10.8 Racial Harmony and Martin Luther King as a Case Study in Religious Action: 30-minute Pack

AQA 8062 · about 30 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions.

1 Give three examples of interfaith actions that help promote racial harmony in a UK town or city.

(Total for Question 1 is 3 marks)

2 Explain two ways religious believers work to promote racial harmony in their local communities in the UK.

(Total for Question 2 is 4 marks)

3 Explain two contrasting religious beliefs about racial harmony. Refer to sacred writings or another source of religious belief and teaching in your answer. You must name the source you use.

(Total for Question 3 is 5 marks)

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4 Explain two challenges religious groups may face when trying to promote racial harmony in diverse communities in the UK.

(Total for Question 4 is 4 marks)

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5 Evaluate the view that religion is the best way to achieve racial harmony. In your answer you should give reasoned arguments to support this statement, give reasoned arguments to support a different point of view, refer to religious arguments, and reach a justified conclusion. Time guidance: 25 minutes.

(Total for Question 5 is 15 marks)

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Mark scheme · 10.8 Racial Harmony and Martin Luther King as a Case Study in Religious Action: 30-minute Pack

Question 1

holding an interfaith community festival celebrating different cultures, oe — **B1**

organising joint charity projects serving diverse neighbourhoods, oe — **B1**

running school workshops where faith groups teach about different traditions and equality, oe — **B1**

Answer: Any three: interfaith festival; joint charity work; school workshops on faith and equality.

Question 2

point 1: organising community events or joint services that bring different ethnic groups together, oe — **B1**

development: these events build relationships, reduce suspicion and create friendships across racial lines, oe — **B1**

point 2: campaigning with other faith groups on equal rights and anti-racism, oe — **B1**

development: shared campaigning shows solidarity, influences public opinion and helps change local policy, oe — **B1**

Answer: E.g. organising inter-community events to build relationships; campaigning with other faith groups to influence attitudes and policy.

Question 3

belief 1: many Christians believe all races are equal because humans are made in God's image, Genesis 1:27, oe — **B1**

development for belief 1: this leads to a moral duty to treat everyone with equal dignity, oe — **B1**

belief 2: many Muslims refer to the Prophet's Farewell Sermon to support racial equality, saying no Arab is superior to a non-Arab, oe — **B1**

development for belief 2: this supports unity of the ummah and the rejection of race-based hierarchy, oe — **B1**

explicit reference to a sacred writing or named source made accurately, oe, for example Genesis 1:27 or the Prophet's Farewell Sermon — **B1**

Answer: Contrast: Christian view from Genesis 1:27 that all are made in God's image, leading to equal dignity; Muslim teaching from the Prophet's Farewell Sermon that all races are equal within the ummah.

Question 4

challenge 1: historical mistrust between communities can limit willingness to engage, oe — **B1**

development: this requires long term trust building and cannot be fixed by one-off events, oe — **B1**

challenge 2: differing theological or cultural views within a faith can cause internal disagreement about approaches, oe — **B1**

development: internal disputes may reduce a group's effectiveness or public credibility, oe — **B1**

Answer: E.g. historical mistrust needing long term trust building; internal theological or cultural disagreements weakening efforts.

Question 5

Level 4 A well-developed, balanced evaluation that offers clear reasons for and against the view, uses relevant religious arguments and examples such as MLK and Christian and Muslim teachings, and reaches a justified conclusion. — **10-12**

Level 3 A competent evaluation that gives arguments on both sides, with some religious support and a conclusion, though analysis may be less developed. — **7-9**

Level 2 A limited evaluation offering some relevant points for and/or against, with brief reference to religion or examples, and a simple conclusion. — **4-6**

Level 1 Basic, undeveloped ideas with little or no balanced argument, minimal reference to religious material and no clear conclusion. — **1-3**

Indicative content:

- Arguments supporting the view: religion provides moral teachings such as Genesis 1:27 and the Prophet's Farewell Sermon that demand equality, giving a strong moral basis for anti-racism.
- Religion creates institutions like churches and mosques that can mobilise communities, as seen in Martin Luther King's church-based organising, enabling effective non-violent campaigns.
- Faith-based interfaith initiatives and charity work can build trust, create shared projects and promote long-term reconciliation across racial divides in local communities.
- Arguments against the view: religion can itself be divided by cultural or ethnic fault lines and sometimes be used to justify exclusion, so it is not always the best mechanism for harmony.
- Secular approaches such as legal reform, education and political action can produce enforceable rights and structural change more quickly than persuasion through faith.
- Combination view: religion often complements legal and educational measures; the best results usually come from cooperation between faith groups and secular institutions rather than religion alone.

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