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Theme A: Relationships and families

0 1 . 1

Many religious people live in nuclear families.

Which one of the following best describes a nuclear family?

[1 mark]

- A A couple living in their parents' home**
- B A couple without children**
- C A couple with children**
- D A couple living with children and grandparents**

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

Answer: C: A couple with children

0 1 . 2

Give two religious teachings about gender discrimination.

[2 marks]

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

One mark for each of two correct points.

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

Historical interpretations of religious teachings have led to men taking the lead in many aspects of religion, for example leading worship / traditionally many religious believers would argue that male leadership is scriptural, so argue that it is not discriminatory, however many religious believers may now challenge the interpretation of particular scriptures / traditional views of roles within the family may be used, for example 'Men work, women stay at home' as examples of gender discrimination men and women have different but complementary roles, they are viewed as equal but different. gender discrimination is being challenged as for example more women become ministers and bishops in some sections of Christianity and rabbis in sections of Judaism / men and women are created in the image of God, so discrimination is wrong / 'If a man denies the possibility of enlightenment of women then his own enlightenment is impossible.' (Lotus Sutta) / 'The things which separate and divide people – race, religion, gender and social position are all illusory.' (Dhammapada 6) / 'Waheguru is neither male nor female' (Guru Granth Sahib) / 'All men and women are equal. We are the children of one God.' (Guru Granth Sahib 611) / 'People we created you all from a single man and a single woman.' (Quran) / 'There is neither Jew nor Greek, male nor female, slave nor free for all are one in Christ Jesus.' (Galatians 3:28) / 'Where women are honoured there the gods are pleased.' (Manu 3:56) / 'I look upon all creatures equally.' (Bhagavad Gita 9:29), etc

0 1 . 3 Explain two contrasting religious beliefs about unmarried couples living together (cohabitation).

In your answer you must refer to one or more religious traditions.

[4 marks]

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

First contrasting belief

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

Second contrasting belief

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

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

Detailed explanations will reflect one or more religious traditions.

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

Traditionally most religions see cohabitation as wrong as they believe that a sexual relationship should only take place within marriage. Cohabitation is therefore viewed as sex outside of marriage and not in line with much religious teaching, etc

Buddhism

Does not condemn cohabitation / sex as part of a loving caring relationship seen as a good thing / If sex is based on lust which leads to craving, then that leads to bad karma, etc

Christianity

Most Christians believe sex should be reserved for marriage / cohabitation is seen as wrong as this leads to immorality / 'Flee from sexual immorality...Whoever sins sexually, sins against their own body' (1 Cor 6:18).

Some Christians see cohabitation as acceptable if the couple are in a loving relationship and are intending to marry but perhaps are unable to afford to marry / other Christians would view cohabitation as acceptable if for example the couple were homosexual and were unable to have a religious marriage ceremony, etc

Hinduism

Cohabitation is unacceptable as this leads to sex outside of marriage / for Hindus life is split into four stages and only at the second stage (the married householder stage) can sexual relationships take place / for other stages people should remain celibate, etc

Islam

Islam opposes cohabitation / sex should be within marriage / the expectation is that a Muslim will marry and have a family / sex outside of marriage carries severe punishment under Sharia Law, etc

Judaism

Family is very important within Judaism and so anything that does not support the family is seen as wrong / cohabitation is seen as not ideal / the expectation is that sex would be within marriage, etc

Sikhism

Sex should be controlled by marriage / and should therefore be within a stable relationship / Sikhs should avoid temptation / cohabitation is therefore seen as wrong, etc

0 1 . 4 Explain two religious beliefs about the purpose of families.

Refer to sacred writings or another source of religious 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 sacred writings or another source of religious belief and teaching – 1 mark

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

Generally all religions view the main purpose of families as:

- providing stability for family members and society
- protects children, supplying their basic needs and keeping them safe
- place where children are socialised so they can grow up and contribute to society
- place to educate children in a faith
- place for companionship and mutual love between the adults who cannot or choose not to be parents, etc

Buddhism

Husbands and wives are expected to respect and honour each other / develop love/trust/remain faithful / Sigalovada Sutta lists five duties of parents – dissuade children from doing evil / persuade them to do good / give a good education / arrange a suitable marriage partner / hand over their inheritance at the proper time / develop metta / karuna / ‘To support one’s father and mother, to care for one’s wife and children and to have a peaceful occupation, this is the highest blessing’ (Dhammapada 313), etc

Christianity

Couples should ‘submit to one another out of reverence for the Lord’ (Ephesians 5:21) / meaning there should be love and respect between them / children have a duty to obey, love and respect their parents / ‘Listen to your father who gave you life and do not despise your mother when she is old.’ (Proverbs 23:22) / ‘Honour your father and mother’ (Exodus 20:12) / children are gifts from God / so parents should respect their dignity / ‘Fathers do not exasperate your children; instead bring them up in the training and instruction of the Lord.’ (Ephesians 6:4) / children should also be raised within the Christian faith, etc

Hinduism

Hindu parents should provide their children with all the necessities of life / children should respect / obey their parents / they should also care for their parents when they are no longer able to care for themselves / parents should teach their children the beliefs of Hinduism / how to pray / perform puja / every Hindu must go through the householder stage of life / if Hindus do not perform their duties as a householder and raise a family they will not achieve moksha, etc

Islam

The extended family is the basis of Islamic society and part of Allah's plan / children are taught to respect and obey their parents / 'It is one of the greatest sins that a man should curse his parents.' (Hadith) / care for them when they are no longer able to look after themselves / 'He who is good to his parents, blessings be upon him...' (Hadith) / parents should make sure their home is halal / children are taught the beliefs of Islam and how to practise the Five Pillars and live a good Muslim life, etc

Judaism

Children are commanded to 'Honour your father and mother' (Exodus 20:12) / to respect them / 'Listen to your father... and do not despise your mother...' (Proverbs 23:22) / the mother in particular passes down the faith to the next generation / children learn through the celebration of festivals within the home both religious practices and the values of charity and hospitality, etc

Sikhism

The family is important for teaching children moral values / how to live with others / where they first become aware of God / 'It is a Sikh's duty to get his children educated in Sikhism' (Rehat Maryada article 16) / everyone in the extended family should support each other to live / work / raise a family / develop spiritually / elder members of the family are respected and cared for, etc

0 1 . 5 'It is wrong to disapprove of homosexual relationships.'

Evaluate this statement.

In your answer you:

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

[12 marks]
[SPaG 3 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

- Homosexual (same-sex) relationships exhibit the same characteristics found in other relationships and marriages, love, care, trust, faithfulness etc.
- 'God is love' so surely if any couple love each other that has to come from God.
- How can something God created be wrong?
- Modern day same-sex relationships are very different from the same-sex relations that are condemned in some sacred writings.
- Law in the UK permits same-sex marriages so religious believers should not be so critical, etc

Arguments in support of other views

- Some religious people see same-sex attraction as being against natural law.
- Some religious teachings condemn same-sex relationships; religious authority cannot be explained away because it is seen as old and inconvenient.
- In much religious thought there is great emphasis on having children, this cannot occur biologically between a same-sex couple without a surrogate or donor.
- Some people believe that human sexuality is a choice made by the individual.
- Much traditional religious teaching is focused on the continuation of family and communities hence the focus on heterosexuality, etc.

Buddhism

Homosexuality is not condemned provided it is part of a loving and committed relationship and not just a lust-based, one-night stand (also applies to heterosexual relationships) / The sex drive needs to be controlled as 'craving' can only lead to suffering, 'dukkha' (Third Precept), etc

Christianity

Homosexuality is seen as wrong by some Christians though attitudes are changing / Some branches of Christianity eg Quakers accept same-sex relationships / others question the traditional application of the teachings on sexual relations / God created humans, 'and it was very good' (Genesis 2) regardless of their sexuality / God recognises that 'it is not good for man to be alone' (Genesis 2) / much New Testament teaching is built around the condemnation of cultic prostitution in the temples and maintaining a lifestyle distinct from those who worshipped in the various temples so is not really easily applied to a loving same-sex relationship / 'Even women pervert the natural use of their sex by unnatural acts. In the same way the men give up natural sexual relations with women and burn with passions for each other.' (Romans 1:26–27) / some Christians distinguish between sexual orientation and sexual acts / regarding only the latter as sinful / the Metropolitan Community Church is a worldwide denomination that has grown from the LGBT community and therefore accepts all relationships, etc

Hinduism

Some believe that homosexuality is wrong based upon the teachings of some dharmic texts / however a number of Hindu mythic stories have portrayed homosexual experience as natural and joyful / there are several Hindu temples which have carvings that depict both men and women engaging in same-sex relations, etc

Islam

Many believe that same-sex relationships are against Islam / the Qur'an sets out severe punishment which can include the death penalty / many Muslim states however use jail or corporal punishment rather than the death penalty as it is argued that the death penalty is not stipulated in the Qur'an / some Muslims do argue that it is acceptable to be in same-sex relationships / and argue that it is lust that is condemned in the Qur'an and not faithful homosexual love / this view remains controversial in some Muslim communities / the Inclusive Mosque Initiative is an organisation in the UK that believes homosexuality should be accepted in Islam, etc

Judaism

The Torah lists punishments for homosexual acts / some Orthodox Jews consider it to be wrong/ 'No man is to have sexual relations with another man; God hates that.' (Leviticus 18:22) / many Liberal and Reform Jews accept homosexuality if it is within a loving relationship / The Central Conference of American Rabbis in 1998 stated that the holiness within a Jewish marriage 'may be present in committed same gender relationships between two Jews and that these relationships can serve as the foundation of stable Jewish families, thus adding strength to the Jewish community.', etc

Sikhism

Some Sikhs see homosexuality as being wrong since it is not mentioned in the Guru Granth Sahib / where marriage is repeatedly encouraged / others argue that Guru Nanak's teaching on universal equality respects the rights of people of all sexualities / and accept it as part of what God has created in a person, etc

[Plus SPaG 3 marks]