



RS.TF7 Racial Harmony and Martin Luther King as a Case Study in Religious Action

AQA 8062 · Calculators not allowed · about 42 minutes

Total Marks

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Name: _____ Date: ____ / ____ / ____

Answer ALL questions. Show all your working.

- 1** Which one of the following best expresses a Christian teaching used to support racial equality in the Theme F context?

- ☐ A. All people are made in the image of God, Genesis 1:27
- ☐ B. Only people of a single nation belong to the covenant people
- ☐ C. Race is shown to be the main factor in who will be saved
- ☐ D. The Bible teaches that nations must remain separate

(Total for Question 1 is 1 mark)

- 2** Give two teachings used by religious traditions to support the equality of all races, as studied in Theme F on racial harmony.

(Total for Question 2 is 2 marks)

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

(Total for Question 3 is 4 marks)

- 4** 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 4 is 5 marks)

- 5** Give three activities a Christian denomination or organisation in the UK might run to promote racial harmony and interfaith solidarity.

(Total for Question 5 is 3 marks)

- 6** State two features of Martin Luther King's use of non-violent protest in the civil rights campaign that relate to his religious motivation.

(Total for Question 6 is 2 marks)

- 7** Explain two reasons why Martin Luther King drew on religion in his civil rights campaigning.

(Total for Question 7 is 4 marks)

- 8** Explain two outcomes of Martin Luther King's marches and speeches for racial harmony in the United States and internationally.

(Total for Question 8 is 4 marks)

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

(Total for Question 9 is 3 marks)

- 10** State two ways faith communities can teach children and young people about the equality of all races.

(Total for Question 10 is 2 marks)

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

(Total for Question 11 is 4 marks)

- 12** Identify the book and chapter verse in the Bible often cited to support the idea that all humans are made equal because they are created in God's image.

(Total for Question 12 is 1 mark)

- 13** 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 13 is 15 marks)

Mark scheme · RS.TF7 Racial Harmony and Martin Luther King as a Case Study in Religious Action

Question 1

- **B1** correct option A selected
- **Answer: A**

Question 2

- **B1** one correct teaching, oe, for example Genesis 1:27, that all humans are made in the image of God
- **B1** a second correct teaching, oe, for example the Prophet's Farewell Sermon teaching that all people are equal regardless of race
- **Answer: Any two, for example Genesis 1:27 that humans are made in God's image; the Prophet's Farewell Sermon teaching equality of races.**

Question 3

- **B1** 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
- **Answer: E.g. organising inter-community events to build relationships; campaigning with other faith groups to influence attitudes and policy.**

Question 4

- **B1** 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
- **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 5

- **B1** running interfaith dialogue meetings or prayer breakfasts, oe
- **B1** providing community projects that include people of different ethnic backgrounds, oe
- **B1** educational programmes in schools promoting anti-racism from a faith perspective, oe
- **Answer: Any three: interfaith dialogue events; community projects that include diverse groups; educational anti-racism programmes in schools.**

Question 6

- **B1** feature 1: deliberate non-violence based on Christian teachings and the example of Jesus, oe
- **B1** feature 2: use of prayer and sermons to encourage supporters and frame the struggle in moral and religious terms, oe
- **Answer: Non-violence inspired by Christian teaching; use of prayer and sermons to motivate supporters and give moral framing.**

Question 7

- **B1** reason 1: to appeal to shared moral values and frame civil rights as a matter of justice and conscience, oe
- **B1** development: using familiar Christian language helped persuade white churchgoers and clergy to support change, oe
- **B1** reason 2: religion provided organisational structures like churches that could mobilise volunteers, oe
- **B1** development: church networks offered meeting places, trusted leaders and communication channels for non-violent action, oe
- **Answer: E.g. religious language framed civil rights as moral duty and persuaded broader audiences; churches**

Question 8

- **B1** outcome 1: contributed to legal changes such as the Civil Rights Act 1964 and Voting Rights Act 1965, oe
- **B1** development: these laws improved legal equality and helped reduce institutional racial barriers, oe
- **B1** outcome 2: inspired international movements and showed that non-violent protest could effect change, oe
- **B1** development: King's example influenced anti-apartheid activists and others campaigning against racial injustice, oe
- **Answer: E.g. led to major civil rights legislation increasing legal equality; inspired international non-violent movements against racial injustice.**

Question 9

- **B1** 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
- **Answer: Any three: interfaith festival; joint charity work; school workshops on faith and equality.**

Question 10

- **B1** using inclusive religious education that highlights teachings about human dignity and equality, oe
- **B1** providing mixed-group activities and role models from different ethnic backgrounds, oe
- **Answer: Inclusive religious education highlighting equality; mixed-group activities and diverse role models in youth programmes.**

Question 11

- **B1** 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
- **Answer: E.g. historical mistrust needing long term trust building; internal theological or cultural disagreements weakening efforts.**

Question 12

- **B1** Genesis 1:27 named
- **Answer: Genesis 1:27**

Question 13

- **Level 4** (10-12): 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.
- **Level 3** (7-9): A competent evaluation that gives arguments on both sides, with some religious support and a conclusion, though analysis may be less developed.
- **Level 2** (4-6): A limited evaluation offering some relevant points for and/or against, with brief reference to religion or examples, and a simple conclusion.
- **Level 1** (1-3): Basic, undeveloped ideas with little or no balanced argument, minimal reference to religious material and no clear conclusion.
- **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.