their faith with others (e.g., wear symbols, go on religious journeys, wear particular clothes or express faith through puja).
- Many Hindus may feel it is important to wear symbols of belonging which identify Hinduism and allow them to feel connected to the Hindu community.
- Some Hindus might choose to wear clothing/items of dress (e.g., the sari, orange robes) or show their faith through dedicating their lives to their religion.
- Hindus believe tolerance towards all religions is important and the right to freedom of expression is a natural entitlement of every human.

- Some Hindus may feel the need to share their faith with others (e.g., in India, some Hindus have become concerned about other faiths taking over so have become more active in promoting Hinduism).
- Hindus may believe religious expression is important as it is protected by laws in the UK
- Human rights support the idea that people are free to express their beliefs and identity how they choose.
- Accept reference to specific Hindu examples that may be given by candidates.

(c) Explain Christian and Hindu beliefs about the dignity of human life. [AO1 8]

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

CHRISTIANITY

- Christians believe the dignity of human life is important.
- Christians believe all humans have dignity as all humans were created by God which means they have value and deserve respect.
- Christianity teaches that all humans are believed to have been created ‘in the image of God’ which means humans are seen to have ‘God-like’ qualities or characteristics so have value and worth.
- Christian teachings such as Genesis 1:26-27 are used by Christians to support acceptance of human life having dignity and being worth of respect and dignity.
- The belief in the sanctity of human life, the idea that life is sacred as it was created by God, is a central Christian teaching in the Bible.
- Acceptance of human dignity means Christians believe that human life should not be destroyed or treated badly.
- Christianity teaches the importance of agape love between humans which is also reflected in the teachings/actions of Jesus and shows recognition of the dignity of human life.
- Christians may look to the example of Jesus to show how they should treat others (e.g., Jesus visited those not accepted in society such as the lepers and taught parables such as the Parable of the Good Samaritan which teaches Christians to help others).
- Christian beliefs about the dignity of human life are reflected in attitudes towards human rights being important and human life deserving protection.
- Catholic Christians will look to teachings from Pope Francis such as *Evangelii Gaudium* which refers to the importance of caring for the homeless and elderly and shows how the dignity of human life is important.
- Christians would point to teachings about human dignity being put into practice through actions such as all humans being shown respect, treated equally and with justice.
- There are many Christian examples of individuals who have valued the dignity of human life through their actions (e.g., Martin Luther King, Oscar Romero, etc).
- There are many practices in Christianity that support ideas of respecting human life and treating people with equality (e.g. charity work, standing up for justice, respecting human rights, equality, etc).
- Credit examples of humans being shown dignity and respect which candidates may refer to (e.g., sanctity of life, medical ethics, life being preserved, etc).
- *Then God said, “Let us make mankind in our image, in our likeness, so that they may rule over the fish in the sea and the birds in the sky, over the livestock and all the wild animals, and over all the creatures that move along the ground.” So,*

God created mankind in his own image, in the image of God he created them; male and female he created them. Genesis 1:26-27

- *“You created every part of me; you put me together in my mother’s womb.” Psalm 139: 13-16*

HINDUISM

- Human dignity is seen as important in Hinduism and a central Hindu belief.
- Hindus believe all living beings have a part of Brahman in them (a manifestation of the Supreme) which is known as the atman and should be respected.
- Hindus are encouraged to follow their moral responsibility of acting in the right way, respecting all life, especially human life and behaving in the right way according to the teachings of Hinduism which includes recognising that all human life has dignity.
- Hindus believe that they need to act in the right way in order to achieve good karma and this includes actions that respect the dignity of human life.
- One of the key concepts in Hinduism is ‘ahimsa’ which means harmlessness or non-violence; putting this into practice shows respect for human life and Hindus will always try to not cause suffering to others.
- Every human as well as all living beings (including animals) are accepted to be valuable and worthy of respect with Hindus try to put this belief into action within their lives (e.g., promoting equality, treating people in a just way).
- Beliefs about the dignity of human life are shown in Hindu approaches to the importance of human rights and human life deserving protection.
- There are examples of key figures in Hinduism who promoted ideas of human life deserving dignity and standing up against injustice (e.g., Mahatma Gandhi).
- Credit examples of humans being shown dignity and respect which candidates may refer to (e.g., sanctity of life, medical ethics, life being preserved, etc).

(d) 'Religious believers should always follow the laws of the country where they live.'

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]

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

- Many religious believers may believe that they have a duty to follow the rules; religious will have teachings that support this.
- It is recognised that there would be chaos if the majority of people failed to follow the laws of a country – rules/laws give order and structure for life.
- Religious believers may see agreement between laws within religion and laws within society (for example, rules about caring for others and not causing harm to others)
- Many religious believers feel justice is important and understand/expect there to be consequences if the laws of a country are not followed.
- Many laws in society are sensible and reasonable so many religious believers may feel there is no need to challenge them or not follow them.
- Some religious believers may claim that God's laws hold more authority than laws in a country; they may believe that ultimately it is following the laws of a religion that will mean they are rewarded in the afterlife.
- There are examples of religious believers who have challenged laws when they have felt they are unjust or unfair – examples could include, Martin Luther King, Gandhi, Oscar Romero, Jesus, etc
- Many religious believers will support following their conscience if they feel strongly enough and if this means challenging laws in place in a country, they may support this course of action.
- Some religious believers may hold the view that personal conviction is important and you should be true to yourself and your beliefs, especially if ideas are supported by religious teachings.
- Reference may be made to various sources of wisdom or authority relevant to religious teachings on following laws in society.