

GCSE 2004
June Series



Mark Scheme

Specification B Unit 2: *Key Beliefs, Ultimate Questions and Life Issues* *(Subject Code 3062/3067)*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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:

Publications Department, Aldon House, 39, Heald Grove, Rusholme, Manchester, M14 4NA
Tel: 0161 953 1170

or

download from the AQA website: www.aqa.org.uk

Copyright © 2004 AQA and its licensors

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales 3644723 and a registered charity number 1073334.
Registered address AQA, Devas Street, Manchester. M15 6EX.

Dr Michael Cresswell Director General

Methods of Marking

Difficulties may arise through the use of different methods of marking. It is, therefore, essential that, in fairness to candidates, everyone uses the same methods of marking. The advice given here may seem very obvious, but it will be helpful if everyone follows it as exactly as possible.

1. Mark clearly in red biro. You will need to change all scripts marked prior to the Standardising Meetings and change your original marks from pencil to red pen.
2. No half marks or bonus marks are to be used under any circumstances.
3. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
4. Indicate, **by ticking**, where you have awarded a mark for questions where there are no levels. For **levels of response**, examiners must record, in the left-hand margin, the level that has been awarded, e.g. L3, and in the right-hand margin, the mark that has been awarded for the question.
5. The numerical mark awarded for **each** response should be indicated in the right-hand margin.
6. A **separate** mark is to be awarded for the quality of written communication (Refer to the criteria given in the chart on page 5).
7. Do **not** credit material that is irrelevant to the question or to the objective, however impressive that material might be.
8. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the candidate nearer those who have given a correct answer or those who have little idea?'
9. Apply the principle of **salvage**, so that credit is given for what is correct, even if the order is misplaced in the answer.
10. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
11. **All** pages should bear some indication that they have been seen – even those pages that are left blank. Examiners should, for example, place either their initials, a tick or the word 'seen' on each page.
12. Remember, the key to good and fair marking is **consistency**. Do **not** change your marking style once you have started sending scripts to AQA.
13. Only write comments on scripts that can be justified by the mark scheme. It should be remembered that scripts may be returned to centres and candidates.

Levels of Response Marking

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of candidates' 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 the **allocated to the level** it best fits.

The **assessed level** or response to each part of each question must be indicated in the left-hand margin (L1, L2, etc.), leaving the right-hand margin for the numerical award.

If a candidate 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 candidate's response.

Levels of response mark schemes include either **examples** of possible candidates' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that candidates 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 Principal Examiner.

Assessment of Quality of Written Communication

Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication.

Candidates will be required to:

- present relevant information in a form that suits its purposes;
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- use a suitable structure and style of writing.

Quality of written communication will be assessed in all components and in relation to all assessment objectives.

3 marks are available.

3 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
2 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
0 mark	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.

Additional Guidance to Examiners

3 marks, to be added to the total of 80, are available for the quality of language, according to the three criteria given above.

How to assess quality of written communication

You may notice some of these criteria as you mark the paper. However, at the end of the paper, make a final check through the script, beginning with sections of extended writing.

Recommended procedure

1. If no accuracy can be found, 0 marks can be awarded for the quality of written communication.
2. Consider the extended writing first, in order to assess the quality of written communication.
3. Do not limit consideration to spelling alone. Assess grammar, punctuation and form and style. Try to form an overall impression as you read through a script.
4. Base your mark on the standard in the majority of the criteria within a level - a candidate might not maintain the same standard in each category of the criteria.
5. Recognise that the highest mark does not demand perfection and that the more a candidate has written, the more errors should be permitted.
6. High performance should not be awarded if a candidate has written little or nothing in answer to sections where extended writing is required.

Unit 2: Key Beliefs, Ultimate Questions and Life Issues

Section A Key Beliefs

A1 Buddhism

- (a) *What is Dukkha?*

Target: Knowledge of specialist term

Suffering / life is unsatisfactory.

Accept one of the four noble truths.

(1 mark) AO1

- (b) *What is Nibbana (Nirvana)?*

Target: Knowledge of specialist term

The eternal state or peace that is beyond suffering / reached by breaking free of the cycle of birth, death and rebirth.

Accept Enlightenment

(1 mark) AO1

- (c) *What are the Tipitaka (Tripitaka)?*

Target: Knowledge of the scriptures

The Tipitaka or Pali Canon (The Three Baskets), is a vast collection of holy writings. It is divided into the Vinaya Pitaka, Sutta Pitaka and Abhidhamma Pitaka.

(1 mark) AO1

- (d) *Give two parts of the Eightfold Path.*

Target: Knowledge of Key Teachings

Right Viewpoint / Right Intention / Right Speech / Right Action / Right Living / Right Effort / Right Mindfulness / Right Concentration.

Accept alternative language.

(2 marks) AO1

- (e) *Briefly explain how a Buddhist keeps one of the Five Moral Precepts.*

Target: Understanding of the Five Moral Precepts

I undertake to abstain from taking life (killing)

I undertake to abstain from taking what is not freely given (stealing)

I undertake to abstain from the misuse of the senses (misusing sex)

I undertake to abstain from wrong speech (lying)

I undertake to abstain from taking drugs and alcohol which cloud the mind.

Second mark for **how one** of these is kept.

(2 marks) AO1

(f) Give three types of meditation used in Buddhism.

Target: Knowledge of Meditation

Metta, Samatha, Vipassana. Allow description of each.
 Loving kindness
 Calm breathing - focussing on one object
 Gaining insight - lotus position.

(3 marks) AO1

(g) Explain why Siddattha Gotama decided to leave his life of luxury.

Target: Understanding of the life of Siddattha Gotama

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Simple reason or very general statement about leaving the palace and his family.	1 mark
Level 2	A more focussed statement showing some understanding of the reasons or a general statement about at least two of the four sights.	2 marks
Level 3	A reasonable understanding of the reasons or a statement about at least three of the four sights.	3 marks
Level 4	Clear understanding of the impact upon Siddattha Gotama of the suffering he saw.	4 marks
Level 5	Developed understanding of why Siddattha Gotama sought enlightenment.	5 marks

The four sights - someone who was sick / an old man / a holy man / a corpse. Shock of seeing suffering. Realisation that he too would get old, die, etc. / quest to find an answer to suffering / enlightenment.

Maximum 2 marks if list of sights.

(5 marks) AO2

(h) “All life is suffering.”

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Buddhist teachings in your answer.

Target: Evaluation of the value of life

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons (for same view or different points of view).	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons (for same or different points of view).	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

Look for reference to some of the following:

Dukkha - belief that life is unsatisfactory / examples of suffering, e.g. through neglect, poverty, war, age, being bored / can't escape suffering / happens to everyone
 Occasions when life is satisfactory / happy times when things are going well / life is a positive thing, etc.

(5 marks) AO3

A2 Christianity

- (a) *In which country did Christianity begin?*

Target: Knowledge of the origins of Christianity

Israel / Palestine / Holy Land / Canaan (accept Italy).

(1 mark) AO1

- (b) *Who baptised Jesus in the River Jordan?*

Target: Knowledge of the key events in the life of Jesus

John / the Baptist. Accept his cousin.

(1 mark) AO1

- (c) *Christians often describe God as the Sustainer. What does this mean?*

Target: Understanding of the nature of God

God keeps the universe (and everything in it) going or similar.

Controlling / looking after / sustains life (not creation).

(1 mark) AO1

- (d) *Who discovered the empty tomb on Easter Sunday morning?*

Target: Knowledge of the Resurrection story

One mark for women, second mark for a name - Mary Magdalene, Joanna, Mary, the mother of James. Allow Peter / John / angels or 2 names. Accept disciples for 1 mark.

(2 marks) AO1

- (e) *Give two things that Zacchaeus promised after Jesus went to his house.*

Target: Understanding of key teachings concerning salvation

Zacchaeus promised to give (half) of his belongings to the poor / those he cheated he would pay back (four) times / accept idea that he had become a changed person.

(2 marks) AO1

- (f) *Give three ways the Bible is used by Christians.*

Target: Understanding of the significance of the Scriptures within the Christian tradition

For guidance / comfort / to study the life and teachings of Jesus / for public / private worship / to find out about salvation, forgiveness, eternal life, prophecies / for instruction / reading, etc.

(3 marks) AO1

- (g) *Explain the importance of the Resurrection of Jesus for Christians today.*

Target: Understanding of the purpose and significance of the Resurrection

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Simple reason or very general statement about the Resurrection story.	1 mark
Level 2	A more focussed statement showing some understanding of the importance of the Resurrection or an accurate account of the Resurrection story.	2 marks
Level 3	Some understanding of at least two reasons why the Resurrection is important to Christians.	3 marks
Level 4	Clear understanding of the reasons why the Resurrection is important.	4 marks
Level 5	Developed understanding of the importance possibly linked to the need for Christians to respond to what Jesus has done.	5 marks

Mission of Jesus accomplished / Proof of life after death / death conquered / hope of eternal life / salvation / the enemy defeated / sins forgiven / Easter celebrations / central belief / foundation of Christian belief / fulfilment of Scriptures / Jesus still alive today / comfort for the dying, etc.

Maximum Level 2 for focussing on crucifixion.

(5 marks) AO2

- (h) *“Holy Communion is the most important form of Christian worship.”*

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of the significance of Holy Communion

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons (for same view or different points of view).	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons (for same or different points of view).	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

Look for reference to some of the following:

Jesus told his followers to take part in Holy Communion / it remembers the sacrifice of Jesus / Jesus is present in breaking bread / drinking wine / central act of worship / any worship is important / different types – praise / adoration / thanksgiving / teaching / prayer / petition / all life should be worship, etc.

Maximum Level 2 if just talk about liturgical worship but do not identify Holy Communion.

(5 marks) AO3

A3 Hinduism

- (a) *What name is given to the eternal self (soul) that is part of every living body?***

Target: Knowledge of the concept of Atman

Atman. (1 mark) AO1

- (b) *What is Samsara?***

Target: Knowledge of the concept of Samsara

The cycle of life, death and rebirth in Hinduism. Accept reincarnation. (1 mark) AO1

- (c) *Name the goddess of love, beauty and wealth.***

Target: Knowledge of Hindu deities

Lakshmi. (1 mark) AO1

- (d) *Name two of the Hindu scriptures.***

Target: Knowledge of Hindu scripturesAny **two** from:

Rig Veda / Sama Veda / Yajur Veda / Atharva Veda / Brahmanas / Upanishads / Bhagavad Gita / Ramayana / Puranas. Accept Smirti and Shruti.

(2 marks) AO1

- (e) *Briefly explain the importance of Karma.***

Target: Knowledge of the concept of Karma

What we reap we will sow / affects reincarnation.

Award one mark for accurate explanation of Karma / one mark for affects.

(2 marks) AO1

- (f) *Give three things Hindus believe about Shiva.***

Target: Knowledge of the Gods

Destroyer / part of the Trimurti / He destroys things that are old / so recreation can take place / god of fertility / His city is Varanasi / images show him with at least four hands. This shows that he is the source of good, evil, life and death / Lord of the Dance / dances on the back of the dwarf of ignorance and controls the movement of the universe / Has a serpent around his neck / a necklace of skulls / the crescent moon in his hair / a trident, rosary and a gourd in his hands / He wears a tiger skin and snake collar / He rides the bull Nandi / often has a blue throat because he drank the poison produced by the churning of the Sea of Milk in order to save the world.

(3 marks) AO1

(g) Explain why Hindus meditate.

Target: Understanding of Hindu worship

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Simple reason or very general statement about Hindu meditation.	1 mark
Level 2	A more focussed statement showing some understanding of why Hindus meditate.	2 marks
Level 3	A reasonable understanding of the purpose of Hindu meditation.	3 marks
Level 4	Clear understanding of at least three reasons why Hindus meditate.	4 marks
Level 5	Developed understanding of why Hindus meditate with reference to difference forms of meditation.	5 marks

To bring clarity of mind / purify the mind / help to see things clearly / train the mind / unite the human and divine / self-discipline / yoga and mantra meditation / gain good karma / help achieve moksha / self discovery / worship.

(5 marks) AO2

(h) “The idea of Ahimsa (non-violence) is good, but not practical in today’s violent world.”

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of concept of Ahimsa

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons (for same view or different points of view).	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons (for same view or different points of view).	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

Look for reference to some of the following:

Non violence good ideal / vegetarianism / success of Gandhi / may need force to stop injustice / terrorism / overthrow dictator / protection, etc.

(5 marks) AO3

A4 Islam

- (a) *What is Zakah (Zakat)?***

Target: Knowledge of the Five Pillars

Giving to charity / means purity / one of the pillars of Islam.

(1 mark) AO1

- (b) *What is meant by Tawhid?***

Target: Knowledge of specialist term

The Oneness of God. Accept - No equals.

(1 mark) AO1

- (c) *Give one reason why Muhammad is known as ‘The Seal of the Prophets’.***

Target: Knowledge of the importance of Muhammad

Last / Greatest prophet / Received revelations of the Qur’an / no other prophet to come.

(1 mark) AO1

- (d) *Some groups of Muslims are excused from fasting during Ramadan. Give one example and explain why they do not have to fast.***

Target: Understanding of Sawm (Five Pillars)

Under 12’s (because of youth) / pregnant women (affect on unborn child) / those breast feeding (effect on health) / old (effect on health) / sick (would prohibit recovery) / travellers (need energy) / Women menstruating (unclean - make days up at end).

(2 marks) AO1

- (e) *Give two Muslim beliefs about Paradise (Heaven).***

Target: Knowledge/understanding of key beliefs and concepts concerning life after death

Paradise / reward for believers / described as place of great delight / place of eternal life / where the worthy will join Allah / a place of great reward / Surah 37: 40 “In gardens of delight they shall enjoy honour and happiness, facing each other on thrones” / seven levels of heaven / day of Judgement to get in / where original copy of Qur’an is kept / martyrdom, etc.

(2 marks) AO1

- (f) *Give three reasons why the Qur’an is important to Muslims.***

Target: Understanding of the importance of the Qur’an

Allah’s words / given by Angel Jibrial / to Muhammad / learnt by heart / written down in original Arabic language / mother of all books / gives knowledge of Muslim faith / studied to understand how to live / informs Muslims about Allah / tells of paradise / Allah will ensure that it is not distorted, etc.

Accept specific ideas about how it is respected / description.

(3 marks) AO1

(g) *Explain how Muslims perform Salah (prayer).*

Target: Understanding of how Salah is carried out

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Simple description or very general statement about prayer.	1 mark
Level 2	A more focussed statement with some reference to how Salah is performed.	2 marks
Level 3	A reasonable understanding of the Salah.	3 marks
Level 4	Clear understanding of the actions performed during Salah.	4 marks
Level 5	Developed understanding of how Muslims perform Salah.	5 marks

Fulfil one of five pillars / five times a day / respond to call from Muezzin / perform wudu / in mosque or clean spot / rakahs / unity / led by Imam / facing Kab’ah / qiblah wall / purity of mind / focussed on Allah / Friday Junnah – congregation / prostration.

(5 marks) AO3

(h) *“The Shahadah (Declaration of Faith) is the most important pillar of Islam.”*

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of the Five Pillars in a Muslim’s life

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons (for same view or different points of view).	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons (for same view or different points of view).	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

States belief in Allah / faith and belief in Allah essential for Muslims / Muhammad is Allah’s prophet / but only one of the five pillars / other four pillars important / need to pray five times a day / fasting during Ramadan, Sawm / good works, Zakah / once in a lifetime experience of Hajj.

(5 marks) AO3

A5 Judaism

- (a) *Name the Jewish leader who received the Ten Commandments from God.*

Target: Knowledge of founders of Judaism

Moses. (1 mark) AO1

- (b) *Which prayer begins with the words, "Hear O Israel, the Lord is our God"?*

Target: Knowledge of the Shema

The Shema. (1 mark) AO1

- (c) *Which day brings to an end the ten days of penitence (repentance)?*

Target: Knowledge of Repentance and Yom Kippur

Yom Kippur / Day of Atonement. (1 mark) AO1

- (d) *Briefly explain why David was an important Jewish king.*

Target: Understanding of the importance of King David

As a shepherd boy, he fought and defeated the Philistine giant Goliath / Anointed One / Established dynasty / As king he crushed the power of the Philistines / expanded the land held by the Jews / Israel became prosperous / ruled with justice following God.

(2 marks) AO1

- (e) *Give two of the three parts of the Tenakh.*

Target: Knowledge of the Tenakh

Torah (Law), Nevi'im (prophets), Ketuvim (Writings). (2 marks) AO1

- (f) *Describe three practices observed during Rosh Hashanah.*

Target: Knowledge/understanding of practices concerning Rosh Hashanah and repentance

Reflection on God's mercy and judgement / Examine lives and achievements / Good Year greeting / morning service at synagogue / Reading Genesis 21-22 / Exaltation of God as King / Remembrance / blow shofar / eat apples dipped in honey / bread in shape of crown or ladder / eat pomegranates / tashikh ceremony / pockets emptied into water.

Maximum 2 marks for general worship points.

(3 marks) AO1

- (g) *Explain why Jews believe that Shabbat (the Sabbath day) is important.*

Target: Understanding of the importance of Shabbat

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Simple reason or very general statement about the Shabbat.	1 mark
Level 2	A more focussed statement showing some understanding of the importance of the Shabbat.	2 marks
Level 3	A reasonable understanding of the importance of the Shabbat.	3 marks
Level 4	Clear understanding of at least three reasons why the Shabbat is important.	4 marks
Level 5	Developed understanding of why the Shabbat is important.	5 marks

Shabbat is a day of rest / celebrates God’s creation and rest / commandment to keep it holy / day of worship / day when family are together / day of joy / prepared for with gladness / parents bless their children / husbands praise their wives / tradition / unity within Judaism / Torah studied.

(5 marks) AO2

- (h) *“The Kashrut (food laws) are not important for Jews today.”*

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of the Kashrut rules

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons (for same view or different points of view).	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons (for same view or different points of view).	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

Look for reference to some of the following:

Food laws written a very long time ago / basically hygiene laws for people without modern equipment / written for people travelling in Middle East / written in Torah therefore important and should be followed / hygiene still important today / many sensible precautions included / not kosher to ignore them / Orthodox Progressive Reform views / affects kitchens / arguments relating to kosher meat.

(5 marks) AO3

A6 Sikhism

- (a) *What was formed at Baisakhi in 1699?***

Target: Knowledge of the Khalsa

Khalsa / accept Panj Pyares (the five beloved ones) / amrit ceremony / wearing 5k's.

(1 mark) AO1

- (b) *Which Sikh prayer begins, "There is one God, His name is Truth"?***

Target: Knowledge of the Mool Mantar (Mantra)

Mool Mantar (Mantra).

(1 mark) AO1

- (c) *Who was the first Sikh Guru to be killed for his beliefs?***

Target: Knowledge of the Gurus

Guru Arjan.

(1 mark) AO1

- (d) *Give two of the Kurahit (prohibitions) which Sikhs should observe.***

Target: Knowledge of kurahit

Not cutting hair / not eating meat killed in Muslim way / no adultery / no tobacco / alcohol / drugs / no piercing / no tattoos.

(2 marks) AO1

- (e) *Give two reasons why the langar is important.***

Target: Understanding of the importance of the langar

The Sikh temples provide a free kitchen or food / Two meals a day are available to every visitor, Sikh or non-Sikh, rich or poor / Here everyone is equal / After worship Sikhs share a free vegetarian meal that has been prepared for everybody / Sharing food is important as the Gurus taught that all Sikhs should share their possessions / All the work involved in preparing the food, serving it and clearing up afterwards gives opportunity for 'sewa'.

(2 marks) AO1

- (f) Give one of the 5Ks and explain its symbolic meaning.

Target: Understanding of the 5Ks

Symbol of belonging to the Khalsa / reflect teaching and way you should live.

- Kachera (shorts) – originally worn as suitable for battle / so showing preparedness to take up arms to defend their faith / symbolises modesty / control lust.
- Kangha (comb) – keeps hair in place and clean and tidy / symbolises discipline needed to control and develop spiritual side of one’s nature and faith / removing sin.
- Kara (steel band) – symbol of unity and equality / reminder of eternal nature of God – no beginning and no end.
- Kesh (uncut hair) – symbol of Sikh’s devotion to God (the turban worn to cover the uncut hair) / strength, virility and saintliness / acceptance of God’s gifts.
- Kirpan (sword) – symbol of both the power and freedom of the faith / courage to defend the faith and the poor.

1 mark for name, up to 2 marks for explanation.

(3 marks) AO1

- (g) Explain the importance of the gurdwara for Sikhs.

Target: Understanding of the significance of the Gurdwara

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Simple reason or very general statement about the Gurdwara.	1 mark
Level 2	A more focussed statement showing some understanding of the importance of the Gurdwara.	2 marks
Level 3	A reasonable understanding of the importance of the Gurdwara including at least two reasons.	3 marks
Level 4	Clear understanding of why the Gurdwara is important.	4 marks
Level 5	Developed understanding of the importance of the Gurdwara with several reasons clearly explained.	5 marks

Focal point for public worship (Diwan) / contains the Guru Granth Sahib / Karah parshad / has the langar / doubles up as community centre / many have schools for learning Punjabi / Clubs for senior citizens, mother and toddler groups / gives opportunity for sewa / ceremonies.

(5 marks) AO2

- (h) *“The Guru Granth Sahib is the most important of the Sikh Gurus.”*

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of the role of Guru Granth Sahib and the gurus

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons (for same view or different points of view).	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons (for same view or different points of view).	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

Guru Granth Sahib - Source of knowledge / truth / wisdom / guidance / when read God is present / visible sign of God's presence / Opened in the morning with a prayer before worship begins / closed at night with recitation of prayers (Kirtan Sohilla) / focal point of worship / congregation stands when it is brought in or taken away / always carried on the head / used in naming of child / placed on a raised platform (Takht-throne) under a canopy / Chauri (fan) used to keep clean / given offerings / bowed before but not worshipped / significance of other gurus.

(5 marks) AO3

A7 Christian Ethics: Attitudes to Love and Forgiveness

- (a) *In Matthew 18, who asked Jesus how many times he should forgive his brother?*

Target: Knowledge of the teaching of Jesus on forgiveness

Simon / Peter. **(1 mark) AO1**

- (b) *In Matthew 9, some people brought a paralysed man to Jesus. What were the first words Jesus said to him?*

Target: Knowledge of Matthew 9: 1-8

“Courage, my son! / Your sins are forgiven.” **(1 mark) AO1**

- (c) *When Jesus was being crucified, what did he say about forgiveness?*

Target: Knowledge of the Crucifixion

“Forgive them Father! They don't know what they are doing.” or similar - Luke 23:34

(1 mark) AO1

- (d) *In the Parable of the Good Samaritan which two travellers did not help the wounded man?*

Target: Knowledge of the parable of the Good Samaritan

Priest (Rabbi) / Levite (lawyer). **(2 marks) AO1**

- (e) *What is the difference between Agape and Philia love?*

Target: Knowledge of the types of love in the New Testament

Christian love (**Agape**) involves helping those in need, e.g. through charity / It means showing tolerance and respect for others and their feelings / It is the love of God for humanity seen through the loving and caring actions of Christians / self sacrificing love.

Philia is the love of friends / friendship / family.

(2 marks) AO1

- (f) *From the Parable of the Prodigal Son (Lost Son), give three examples of what the father did to show that he had forgiven his youngest son.*

Target: Knowledge of forgiveness in the Parable of the Prodigal Son

Ran / threw arms around him / gave him a new robe / shoes for his feet / ring / killed the fatted calf / had a party / defending him to elder brother / restored as son / showed happiness.

(3 marks) AO1

- (g) *Explain how having a Christian faith might help a believer make decisions about moral issues.*

Target: Understanding of influences on Christian decision making

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Simple statement about one way Christianity might help.	1 mark
Level 2	A more focussed statement showing some understanding of influences on Christian decision making.	2 marks
Level 3	A reasonable understanding of at least two of the influences on Christian decision making.	3 marks
Level 4	Clear understanding of influences on Christian decision making.	4 marks
Level 5	Developed understanding of several of the influences on Christian decision making.	5 marks

May seek guidance or advice from scripture / tradition / prayer / reason / Church teachings / conscience / example of Jesus and other / Church leaders / Christian community / encouragement / support / Golden Rule/ Commandments, etc.

(5 marks) AO2

- (h) *“Jesus taught that Christians should love their enemies; that is impossible!”*

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of Jesus’ teaching about love

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons (for same view or different points of view).	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons (for same view or different points of view).	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

Look for reference to some of the following:

Jesus taught the ideal but impractical / very hard to love people you hate / hard to forgive enemies / your enemies would not do the same in return. Would end conflict / no one would remain enemies / would stop a lot of suffering as would prevent wars / turn the other cheek / example of people who have forgiven others.

(5 marks) AO3

Section B Questions of Meaning

EITHER

B8 The Existence of God

- (a) *Explain why some people find it hard to believe in God.*

Target: Understanding of the arguments against belief in God

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Simple reason (s) why some people find it hard to believe in God.	1 – 2 marks
Level 2	A reasonable explanation of why some people find it hard to believe in God.	3 – 4 marks
Level 3	Developed explanation showing a clear understanding of the reasons some people find it hard to believe in God.	5 – 6 marks

Would a loving God allow suffering / Natural disasters caused by nature, e.g. earthquakes, volcanoes, flooding, drought, famine / wouldn’t God stop humans causing suffering / injustice / no one has seen God / world evolved by chance / no real proof that God exists / religious experiences could be all in the mind / haven’t got the faith / could have all been made up / upbringing.

(6 marks) AO1 / AO2

(b) Explain the reasons some people give for believing in God.

Target: Understanding of the evidence for the existence of God

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Simple statement(s) about how some people attempt to prove the existence of god.	1 – 3 marks
Level 2	A reasonable explanation of some of the evidence used to try and prove the existence of god with reference to at least two specific examples.	4 – 6 marks
Level 3	Developed explanation of some of the evidence used to try and prove the existence of god with detailed reference to examples.	7 – 9 marks

Accept general answers, which could apply to all religions, e.g. / The First Cause argument / the design argument / Paley’s teleological argument / Newton’s thumb / types of religious experience / conversion / sacramental ritual / charismatic worship / prayer / meditation / religious revelation / people’s upbringing.

(9 marks) AO1 / AO2

Buddhism

Allow discussion of the following:

The Digha, Nikaya 3.28ff, Majjhima and Nikaya Sutta 63 point to idea of a creator God. Allow idea that worshipping a God is not important in Buddhism; it is more a commitment to follow the Buddha, the Dhamma (the teaching of the Buddha) and the Sangha. Buddhism is not about worshipping a God, but is about self effort, and self examination with the aim of achieving salvation by faith not by works.

Meditation - its purpose and aims, i.e:

- (1) To focus on things that are important.
- (2) To ‘rise above’ any worries the individual may have, and above the world and its problems.
- (3) It is intended to control and develop the mind.
- (4) The aim is to become a better person and to achieve Enlightenment.

Mahayana Buddhism, belief in the Bodhisattvas, who remain in the world to help others achieve Enlightenment. They are like Gods because people pray to them. They will show love and compassion.

Some candidates may refer to worship, prayer and chanting.

- Christianity** Religious arguments could include the following:
People have been aware of God / God created the world, therefore he exists / God sustains the universe and he loves and cares for people / Good balances evil; the good part is God / Some things are hard to explain: the existence of God provides an answer to these mysteries / Life must have a meaning, a purpose - God gives us these / God sent his son into the world, which allowed people to be reconciled with him / God through the Holy Spirit guides and comforts people in their lives / People believe in the power of prayer and believe their prayers are answered / Revelation through sacred texts, e.g. The Bible.
The sense of what is right and wrong comes from God / God probably exists - design, miracles, universe exists / The nature of God shows that he exists, i.e. all powerful, all knowing, beyond (Transcendent) and within (Immanent) / Christians have experienced the power of God as the disciples did at Pentecost / Judgement is a theme in the Gospels. If God is to judge people at the end of time he must exist / St Thomas Aquinas' Cosmological argument, i.e. the idea that the universe was the most vital piece of evidence for the existence of God. Every effect has a cause. The universe must have been caused by something which existed before it - a first cause, i.e. God.
- Hinduism** Creation stories / Brahman is the power, or God, that is present everywhere and, in everything – nothing would exist if Brahman was not in it. He, She or It is both transcendent and immanent. Atman is the soul, or spark of Brahman, that lives within each human being. Brahman has taken three main forms - Brahma (sometimes also known as Prajapati), Vishnu and Shiva (together known as the Trimurti). Brahma is the principle creator-god. Vishnu and Shiva also have the power to create along with Brahma, but usually have different roles. Vishnu is the protector and preserver of life. Vishnu sometimes comes to earth as an Avatar (an incarnation) at times of danger. Hindus have enjoyed a personal relationship with God through the Avatars. Shiva is the destroyer who destroys things that are no longer required - this allows new things to be created. So he has control over life and death.
Meditation as a way of achieving self control. Through meditation life becomes pure, so union with God is achieved. Through meditation God is experienced and thoughts of evil are expelled.
Devotional experience, through which an attitude of love and devotion to God is developed. A god or goddess is chosen and worshipped. This involves such things as prayer, pilgrimage and good actions (Karma).
Shruti, a sacred writing which was received by sages through revelation or which were inspired by God. Also there is the power of the spirit e.g. in the arti ceremony the spirit and blessing of God is received. The spirit of God (Darshan) is believed to be in the statues of God which are worshipped.

Islam	<p>Surah 22.73: “Those whom you invoke besides God could never create a single fly though they combined their forces. And if a fly carried a speck of dust from them, they could never retrieve it... yet God is powerful and mighty.”</p> <p>Surah 4.125: “And who has nobler religion than he who submits to God, does what is right and follows the faith of saintly Abraham, whom God chose to be his friend?”</p> <p>Surah 20.4-7: “It was not to distress you that we revealed the Qur’an, but to admonish the God fearing. It is a revelation from Him who has created the earth and the lofty heavens, the Merciful who sits on the throne on high. He is what the heavens and earth contain and all that lies between them and underneath the soil. He has knowledge of all that is secret and all that is hidden. He is God. There is no god but Him.”</p> <p>Surah 7.179: “We have predestined for Hell numerous jinn and men. They have hearts they cannot comprehend with; they have eyes they cannot see with and they have ears they cannot hear with. They are like beasts - indeed, they are most misguided. Such are the heedless.”</p> <p>God is the Creator / He is transcendent, omniscient, merciful, judge and determines all that is.</p> <p>Revelation of God came through the prophets (rusul). Muhammad gave the word of God to his people.</p> <p>The Shahadah is God’s revelation, and is professed by Muslims as a declaration of faith. There is revelation through the Qur'an, which teaches Muslims about God, human life, how to behave and contains the sacred law (Shariah).</p> <p>Angels are messengers from God giving revelation. God can be revealed through prayer. Hajj - there is a feeling of God's presence.</p>
Judaism	<p>Genesis 1v1 - God is the creator. He is a living God. Deuteronomy 6v4-9 - The Shema. He is the only god. Isaiah 45v18: “Yes, thus says Yahweh, creator of the heavens, who is God, who formed the earth and made it, who set it firm, created it no chaos, but a place to be lived in.”</p> <p>Psalms 104 - Shows the glories of God’s creation.</p> <p>God is spirit: his divine presence is called Shekhina / God is eternal / God has communicated through the prophets, e.g. Moses, who experienced God, e.g. The burning bush / God gave both the Torah and unwritten Law / God gave the covenant to his people / The Torah is sacred / God is omniscient / He is a god of justice and mercy / God will send a Messiah / God will resurrect the dead.</p> <p>Jewish beliefs are summed up in the 13 principles of Faith (codified by Maimonides).</p>
Sikhism	<p>The Mool Mantra (Sikh Creed) says: “There is but one God. Truth by name, the creator, all pervading spirit, without fear, without enmity. Whose existence is unaffected by time, who does not take birth, self-existent, who is to be realised through his grace.” God is maker (creator). He reveals himself. God is present everywhere and is in all things. He is a personal being who has moral qualities. God is ‘the true name’. Name is a synonym for God, so his name is in everything. He is also the Lord of wonder (Waheguru).</p> <p>The jappi describes how God gives grace to people, which allows them to achieve harmony with themselves. Wherever God is, there is grace. God acts to help people achieve salvation and the state of grace.</p> <p>God also revealed himself through the gurus who preached God's message. God is also revealed through the Guru Granth Sahib, which offers the Sikhs a wide range of advice through religious teaching, practical guidance and personal advice etc.</p>

(c) *“It is impossible to describe God.”*

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of beliefs in the nature and characteristics of God

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons (for same view or different points of view).	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons (for same view or different points of view).	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

Arguments for

God is spirit / no-one has seen God / God is beyond anything else / no image can be equal to God / language inadequate.

Arguments against

Nature of God is describable / God is love / God is merciful / facets of God describable / God seen in creation / God seen in gods or goddesses / humans made in God’s image.

(5 marks) AO3

OR

B9 Suffering and Life after Death(a) *Explain why some religious people say that suffering may sometimes be a valuable experience.*

Target: Purposes of suffering

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Simple reason (s), but superficial and vague. General statements but little evidence of religious teaching or religious ideas.	1 - 2 marks
Level 2	Ideas are more specific, and there is some reference to religious teachings or ideas.	3 - 4 marks
Level 3	A very good answer. The reasons are clearly understood. Reference is made to religious teachings and religious ideas.	5 - 6 marks

Suffering makes us appreciate things often taken for granted / It can bring the best out of people (some respond positively in a crisis) / It helps us to see the need to consider others / Makes us realise the futility of greed and craving / It can make people remember their religion and God / It can change people for the better and make them stronger / Some argue that God corrects us through allowing us to suffer / It may be a test of a person's character or faith / Pain may make us stop doing something that would do us serious harm / May make us think about preparation for life after death / retribution / positive outcome.

(6 marks) AO1 / AO2

(b) How would religious people explain why their belief about life after death is important?**Target: Understanding of the importance of believing in life after death****Levels of Response**

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Short answer, general comments and basic statements, but superficial. Little or no reference to religious explanation.	1 - 3 marks
Level 2	A reasonable explanation with an attempt to examine some religious teachings and religious ideas.	4 - 6 marks
Level 3	Developed explanation with a good attempt having been made to link the importance of beliefs with religious teaching and religious ideas. A range of ideas have been explored.	7 - 9 marks

General comments could be: hope / life is meaningless without some form of future life / reward for a good life / reward for a good life and actions / faith in God is important / self examination of your own life.

Buddhism	<p>Karma - i.e. actions which affect future lives. These influence the Buddhist's future. Karma refers to moral actions and kindly action (positive Karma). Negative Karma is for, e.g. where a person hates another person.</p> <p>The Dhammapada on morality, e.g. "What we are today comes from our thoughts of yesterday and our present thoughts build our life of tomorrow. Our life is the creation of our mind."</p> <p>"The one who protects his mind from greed, anger and stupidity is the one who enjoys real and lasting peace."</p> <p>Hatred does not stop hatred; only love stops it. These encourage the Buddhist to live a moral life and give guidelines to those following the path to enlightenment.</p> <p>Need to follow Buddha's teaching, realising that Buddhism depends upon self-effort, self-examination and self-help, not on God's help.</p>
Christianity	<p>1 Thessalonians 4v15 is important because it gives Christians hope, because those who have died before Christ's return will be raised to life</p> <p>1 Corinthians 15v42 is important because it says that the Resurrection body will be better than the body which was buried, because it will be both spiritual and immortal/there is good news that death is not the end.</p> <p>1 Corinthians 15v51-53 also talks of Resurrection - the dead will be raised never to die again.</p> <p>Revelation 21v2-5 is a message of joy, for at the end of time life will be perfect with God / There will be no sorrow and grief / It will be a time of total happiness.</p> <p>Matthew 24-25 encourages Christians to be ready and vigilant / We have to be faithful / to be prepared / use our talents and abilities / we have to help others - the homeless, those without food, those in prison, those who are sick etc.</p> <p>The Dhamma (Dharma) which enables us to grow and to experience freedom and happiness. All desire must be eliminated and the Middle Way must be followed.</p>

Hinduism	<p>The idea of reincarnation which makes people follow the Laws of Manu. Hindus follow the instructions on how they should live their lives. The punishments outlined are frightening, so the Laws of Manu encourage Hindus to follow the series of duties to the best of their ability. Look for reference to laws of Karma because 'bad' actions mean a hard life in the future. Good karma, good actions will mean a good life in the future. The encouragement is there to lead a good life. Judgement by God is therefore unnecessary. Look for reference to the idea that good karma can be achieved by following the path of yoga (meditation). Look for reference to Moksha - the end of the rebirth cycle. This is an aim to be joined with Brahman.</p> <p>Ahimsa (respect for life).</p>
Islam	<p>The importance of morality - candidates should refer to the importance of preparing for the life to come, meaning that Muslims have to think about their actions.</p> <p>Muslims will be judged; this should have an effect on how they act in their lives. There is reward for good actions. Those who do bad will go to hell. Paradise is something to aim for because there Muslims are at one with Allah. Wonderful rewards for good life.</p> <p>Faith in Allah is vital. This faith can be shown throughout Muslim's lives and in the way they worship.</p> <p>There is hope in the Qur'an because of the hope of Resurrection. If a Muslim can repent, he/she can be forgiven.</p> <p>Death, although unpleasant, is not the end because of the promise of Resurrection.</p>
Judaism	<p>Heaven is something to strive for / There will be judgement, so good life and actions are important / Hope of Resurrection and for both good people and bad people who repent / cemetery - House of Life - even in death, there is hope / The hope of immortality, their faith in God will be rewarded / Following the 10 Commandments / Following the Torah / Worship also important / The Shema / Messianic Age / Jews can look forward to a time of universal peace.</p>
Sikhism	<p>Need to rely on God / The grace of God is important.</p> <p>Guru Nanak taught about the need to have a right attitude to worldly things "Do your daily duties with hands and feet, but concentrate on the Lord."</p> <p>The good actions of people are important for the future. Also wholesome work is important.</p> <p>Sikhs have to know what is right and wrong / wisdom is a gift, but the right choices have to be made.</p> <p>The Guru Granth Sahib, which teaches Sikhs how they should live their lives / Also guidelines for the way of life Sikhs should lead are found in the Rehat Maryada.</p>

(9 marks) AO1 / AO2

(c) “Death is the end. There is no life after death.”

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to religious arguments in your answer.

Target:**Levels of Response**

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons (for same view or different points of view).	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons (for same view or different points of view).	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

Arguments for

No real evidence of life after death / incredible to think that life exists beyond the grave / once heart fails that's it / near-death experiences could be illusions / cannot prove that Jesus came back to life / will never know until we die.

Arguments against

People have believed in life after death since primitive times / ghosts or spirits prove existence of more than physical body / near death experiences / some claim to have been brought back to life / Jesus' resurrection / beliefs of different religions.

(5 marks) AO3

Section C Life Issues**EITHER****C10 War and Prejudice**

- (a) *Explain why religious beliefs might lead people to campaign for peace.*

Target: Understanding of beliefs that cause religious people to work for peace

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A superficial answer, with few examples given.	1 – 2 marks
Level 2	A reasonable explanation, with at least two examples given.	3 – 4 marks
Level 3	Developed explanation, with several examples given.	5 – 6 marks

General Comments

Prevent war / suffering / respect for life / the Golden Rule / heart of all religions / improve equality and justice / pacifism.

Buddhism

Dhammapada 270: “A man is not a great man because he is a warrior and kills other men, but because he hurts not any living being he is in truth called a great man.”

Buddhists, following the first precept not to take life, oppose warfare. They believe in Ahimsa (non violence).

The udana-varga states: “I will act towards others exactly as I would act towards myself.”

Dhammapada 123 states: “Let a man avoid evil deeds as a man who lives life avoids poison.”

Dhammapada also states: “Hatred does not stop hatred. Only love stops it.”
“To conquer oneself is a greater victory than to conquer thousands in battle.”

Story of Asoka. He expanded the Indian Empire, but the slaughter of many deeply disturbed him. He began to follow the Dhamma and became a lay Buddhist. Asoka's reign was based on tolerance, non violence, justice and respect. He allowed any different religion to be practised. He became a man of peace and built up friendships with surrounding nations.

Allow the idea that Buddhism was spread by non violent means and there has never been violence between different sects within the Sangha. Also one of the Mahayana Sutta says a peaceful occupation is one of the things that leads to happiness. Right conduct and Right occupation - two of the Noble Paths.

Christianity	<p>Matthew 5 v9: “Happy are those who work for peace.” / Matthew 5 v44: “Love your enemies and pray for those who persecute you.” / Matthew 5 v38-48 - do not take revenge, if anyone slaps you on the right cheek, let him slap your left cheek also; give coat as well as shirt; carry pack 2 kilometres; lend to people; sun shines on both good and bad.</p> <p>Matthew 22 v39: ‘Love your neighbour’. Matthew 26 v51-55 At Jesus’ arrest Peter was violent, but Jesus told him to put away his sword – “all who take up the sword will die by the sword.”</p> <p>Romans 12 v17-21: “If someone has done you wrong, do not repay him with a wrong... Do everything possible on your part to live in peace with everybody. Never take revenge. God will take revenge... If your enemy is hungry, feed him... If he is thirsty, give him a drink... conquer evil with good.”</p> <p>Luke 2 v14: “Glory to God in the highest heaven and peace on earth to those with whom he is pleased.”</p> <p>Psalm 34 v14: “Never yield to evil, practise good, seek peace, pursue it.”</p> <p>Jesus rejected force at the Temptations and at the Triumphal Entry he rode on a donkey, a symbol of peace. He came on a mission of peace - hence the dove (a symbol of peace) at his baptism.</p> <p>Agape (Christian love), the inner peace at the Eucharist.</p> <p>The Quakers, a Christian group who reject violence and war.</p>
Hinduism	<p>The Mahabharata: “This is the sum of duty. Do naught to others, which, if done to thee, could cause thee pain.” / Hindus believe in the principle of Ahimsa (non violence) / Good Karma would not involve violence, but work towards peace / The Upanishads teach non violence / Expect reference to Gandhi, who rejected violence and worked for the independence of India. He had learnt about discrimination during his time in South Africa. He was a fighter for freedom, stood up for what he believed, but not with violence. When Pakistan was created he did his best to stop Hindus and Muslims fighting. A man of peace.</p>
Islam	<p>Surah 49.9: “If two parties of believers take up arms ... make peace between them.”</p> <p>Surah 3.134: “Paradise is for ... those who curb their anger and forgive their fellow men.”</p> <p>Islam seeks peace within the community / In the daily prayers peace is promoted: “peace be unto you.” / The Qur'an teaches that revenge is wrong; it is better to seek reconciliation, so forgiveness and love are important / The Qur'an says that it is wrong to return evil with evil, and everyone has the right to be treated fairly / In the Hadith, Muhammad said that it was important to treat the enemy humanely - he believed children were innocent victims, and so the killing of children was forbidden / Through the Qur'an, Allah is “the one who gives safety and peace” / Muhammad: “None of you 'truly' believe, until he wishes for his brothers what he wishes for himself.”</p> <p>Modern statements on peace - the hopes, the tensions and problems, plus attempts at reconciliation.</p>

Judaism	<p>Exodus 20 v13: “Do not kill”</p> <p>Micah 4 v3 “He will wield authority over many peoples and arbitrate for mighty nations. Nation will not lift sword against nation, there will be no more training for war.”</p> <p>Proverbs 25 v21: “If your enemy is hungry, give him something to eat; if thirsty, something to drink.” The Talmud: “What is harmful to yourself do not to your fellow men.” Also “Great is peace, because peace is to the Earth what yeast is to dough.”</p> <p>The Jewish word for peace, Shalom, is a common greeting / The Messianic Age will be a time of peace / The Talmud suggests that 3 things keep the world safe - truth, judgement and peace.</p> <p>Accept reference to present day situation, e.g. the peace process, tensions, and continued attempts at reconciliation.</p>
Sikhism	<p>Guru Granth Sahib: “As thou deemest thyself, so deem others. Cause suffering to no one. Thereby return to your true home with honour.”</p> <p>Also, despite the Kirpan (sword), Sikhs do not approve of violence / Guru Gobind Singh told his followers never to be first to draw a sword / Anger is to be avoided / In the Ardas (prayer), the Sikhs pray for the welfare of everyone / Sikhs resisted by non-violence when the British passed a law making it illegal for Sikhs to wear their Kirpans / There were also peaceful protests when democratic government was suspended in 1976 / Guru Nanak was pacifist suggesting that if someone ill-treated you, you had to bear it three times and the fourth time God would fight for you.</p> <p>Modern statements</p>

(6 marks) AO1 / AO2

(b) Explain how some religious people can justify going to war.

Target: Understanding of the effect of religious teaching regarding war

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Simple reasons, with general points, e.g. about why war might be seen as just.	1 – 3 marks
Level 2	A reasonable explanation of how religious teachings and religious beliefs might be used to justify war.	4 – 6 marks
Level 3	A very good answer. Good reference to religious teaching with good understanding shown.	7 – 9 marks

Award a maximum of 4 marks if only lists Just War theories.

Buddhism	<p>Although Buddhists are opposed to warfare, some Buddhists have been involved in protest, e.g. Monks demonstrated against the government in Burma in 1988; also in Lhasa against the Chinese government in a fight for freedom. Violence against the Chinese was seen as self-defence / Role of Dalai Lama / War could be fought because of “Right Government.” Martial Arts in Buddhism. Also Kamma - a good action could be to defend your country; therefore, even though you are fighting, it would be a good cause and rewarded.</p>
-----------------	---

Christianity

Look for reference to St Thomas Aquinas' conditions for a Just War: i.e.

- (1) A just cause,
- (2) Started by a properly constituted authority,
- (3) Right intention - promote good and avoid evil,
- (4) Must be a last resort,
- (5) Must be a reasonable chance of success,
- (6) Must be reasonable proportion - use only enough force to achieve objectives, and
- (7) No civilians to be involved.

In Exodus, God is both a warrior and defender of his people (Exodus 15v3 and Psalm 147 v14).

The Crusades - to reclaim land from Muslims / Reference to Holy War / Those were fought in the name of God against unbelievers.

While Christians oppose war, they believe it is right to defend country from an attack by aggressor, e.g. Second World War. This was a just cause and war was fought as a last resort.

Possible reference to Liberation Theology, e.g. Oscar Romero - it is right to fight for freedom where people are suppressed unfairly.

Dietrich Bonhoeffer.

Matthew 21 v12-13 describes how Jesus used violence, overturning the 'money-changers' tables in the temple.

Luke 22 v36: "Whoever has no sword must sell his coat and buy one" – there is a right time to fight.

Hinduism

The Bhagavad Gita - Arjuna was horrified by the slaughter in war. Krishna, disguised as his charioteer, taught Arjuna how to fulfil his Dharma e.g. 2.2-3 "This despair and weakness in a time of crisis are mean and unworthy of you, Arjuna. How have you fallen into a state so far from the path to liberation? It does not become you to yield to this weakness. Arise with a brave heart and destroy the enemy."

2:31-33 "For a warrior, nothing is higher than a war against evil. The warrior confronted with such a war should be pleased, Arjuna, for it comes as an open gate to heaven, but if you do not participate in this battle against evil, you will incur sin, violating your Dharma and your honour."

War is right if there is a just cause, evil or need for liberation / The Laws of Manu suggest that killing is acceptable to prevent something worse happening, if it is necessary to maintain the social order / The Caste system lays down the duty of the Kshatriya (the warrior Caste); he is to defend his people. Bhagavad Gita 18:43 says: "The qualities of a Kshatriya, based on his nature, are courage, strength, fortitude, dexterity, generosity, leadership and the firm resolve never to retreat from battle. By devotion to one's own particular duty, everyone can attain perfection."

Karma is important, but by fighting an invader, fighting in a war could be a good action.

Fighting in a war can be Dharma as Krishna pointed out to Arjuna. Krishna pointed out that the true self, or soul (Atman) could not be killed - "The eternal in man cannot die. "So Dharma could be your duty to fight."

Hindus have a belief in war, but it should be controlled and should respect individuals.

Islam	<p>Sura 3:152-3: “He allowed you to be defeated in order to test you, but now he has forgiven you, for God is gracious to the faithful. Remember how you fled in panic while the Apostle at your rear was calling out to you ... He has now forgiven you so that you might not grieve for what you missed or what befell you. God is cognisant of all your actions.”</p> <p>Surah 8.61 “Strike terror into the enemy of God and your enemy... all that you give in the cause of God will be repaid to you... You shall not be wronged.”</p> <p>Surah 22: 40-41: “Permission to take up arms is hereby given to those who are attacked, because they have been wronged. God has power to grant them victory, those who have been unjustly driven from their homes, only because they said ‘our Lord is God’.”</p> <p>Surah 42.40: “Let evil be rewarded with evil.” / Surah 49.9 - If there is an unjust attack the aggressor has to be fought until they submit to God's judgement.</p> <p>Jihad (Holy War) for the honour or preservation of their faith. This is organised by a religious leader; it must have a just cause; it must be a last resort. There must be a minimum of suffering. Trees, crops and animals should be protected. Jihad has the blessing of Allah and defends the Ummah. A Mujahedin is a Muslim soldier fighting for a just cause, e.g. Afghanistan versus Soviet Union. A Muslim killed in Jihad will enter paradise, so there is no disgrace in fighting. The Hadith says: “The person who struggles so that Allah’s word is supreme is the one serving Allah’s cause.” Also “If anyone walks with an oppressor to strengthen him, knowing that he is an oppressor - he has gone forth from Islam.”</p> <p>Modern day problems.</p>
Judaism	<p>Deuteronomy 20 - do not be afraid of opposing armies, because Yahweh your God is with you. The faint hearted and fearful were not wanted for the battle. When you come up against the enemy offer peace, if peace is refused lay siege, put all mensfolk to the sword, but not women and children. Do not destroy fruit trees. Nations which detest God were to be completely wiped out.</p> <p>Deuteronomy 25 v17-9 talks about the need to gain revenge on Amalek, i.e. “to blot out the memory of Amalek.” Joshua 2 v5 “Joshua, no one will be able to defeat you as long as you live. I will be with you, as I was with Moses. I will always be with you. I will never abandon you.” Joshua 8 described the siege and capture of Ai. Isaiah 10 v1-4 described God’s anger at those who make infamous laws, tyrannical decrees, who refuse to give justice to the unfortunate and cheat the poor, who make widows their prey and rob the orphan - destruction will come.</p> <p>Holy War / war in self defence / to attack injustices / opposing evil as in the Second World War / Leviticus speaks of “eye for an eye” revenge / fight for land is justified (Arab-Israeli war) / Retaliation, against terrorist attacks / Zionism and anti-semitism.</p>
Sikhism	<p>Kirpan used in self defence / Fighting would be right to defend the Sikh community and Sikh values / Fighting injustice when peaceful means have failed.</p> <p>Sikhs have fought in the Punjab / defence of Amritsar.</p> <p>Guru Gobind Singh, when he formed the Khalsa, was in favour of self defence and the need to give your life for the defence of the Sikh religion.</p> <p>Some candidates may refer to Khalistan, where Sikhs hope to have their own independent state.</p>

(9 marks) AO1 / AO2

- (c) *“Most wars are caused by prejudice.”*

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to religious arguments in your answer.

Target: Reasons for war and part played by religious prejudice

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons (for same view or different points of view).	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons (for same view or different points of view).	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

Arguments for

Religion always causing arguments / religion against different religion, e.g. Crusades / differences within religions, e.g. Iraq and Iran; Spanish Armada; Northern Ireland; Jew v Palestinian; Hindu v Muslim; Sikh v Hindu (Punjab).

Arguments against

Many other causes of war / race / ethnic cleansing / lust for power / desire to gain resources, e.g. oil / to get rid of a dictator or injustice / hatred / politics.

(5 marks) AO3

OR

C11 Prejudice and Abortion

- (a) *Explain, using examples, how some women are discriminated against in the world today.*

Target: Understanding of gender prejudice and discrimination

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A superficial answer, with few examples given.	1 - 2 marks
Level 2	A reasonable explanation, with at least two examples given.	3 - 4 marks
Level 3	Developed explanation, with several examples given.	5 - 6 marks

Separation of men and women in worship in some religions / prejudice re leadership (including in religions) / less pay or salaries / banned from some jobs / lack of promotion / regarded as weaker sex / expected to obey men in some societies / may be expected to stay at home and bring up the children / acceptable clothing / sexual objects, etc.

(6 marks) AO1 / AO2

(b) Explain why some religious people are against abortion.**Target: Understanding of religious arguments against abortion****Levels of Response**

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Simple reasons, with general points.	1 - 3 marks
Level 2	A reasonable explanation of why some religious people are against abortion.	4 - 6 marks
Level 3	A very good answer. Good reference to religious teaching with good understanding shown.	7 - 9 marks

Buddhism Life begins at conception, therefore abortion is killing, therefore Kamma is harmed.
 Look for reference to motive. Abortion may result in personal suffering because every action (Kamma) has its personal consequences.
 Look for reference to Ahimsa (Non-violence), one of 5 precepts.
 Look for idea that it is the individual who decides.
 Some may refer to modern statements.

Christianity Genesis 1 v27 “God created man in the image of himself...”
 Exodus 20 v13 “Do not kill”
 Isaiah 49 v5: “And now Yahweh has spoken, he who formed me in the womb to be his servant.”
 Jeremiah 1 v5: “Before I formed you in the womb I knew you, before you came to birth I consecrated you.”
 Psalm 139 v13-15: “It was you who created my inmost self and put me together in my mother's womb... You know me through and through from having watched my bones take shape when I was being formed in secret, knitted together in the limbo of the womb.”
 Matthew 18 v10: “See that you never despise these little ones.”
 Luke 1 v44: “For the moment your greeting reached my ears, the child in my womb leapt for joy.”
 Luke 18 v15.18: “Let the little children come to me, for it is such as these that the kingdom of God belongs.”
 1 Corinthians 3 v16-17: “You were God's temple and the spirit of God was living among you. If anybody should destroy the temple of God, God will destroy him, because the temple of God is sacred.”
 Galatians 1 v15: “God who had specially chosen me while I was still in my mother's womb.”
 Roman Catholic view of abortion, e.g. life is known to God from the moment of conception and abortion is murder / Sex is for having children.
 Other Christian groups are against abortion for social reasons or as a means of birth control, but in some circumstances they agree with abortion, e.g. if the mother of the child would suffer if the pregnancy continued.

Hinduism	<p>Chandogya Upanishad 5.10.7 shows that life begins at conception. Also creation is made by God and is part of God, therefore abortion is destroying another life which is part of God's creation. Svetasvatara Upanishad: "His being is the source of all being, the seed of all things that in this life have their life ... He is God, hidden in all things, the inmost soul who is in all. He watches the works of creation, lives in all things, watches all things."</p> <p>Mahabharata Shanti Parva 47-56: "In him all things exist, from him all things originate. He has become all. He exists on every side. He is truly the all."</p> <p>Look for reference to Ahimsa (non-violence), also reflected in Laws of Manu, Chapter 6.</p> <p>Look for understanding that the decision would be influenced by Hindus' attitudes to their Dharma, and rebirth. Hindus believe soul is present in all life, to take a life will have an effect on Dharma and Karma of the people involved. Hindus have respect for life because in the cycle of birth, death and rebirth, it is possible to be born an animal, a tree or even a flower. A child is important - the Samskara rituals reflect this.</p>
Islam	<p>Surah 17.31: "You shall not kill your children for fear of want. We will provide for them and you. To kill is a grievous sin."</p> <p>Surah 40.69-70: "He brings infants into the world... so that you may serve your appointed time and grow in wisdom. It is he who ordains life and death."</p> <p>Same idea in Surah 53.42-47, plus the idea he created females and males: it is he who will create us anew.</p> <p>Hadith: "No severer of womb relationship ties will ever enter paradise."</p> <p>Muslims believe that all things are in harmony with God, therefore the best way to live is to support this harmony.</p> <p>Other ideas - all life is sacred because it is a gift from God (Allah). Therefore life must be protected. In the next life young children will have the right to know why they were killed.</p> <p>Up to 4 months: the mother's rights are greater than the rights of the foetus.</p> <p>After 4 months: the child has equal rights, because after 120 days, ensoulment (receiving of a soul) takes place.</p> <p>Opinions differ on when life begins. When in the mother's womb, the foetus has rights of inheritance.</p>
Judaism	<p>Genesis 1 v27: "God created man in the image of himself..."</p> <p>Exodus 20 v13: "Do not kill."</p> <p>Exodus 21 v22: "If when men come to blows, they hurt a woman who is pregnant and she suffers a miscarriage, though she does not die of it, the man responsible must pay compensation demanded of him by the woman's master."</p> <p>Isaiah 49 v5: "And now Yahweh has spoken, he who formed me in the womb to be his servant."</p> <p>Isaiah 49 v15: "Does a woman forget her baby at the breast, or fail to cherish the son of her womb? Yet even if these forget, I will never forget you."</p> <p>Jeremiah 1v5: "Before I formed you in the womb, I knew you, before you came to birth I consecrated you."</p> <p>Ruth 4 v15: "The child will be a comfort to you and the prop of your old age."</p> <p>Psalms 127 v3: "Sons are a bounty from Yahweh, he rewards with descendants."</p> <p>Psalms 139 v13-15: "It was you who created my innermost self and put me together in my mother's womb... You know me through and through from having watched my bones take shape. When I was being formed in secret, knitted together in the limbo of the womb."</p> <p>God is creator of life / only God can decide when life is given and taken away (see Job 1 v21) / Accept modern attitudes and other Rabbinical statements.</p>

Sikhism Life begins at conception / Recognises the rights of the parents / Life is a gift from God / In the Rehat Maryada killing a child is condemned / In the past baby girls were more likely to be killed (financial burden). This was prohibited because Sikhs care for all forms of life, so Sikhs do not approve of abortion. Accept reference to modern statements.

(9 marks) AO1 / AO2

(c) *“A woman should have an abortion if she knows that her baby will have a poor quality of life.”*

Do you agree? Give reasons for your answer showing that you have thought about more than one point of view. Refer to religious arguments in your answer.

Target: An evaluation of poor quality of life in relation to the right to have an abortion

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons (for same view or different points of view).	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons (for same view or different points of view).	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

Look for explanation of poor quality of life.

Arguments for

Woman's body / has to endure the problems associated with pregnancy / may not wish to have her life changed and responsibility of child / neglected child e.g. father deserted / conceived through rape / damage career / cannot afford a child / poor environment / stressed / physical / mental / social / suffering of child / dependency / bullying, etc.

Arguments against

Killing innocent unborn child that deserves to live / shouldn't be just the mother's decision / decision not to be taken lightly / sanctity of life / emotional scars may result. You can lead a full life even with a disability, e.g. Stephen Hawking / who can judge / advice could be incorrect, etc.

Maximum Level 2 if only general discussion an arguments for and against abortion.

(5 marks) AO3

Section D Planet Earth

EITHER

D12 Planet Earth

- (a) *Explain how human actions are damaging the Earth’s environment.*

Target: Understanding of the use and abuse of the Planet

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Little detail beyond list of activities.	1 - 2 marks
Level 2	A reasonable explanation of two examples of activities which threaten the environment.	3 - 4 marks
Level 3	Shows knowledge and understanding of the two activities and can describe causes and effects in detail.	5 - 6 marks

A variety of environmental problems caused by humans can be examined. The specification mentions: pollution, use and abuse of natural resources, destruction of habitats, animal and plant extinction. Accept war as an alternative.

We should expect background knowledge of causes and effects, not a “shopping list” for more than 2 marks.

(6 marks) AO1 / AO2

- (b) *Explain how religious people think the environment should be treated. Use religious teachings and beliefs in your answer.*

Target: Understanding of the effect of religious teachings / beliefs on attitudes

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Vague, short answers, with general points, such we should look after the world.	1 - 3 marks
Level 2	A reasonable explanation of attitudes towards protecting the world backed up by some religious teaching.	4 - 6 marks
Level 3	A detailed answer with detailed reference to religious teaching with good understanding shown.	7 - 9 marks

Credit practical suggestions

Buddhism Dhammapada 49: “As the bee takes the essence of a flower and flies away without destroying its beauty and perfume, so let the sage wander in this life.” / Allow idea of loving kindness / Look for discussion of - to the Buddhist the universe is a single vast living thing / Humans should not be against nature - they are part of it / All are dependent on each other / The forces of cosmic life bring about the environment in which he or she will live and one is not possible without the other / If all forms of plant and animal life depend upon one another for their existence, then care for other creatures will enhance human life / Businesses run on these Buddhist principles would not waste fuel. Packaging material and would recycle wherever possible / Allow reference to modern statements / Accept reference to cycle of samsara / also cumulative kamma.

- Christianity** There are several key areas: God as creator, Humans were put in charge, i.e. stewardship, therefore responsible for the environment - Genesis 1 / Food is available for us, be fruitful and multiply, turn over the earth and be lord of it; the Covenant is established; there will be no more floods. This shows God's care for the world. This is a lesson we can learn, so we have to look after the world today/Exodus 23 v10-11 keep the land fallow in the 7th year - shows care / Deuteronomy 20 v19 do not destroy trees cf. Rainforests today! / Deuteronomy 22 v6 - we need to look after birds - Deuteronomy says when seeing birds nest, do not take the mother who is brooding the chicks / Key idea - we should have good reference to Adam and Eve story. After disobeying God, Adam and Eve were ejected from the garden. Today Christians abuse resources given to them. Rivers, forests and seas have been ruined, so care for the world is important / There is freedom of choice and often the wrong choices have been made / a minority of Christians see the resources in the world as theirs to use as they chose.
- Hinduism** Yajur Veda 13.47: No person should kill animals helpful to all. Rather, by serving them one should attain happiness / Mundaka Upanishad II 1.9: "From him come all the seas and the mountains, the river and plants that support life." / Hindu saying - "The Earth is our mother and we are her children" / Gandhi - "The Earth has enough for everyone's need, but not for everyone's greed." / Hindus believe that everything in nature is an expression of God / Hindus love and see God in everything, therefore the environment should not be exploited. It is something to be identified with and loved / Allow reference to Ahimsa (non violence) / Allow idea that Hindu gods appear as animals, therefore worshipper is reminded of qualities to be found in the animal world / Vishnu who took the form of various animals to save the world from particular danger / All creatures are bound up in the great wheel of Samsara / For Hinduism people do not own the world, they belong to it and love God through it / Allow reference to modern statements.
- Islam** Surah 16.67 "And it is God who sends down out of heaven water." And the fruits of the palm and the vine, from which you derive intoxicants and wholesome food. Surely in this there is a sign for men of understanding / Surah 6.165: "He has given you the earth for your heritage." / Surah 45: 11-12 "It is God who has subdued the ocean for you, so that ships may sail on it at his bidding, so that you may seek his bounty and render thanks. He has subjected to you what the heavens and earth contain; all is from him." / Surah 30.30: Establish Allah's handwork according to the pattern on which he has made mankind: no change let there be in the work wrought by Allah / Sayings in the Hadith promote harmony with the environment / Look for Allah made the world and everything in it / Humans are Khalifahs (guardians) to look after and care for the environment / Surah 30.30 - there is a balance and pattern in the Universe which should not be changed / Muslims use skills to look after the environment / they will be held to account on Judgement Day / Islam sees unity in nature which includes all plants and animals / There is a link with the Shariah - the belief in the natural unity of everything / Accept reference to modern statements.

Judaism Genesis - God made the world / Humans were put in charge / Stewardship / Humans had to take responsibility for the world / Genesis 8 v22- 9 v17: Ideas are sowing and reaping, cold and winter, day and night shall cease no more / Other ideas are food is available, be fruitful, multiply, trim over the earth and be Lord of it / Covenant is established; there will be no more floods - this shows God’s care for the environment / Exodus 23 v10-11: keep the land fallow in the 7th year / Deuteronomy 20 v19: when attacking a town do not destroy trees / Deuteronomy 22 v6: when you see a nest with mother and her chicks, do not take the mother, let the mother go / Numbers 35 v2: Israel was to give the Levites towns and pasture land / Psalm 24 v1: The owner of the world is God. God is creator; humans have responsibility / stewardship / There is a need to unite the world in harmony and to care for the environment / The celebration of Sukkot shows how Jews depend upon God’s protection / Accept reference to modern statements.

Sikhism Look for reference to God is creator / The creator is the lord of all / His image is in all minds / He continues to give us our daily bread which never fails / Mool Mantar - there is but one God. Truth by name, the creator, all-pervading spirit without fear, without enmity / whose existence is unaffected by time, who does not take birth, self existent, who is to be realised through grace. Look for God created all / through nature he provides for people’s needs / Sikhs believe that you should be kind to animals / respect is vital / Sikhs have to be grateful for what the environment provides / Belief is that all natural forms come from God and will return to him / transmigration of souls through all stages of existence.

(9 marks) AO1 / AO2

(c) *“The Earth is ours; we can do what we want with it.”*

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to religious arguments in your answer.

Target: Evaluate the need to care for the Planet

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons (for same view or different points of view).	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons (for same view or different points of view).	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

Arguments for

We are the top species / we are capable of doing whatever we want / God gave it to us / there are plenty of resources, etc. for our generation / people haven't cared much in the past so why should we.

Arguments against

We should think of future generations / we are destroying our home, ourselves, our families / we are only tenants and temporarily here / God gave us the responsibility of looking after the world / stewardship / our duty to care and not be selfish and greedy.

(5 marks) AO3

OR

D13 Human Attitudes to Animals

- (a)
- Explain the views held by religious people about the use of animals for food.*

Target: Understanding of attitudes towards eating meat / dairy products, etc.**Levels of Response**

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A fairly general answer, probably with minimal or no reference to beliefs and teachings.	1 – 2 marks
Level 2	A reasonable explanation of why religious people may or may not be meat eaters with reference to religious beliefs or teachings.	3 – 4 marks
Level 3	Religious beliefs and teachings are clearly recognized and explained and applied to the context of the question.	5 – 6 marks

Buddhism Many Buddhists are vegetarian because of principle of not harming living creatures. However monks may eat meat if offered, but not kill it themselves.

Christianity Obviously different opinions are held. All hold against cruelty to animals, therefore would support moves towards organic / free range as being closer to stewardship of resources. Vegetarianism is found for reasons such as not wishing to kill animals, process of rearing, world hunger problems. The Bible does not advise against eating meat.

Hinduism Many Hindus are vegetarian because of belief in cycle of birth including animals. Cows are respected. Milk is important as ‘living’ product.

Islam Meat is eaten, but only halal meat. Method of killing is believed to be humane. Again vegetarian food may be eaten for convenience when Halal meat is difficult to obtain.

Judaism Jews must respect Kashrut laws. Method of killing must be humane and certain meats are not eaten (such as pork). Shechitah may be explained. Milk and meat are not mixed. Some reform Jews do not observe all laws strictly. For convenience, Jews may be vegetarian.

Sikhism Although Sikhs may eat meat, they must respect the manner in which it has been killed (avoiding cruelty). The langar usually offers vegetarian food in respect of all who come.

(6 marks) AO1 / AO2

- (b) *Explain the attitudes of religious people towards experimenting on animals. Use religious teachings and beliefs in your answer.*

Target: Understanding of the application of religious teachings to the issue of animal experimentation

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Vague, short answers, with general points, such as reference to the suffering of animals.	1 - 3 marks
Level 2	A reasonable explanation of how religious teachings and religious beliefs might influence believers attitudes towards animal experimentation.	4 - 6 marks
Level 3	A detailed answer with detailed reference to religious teaching with good understanding shown of the problems and benefits associated with animal experimentation.	7 - 9 marks

General points might include:

Suffering of animals / different types of experimentation / important medical research may be justified / could benefit animals as well / results on animals might be different from that on humans / research for make up and luxury goods may not be acceptable.

- Buddhism** Non-violence / not killing also applies to animals. Protecting the natural world and living in harmony with it is part of Buddhist teaching. All creatures are part of cycle of rebirth. Compassion and loving kindness should extend to all living things. Monk may eat meat provided for him, not killed for him. Accept reference to Eightfold Path, i.e. Right Living.
- Christianity** Christians view animals as part of God’s creation. They believe part of their duty, as stewards of creation, is to protect animals, not exploit them. Christians may agree on the use of animals for medical experiments, but would insist on humane conditions / Many oppose tests for make-up etc. Many campaign against cruelty. The RSPCA started as a Christian response to animal cruelty. A minority sees Genesis as meaning that as we are in charge of animals we can do what we want: Psalm 8 - man is lord over animals and fish, etc. Proverbs 12 v10 - a virtuous man looks after the lives of his beasts.
- Hinduism** All creatures are part of Brahman and thus should be respected. It is part of duty / dharma to protect animals and show ahimsa. Cows especially are valued. Some animals are associated with particular gods (e.g. Shiva and Nanda, the bull). Ahimsa, e.g. Manu 5. 48 important. Look for reference to Gandhi. However vedic religions did have animal sacrifices.
- Islam** The Qur’an teaches that animals have feelings and purpose in their lives. Muhammad told many stories concerning the welfare of animals. Again it is seen as part of the stewardship of humans. Animals, if worked, should be shown consideration. Scientific experiments should not involve cruelty and should only be done for important medical research / no students / no repetition experiments / use of pain relief / not for self inflicted illness. Accept references from Qur’an and Hadith. Accept reference to modern statements.

Judaism	Many Biblical passages show concern for animals and treating them fairly (e.g. Proverbs 12:10). See above. The fourth commandment includes resting animals. Genesis 1 gives humans responsibility over animals, which must not be abused. Accept reference to Noah and Covenant. Accept Biblical references from Genesis, Leviticus, Deuteronomy, Daniel, Psalm 8 v6-8.
Sikhism	Again humans are seen as custodians of the earth and not as having superiority to mistreat animals. Sikhs believe they will be judged on such actions. Dharma (duty) is important. Guru Nanak - "all food is pure". Food at langar is vegetarian. Personal conscience.

(9 marks) AO1 / AO2

(c) "Fox hunting and bull-fighting should be stopped."

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to religious arguments in your answer.

Target: Evaluation of beliefs about hunting

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons (for same view or different points of view).	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons (for same view or different points of view).	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

Arguments for

Cruel / barbaric / should belong to history / animals have rights / animals should be protected not exploited / majority of people against it / foxes can be controlled in other ways.

Arguments against

Foxes are pests and need to be controlled as they do a lot of damage / countryside tradition / lot of people employed in the industry would lose their jobs / need to manage the countryside / tourist attraction / dogs would have to be destroyed / entertainment.

(5 marks) AO3