

0 1 Theme A: Relationships and families

0 1 . 1 Which one of the following means the legal ending of a marriage?

[1 mark]

- A Cohabitation
- B Contraception
- C Divorce
- D Polygamy

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

Answer: C Divorce

0 1 . 2 Give two religious reasons given by believers to support the view that sex before marriage is wrong.

[2 marks]

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

1 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:

Many religious believers view sex before marriage as wrong believing that sex is a gift from God that should be managed responsibly / sex before marriage is therefore viewed as irresponsible as people run the risk of unwanted pregnancy / STIs / 'one-night stands' treat sex as casually and disrespectfully rather than expressing a deep life-long commitment to a partner / within marriage sex strengthens the relationship / allows for children to be born in a stable relationship / creating a family through which religion and culture can be passed down, etc

In Buddhism sex before marriage as a result of tanha (craving) would be seen as wrong and unskillful / Christianity teaches sex should be reserved for marriage only / 'Every sexual act must be within the framework of marriage' Catholic Catechism / 'That is why a man leaves his mother and father and becomes united with his wife' (Genesis 2:25)/ 'Flee from sexual immorality' (1 Corinthians 6:18) / within Hinduism sex is reserved for the householder stage only / a person should remain celibate at other stages of life / in Islam the Qur'an forbids sex outside of marriage / 'Let those who find not the wherewithal for marriage keep themselves chaste until God gives them means.' (Qur'an 24:33) / 'And do not even approach zina, for it is an outrageous act and an evil way.(Qur'an 17:32) / within Judaism sex before marriage is seen as undermining the creativity of the family / it lowers a person's self-respect / all are created in God's image (Genesis 1:27) / 'That is why a man leaves his mother and father and becomes united with his wife' Genesis 2:25) / Sikhism teaches in the Rehat Maryada that anyone who has sex before marriage is not a true Sikh / 'For a moment of sexual pleasure you shall suffer in pain for millions of days.' (GGS 403), etc.

0 1 . 3 Explain two contrasting religious beliefs about the nature of marriage.

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

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

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

Most religions teach that marriage is intended as a faithful / long-term commitment / for the sharing of love / companionship / raising of children, etc.

Buddhism

Marriage regarded as a social contract / not seen as a religious duty / or a sacred act / monks may bless the marriage after the ceremony but cannot conduct the ceremony / marriage should be a place where individuals are loved or cared for / supported in developing metta (loving kindness) / karuna (compassion) / following the five precepts, etc.

Christianity

Marriage is a gift from God at creation / part of natural law / life-long union blessed by God / reflects the sacrificial love of Jesus / it is a covenant before God / couple promise to live faithfully until death / it is a spiritual bond of trust that reflects the love of God for the Church / within some branches of Christianity it is a sacrament / 'That is why a man leaves his father and mother and is united to his wife and they become one flesh' (Genesis 2:24), etc.

Hinduism

Marriage is an expectation to fulfil the householder stage / brings two families together / strengthens the community / often arranged so love develops over time / householder should take responsibility for own family / dharma is to provide for the material and spiritual needs of the family, etc.

Islam

Marriage is a social contract / brings two families together / strengthens the community / it is an equal partnership under God / helps people develop spiritually by avoiding sexual sin and adding value to worship / husband and wife are like garments for each other (Qur'an 2:187) / so should support and care for each other, etc.

Judaism

Marriage not just a social contract / it is the spiritual binding together of a man and woman in love / in a life-long commitment to each other / part of God's plan at creation / 'That is why a man leaves his father and mother and is united to his wife and they become one flesh.' (Genesis 2:24) / Jews see their partner as their soulmate / marriage shows the love of God for his people of Israel / covenant relationship, etc.

Sikhism

Marriage is a religious act / a spiritual opportunity to become one spirit in two bodies / Anand Karaj (the wedding ceremony) means 'blissful union' / way God intended men and women to live / witnessed by God / shown by the presence of the Guru Granth Sahib at the ceremony / ideally shows love / happiness / faithfulness / loyalty / men and women are regarded as equal / place for spiritual development of partners, etc.

0 1 . 4 Explain two religious beliefs about the roles of men and women.

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.

Most religions teach that male and female are of equal value / may have different roles and responsibilities in family and society / historical interpretations have given superior roles to men, eg leading worship.

Buddhism

The Lotus Sutra teaches that men and women are equal in their ability to practise Buddhism and attain enlightenment / there is no difference in the practice of Buddhism for men and women / many Buddhists believe that men and women should have equal status / Vimalakirti Sutra teaches that maleness and femaleness are essentially unreal / 'The things which separate and divide people- race, religion, gender and social position are all illusory.' (Dhammapada 6) / compassion / non-harming of others means equality is needed in the treating of men and women and the roles they perform / the Buddha ordained women as nuns though was initially reluctant to do so / as the tradition of nuns has died out in Theravada Buddhism some argue that women can no longer become nuns in that tradition / Mahayana Buddhism has had nuns for many centuries / the Triratna Buddhist Order has the same ordination process for men and women / in 2015 the Dalai Lama said he saw no reason why a future Dalai Lama could not be a woman / the Aparimitayur Sutra suggests that women must be reborn as men before they can achieve enlightenment, etc.

Christianity

Jesus treated women with respect / and welcomed them as disciples / in Luke 10 the example of Mary and Martha showed that they were capable of more than just domestic tasks / some of the earliest converts to Christianity were women / many became leaders for example Dorcas in Joppa / Priscilla in Ephesus / Genesis 1:27 teaches that all humans were created in the image of God so all humans should be treated equally / Galatians 3:27 emphasises this, 'There is neither Jew nor Greek, slave nor free, male nor female for you are all one in Christ Jesus.' / some traditional Christians take Genesis 3:16 literally, 'your husband...will rule over you' and argue that men are the head of the family / women should mainly stay at home and care for the children / 'Wives submit to your husbands as to the Lord, for the husband is head of the wife.' (Ephesians 5:22) / some traditional Christians believe that this difference in roles is not gender inequality but that men and women have different but complementary roles / many Christians today see marriage as an equal partnership where the different gifts of the couple strengthen family life / 1 Timothy 2:12, 'I do not permit a woman to teach or have authority over a man' / based on this some traditional denominations only have male ministers / within the Church of England the first women bishops were appointed in 2015 / within the Roman Catholic church only men may be ordained / many non-conformist traditions such as Methodists have had women ministers for many years, etc.

Hinduism

The dharma requires that everyone is treated with respect because all have been created by God / 'I look upon all creatures equally.' (Bhagavad Gita 9:29) / good treatment of women is seen as a blessing / Hindu scriptures say a woman passes through three stages in life / when she is supported by her father / when she is supported by her husband / and when she is supported by her son / this would suggest inequality as the woman is dependent on the males in her family / Manusmriti says, 'Where women are honoured the gods are pleased.' / traditionally women were expected to look after the home and family and men were expected to provide / now duties are increasingly shared / women perform puja in the home / men tend to take the lead in performing other religious rites / there is no difference between men and women on a spiritual level / the differences exist only at a physical level due to past lives / men and women of any caste can reach moksha if sincerely seeking God / all Brahmin priests are male with the exception of the Hare Krishna movement, etc.

Islam

All people were created equally by Allah / Qur'an 49:13 says, 'People we created you all from a single man and a single woman and made you into races and tribes so that you should recognise one another.' / men and women have the same spiritual nature / men and women have the same religious and moral responsibilities / they will be rewarded for the good that they do / 'Whoever does righteousness, whether male or female...we will surely give them their reward...' (Qur'an 16:97) / Muhammad said, 'I command you to be kind to women.' / 'I shall not lose sight of the labour of any of you who labours in my way, be it man or woman, each of you is equal to the other.' (Qur'an 3:195) / 'Men are protectors and maintainers of women.' (Qur'an 4:34) / men are expected to provide for their families / women have an important role in looking after and raising children / making decisions about the household / a Muslim mother commands great respect and obedience from her children / 'Heaven is under the feet of mothers' (Hadith) / in Islam all religious leaders are male / women do not pray at the front of the mosque, etc.

Judaism

Everyone created by God / and in God's image / so everyone is equal in God's sight / 'So God created human beings, making them to be like himself. He created them male and female.' (Genesis 1:27) / Tenakh tells stories of important women who are greatly respected for example, Deborah, Abigail, Ruth et al. / Orthodox Judaism sees the roles of men and women as separate but equal / men are expected to work to support the family / women are to care for the children and home / mother's role is crucial in Judaism / and Judaism passes down the maternal line / it is the important duty of women to ensure that the Jewish food laws are kept / the honour of welcoming in the Shabbat is also part of the role of the woman / she lights the candles / welcomes in Shabbat and says prayers / at the synagogue women do not play a part in the service / and sit separately from the men / in Reformed and Liberal Judaism women are able to be rabbis / sit with men in the synagogue / and handle the Torah Scrolls, etc.

Sikhism

'All men and women are equal. We are the children of one God' (Guru Granth Sahib 611) / men and women are equal before God (Guru Granth Sahib 304) / 'Man is born of woman and woman is born woman; without women there would be no world at all. (GGS) / God is in everyone, 'the Beloved Himself...is contained within every man and woman' (Guru Granth Sahib 605) / Waheguru is neither male nor female / Guru Nanak welcomed women into the sangat (congregation) / women are able to serve as granthi / lead prayers and worship / participate in the Akhand Path and take part in all activities in the gurdwara / Guru Amar Das sent out 52 women as missionaries / people are judged only by their deeds not by their caste, gender or race / Sikh marriage is described as 'two bodies, one spirit' / emphasising the equality of the partners / baptised Sikh women use the name 'Kaur' (meaning princess) / which frees them from having to take their husband's name at marriage / when a Sikh woman gives birth she usually takes on the main role of raising the child / the father will usually take on other household duties so that the family's work is shared evenly / many married couples now both work to support their family / so also share domestic responsibilities, etc.

0 1 . 5 'The most important purpose of a family is to educate children in a faith.'

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]
[Plus SPaG 3 marks]

Target: AO2: Analyse and evaluate aspects of religion and belief, including 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. Reference 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

- Religion is a key part of a person's identity.
- Teaches children about their faith and gives a purpose in life.
- Way for the religion to continue.
- Initiation ceremonies welcome children into the faith.
- Provides structure and behaviour codes to help development.
- Provides the best environment in which to raise children.
- Religious upbringing can help children be happy and be equipped to go out into the world.
- Teaches children about service and helping others, etc.

Arguments in support of other views

- Main purpose of a family is procreation.
- Raising children in a stable, loving environment is the most important purpose as it allows them to grow and flourish / and be the people they should be.
- Family provides protection for children.
- Family may not be religious / meaning raising children in a faith is irrelevant.
- Learning about the faith is important but not the most important purpose.
- Wrong to 'force' religion on children / they should be allowed to make up their own minds when older.
- Purpose of family is to help, support and care for all members of the family or extended family not just children.
- Family may not have children / meaning other aspects such as love, companionship are the most important purposes, etc.

Buddhism

Raising children in Buddhism is part of the purpose of the family / along with providing a loving / caring environment for children / husbands and wives are expected to respect and honour each other / cultivate love towards each / children are expected to be obedient and respect their parents and other relatives, etc.

Christianity

Family provides stability as it is where people learn to live as a community / children learn right from wrong from their parents / Christians believe God reveals himself as Father and Jesus as Son and humans as his children so family is central / family reflects Christ's relationship with the Church / 'Husbands love your wives, just as Christ loved the Church and gave himself up for her.' (Ephesians 5:25) / 'Honour your father and mother' (Exodus 20:12) / 'Children obey your parents in everything for this pleases the Lord. Fathers do not embitter your children, or they will become discouraged.' (Colossians 3:20-21), etc.

Hinduism

A key duty in the householder stage is to pass on religious traditions by celebrating religious festivals / daily worship / children are taught how to conduct puja / Hindu families are often extended families meaning care/love/support is extended to all members of the extended family, etc.

Islam

Children are a blessing from God / family is crucial in providing a stable environment for their upbringing / 'For every tree there is a fruit and the fruit of the heart is the child.' (Hadith) / children do have a duty to be respectful to parents and elders / 'Lower your wing in humility towards your parents in kindness and say, 'Lord have mercy on them, just as they cared for me when I was little.' (Qur'an 17:24) / Islam honours the elderly as they have gained wisdom and experience which can be shared with younger members of the family / caring for parents is an honour not a burden / repaying them for the love and support they gave to them when they were children, etc.

Judaism

Family provides Jews with security / stability they need to practise their faith and pass it on / gives children a sense of identity / with other families it gives families a chance to have friends who share their beliefs and practices / provides a place of safety for the sick/disabled/elderly/children are to be taught the faith / 'Take to heart these instructions...Impress them upon your children. Recite them when you stay at home and when you are away...' (Deuteronomy 6 :6-7), etc.

Sikhism

Sikhism views the family as a place of stability/safety for members of the family and the community as a whole / it is place where the emotional/spiritual/economic/physical needs of its members are provided for / a place where Sikh values/customs/religious beliefs are passed on to the next generation / 'It is a Sikh's duty to get his children educated in Sikhism' (Rehat Maryada, article 16), etc.