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# GCSE

# Religious Studies B

8063/2A-Paper 2A Perspectives on faith (themes)  
Mark scheme

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June 2018

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Version/Stage: 1.0 Final

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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 Assessment Writer.

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.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## Level of response marking instructions

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 you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### 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. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

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.

## Levels of response marking

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

Levels 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.)

Levels are tied to specific skills. 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.

Levels 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. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Lead Examiner.

**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.**

**Theme A: Religion, relationships and families**

**0 1 . 1** Which one of the following means ‘to treat people differently’?

[1 mark]

- A Annulment
- B Discrimination
- C Equality
- D Pacifism

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

Answer: B. Discrimination

**0 1 . 2** Give two of the vows (promises) that a couple make to each other in a Catholic marriage ceremony.

[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 some of the following points, but all other relevant points must be credited:**

To have and to hold / for better for worse / for richer for poorer / in sickness and in health / to love and cherish / to honour / to be faithful / until separated by death.

**0 1 . 3** Explain two contrasting beliefs in contemporary British society about cohabitation.

- You must refer to a Christian belief or view.
- Your contrasting belief or 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 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

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

Catholic teaching states that sexual relationships should only take place within marriage / cohabitation does not have the lifelong commitment that couples make in marriage / sexual intercourse loses its value and meaning if not expressive of permanent commitment / human love 'demands a total and definitive gift of persons to one another' that cohabitation does not have (Catechism of the Catholic Church) / children should be born within marriage / gives greater security and stability than within a cohabiting relationship / it is too easy in cohabitation for couples to split and go their own ways, which can create problems for any children / in modern society, cohabitation is an acceptable alternative to marriage / there is no longer any stigma for children born in such a relationship / couples may not be able to afford to get married / if properly set up, cohabitation gives legal rights similar to those given by marriage / many cohabiting couples are deeply committed to one another / children will feel secure if they are loved and feel wanted / and know their parents love each other / marriage only a written contract, etc.

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

**0 1 . 4 Explain two Catholic beliefs about the human body as stated by Pope John Paul II in his *Theology of the Body*.**

**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:**

Humans express themselves through the body / it is created by God / he sees it as good / God loves each person for his or her own sake / the body's full meaning appreciated only in the context of a profound relationship with someone of the opposite sex / but it is not to be viewed just as a 'pleasure-making machine' / the body is the means whereby humans express themselves as

individuals / this includes their thoughts / and their actions / it is the way in which they express creativity / God created humans as male and female / they complement each other / both are equal in God's eyes / both have inherent dignity and value / misuse of the body is an insult to God as its creator / it is a rejection of a precious and sacred gift / it impacts on a person's spiritual wellbeing / Paul's teaching on the body as a temple of the Holy Spirit / the body should be kept pure, etc.

**Sources of authority**

'Adam and Eve were naked but not ashamed.' (Genesis 2: 25)

'The Song of Songs celebrates the delights of the human body.'

'The body is a temple of the Holy Spirit.' (1 Corinthians 6:19)

'The body, pleasure and erotic joy enjoy a high status...Pleasure of course is not an end in 'itself.'  
(Youcat 417)

'The body can never be reduced to mere 'matter.' (John Paul II)

Accept all other sources of authority that correctly support the examples given. These references may be paraphrased. A direct quotation is not required.

**0 1 . 5** 'Catholic teaching on artificial contraception is outdated.'

**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 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 significance and influence**

<b>Level</b>	<b>Criteria</b>	<b>Marks</b>
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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>Maximum Level 2 if there is no reference to religion.</b>	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**

Global population levels require a responsible approach to limiting the number of children born / today's methods of artificial contraception can achieve this safely / it improves quality of life for those who are born / sexual relationships outside marriage are increasingly common / it is responsible to ensure that unwanted pregnancies do not take place / the use of condoms etc prevents the spread of STIs / married couples might wish to limit the size of their families / artificial contraception enables them to enjoy sex without restrictions on timing / natural family planning takes the spontaneity out of the physical relationship, etc.



**Arguments in support of other views**

Catholic teaching states that every act of sex must be both unitive and procreative / artificial contraception prevents this / it prevents God from achieving his purposes within a couple's relationship / some forms of contraception are viewed as causing early abortions / they kill God's creation of new life / any form of direct abortion, however early, is a grave sin / breaches the 5<sup>th</sup> Commandment / natural family planning is effective in limiting the size of families / at the same time the final decision about pregnancy is left to God / the timing 'restrictions' actually enhance the joy and self-giving in the relationship, etc.

**Theme B: Religion, peace and conflict**

**0 2 . 1** Which one of the following gives the best explanation of the term 'radicalisation'?

[1 mark]

- A Adopting extreme views on religious, social or political issues
- B Forgiving people for the harm they have caused
- C Restoring harmony after relationships have broken down
- D Refusing to take part in war

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

Answer: A. Adopting extreme views on religious, social or political issues

**0 2 . 2** Give two reasons why Christians might think that modern warfare is harmful.

[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 some of the following points, but all other relevant points must be credited:**

Causes the death of innocent people / causes grief to relatives and friends of those killed / makes people homeless and stateless / creates bitterness and the desire for revenge, etc.

**0 2 . 3** Explain two contrasting beliefs in contemporary British society about nuclear deterrence.

- You must refer to a Christian belief or view.
- Your contrasting belief or 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 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

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

Possessing nuclear weapons is about keeping the balance of power globally / no world wars since 1945 / countries will be reluctant to use nuclear weapons for fear of retaliation / renewing Trident seen as essential to UK security / without it the UK would be made vulnerable to threats and invasion / Biblical stress on protecting the vulnerable / not renewing it would be seen as a sign of weakness / possessing nuclear weapons encourages nuclear proliferation / a major threat to world peace / hard to justify some nations having access to nuclear weapons when others haven't / possessing nuclear weapons very costly / the money spent on them could resolve the world's most pressing needs / immoral to spend so much on potentially destroying rather than on saving lives / 'the existence of nuclear weapons is a grave threat to peace' (Archbishop of Nagasaki) / 'the arms race is an utterly treacherous trap for humanity, and one which ensnares the poor to an intolerable degree' (Vatican II) / 'we call on all nations to abolish their nuclear weapons' (Baptist) / 'nuclear deterrence cannot receive the church's blessing' (Methodist), etc.

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

**0 2 . 4 Explain two Old Testament views on war.**

**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 view**

Simple explanation of a relevant and accurate view – 1 mark

Detailed explanation of a relevant and accurate view – 2 marks

**Second view**

Simple explanation of a relevant and accurate view – 1 mark

Detailed explanation of a relevant and accurate view – 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:**

Some Old Testament texts express a vision of peace / in the future there will be no more bloodshed / everyone will feel secure / a just ruler will ensure this / many texts express the belief that war is necessary to defend Israel / eg Saul and David both fought the Philistines, who kept on invading Israel / when David asked God if he should go to war against the Philistines who were looting in an Israelite village, God told him to attack the Philistines to save the village (1 Samuel 23:1) / there

were some limits placed on what might be done in the course of fighting / some texts present God as fighting on behalf of Israel / the nation's enemies are God's enemies / the victory is God's / others indicate that conflict is a punishment for Israel's sins, etc.

### **Sources of authority**

'They shall beat their swords into ploughshares.' (Isaiah 2:4)

'Every warrior's boot used in battle...will be fuel for the fire.' (Isaiah 9:5)

'The Lord is a warrior...Pharaoh's chariots and his army he has hurled into the sea.' (Exodus 15:3-4)

'A time to love, and a time to hate; a time for war, and a time for peace.' (Ecclesiastes 3:8)

'Praise be to the LORD my Rock, who trains my hands for war, my fingers for battle. He is my loving God and my fortress, my stronghold and my deliverer, my shield, in whom I take refuge, who subdues peoples under me.' (Psalm 144:1-2)

'This is what the Lord says to you: "Do not be afraid or discouraged because of this vast army. For the battle is not yours, but God's.'" (2 Chronicles 20:15)

Accept all other sources of authority that correctly support the examples given. These references may be paraphrased. A direct quotation is not required.

**0 2 . 5** 'Conflict resolution is the best way to prevent terrorism.'

**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 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 significance and influence**

<b>Level</b>	<b>Criteria</b>	<b>Marks</b>
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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>Maximum Level 2 if there is no reference to religion.</b>	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**

Conflict resolution treats people as human beings / if people think they are genuinely being listened to, they will be less likely to take violent action to make themselves 'heard' / by looking at and addressing the issues that have encouraged the rise of terrorism, the causes of much terrorism will be dealt with / stability in society 'is accomplished only by love...It respects others. It demands justice. It makes conversion from inequitable conditions possible.' (Youcat 324) / this approach is more likely to produce a positive response from potential terrorists than demonising them / darkness cannot drive out darkness, only light can do that. Hate cannot drive out hate; only love can do that (Martin Luther King) / it is following in Jesus' teaching about loving one's enemies and being a peacemaker, etc.

**Arguments in support of another view:**

Terrorists may not be willing to take part in discussion / they may be so radicalised that they are unable to respond to any attempts to rectify past injustice / attempts at conflict resolution with terrorist groups in the past have failed / for some people, violence may be the only deterrent that they will understand and respond to / the government responding very firmly may make the rest of the population feel more secure and also that something is being done to prevent terrorism / there were instances, according to the Old Testament, where Israel took a violent initiative as a deterrent / some would say that those who are prepared to engage in terrorism have forfeited their right to justice and to being listened to, etc.

**Theme C: Religion, human rights and social justice**

**0 3 . 1** Which one of the following refers to the belief that possessions matter more than other things?

[1 mark]

- A Equality
- B Justice
- C Materialism
- D Stewardship

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

Answer: C. Materialism

**0 3 . 2** Give two human rights that are supported by Catholic teaching.

[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 some of the following points, but all other relevant points must be credited:**

The right to have a family / to education / employment / food / shelter / protection of privacy, etc.

**0 3 . 3** Explain two contrasting beliefs in contemporary British society about giving up wealth and possessions.

- You must refer to a Christian belief or view.
- Your contrasting belief or 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 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

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

Giving up wealth and living simply bring peace of mind / they avoid the competitive mindset that is focused on ‘keeping up with the Joneses’ / they prevent the corroding effects of jealousy and covetousness / some Christians think that giving up material wealth leads to them gaining spiritual wealth / it helps them to make serving God the priority in their lives / ‘whoever loses his life for the gospel and me will save it. What good is it for a man to gain the whole world, yet forfeit his soul?’ (Mark 8:35-36) / some Christians think there is nothing intrinsically wrong in enjoying possessions / after all, Jesus did not expect everyone to give up their wealth / despite what he gave, Zacchaeus would still have been a wealthy man / it is the attitude to wealth that is all important / the rich man was tied to his, but Zacchaeus was not / those with family responsibilities cannot give up their wealth and possessions / they must look to the needs of their family / give thought to what future needs they and their children might have / those who are well off may have worked hard for their money / honest work deserves a fair reward / Paul said that a worker deserves to be paid, etc.

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

**0 3 . 4 Explain two Christian beliefs about helping those who live in poverty.**

**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:**

The parable of the sheep and goats states that Christ’s judgement of people will be based on their response to the need of others / in helping others, they help Christ / the parable of the rich man and Lazarus warns that ignoring the needs of the poor may have eternal consequences / according to Jesus, love of God and neighbour are the two greatest commandments / they hang together and sum up the Christian faith / love of God and ignoring a poor person’s needs are incompatible / poverty is an assault on human dignity and is unjust / as members of the human race, Christians have a duty to help the poor / Pope Francis stated that a way must be found to satisfy the demands



of justice, fairness and respect for every human being, etc.

**Sources of authority**

‘Rescue the weak and needy’ (Psalm 82:4)

‘Defend widows and orphans and help those in need’ (Isaiah 1:17)

‘What do you mean by crushing my people and grinding the faces of the poor?’ (Isaiah 3:15)

‘Whatever you did for the least of these brothers of mine, you did for me.’ (Matthew 25:40)

Parable of the rich man and Lazarus

‘If anyone says he loves God and sees his brother in need but has not pity on him, how can the love of God be in him?’ (1 John 3:17)

‘I want a Church which is ... for the poor.’ (Evangelii Gaudium 198)

Accept all other sources of authority that correctly support the examples given. These references may be paraphrased. A direct quotation is not required.

**0 3 . 5** 'Discrimination should not be tolerated.'

**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 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 significance and influence**

<b>Level</b>	<b>Criteria</b>	<b>Marks</b>
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. <b>References to religion applied to the issue.</b>	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. <b>Clear reference to religion.</b>	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. <b>Maximum Level 2 if there is no reference to religion.</b>	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:**

All humans are created in the image of God / all share the same dignity and value in God's eyes / all are children of God / their equality of status in God's eyes means that all, regardless of race, culture, religion gender, sexual orientation etc should be treated equally / the example of Jesus should be followed / he treated with respect those despised by many in 1<sup>st</sup> century society / he healed non-Jews / he taught the Samaritan woman at the well / he befriended tax collectors / according to St Paul, racial distinctions are meaningless / there is neither Jew nor Greek...for you are all one in Christ Jesus (Galatians 3:28) / from one man God made every nation of men (Acts 17:26) / discrimination is unjust / it is an act of arrogance on the part of those who discriminate / it threatens peace and the wellbeing of society / whoever insults human dignity...poisons society (Evangelium

vitae 34), etc.

**Arguments in support of another view:**

Positive action (viewed by many people as positive discrimination) should be encouraged to put right past discrimination / to ensure that ethnic minorities, women etc get a fair deal when it comes to employment, education etc / providing and offering access to facilities for training / some Christians do not permit women to become priests or bishops, which is seen by others as discrimination / it is claimed to reflect the belief that men and women are equal in value but have different roles / this is permitted by UK law / in secular employment, 'protected characteristics' may be 'discriminated' against / e.g. a personal carer may be required to be of a specific gender / some say that in some circumstances it might be acceptable to prioritise the needs of one's own group over that of others / Jesus told the Greek woman that he had been sent only to the 'lost sheep of Israel', etc.