



General Certificate of Secondary Education

Religious Studies 3062 / 3067 *Specification B*

Unit 2 (30602) Key Beliefs, Ultimate Questions and Life Issues

Mark Scheme

2005 examination – June series

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.

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) *Where was Siddattha Gotama born?*

Target: Knowledge of where Siddattha Gotama was born

Lumbini / Nepal / foothills of Himalayas / India.

(1 mark) AO1

- (b) *What is the Dhamma?*

Target: What is the Dhamma?

Teachings of the Buddha / one of Universal Truths.

(1 mark) AO1

- (c) *What is Enlightenment?*

Target: Knowledge of the meaning of enlightenment

State reached by the Buddha / a goal of Zen Buddhism / understanding of truth about life / to become awakened or similar.

(1 mark) AO1

- (d) *Explain one of the parts of the Eightfold Path.*

Target: Knowledge and understanding of the Eightfold Path

Right viewpoint Understanding the Four Noble Truths.

Right intention Following the Middle path for the right reasons / positive thought leading to unselfish actions.

Right speech Not hurting people with words / speech should be kind, gentle, helpful and truthful.

Right action Includes following the Five Moral Precepts.

Right living Work to the best of ability in a useful occupation / not involving hurting others.

Right effort Concentration on good things / avoid negative, evil things.

Right mindfulness Control of mind / helped by meditation.

Right concentration Minds to let go of unwanted thoughts / meditation helps to become calm and peaceful.

Accept the alternative language.

(2 marks) AO1

- (e) Name two of the Three Marks of Existence.

Target: Knowledge of the Three Marks of Existence (Universal Truths)

Anatta (people change / no self / no soul) / Anicca (everything changes / impermanence) / Dukkha (suffering).

(2 marks) AO1

- (f) Give three of the four sights seen by Siddattha Gotama while riding in his chariot.

Target: Knowledge of the life of Siddattha Gotama

Old age / illness / death / holy man.

(3 marks) AO1

- (g) Explain the importance for worship of objects that may be seen at a shrine.

Target: Understanding importance of aids to worship

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A minimal application of knowledge and understanding.	1 mark
Level 2	Some application of knowledge and understanding.	2 marks
Level 3	A clear application of knowledge and understanding with some development.	3 marks
Level 4	A clear application of knowledge and understanding with good development.	4 marks
Level 5	A full and coherent statement showing good development.	5 marks

Bell Used to tell people when to start the next step in puja or meditation / symbol of karma.

Candles Symbol of enlightenment.

Flowers Last for a short time before the blooms die. Seeds are left for 'rebirth' / symbol of anicca (impermanence – everything changes).

Food Given As offerings.

Incense The sweet smell symbolises the spread of the Dharma.

Photographs Reminders of Buddhist teachers or dead ancestors.

Sacred texts Copies of the texts of sutras that may be chanted.

Toba Wooden tablets offered in memory of the dead (Japanese Buddhists).

Water Water is valuable and life giving / a sign of reverence and respect.

Rupas Images of Buddha.

Prayer Wheel To send prayers and good vibrations in all directions.

(5 marks) AO2

- (h) *'It is impossible to stop wanting things and being selfish.'*

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 Buddhist teaching of Tanha

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 the same or different points of view).	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons (for the same or different points of view). N.B. Candidates who make no religious comment should not achieve more than Level 3.	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

Agree

Buddha believed people are selfish and greedy / causes suffering, unhappiness and frustration.

Disagree

Can be overcome / achieve enlightenment / follow Middle Way / Eightfold Path.

(5 marks) AO3

A2 Christianity

- (a) *Which book do Christians call 'the word of God'?*

Target: Knowledge of the Bible

The Bible (allow Old Testament / New Testament / Gospels or named book of the Bible).

(1 mark) AO1

- (b) *Who was the mother of Jesus?*

Target: Knowledge of the life of Jesus

(Virgin) Mary.

(1 mark) AO1

- (c) *What event in the life of Jesus do Christians remember on Good Friday?*

Target: Knowledge of the life of Jesus

The crucifixion / death of Jesus / sacrifice of Jesus.

(1 mark) AO1

- (d) *Explain why Jesus told a rich young ruler to give all his money to the poor.*

Target: Understanding of the teaching of Jesus regarding eternal life

In order to obtain eternal life / he had made money an idol / so he had nothing to distract him from following God / accept “camel” quote / forgiveness.

(2 marks) AO1

- (e) *Explain what is meant by the term salvation.*

Target: Understanding of meaning of technical term

Being saved / from sin or wrong doing / being forgiven / Jesus as Saviour / changed life for the better / heaven or eternal life.

(2 marks) AO1

- (f) *Give three reasons why the early Christians were convinced that Jesus had risen from the dead.*

Target: Understanding of why the early Christians believed in the resurrection

Women found empty tomb / stone removed / grave clothes inside / Jesus had prophesied his resurrection / resurrection appearances to Mary / Cleopas and friend / disciples / Pentecost / angels saw him die and buried / word of mouth / felt his presence / still helping them.

(3 marks) AO1

- (g) *Explain Christian beliefs about God.*

Target: Understanding of Christian beliefs about God

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Some clear knowledge and understanding.	2 marks
Level 3	A clear knowledge and understanding with some development.	3 marks
Level 4	A clear knowledge and understanding with good development.	4 marks
Level 5	A full and coherent statement showing good development.	5 marks

Holy Trinity – God as Father (Creator, Sustainer) / Son (Incarnate) / Holy Spirit (Guide, Comforter) / loving / forgiving / all-powerful / omnipresent / all-knowing, etc.

(5 marks) AO1

(h) ‘Christians need to go to church to worship God.’

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

Target: Understanding of different forms of worship

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 the same or for different points of view). N.B. Candidates who make no religious comment should not achieve more than Level 3.	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

Agree

Can't do liturgical worship on your own / Holy Communion central act of worship / at church meet with other members of the Christian family / need group to sing / pray together / learn more, etc.

Disagree

God can be worshipped anywhere / don't need a set form of worship / private prayer / bible study important / whole life should be a form of worship.

(5 marks) AO3

A3 Hinduism

(a) What is Yoga?

Target: Knowledge of meditation

Form of meditation / discipline to help gain control over their body and mind / exercise.

(1 mark) AO1

(b) What are the Vedas?

Target: Knowledge of Hindu scriptures

Hindu holy writings / Shruti scriptures / Four main collections: Rig Veda, Sama Veda, Yajur Veda and Atharva Veda.

(1 mark) AO1

(c) Which god played naughty tricks on people when he was a child?

Target: Knowledge of Hindu gods

Krishna / Vishnu.

(1 mark) AO1

- (d) *Vishnu is believed to have appeared on Earth as ten avatars (incarnations). Name two of them.*

Target: Knowledge of avatars of Vishnu

Fish / Tortoise / Boar / Man-lion / Dwarf / Parasha Rama / Rama / Krishna / the Buddha / Kalki.

(2 marks) AO1

- (e) *Give two things Hindus believe about Kali.*

Target: Knowledge of a popular Hindu deity

Goddess of death and judgement / wife of Shiva / Images show her was fierce and bloodthirsty / necklace of skulls / skirt of severed hands / also called Parvati / as Parvati is peace-loving / Shakti / divine energy or power / Durga.

(2 marks) AO1

- (f) *Name three of the four aims of life in Hinduism.*

Target: Knowledge of the four aims of life

Dharma (duty) / Artha (work – honest wealth) / Kama (pleasure) / Moksha (liberation).

(3 marks) AO1

- (g) *Explain Hindu beliefs about Karma and Samsara.*

Target: Understanding of key concepts of Karma and Samsara

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Some clear knowledge and understanding.	2 marks
Level 3	A clear knowledge and understanding with some development.	3 marks
Level 4	A clear knowledge and understanding with good development.	4 marks
Level 5	A full and coherent statement showing good development.	5 marks

Karma

Is the idea that what you sow you will reap / try to do good as it brings good karma / bad actions result in bad karma / every action carries karma / determines the next birth (reincarnation) / good karma brings reward so carry out religious duties, etc. / bad karma a life of suffering.

Samsara

Is the cycle of birth, life, death and rebirth / aim to break out of samsara to reach moksha.

Maximum Level 3 if only one explained.

(5 marks) AO1

(h) *‘Hindus have shrines in their homes so they do not need temples.’*

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

Target: Evaluation of the value of Hindu temples and shrines in worship

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). N.B. Candidates who make no religious comment should not achieve more than Level 3.	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

Agree

Hindus worship three times daily in their home / few temples (mandirs) in Britain / many rarely visit temples.

Disagree

Temples bring a sense of community / can inspire devotion / festivals and marriages celebrated in the temples / priests lead worship and preach / children learn from attending classes in the mandir.

(5 marks) AO3

A4 Islam

(a) *Which prophet received the Qur’an?*

Target: Knowledge of the Prophet Muhammad

Muhammad. **(1 mark) AO1**

(b) *What does the word Qur’an mean?*

Target: Knowledge of the meaning of Qur’an

Recitation / Revelation. **(1 mark) AO1**

(c) *What is the Shahadah?*

Target: Knowledge of specialist term

Muslim declaration of faith / The first pillar of Islam / Creed. **(1 mark) AO1**

- (d) **Briefly describe two Muslim beliefs about what will happen on the Day of Judgement.**

Target: Knowledge and understanding of the Day of Judgement

Opening of graves / people resurrected / judgement by Allah / two angels will open a book recording a person's actions / if placed in right hand the person is saved / if placed in left they are sent to Jahannam (hell) / pass over Assirat Bridge / those saved reach paradise / rest fall off into Jahannam, etc.

(2 marks) AO1

- (e) **Give two religious reasons why Muslims visit Makkah (Mecca).**

Target: Knowledge and understanding of the importance of Mecca

Birthplace of Muhammad / contains the Ka'bah / house of Allah / face when praying / one of the Five Pillars / once in a lifetime experience / holiest place for Muslims / pilgrimage – Hajj / forgiveness of sins / accept reference to ritual actions, etc.

(2 marks) AO1

- (f) **Give three groups of people who do not have to fast during Ramadan.**

Target: Knowledge of Sawm

Under 12's / old / sick / travellers / pregnant / mothers who are breast-feeding / menstruating / accept non-Muslims for 1 mark.

(3 marks) AO1

- (g) **Explain Muslim beliefs about the giving of zakah.**

Target: Understanding of Zakah

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A minimal application of knowledge and understanding.	1 mark
Level 2	Some application of knowledge and understanding.	2 marks
Level 3	A clear application of knowledge and understanding with some development.	3 marks
Level 4	A clear application of knowledge and understanding with good development.	4 marks
Level 5	A full and coherent statement showing good development.	5 marks

Zakah a pillar of Islam / Zakah means purity / purifies the heart from greed and selfishness / duty to give Zakah / goes to help the poor, building hospitals, evangelising / 2½% of surplus income (possessions) / often given at end of Ramadan, etc.

(5 marks) AO2

(h) *‘Pilgrimage is a Muslim’s most important duty.’*

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

Target: Evaluation of the Pilgrimage

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). N.B. Candidates who make no religious comment should not achieve more than Level 3.	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

Agree

Enables Muslims to get close to Allah / time set aside / Fifth pillar of Islam / Hajj once in a lifetime experience / Visiting Makkah and Madinah important as Muhammad lived there.

Disagree

Hajj, only one of the pillars of Islam / done infrequently, e.g. Hajj only once in a lifetime / Profession of faith more important as first and last thing you hear / Salat needs to be done five times a day / Zakah and other giving vital duty / duty to fast during Ramadan / many other duties, etc.

(5 marks) AO3

A5 Judaism

(a) *What is the Shema?*

Target: Knowledge of the Shema

“Hear O Israel...” / Prayer. *(1 mark)* AO1

(b) *Who asked the Egyptian Pharaoh to release the Jewish slaves?*

Target: Knowledge of Moses

Moses. *(1 mark)* AO1

(c) *Name the shepherd boy who defeated Goliath and became a king.*

Target: Knowledge of David

David. *(1 mark)* AO1

- (d) *Explain what is meant by the Covenant.*

Target: Understanding of the Covenant

Agreement / between God and the Jews / God would look after them if they worshipped him or similar / promise / contract / accept reference to specific examples.

(2 marks) AO1

- (e) *Give two ways Jews show respect for the Torah.*

Target: Understanding of the importance of the Torah

Handwritten on scrolls / kept in the Ark in the synagogue / yad is used when reading it / paraded around the synagogue / mantle / Simchat Torah festival / buried when worn out.

(2 marks) AO1

- (f) *Give three special things that Jews do to celebrate Rosh Hashanah (New Year).*

Target: Knowledge of the practices of Rosh Hashanah

Services in the synagogue / prayers concentrate on God being the creator, king and judge / celebrate creation / shofar blown 100 times, three different sounds made / bless each other with words “May you be written down for a good year” / eat special foods, e.g. apples dipped in honey / pomegranate placed on the table / regarded as Judgement Day, etc.

Maximum 2 marks for general ideas.

(3 marks) AO1

- (g) *Explain the Jewish food laws.*

Target: Knowledge and understanding of the dietary laws

Levels of Response

0	No relevant information.	0 marks
Level 1	A minimal application of knowledge and understanding.	1 mark
Level 2	Some application of knowledge and understanding.	2 marks
Level 3	A clear application of knowledge and understanding with some development.	3 marks
Level 4	A clear application of knowledge and understanding with good development.	4 marks
Level 5	A full and coherent statement showing good development.	5 marks

See Leviticus 11 / Kosher allowed / treyfah not allowed / allowed to eat animals with divided hoofs and chews the cud / fish that has fins and scales / hopping insects / chicken, duck, turkey / meat and milk products may not be eaten or cooked together / separate utensils and sinks in the kitchens / blood drained from meat before eaten / slaughtered in accordance to Jewish law / not permitted to eat animals that died from natural causes / most Orthodox Jews keep the kashrut laws / Liberal or Reform Jews less strict.

(5 marks) AO2

(h) *‘There is a need for Shabbat (Sabbath) in today’s world.’*

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

Target: Evaluation of the importance of Shabbat

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 the same or for different points of view). N.B. Candidates who make no religious comment should not achieve more than Level 3.	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

Agree

Shabbat very special / part of the Covenant / gift from God / reminder of creation and making of Sabbath holy / day of rest / education and worship / day for the family and set apart from distractions / sweet smell of Shabbat will be remembered throughout the week.

Disagree

Difficult to celebrate in Britain as normal day for majority / many shops open every day, etc. / much sport, etc. on Saturdays.

(5 marks) AO3

A6 Sikhism

(a) *What does the word Sikh mean?*

Target: Understanding of meaning of Sikh

To learn / student / disciple. **(1 mark) AO1**

(b) *Which Guru began the langar (community kitchen)?*

Target: Knowledge of the Gurus

Guru Amar Das / Guru Nanak. **(1 mark) AO1**

(c) *Which child Guru died from smallpox?*

Target: Knowledge of the Gurus

Guru Har Krishan. **(1 mark) AO1**

- (d) *Briefly describe two Sikh beliefs about God.*

Target: Knowledge of the Sikh beliefs about God

Given in Mool Mantar
 ‘There is only one God (IK ONKAR)
 Truth is His Name (Satnam)
 God is the creator
 God is without fear
 God is Timeless and without hate
 God is beyond birth and death
 God is self-existent
 God can be known by the Guru’s grace.

(2 marks) AO1

- (e) *Give two reasons why Sikhs show respect for the Guru Granth Sahib.*

Target: Understanding of the significance of the Guru Granth Sahib

Sacred book / Book of revelation / contains words spoken by the Gurus / includes hymns / regarded as the Living Guru / teachings of central importance to life, work and worship / focal point of the gurdwara and Sikh services.

(2 marks) AO1

- (f) *Give three things that happened at Baisakhi in 1699.*

Target: Knowledge of origin of the Khalsa and actions of Gobind Singh

Accept three actions from the story - Gobind Singh called all Sikhs together / appeared with a sword / demanded a volunteer to die for his faith / one Sikh stepped forward / taken into the tent and sickening thud / sword dripping with blood / repeated another four times / return of the five volunteers unharmed / called Panj Piores / gave them Amrit to drink / became first five members of the Khalsa / told to wear the 5Ks, etc.
 Accept start of Sikhism as known today.

(3 marks) AO1

- (g) *Explain the importance of the Gurdwara.*

Target: Understanding of the importance of the Gurdwara

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Some clear knowledge and understanding, e.g. two relevant points, or one statement with example or elaboration.	2 marks
Level 3	A clear application of knowledge and understanding with some development, e.g. two points, one of which is elaborated.	3 marks
Level 4	A clear knowledge and understanding with good development, e.g. covering at least two points, both of which are elaborated.	4 marks
Level 5	A full and coherent statement showing good development.	5 marks

Used for communal worship / singing hymns / listening to teachings / readings of the Guru Granth Sahib / praise God / development of the spirituality of the individual and the community / contains the Guru Granth Sahib - focal point of the prayer hall / used for celebrations / sharing karah parshad / provides a free kitchen (langar) / community hall for social activities / sewa, etc.

(5 marks) AO2

(h) ***‘Wearing the 5Ks is difficult for Sikhs in today’s world.’***

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

Target: Evaluation of the importance of the 5Ks for Sikhs today

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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	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

Agree

Not all Sikhs wear the 5Ks in Britain today / some shave their beards / some may choose to wear only one part, e.g. kara / some say no longer relevant in modern world / not convenient to never cut hair, etc.

Disagree

Identifies members of the Khalsa / shows commitment / symbol of their faith / symbol of unity.
(5 marks) AO3

A7 Christian Ethics: Attitudes to Love and Forgiveness

(a) ***How was Jesus put to death?***

Target: Knowledge of the crucifixion

Crucified / on a cross. **(1 mark) AO1**

(b) ***What did Jesus say to the people who wanted to stone a woman who had committed adultery?***

Target: Knowledge of the story of the woman caught in adultery

Jesus said that a person without sin should throw the first stone, or similar. **(1 mark) AO1**

(c) ***In 1 Corinthians 13 who wrote, “Love is eternal”?***

Target: Knowledge of 1 Corinthians 13

Paul. **(1 mark) AO1**

- (d) Give two examples of where Christians may look for religious guidance.

Target: Knowledge of where Christians get help for decision-making

The Bible / God / tradition / Church / Church teachings / Church leaders / conscience / Jesus example / other Christian examples, e.g. WWJD, Christian internet sites, prayer, etc.

(2 marks) AO1

- (e) Name two types of love found in the New Testament.

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

Agape (Christian love) / Eros (sexual love) / Philia (family and friends) / Storge (warm affection of things).

(2 marks) AO1

- (f) Give three things that Christians ask for when saying the Lord's Prayer.

Target: Knowledge of the Lord's Prayer

Father: May your holy name be honoured / may your kingdom come / Give us day by day the food we need / forgive us our sins / and do not bring us to hard testing / deliver us from evil.

(3 marks) AO1

- (g) Explain what the Parable of the Prodigal (Lost) Son teaches Christians about love and forgiveness.

Target: Understanding of what the Parable teaches about love and forgiveness

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A minimal application of knowledge and understanding.	1 mark
Level 2	Some application of knowledge and understanding.	2 marks
Level 3	A clear application of knowledge and understanding with some development.	3 marks
Level 4	A clear application of knowledge and understanding with good development.	4 marks
Level 5	A full and coherent statement showing good development.	5 marks

Shows Father's love for his son / God for people / forgiveness shown to his son even though he had done wrong because he is sorry / Christians should show forgiveness to a repentant sinner / should not be unloving and unforgiving like the older brother / warning to religious leaders not to be unforgiving / important to make up and give others another chance / loving and forgiving Father represents God / younger son – repentant sinner / elder brother – unforgiving religious leaders.

Maximum Level 3 if only discussing love or forgiveness.

(5 marks) AO2

(h) *'It is impossible to forgive those who have hurt your family.'*

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

Target: Evaluation of when it is possible to forgive

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. N.B. Candidates who make no religious comment should not achieve more than Level 3.	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

Agree

Deserve to be hated / like a personal attack / they hurt your loved ones / constant reminder / an eye for an eye, etc.

Disagree

Jesus taught – Love your enemies / need to forgive for healing / Good Samaritan / may have been an accident / examples of those who have forgiven / if they repent deserve second chance.

(5 marks) AO3

Section B Questions of Meaning

EITHER

B8 Suffering and Religious Beliefs

(a) *Explain how natural disasters cause people to suffer.*

Target: Knowledge and understanding of suffering caused by natural disasters

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A minimal application of knowledge and understanding.	1 – 2 marks
Level 2	Some application of knowledge and understanding.	3 – 4 marks
Level 3	A clear application of knowledge and understanding with sound development.	5 – 6 marks

Natural disasters include earthquakes / volcanoes / flooding / tsunami / drought / crop failure. These cause loss of property / fatalities / loss of livelihood / financial hardships / famine / challenges faith / trauma, etc.

(6 marks) AO2

(b) Explain how religious teachings and beliefs may affect a believer's attitudes to suffering.**Target: Understanding of believer's response to suffering****Levels of Response**

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A minimal application of knowledge and understanding.	1 – 3 marks
Level 2	Some application of knowledge and understanding.	4 – 6 marks
Level 3	A clear application of knowledge and understanding with sound development.	7 – 9 marks

General points

Where there is injustice or suffering people should help / raises questions about the existence of God / suffering may have a purpose – make people stronger / gives opportunity for self-sacrifice / may be a test of faith / may teach a lesson / often result of selfishness / sin.

Buddhism	Life is unsatisfactory, full of frustration and suffering (Dukkha) / people suffer because of sickness, injuries, old age and death / three 'poisons' of ignorance, greed and hatred lead to suffering / origin involves people's selfishness, greed and craving (Tanha) / cure is to get rid of desire and craving and to discover inner satisfaction (Niroda) / follow 'The Middle Way' (Magga) / Noble Eightfold Path / escape to Nibbana.
Christianity	Genesis 3 explains that suffering resulted from human disobedience / Adam and Eve had to face consequences of their free choice / Natural suffering is not God's fault / suffering caused by humans result of free will / Jesus innocent suffering on the cross / trust in God helps Christians to endure suffering / Personal suffering as God's (mysterious) will, but will try to alleviate the suffering of others whenever they can / may be test – story of Job.
Hinduism	Suffering is the result of apa (sinful actions) in this life and past actions in previous lives / law of karma / we reap what we sow / good karma, will reduce suffering in the future (agami karma) / aim to achieve moksha and escape from cycle of birth, death and rebirth and from suffering.
Islam	Allah gave Adam free will / humans can choose to sin / Satan (Iblis) was given the job of testing human faith / suffering tests faith and character / people who cause suffering will be judged / should show compassion towards those suffering / Allah is called 'The Compassionate'.
Judaism	Suffering results from free will / Genesis 3 / Jews suffered terribly through the Holocaust / encouraged to help those who suffer / a way God disciplines His people (Deuteronomy 8:5) / brings people back to God (Isaiah 53:5) / book of Job explains that it is a test of faith / a punishment for sin / part of God's purpose (beyond human understanding).
Sikhism	Ego and selfish human actions (haumai) result in suffering / actions in the physical world affect rebirth / important to do good / result of karma / aim to rise beyond or transcend suffering / some suffering is a mystery, e.g. why people suffer more in some parts of the world than people in others

(9 marks) AO1 / AO2

(c) *‘God should have made a world without pain and suffering.’*

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

Target: Evaluation of the problem and purpose of suffering

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). N.B. Candidates who make no religious comment should not achieve more than Level 3.	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

Agree

Distressing to see people wracked with pain / suffering can be unbearable / surely a God of love would not wish to see or cause the horror of suffering.

Disagree

God created a good world (Genesis 1) / humans sin and use of freewill caused pain / suffering and ruined creation / God might not exist – world came about by chance / big bang / some pain and suffering has a valuable purpose / gives people the opportunity to help overcome suffering.

(5 marks) AO3

OR

B9 Life after Death

(a) *Explain why some people find it hard to believe in life after death.*

Target: Understanding of why some people are sceptical about life after death

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 – 2 marks
Level 2	Some clear knowledge and understanding.	3 – 4 marks
Level 3	A clear knowledge and understanding with good development of why some people find it hard to believe in life after death.	5 – 6 marks

Lack of evidence / people do not return after death / the heart stops beating / the body goes stiff / disintegrates in the grave / near death experiences may have logical explanations / always seem to see figures to do with own culture and not others / no real proof / something you cannot see, touch, feel or experience / maybe made up to comfort the dying or grieving.

(6 marks) AO1

- (b) *Explain how beliefs about life after death may affect the way religious people live.*

Target: Understanding of the influence on believers of a belief in life after death

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A minimal application of knowledge and understanding.	1 – 3 marks
Level 2	Some application of knowledge and understanding.	4 – 6 marks
Level 3	A clear application of knowledge and understanding with sound development.	7 – 9 marks

General comments

Gives hope / life is meaningless without some form of future life / reward for a good life / faith in God is important / self examination of your own life / fearful / perform religious duties.

Buddhism	Actions which affect future lives / Karma (Kamma) / Dhammapada on morality, “what we are today comes from our thoughts of yesterday and our present thoughts build our life of tomorrow.” / “The one who protects his mind from greed, anger and stupidity is the one who enjoys real and lasting peace.” / live a moral life and following the path to enlightenment / follow Buddha’s teaching, realising that Buddhism depends upon self-effort, self-examination and self-help / all desire must be eliminated and the Middle Way must be followed / negative karma leads to rebirth as lower life form / aim to reach Nibbana.
Christianity	1 Thessalonians 4v15 gives Christians hope / those who have died before Christ’s return will be raised to life / 1Corinthians 15v51-53 also talks of Resurrection – the dead will be raised / There will be no sorrow and grief / It will be a time of total happiness. 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 / need to have faith in Jesus as personal saviour / need to repent of sin / good actions required / day of judgement / heaven place of bliss / hell the opposite / can give comfort to the dying.
Hinduism	Belief in reincarnation encourages people to follow the Laws of Manu / follow the instructions on how they should live their lives / Karma – ‘bad’ actions mean a hard life in the future / good karma, good actions will mean a good life in the future / encouragement to lead a good life and gain merit / good karma can be achieved by meditation / pilgrimage / wish to escape the rebirth cycle to Moksha / aim to be joined with Brahman / show Ahimsa (respect for life).
Islam	Importance of morality / preparation for the life to come, meaning that Muslims have to think about their actions / Muslims will be judged; this should have an effect on how they act in their lives / reward for good actions in paradise / those who do bad will go to everlasting punishment in hell / faith in Allah is vital / follow the Five Pillars / the hope of Resurrection / importance of repentance.
Judaism	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.

Sikhism 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.” / The good actions of people are important for the future / worship in gurdwara / pray / sewa (service) / wholesome work / Sikhs need to know what is right and wrong / wisdom is a gift, but the right choices have to be made / follow Guru Granth Sahib, which teaches Sikhs how they should live their lives / also keep the Rehat Maryada / belief in reincarnation / aim to break free from cycle of death and rebirth and reach mukti.

(9 marks) AO2

(c) *‘God should send someone back from the dead to prove that there is life after death.’*

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

Target: Evaluation of need for evidence of life after death

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). N.B. Candidates who make no religious comment should not achieve more than Level 3.	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

Agree

Proof that there is life after death / could explain what happens when a person dies / could describe heaven / hell / purgatory or alternative / everyone would then know the truth.

Disagree

Sceptics still wouldn't believe / Christians would say that God has already sent Jesus back from the dead / parable of Rich Man and Lazarus – God has already sent prophets / some have claimed to have died and come back to life / near death experiences (seen figures from different religions) / if God doesn't exist this would be impossible / God doesn't have to prove anything to me.

(5 marks) AO3

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

- (a)
- Explain, with examples, three different types of prejudice.*

Target: Knowledge of different types of prejudice**Levels of Response**

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit, e.g. one or two simple points.	1 – 2 marks
Level 2	Some clear knowledge and understanding, e.g. at least two examples given.	3 – 4 marks
Level 3	A clear knowledge and understanding of three types of prejudice with good development.	5 – 6 marks

Specification mentions religion / race / colour / gender but accept others such as ageism / disability / sexuality, etc.

(6 marks) AO1

- (b)
- Explain how religious teachings may help to reduce prejudice.*

Target: Understanding of application of religious teachings towards prejudice**Levels of Response**

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A minimal application of knowledge and understanding.	1 – 3 marks
Level 2	Some application of knowledge and understanding.	4 – 6 marks
Level 3	A clear application of knowledge and understanding with sound development.	7 – 9 marks

General comments

e.g. they would realise that prejudice is wrong, cruel and unfair / wrong to prejudice / ignorance is a problem / people are equal / Love for others / need to be tolerant and show respect for others / should not make fun or comment on people who are different to us / religious people believe in justice / need to break down barriers that exist / discrimination which follows prejudice is also cruel and unfair / people have been attacked and killed because of prejudice.

Practical suggestions

e.g. protest marches / write to MPs / follow example of Martin Luther King / make others aware of prejudice, e.g. write to newspapers / support reconciliation between groups, e.g. Middle East.

Buddhism

Stopping prejudice produces good kamma (karma) / prejudice comes from delusions of the mind / six main delusions – ignorance, greed, anger, pride, doubt and the doctrine of delusion / ignorance is the root cause of prejudice / equanimity helps to overcome delusions and aims to set ourselves equal with others / need to identify what everyone has in common / Love for others includes the relief of the suffering that people face / loving kindness towards all human beings / hatred does not create harmony / through toleration universal unity can be achieved / Right speech / Right actions / Dalai Lama – respect for all human beings, closer relationships, mutual trust, mutual respect and understanding, plus the need for good will / Dhammapada – “hate is conquered by love.”

- Christianity** Galatians 3 v26-29: “So there is no difference between Jews and Gentiles, between slaves and free people, between men and women, you are all in union with Jesus Christ.” / Luke 7 v1-10: The centurion’s servant shows that Jesus was not prejudiced against a person of a different race / Luke 10 v25-26 Good Samaritan / love your neighbour / Jesus mixed with outcasts, lepers etc who were all looked down on in his time / Jesus mixed freely with women / he appeared to have a group of women who followed him / James 2 v8-9: love your neighbour as yourself / If you make a distinction between classes of people, you are committing a sin / Leviticus 19 v33-34: Do not molest a stranger who lives in your land; you must show love / examples of William Wilberforce, Martin Luther King, Desmond Tutu, etc.
- Hinduism** Hindus have been created by God, so they have a duty to respect all people / Bhagavad Gita 9.29: “I look upon all creatures equally; none the less dear to me and none more dear.” / The concept of dharma means that Hindus should treat all people with respect / Gandhi who fought for equal treatment for all races in South Africa and encouraged the different races in India to live together as equals / Gandhi called the ‘untouchables’ Harijans which means ‘children of God’ and gave them basic human rights / Vinoba Bhave, a follower of Gandhi wanted land to be redistributed from the wealthiest to the poorest. 4 million acres were redistributed / Sati is no longer practised / Hinduism is a tolerant religion and accepts the views of other religions.
- Islam** Surah 438 – Do not make a show when you spend your money / The Qur’an teaches that all people are equal in God’s sight / Men care for women because of the physical differences / The Qur’an – all prejudices and discrimination are unjust because Islamic Law is founded on a spirit of justice / Hadith – Allah does not look upon your outward appearance. He looks upon your hearts and your deeds / If you see an evil action change it with your hand. If not, change it with your tongue / Islam teaches that all people are equal / first person appointed to be the caller to prayer was a black Ethiopian called Bilal Ibn Rabah / The Ummah crosses all national and political boundaries.
- Judaism** Leviticus 19 v33-34: Do not molest a stranger who lives in your land; you must show love / Deuteronomy 10 v18-19: “It is he who sees justice done for the orphan and widow, who loves the stranger and gives him food and clothing.” Love the stranger for you were strangers in the land of Egypt.” / Deuteronomy 24 Leave sheaves in the field for strangers, orphans and widows. Olive trees should be shaken once, so strangers can have those left over. Do not pick your vineyard for a second time; it should be left for strangers, orphans and widows. / Genesis 1 v27: God created man in the image of himself / The Torah teaches that all people have the same responsibilities towards God / All are equal before God / Any person is righteous if they live by the commandments, so there is religious toleration / Psalm 148 v7-9 shows that God cares for the disadvantaged / do not look down on others.

Sikhism God is the source of all life, therefore prejudice is wrong / tolerance to other religions is important / e.g. acceptance of Hindu and Muslim verses in the Guru Granth Sahib / Gurus disliked the caste system 349 – “know people by the light which illumines them, not by their caste. In the hereafter no one is regarded as different from another on grounds of caste.” / 352 – “All castes and special clothing are like dust.” / 472 – “All impurity contracted by touch is a mere superstition.” / Sikh missionaries preach about the fatherhood of God and the brotherhood of mankind / the langar – free kitchen open to all / 611 – “All men are equal – all children of God, therefore Sikhs are tolerant to people of other faiths / Treat people with respect / Women take a full part in Sikh life / Use of Singh and Kaur / use of Karah Parshad for all symbolises equality.

(9 marks) AO2

(c) *‘The main cause of prejudice is fear.’**Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.***Target: Evaluation of the main causes of 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

Agree

People are fearful of others who are different e.g. different race / colour / lifestyle / religion. / they are fearful that they may be forced to change their way of life or beliefs / fear over losing jobs / fear over losing value of property / fear that others are better than them / fear of losing power or influence, etc.

Disagree

Other reasons for prejudice / stereotyping, e.g. women seen solely as mothers or the object of sexual desire / scapegoating (blaming someone else for your troubles / prejudice copied from parents or peer group / influence of the media – some newspapers / some TV programmes / some books / ignorance – lack of knowledge, etc.

(5 marks) AO3

OR

C11 Abortion

(a) Explain three situations in which an abortion is legal in Britain.

Target: Knowledge of the law regarding abortion

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit, e.g. one or two simple points.	1 – 2 marks
Level 2	Some clear knowledge and understanding, e.g. at least two examples given.	3 – 4 marks
Level 3	A clear knowledge and understanding with good development of three situations.	5 – 6 marks

1. Risk to the life of the mother (e.g. she might die as a result of continued pregnancy).
2. Risk of injury to the physical or mental health of the mother.
3. Risk to the physical or mental health of existing children.
4. If there is substantial risk of the child being born seriously physically or mentally handicapped.
5. In an emergency – to save the life of the mother.
6. In an emergency – to prevent grave permanent injury to the physical or mental health of the mother.

24 weeks limit for the first three conditions / no limit for No 4 – 6 / 2 doctors have to agree.

Accept situations which may be allowed under the above conditions, e.g. rape / mother too young / poverty.

Maximum Level 1 for listing situations.

Maximum 3 marks for listing the Law.

(6 marks) AO1

(b) Explain how religious teachings and beliefs may influence a believer who is considering an abortion.

Target: Understanding of the effect of religious teaching regarding abortion

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A minimal application of knowledge and understanding.	1 – 3 marks
Level 2	Some application of knowledge and understanding.	4 – 6 marks
Level 3	A clear application of knowledge and understanding with sound development.	7 – 9 marks

Buddhism Life begins at conception / abortion is killing, therefore Kamma (karma) is harmed / some think it maybe right to have an abortion, e.g. if a child is to be born with a severe handicap / may result in personal suffering because every action (Kamma) has its personal consequences / Ahimsa (Non-violence), one of 5 precepts / the individual who decides / human life is precious and rare / story of turtle.

- Christianity** Roman Catholic teaching opposed to all abortions / sex is for having children / often members of pro-life groups / other Christian groups are against abortion for social reasons or as a means of birth control / but in some circumstances they allow abortion, e.g. if the mother's life is in danger / lesser of two evils / compassionate approach i.e. pastoral care, adoption and counselling / every child has a value and purpose / sanctity of life.
Genesis 1v27 "God created man in the image of himself ..." / Exodus 20v13 "Do not kill" / Isaiah 49v5: "And now Yahweh has spoken, he who formed me in the womb to be his servant." / Jeremiah 1v5: "Before I formed you in the womb I knew you, before you came to birth I consecrated you." / Psalm 139v13-15: "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 18v10: "See that you never despise these little ones." / Luke 1v44: "For the moment your greeting reached my ears, the child in my womb leapt for joy." / Luke 18v15.18: "Let the little children come to me, for it is to such as these that the kingdom of God belongs." / 1 Corinthians 3v16-17: "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 1v15: "God who had specially chosen me while I was still in my mother's womb."
- Hinduism** Chandogya Upanishad 5.10.7 shows that life begins at conception / 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." / 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." / Ahimsa (non-violence) / reflected in Laws of Manu, Chapter 6. / However Abortion is legal in India / much depends upon the people involved and their circumstances, but it is seen to be right if, e.g. the life of the mother is at risk / would seek advice from priest etc. / 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 / have respect for life because in the cycle of birth, death and rebirth / a child is important - the Samskara rituals reflect this.
- Islam** Sanctity of life / 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." / 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." / Surah 53.42-47, plus the idea he created females and males: it is he who will create us anew / Hadith: "No severer of womb relationship ties will ever enter paradise." / Responsibility for the world and everything in it is important, including children. / Surah 2.223, however, says that a woman should not be treated unfairly because of child, so this supports idea of abortion if the health of the mother is in danger / all life is sacred because it is a gift from God (Allah) / life must be protected / unborn child will have the right to know why they were killed / Up to 4 months: the mother's rights are greater than the rights of the foetus / after 4 months: the child has equal rights, because after 120 days, ensoulment (receiving of a soul) takes place / if abortion is to take place it should be before 120 days but diversity about whether or not it should be allowed to happen at all.

- Judaism** Genesis 1v27: “God created man in the image of himself ...” / Exodus 20v13: “Do not kill.” / Exodus 21v22: “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.” / Isaiah 49v5: “And now Yahweh has spoken, he who formed me in the womb to be his servant.” / Isaiah 49v15: “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.” / Jeremiah 1v5: “Before I formed you in the womb, I knew you, before you came to birth I consecrated you.” / Ruth 4v15: “The child will be a comfort to you and the prop of your old age.” / Psalm 127v3: “Sons are a bounty from Yahweh, he rewards with descendants.” / Psalm 139v13-15: “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.”
- 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 / “God is the creator. He himself is invisible but he is ever visible through his nature (Guru Granth Sahib) / “The same Lord is creator and nourisher of all.” (Dasam Granth) / matter of conscience.

(9 marks) AO2

- (c) *‘Having an abortion ignores the rights of the unborn child.’*

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 rights

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 the same view or different points of view).	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons. (for the same view or different points of view). N.B. Candidates who make no religious comment should not achieve more than Level 3.	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

Agree

Unborn child has a right to live / sanctity of life / unable to express his or her opinion / needs to be protected / takes away an innocent life, etc.

Disagree

May be really good reason / maybe to prevent unborn child suffering, e.g. disease / mental or physical disability / poverty / lack of love / quality of life / need to consider the rights of others, e.g. mother / unborn child has no rights.

Maximum Level 2 for general discussion on abortion.

(5 marks) AO3

Section D Planet Earth**EITHER****D12 Creation and Animal Rights****(a) Describe one religious creation story.****Target: Knowledge of a religious perspective on how life began****Levels of Response**

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit, e.g. one or two simple points.	1 – 2 marks
Level 2	A reasonable description, e.g. at least 3 points made.	3 – 4 marks
Level 3	A clear and coherent description of a creation story.	5 marks

Buddhism	No real creation story in Buddhism / One of the questions the Buddha refused to answer / Buddha felt such questions were asked by people with limited minds / They would not understand the answers / There is no simple answer that is right for everyone / such questions were not important because his main purpose was to help people overcome suffering and achieve happiness / trying to answer questions we know nothing about was a distraction and a waste of time / 5 Skhandas, i.e. Human beings are made up of: Form, Sensations, Perceptions, Mental Formations (Impulses), and Consciousness.
Christianity	Genesis 1 / God created / 6 days / rest day / everything was good / man in control / given responsibility. Each day God created something new / Day 1-Light / Day 2-The sky / Day 3-The land, sea and plants / Day 4-Sun, moon and stars / Day 5-Sea creatures and birds / Day 6-Land animals and finally humans / Day 7 -God rested Genesis 2 - heaven and earth created / man of dust from the soil and breathed into nostrils / Garden of Eden / Rivers / beasts and birds / cattle / took rib and given to woman / given freewill.
Hinduism	Various creation stories / Rig Veda X 1-3; 9-12 / the universe takes form and then dissolves back into nothing / It is created, then evolves, and then is destroyed, then created again in a continual cycle / role of three deities (the Trimurti) - Brahma (the creator), Vishnu (the Preserver) and Shiva (the Destroyer). / Vishnu sleeping on a great cobra called Ananta floating on a large ocean / Responding Om Vishnu awoke / Out of navel grew a lotus flower and from it came Brahma / Brahma split the lotus flower into three / One part became the heavens, another part the earth and the third part the skies. / Brahma continued to create grass, flowers, trees, plants, animals, insects, birds and fish.
Islam	Surah 2.28, God created all that the earth contains / fashioned heavens / God gave life when you were dead / you will die and He will then restore your life / Surah 2.117: “They say: ‘God has begotten a son’. Glory be to Him. He is what the heavens and the earth contain, all is obedient to him, creator of the heavens and earth. When he decrees a thing he need only say ‘Be’ and it is.” / Surah 3.190 - God has sovereignty over the heavens and earth. God has power over all things / The creation story in Islam of Adam and Hawa is very similar to the story of Adam and Eve. It is in the Qur’an, Surah 2 : 30-9.

Judaism Genesis 1 - God created / 6 days / rest day / everything was good / man in control / given responsibility. Each day God created something new / Day 1-Light / Day 2-The sky / Day 3-The land, sea and plants / Day 4-Sun, moon and stars / Day 5-Sea creatures and birds / Day 6-Land animals and finally humans / Day 7 -God rested

Genesis 2 - heaven and earth created / man of dust from the soil and breathed into nostrils / Garden of Eden / Rivers / beasts and birds / cattle / took rib and given to woman / given freewill.

Sikhism Beliefs are revealed in hymns of praise / For billions of years there was no earth or heaven, no sun or moon, no day or night, no rivers and continents, no wind and water, no Brahma, Vishnu or Shiva, no female or male, no caste or birth / Only the one Lord existed / He created the universe Himself including the planets, the earth, the continents and human form / Displaying His power from nothing he created everything and He is “beyond all forms, yet in all forms.” / He is limitless - the infinite One.

(5 marks) AO1

- (b) *Using religious teachings and beliefs, explain the attitudes of religious people towards*
- (i) *factory farming, and*
 - (ii) *hunting and blood sports.*

Target: Understanding of religious attitudes towards factory farming and blood sports

Levels of Response

0	No relevant information	0 marks
Level 1	A minimal application of knowledge and understanding.	1 – 2 marks
Level 2	Some application of knowledge and understanding.	3 – 5 marks
Level 3	A clear application of knowledge and understanding with some development including religious teachings and / or beliefs that might influence believer’s attitudes.	6 – 8 marks
Level 4	A clear application of knowledge and understanding with good development.	9 – 10 marks

Maximum 6 marks if only one part is answered.

Buddhism First Precept – “I will not harm any living thing” / Ahimsa -Non-violence / against cruelty. Protecting the natural world and living in harmony with it is part of Buddhist teaching / All creatures are part of cycle of rebirth / reincarnation / Compassion and loving kindness should extend to all living things. Hunting, shooting, fishing and trapping is not in keeping with the Eight Fold Path i.e. Right Living. “All breathing, existing, living creatures should not be killed or treated with violence, nor abused, nor tormented.” (Anchoranga Sutra) / Right Living might mean against factory farming as concerned about treatment of animals.

- 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 / Many campaign against cruelty / The RSPCA started as a Christian response to animal cruelty / As stewards, Christians would work to prevent the extinction of animal species, perhaps seeing Noah as a role model / Psalm 8 – man is lord over animals and fish / Proverbs 12 v10 – a virtuous man looks after his beasts / Some Christians take part in hunting as they believe that they have been given instructions by God to bring animals under control (Genesis 1:28) / They believe they are justified in hunting vermin and pests / Others interpret the same verse differently and argue that animals are part of God’s creation and their duty, as stewards of creation, is to protect them from cruelty / some oppose factory farming seeing it as cruel / others believe it is an important method of producing food for humans.
- 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 / However vedic religions did have animal sacrifices / Most oppose hunting, as they believe that it is cruel and unnecessary / concerned about treatment of animals in factory farming.
- Islam** The Qur’an teaches that animals have feelings and purpose in their lives / Allah’s creations / Muhammad told many stories concerning the welfare of animals / Seen as part of the stewardship of humans / Animals should be shown consideration / No hunting for sport. / ‘If someone kills a sparrow for sport, the sparrow will cry out on the Day of Judgement, “O Lord! That person killed me for nothing! He did not kill me for any useful purpose!”’ / ‘Whoever kills anything bigger than a sparrow without a just cause, Allah will hold him accountable for it. The listeners asked, “O Messenger of Allah, what is a just cause?” He replied, “That he kill to eat, not simply to chop off its head and then throw it away”’ The Hadith.
- Judaism** Many Biblical passages show concern for animals and treating them fairly / The fourth commandment includes resting animals / Genesis 1 gives humans responsibility over animals, which must not be abused / Noah and Covenant. / Psalm 8 - man is lord over animals and fish / Many Biblical passages show concern for animals and treating them fairly. “A good man takes care of his animals, but wicked men are cruel to their” Proverbs 12:10. Jews disapprove of hunting, even for a living.
- 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” / Some of the ten human Gurus took part in hunting / Pictures of Guru Har Gobind and Guru Gobind Singh often show them carrying a bow and arrow and hunting with falcons. / Most Sikhs today are not in favour of hunting for sport, as they believe they will be judged on such actions / Whether to hunt or not and factory farming is regarded largely as a matter of individual conscience.

(10 marks) AO2

(c) *‘Animals should not be kept in zoos.’*

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 treatment of animals

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). N.B. Candidates who make no religious comment should not achieve more than Level 3.	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

Agree

Animals not in their natural habitat / crowded conditions / cruel to keep wild animals in captivity / used for the amusement of the public.

Disagree

Zoos do much conservation work / rare animals breed and can be re-introduced into the wild / provide education / efforts made to treat animals kindly.

(5 marks) AO3

OR

D13 Planet Earth

(a) *Describe the problems that may be caused by over-using the Earth’s natural resources.*

Target: Knowledge and understanding of consequences of abuse of natural resources

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit, e.g. one or two simple points.	1 – 2 marks
Level 2	A reasonable description, e.g. at least three points made.	3 – 4 marks
Level 3	A clear and coherent description.	5 marks

Non-renewable resources are irreplaceable / future generations will be deprived / fast running out of oil and fossil fuels- no petrol or diesel for future use / other forms of energy from the earth being used up / over use causes pollution / global warming / changes in climate / mining ruins landscape / forests being cut down / habitats being destroyed / plants and animals becoming extinct / lungs of world being destroyed / more CO₂ in atmosphere / some farming methods causing deserts, etc.

(5 marks) AO1

(b) Using religious teachings and beliefs, explain the attitudes of religious people towards

- (i) *pollution, and*
(ii) *recycling and conservation.*

Target: Knowledge and understanding of religious responses to environmental problems

Levels of Response

0	No relevant information.	0 marks
Level 1	A minimal application of knowledge and understanding.	1 – 2 marks
Level 2	Some application of knowledge and understanding.	3 – 5 marks
Level 3	A clear application of knowledge and understanding with some development including religious teachings and / or beliefs that might influence believer's attitudes.	6 – 8 marks
Level 4	A clear application of knowledge and understanding with good development with detailed reference to religious teachings and beliefs.	9 – 10 marks

Maximum 6 marks if only one part is answered.

General Points

Pollution damaging the world / duty to care for the environment / our actions affect others / need for sustainable development / recycling of paper / metals / glass etc. saves abuse of resources / need to get involved in recycling schemes / campaign to raise awareness of the damage of pollution and need for recycling / write to MPs / press / provide education / Assisi Declarations, etc.

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 / 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 / should avoid using things that cause global warming and pollution wherever possible / reference to kamma (karma) and importance of recycling and caring for the world.

Christianity God put humans in charge, i.e. stewardship, therefore responsible for the environment - Genesis 1 / Exodus 23 v10-11 keep the land fallow in the 7th year - shows care / Deuteronomy 20 v19 do not destroy trees / Deuteronomy 22 v6 - / reference to Adam and Eve story. After disobeying God, Adam and Eve were ejected from the garden. Today we abuse resources given to us, rivers, forests and seas have been ruined, so recycling and care for the world is important / There is freedom of choice and often the wrong choices have been made / important as stewards to prevent pollution and its harmful effects.

Hinduism 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" / everything in nature is an expression of God / Hindus love and see God in everything, therefore the environment should not be exploited or polluted. / It is something to be identified with and loved, so recycling important / Ahimsa (non violence) / For Hinduism people do not own the world, they belong to it and love God through it.

- Islam** Surah 6.165: “He has given you the earth for your heritage.” / 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 / 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 prevent pollution, recycle and look after the environment / will be held to account on Judgement Day.
- 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 / Exodus 23 v10-11: keep the land fallow in the 7th year / Deuteronomy 20 v19 / Deuteronomy 22 v6 / 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 recycle, prevent pollution and care for the environment.
- 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 / God created all / through nature he provides for people’s needs / Sikhs believe that you should recycle, prevent pollution and look after the world / 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.

(10 marks) AO2

- (c) *‘People will never change the way they live in order to protect the planet.’*

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 human responses to environmental issues

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 the same or for different points of view). N.B. Candidates who make no religious comment should not achieve more than Level 3.	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

Agree

Religious teachings on human greed / selfishness / shown by humans creating many problems in the world / deforestation / global warming / abuse of resources / pollution / war / evil / injustice / poverty / starvation / ruining the world / always want to improve standard of living / not concerned about the cost to the planet.

Disagree

Humans are taking action to protect the environment / Assisi declarations / Quito / sustainable development / projects to improve the environment / international laws / religious groups and secular groups like Greenpeace / Friends of the Earth trying to look after the world / governments have set targets for reducing carbon emissions and use of CFC's / new legislation means we are having to change our way of living despite expense / cleaning up rivers, beaches / less use of chemicals and harmful pesticides.

(5 marks) AO3