

General Certificate of Secondary Education

Religious Studies 3062 / 3067 *Specification B*

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

Mark Scheme

2006 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.

Quality of Written Communication

Candidates are required to:

- Present relevant information in a form that suits its purposes
- Ensure the 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.

0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
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.
2 marks	The candidate presents relevant information in a way which assists with communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
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.

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) Give one example from the birth stories that shows Siddattha Gotama was special.

Target: Knowledge and understanding of the importance of Siddattha Gotama

One mark for any of the following:

His mother, Queen Maya had a dream of a white elephant entering her womb.

She gave birth in a forest, holding the branches of a sala tree.

The baby came out of her side, painlessly.

The baby could walk (he took seven steps in each of the four directions).

As Siddattha walked, lotus flowers sprang up at his footsteps.

He could talk, he declared himself “King of the four directions.”

Fountains and rainbows magically appeared.

Asita, a seer, predicted that Siddattha would either be a great king or a holy man.

He was a prince.

(1 mark) AO1

- (b) What are the Tipitaka?

Target: Knowledge of Buddhist Scriptures

Sacred writings / teachings / Three baskets.

(1 mark) AO1

- (c) What is a mantra?

Target: Knowledge of form of Buddhist worship

A prayer / sacred text often repeated several times / chant.

(1 mark) AO1

- (d) Give two reasons why Buddhists use aids to worship.

Target: Knowledge of Buddhist aids to worship

Credit any two reasons, e.g. help concentration / focus / stimulate senses / tradition / symbolism of specific items / count number of mantras.

(2 marks) AO1

- (e) One of the Three Refuges is the Buddha. Name the other two Refuges.

Target: Knowledge of the Three Refuges

‘I go to the teaching (dhamma) for my refuge’ / ‘I go to the order (sangha) for my refuge’.

(2 marks) AO1

(f) Give three of the Four Noble Truths.

Target: Knowledge of the Four Noble Truths

Dukkha (unsatisfactoriness / suffering), Tanha (desire or craving / selfishness), Niroda (to get rid of desire and craving / cessation), Magga (The Middle Way) / Eightfold Path.

(3 marks) AO1

(g) Explain why Buddhists meditate.

Target: Understanding of the importance of meditation

Levels of Response

0	No relevant information.	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.	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

Enables emptying of the mind / replacement of negative thoughts / new thoughts of peace and tranquillity / removes stress / improves physical and mental health / process that turns people into more effective human beings / types – Metta – cultivates friendly and warm feelings towards living things / Samatha – enables mind to become calm, alert and focused, brings refreshment and happiness / Vipassana – enables person to gain insight, practised in lotus position helps towards enlightenment / Nibbana.

(5 marks) AO2

(h) ‘The Buddha’s teachings are not relevant to life in the 21st century.’

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

Target: Evaluation of Buddhist teaching

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.	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

Ancient religion – teachings 2500 years old / times have changed / no specific teachings on modern issues such as abortion and drug abuse / no god in Buddhism so laws have not come from a divine source / teaching of peace and harmony difficult in violent world with terrorism, etc. / difficult to avoid craving and desire in materialistic world.

Disagree

Law of karma still very important / obey teachings to obtain favourable rebirth / good ethical standards and values / Middle Way sensible course / Eightfold Path enables people to help make the world a better place / need to find an answer to suffering / world needs peace and tranquillity, etc.

(5 marks) AO3

A2 Christianity

- (a) *Give one example from the birth stories that shows Jesus' birth was special.*

Target: Knowledge of key events in the life of Jesus (Birth)

Virgin birth / appearance of angels / incarnation / long-awaited Messiah / appearance of star / humble birth / visit of shepherds / visit of Magi with gifts, etc.

(1 mark) AO1

- (b) *Who tempted Jesus three times in the wilderness?*

Target: Knowledge of key events in the life of Jesus (Temptations)

Satan / Devil.

(1 mark) AO1

- (c) *What event in the life of Jesus took place on Easter Sunday?*

Target: Knowledge of key events in the life of Jesus (Resurrection)

The Resurrection / Jesus coming back to life / the discovery of the empty tomb.

(1 mark) AO1

- (d) *What is meant by eternal life?*

Target: Knowledge of technical term

Life after death / everlasting life / the after-life in God's presence / life in heaven or hell.

(2 marks) AO1

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

Target: Knowledge of the Zacchaeus story

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 for one mark.

(2 marks) AO1

- (f) *Give three Christian beliefs about God.*

Target: Knowledge of Christian beliefs about God

Trinity – God as Father (Creator, Sustainer) / Son (Incarnate) / Holy Spirit (Guide, Comforter) / loving / forgiving / accept all the omni's or their explanation, etc.

(3 marks) AO1

- (g) *Explain the importance of worship for Christians.*

Target: Understanding of why Christians worship

Levels of Response

0	No relevant information.	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.	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

God regarded as worthy to receive honour, praise, glory and devotion / shows thanks, adoration, etc. / response to the love and power of God / expression of beliefs / gives joy / encouragement / guidance / fellowship with God and believers / shows commitment / Sunday day of celebration of resurrection and Pentecost / time for rest / reflection / singing / clapping / dancing / learning about their faith / liturgical worship – Holy Communion / instructed by Jesus / remembrance of His sacrifice / time for prayer / intercessions / healing / religious experience / receive forgiveness so they can go to heaven / avoid hell, etc.

(5 marks) AO1

- (h) *‘The resurrection of Jesus must have happened because millions of Christians believe it.’*

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

Target: Evaluation of the Christian claim that Jesus rose from the dead

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.	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

Accept general arguments about personal choice / logical reasoning.

Agree

Early Christians transformed from frightened individuals into people who were prepared to die for this belief / who would knowingly die for a lie? / Resurrection appearances convinced them – Mary / Peter / Thomas / Cleopas and friend / Paul on Damascus road / Paul’s teaching – 1 Corinthians 15 / basis of the whole Christian faith / no-one produced body or evidence that Jesus wasn’t risen / followers recorded events in the New Testament / Jesus speaks to people today / people feel his presence / have faith that it is true.

Disagree

People can be deceived / martyrdom doesn’t necessarily equal truth / little solid evidence apart from the Bible / people might have stolen the body / hallucinated / it is an impossibility as once you are dead that’s it / people believe false rumours / it could have all been made up.

(5 marks) AO3

A3 Hinduism

- (a) *What name is given to the Ultimate Reality (Supreme Being)?*

Target: Knowledge of the concept of Brahman as ultimate reality

Brahman.

(1 mark) AO1

- (b) *Which Hindu poem tells the story of Rama and Sita?*

Target: Knowledge of the Hindu scriptures

Ramayana.

(1 mark) AO1

(c) *What is the Atman?*

Target: Knowledge of the concept of Atman, the inner ‘self’

Inner self / soul / pure spirit.

(1 mark) AO1

(d) *Give two things Hindus believe about Lakshmi.*

Target: Knowledge of a Hindu goddess

Goddess of love and beauty / born from the churning of the Sea of Milk / wife of Vishnu / brings good fortune and prosperity / also known as Sri / reincarnated as Sita and as Rukmini, the consort of Krishna / images show her as beautiful and gentle / seated on a lotus flower / rewarding worshippers with gold / linked with Divali.

(2 marks) AO1

(e) *What are the two types of scripture in Hinduism?*

Target: Knowledge of the types of Hindu scriptures

Shruti (‘revealed’ scriptures) / Smriti (‘remembered’ scriptures).

(2 marks) AO1

(f) *Name the three gods of the Trimurti (Triad of Gods).*

Target: Knowledge of the Triad of Gods

Brahma / Vishnu / Shiva
(Creator / Preserver / Destroyer – 1 mark).

(3 marks) AO1

(g) *Explain the importance of worship for Hindus.*

Target: Understanding of the value of worship for Hindus

Levels of Response

0	No relevant information.	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.	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

Gaining of merit / good karma / reward of a good future life / creates religious purity, serenity, calm / performance of rituals in order to achieve deeper concentration / symbolism associated with aids to worship, e.g. bell to alert gods / expression of beliefs / gives joy / encouragement / guidance / teachings / opportunities to present gifts / thanks to gods / meditation / aim to escape samara and reach moksha / yoga / discipline – control of selfishness, greed and anger / seek union with the Universal Spirit, etc.

(5 marks) AO2

- (h) *‘The only important thing in life for a Hindu is to gain good karma.’*

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 karma

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.	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

What you sow you will reap / good actions bring rewards / bad actions bring bad karma and suffering / good karma means a good future life or escape from samsara to reach moksha.

Disagree

Other important things, e.g. family / friends / love / prosperity / health / enjoyment / the four aims of life (dharma / artha / kama / moksha) / other important concepts, e.g. Ahimsa.

(5 marks) AO3

A4 Islam

- (a) *What term describes the oneness of Allah?*

Target: Knowledge of specialist term

Tawhid / Monotheism.

(1 mark) AO1

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

Target: Knowledge of specialist term

Muslim belief in Allah’s messengers – prophets, angels and holy books.

(1 mark) AO1

- (c) *What is wudu?*

Target: Knowledge of specialist term

Ritual washing before prayer.

(1 mark) AO1

- (d) **Give the two main beliefs that make up the Shahadah.**

Target: Knowledge of the Shahadah

There is no god but Allah / Muhammad is the messenger of Allah.

(2 marks) AO1

- (e) **Give two groups of Muslims who are excused from making the pilgrimage to Makkah (Mecca).**

Target: Knowledge of the Hajj

Physically unfit / those who cannot afford to do so.

Accept children / elderly / pregnant women.

(2 marks) AO1

- (f) **Give three things Muslims believe about heaven and hell.**

Target: Knowledge of Heaven / Paradise and Hell

Heaven – paradise / place of the saved / for believers / beautiful gardens / heavenly food / lovely maidens, etc.

Hell – jahannam / place of the damned / for non-believers / home of Iblis / Shaytan / those who enter will suffer everlasting fire / scorching winds / torment / suffer physically / experience ‘fire in their hearts’, etc.

Allah’s reward / punishment for how life is lived / Assirat bridge / angels / scales / book of deeds, etc.

(3 marks) AO1

- (g) **Explain the importance of Sawm (fasting) for Muslims.**

Target: Understanding of the significance of fasting for Muslims

Levels of Response

0	No relevant information.	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.	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

Fourth pillar or duty of Islam / involves learning discipline of total abstinence from food and drink from dawn till sunset for whole month / Ramadan - month of forgiveness and charity / act of purification / fulfilment of Allah’s commands of discipline / piety / collective worship / reading the Qur’an / prayer / strengthens Ummah / shows empathy with poor and hungry / enables believer to appreciate Allah’s gifts / shows equality / obedience / brings merit and spiritual benefits / commemorates Jibrail’s revelations to Muhammad.

(5 marks) AO2

- (h) *‘Following the example of Muhammad is the most important duty for a Muslim.’*

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 following example of Muhammad

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.	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

Muhammad received the final revelation to humankind / regarded as the last and greatest of all the prophets / seal of the prophets / has important experiences as a human / gives examples and teachings to follow.

Other views

Muslims must submit to Allah / follow the duties as laid down in the Qur’an / the Five Pillars are really important, e.g. Muslims should pray five times a day / give Zakah / go on Hajj / relevance to today.

(5 marks) AO3

A5 Judaism

- (a) *Who led the Jews out of slavery in Egypt?*

Target: Knowledge of the significance of Moses

Moses.

(1 mark) AO1

- (b) *What is the Torah?*

Target: Knowledge of the Tenakh

The most sacred part of the scriptures / the first five books of Law / first part of the Tenakh / holy book.

(1 mark) AO1

- (c) *Give one reason why Abraham is important in Judaism.*

Target: Knowledge of Abraham’s importance

Known as the Father of Judaism / acknowledged one God / made covenant / obedient to God / descendants to be as numerous as sand on the seashore, introduced circumcision, etc.

(1 mark) AO1

- (d) *When does Shabbat begin and end?*

Target: Knowledge of Shabbat

Friday (sunset) until Saturday (sunset – when three stars appear in the sky).
Accept welcome ceremony and Havdalah ceremony.

(2 marks) AO1

- (e) *Give two of the Kashrut rules.*

Target: Knowledge of Kashrut rules

Animals need divided hoofs / chews the cud / fish need fins and scales / winged insects must hop / chicken, duck, turkey acceptable / meat and milk products must not be mixed / need two sets of utensils and sinks / blood must be drained / slaughter in correct way / grape products made by non-Jews not allowed, etc.

(2 marks) AO1

- (f) *Give three things that the Jews believe about God.*

Target: Knowledge of Jewish beliefs about God

God is One / creator / sustainer / Law Giver / Judge / Redeemer / eternal / forgiving / merciful / loving / faithful / accept all omni's, etc.

(3 marks) AO1

- (g) *Explain the importance of Rosh Hashanah and Yom Kippur for Jews.*

Target: Understanding of the significance of Rosh Hashanah and Yom Kippur

Levels of Response

0	No relevant information.	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.	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

Rosh Hashanah: Celebration of New Year / creation / God seen as king and judge / chance to sort out wrong-doing / time of repentance and making up.

Yom Kippur: Most holy and solemn day of the year / Day of Atonement means reconciliation between God and humanity / day of repentance / on eve Jews ask forgiveness of each other / Day when God closes and seals the Book of Life / those who have repented will receive good year / fast for 25 hours to show sincerity in seeking forgiveness / to show self-discipline / to concentrate on improving the spirit / to make a person more compassionate / attend five services in synagogue / wear white to symbolise purity / sins confessed aloud / Temple gates closed to keep God's mercy / final blowing of shofar.

Maximum Level 3 if only one of the two mentioned.

(5 marks) AO2

- (h) *'Shabbat is best celebrated at home.'*

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

Target: Evaluation of celebration of Shabbat in the home

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.	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

Day of joy, prepared for with gladness at home / begins at home with lighting of candles / special meal / recital of Kiddush / parents bless children / husbands praise wives / no work done / Torah studied / important family occasion in the home / Sabbath ends in home with ceremony of havdalah / smelling of sweet spices, etc.

Disagree

Services in synagogue very important / Kabbalat Shabbat on Friday evening / celebrates climax of God's creation / Saturday morning service / celebration with other Jewish worshippers – the wider family of Judaism, etc.

(5 marks) AO3

A6 Sikhism

- (a) *Name the founder of Sikhism.*

Target: Knowledge of the origins of Sikhism

Guru Nanak / Guru Gobind Singh.

(1 mark) AO1

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

Target: Knowledge of Mool Mantar

Mool Mantar / Ik Onkar.

(1 mark) AO1

- (c) **Give one of the Kurahit (Prohibitions) which Khalsa Sikhs should obey.**

Target: Knowledge of the Kurahit

Do not trim, shave or cut your hair.
Do not use tobacco or intoxicants (alcohol).
Do not eat (halal) meat.
Do not commit adultery.

(1 mark) AO1

- (d) **Why do Sikhs perform sewa?**

Target: Knowledge of sewa

Teaching of gurus / to provide selfless service to God / and others / duty / maybe shown as service to the Sangat / gurdwara / humanity in general / equality / to maintain the langar / earn merit-karma.

(2 marks) AO1

- (e) **Give two reasons why Sikhs wear a turban.**

Target: Knowledge of reasons why Sikhs wear a turban

Keep hair tidy / Hair grows long as it remains uncut / symbolises the discipline behind Kesh (one of the 5Ks) / Kesh – uncut hair – discipline showing holiness / strength / obedience / earn merit-karma / to show they are a Sikh / because Gurus wore them / command / tradition / show respect to the Guru Granth Sahib.

(2 marks) AO1

- (f) **Explain why many Sikhs wear a kara.**

Target: Knowledge and understanding of kara

One of 5Ks / steel bangle worn on right arm or wrist / closed circle symbolising God has no beginning or end / to behave well / keep the faith / refrain from wrong doing / earn merit-karma / to show they are a Sikh / military reason / linked to Khalsa / tradition.

Allow one mark for definition.
One mark for each point.

(3 marks) AO1

- (g) *Explain how the Guru Granth Sahib might help Sikhs in their daily lives.*

Target: Understanding of the importance of the Guru Granth Sahib

Levels of Response

0	No relevant information.	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.	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

Gives guidance / has sacred revelation / living guru / contains words spoken by human gurus / includes 5,894 shabads (hymns) arranged into 31 ragas (musical groupings) for worship / teaches Sikhs to meditate on the Name of God / encourages followers to lead useful lives / central importance to life / work and worship of Sikh community / focal point of the gurdwara and Sikh services, etc.

(5 marks) AO2

- (h) *'Sikhs do not need a special building for worship.'*

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 a Gurdwara for 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.	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 worship God anywhere / private devotions important / could use any building, e.g. school hall / Sikhs start each day with worship at home – having a bath / reflecting on many names for God / repeat Japji / evening repeat two sets of hymns – Rahiras at dusk, Sohilla at bedtime / use Gutka, etc.

Disagree

Need for corporate worship / Guru Granth Sahib in Gurdwara / focus during worship / granthi employed to read scripture, give sermon, perform ceremonies, etc. / need for special building for musicians (ragis), place for ardas / to receive karah parshad / show equality / provide langar / show sewa / much easier to worship in special building with fellow believers / Golden Temple, etc.

(5 marks) AO3

A7 Christian Ethics: Attitudes to Love and Forgiveness

- (a) *In Jesus' parable, who helped the wounded man who had been left beside the road?*

Target: Knowledge of the Parable of the Good Samaritan

(Good) Samaritan / accept enemy or someone who was not expected to stop.

(1 mark) AO1

- (b) *Who mocked Jesus when he was on the cross?*

Target: Knowledge of the crucifixion story

Crowds / Priests / rulers / soldiers / one of the other crucifixion victims / enemies.

(1 mark) AO1

- (c) *What does Jesus say is the first commandment (Mark 12²⁹⁻³⁰)?*

Target: Knowledge of the first commandment

Love the Lord your God (with all your heart, soul, mind and strength).

(1 mark) AO1

- (d) *What is the difference between Eros and Storge love?*

Target: Knowledge of types of love in the New Testament

Credit examples.

Eros is sexual love, affection, passion or desire.

Storge is a warm affection or liking for something.

(2 marks) AO1

- (e) *Give two things that happened to the Unforgiving Servant (Matthew 18²¹⁻³⁵).*

Target: Knowledge of the Parable of the Unforgiving Servant

King first of all forgave him for the enormous amount he owed / then he was reported to the king for not forgiving another servant / summoned before king / thrown into prison / told he would stay there until all his original debt was repaid / he was punished.

(2 marks) AO1

- (f) *What three things did Paul say will remain forever (1 Corinthians 13¹³)?*

Target: Knowledge of Paul's teaching

Faith, hope and love (charity).

(3 marks) AO1

- (g) *Explain how Jesus’ teachings about forgiveness might help Christians in their daily lives.*

Target: Understanding of how Jesus’ teaching about forgiveness helps Christians

Levels of Response

0	No relevant information.	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. N.B. Candidates who make no religious comment should not receive more than Level 3.	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

God is willing to forgive even the worst sinner if they repent / Father represents God in Parable of Lost Son / King represents God in Parable of Unforgiving Servant / important to forgive others as God forgives us / Lord’s Prayer / Woman caught in adultery / God forgives – Healing of Paralysed Man / Jesus prays for forgiveness for those crucifying him / important to repent / pray for forgiveness / to forgive others not like older brother (in Lost Son), etc.

Maximum Level 2 if teaching not applied.

(5 marks) AO2

- (h) *‘Using your conscience is the best way to make the right decisions.’*

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

Target: Evaluation of the importance of the conscience for Christians when making decisions

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.	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

Gives us knowledge of what is right and wrong / feel guilty if wrong / feel at peace if the decision is right / personal responsibility / God given-voice of God.

Disagree

Lots of other sources of guidance / church teachings (particularly on modern issues) / example of well-known Christians / reason / tradition / God listens and answers prayer / guidance by the Holy Spirit / Bible / conscience may misguide you.

(5 marks) AO3

Section B Questions of Meaning

EITHER

B8 Suffering

- (a) *Explain, using examples, how humans cause suffering in the world.*

Target: Knowledge of how humans cause suffering

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.	5 – 6 marks

Examples may include:

War / crime, e.g. murder, theft, rape, violence / greed / selfishness, e.g. rich nations have plenty while the poor suffer from hunger / hurtful words / abuse / use of illegal drugs / actions when drunk / relationship break down / prejudice and discrimination / over-eating / challenging the elements, etc.

(6 marks) AO1

- (b) *Explain how religious beliefs and teachings might help a believer to respond to suffering. Refer to religious teachings in your answer. Use examples in your answer.*

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

Can turn to their faith community for 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 / their faith will help them through it / suffering often result of selfishness / sin / time to reflect.

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 peoples’ 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 / encourage good actions to obtain good karma / 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 paapa (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) / encourage good actions / 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 (Ibis) 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 (which God rejects) / 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) AO2

(c) *‘Suffering proves that God does not exist.’*

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

Target: Evaluation of problem suffering poses to belief in 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. 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

If God is love he would not wish to see people in pain and suffering / an all-powerful God would stop suffering / God would have made a world without natural disasters / evil / God would intervene to prevent cruelty / injustice, etc.

Disagree

God may allow suffering for a purpose / most suffering caused by freewill and human action / other evidence for the existence of God, e.g. personal experience / revelation / design theory / first cause theory / suffering may be caused by another force, e.g. Devil / God would destroy us if he destroyed evil, etc.

(5 marks) AO3

OR

B9 Religious Experience and Life After Death

- (a)
- Explain how arguments from design attempt to prove the existence of God.*

Target: Understanding of the design argument**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.	5 – 6 marks

Sir Isaac Newton's thumb argument / thumb is amazing, clever and unique to each individual / alone it would convince him of a designer of the world / William Paley's watch argument / teleological argument / intricate detail of wheels, spring, balance, etc. must have been designed / could not have been an accident / has to be a watchmaker / the equivalent to the 'watchmaker' in the universe is God / design of human eye amazing / Everything is so finely tuned as to allow life / big bang exact power and speed to allow galaxies and planets to form.

(6 marks) AO1

- (b)
- Many people have religious experiences. Explain how these experiences might affect a person's beliefs and way of life. Use examples in your answer.*

Target: Understanding of the effect of religious experiences on beliefs and way of life**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

Awe, wonder and mystery factor / beauty and wonder of creation / feeling of supernatural presence / support during time of suffering / life-changing experiences / devotional response / piety / prayer / worship / inspiration / joining faith community / helping others, etc. Credit negative responses.

Buddhism Candidates might refer to Siddhattha Gotama's experiences / four sights / life as an ascetic / path to enlightenment / following of teaching of The Four Noble Truths / Middle Way / Eightfold Path / Leads to meditation / aim to overcome suffering / achieve Enlightenment / showing love, peace and compassion / give up materialism / join Sangha / reference to worship, prayer and chanting.

Christianity Jesus / God speaking to them / experience of Holy Spirit guiding and comforting 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 / experience of God through worship and adoration / conversion experience leading to complete change of direction / credit examples, e.g. Nicki Cruz / devote life to God's work, e.g. Mother Theresa / preach the gospel, e.g. Billy Graham / have faith and belief in Jesus Christ as Saviour / follow teachings of Bible / obey commandments - Love God / Love neighbour / join Church / attend services / try to do good / resist temptations / follow Christian virtues, e.g. honesty, purity, etc.

Hinduism	Belief that God, is present everywhere and, in everything – nothing would exist if Brahman was not in it / Practise 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 / personal shrine / puja / involvement in prayer / pilgrimage / good actions to obtain merit and good Karma / good rebirth or escape to Moksha / Study of Shruti and Smriti scriptures / 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 / corporal worship in mandir / fulfillment of four aims of life / ahimsa / vegetarianism, etc.
Islam	Belief that God is the Creator / He is transcendent, omniscient, merciful, judge and determines all that is / Revelation of God came through the prophets (rusul) / Muhammad gave the word of God to his people / 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 / Angels are messengers from God giving revelation / God can be experienced through prayer / Hajj – there is a feeling of God's presence / following of teachings / preparation for Judgement Day / do good works to gain merit / worship at mosque / follow Five Pillars / evangelise / fast / pray five times a day / give Zakah and sadaque / submit to Allah's will/ keep Shari'ah Law / credit examples, e.g. Yusuf Islam, etc.
Judaism	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 / experiences result in keeping of Shabbat / kashrut dietary laws / synagogue worship / worship in home / various festivals / ceremonies / repentance – Rosh Hashanah and Yom Kippur / keep the Law / listen to rabbis, etc.
Sikhism	God experienced through the gurus who preached God's message / God experienced through the Guru Granth Sahib / follow advice of religious teaching, practical guidance and personal advice, etc. / meditate of names of God / japji / wearing of 5Ks / join khalsa / keep Kurahit (prohibitions) / worship at home and in gurdwara / offer sewa / langar, etc.

(9 marks) AO2

(c) *‘There must be 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: Evaluation of whether the existence of God would mean that life after death definitely exists

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

Each of different religions believe in life after death, e.g. in heaven / hell or reincarnation / if religion true then there must be life after death / apart from Buddhism religions believe God exists / without life after death there would be little purpose in living / God would have created reward for suffering / sacrifice in this world / Jesus’ resurrection / near-death experiences / some claim to have been brought back to life / soul must go somewhere, etc.

Disagree

No real evidence of life after death / no proof that God exists / even if he does then it doesn’t follow that humans have another life / 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 / no proof that a soul exists, etc.

(5 marks) AO3

Section C Life Issues

EITHER

C10 Prejudice

- (a) *Explain three different reasons why some people are prejudiced.*

Target: Knowledge and understanding of origins of prejudice

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.	5 – 6 marks

Ignorance / fear / stereotyping / upbringing / experience / media / religious teachings or practices, etc.

(6 marks) AO1

- (b) *Explain how religious teachings and beliefs might affect attitudes to sexism and racism.*

Target: Understanding of religious teachings and beliefs that oppose 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

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 Christ Jesus.” / 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 / 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. / Roman Catholic Church does not allow women bishops.

- 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 / Sati is no longer practiced.
- Islam** 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 call people to prayer was a black Ethiopian called Bilal Ibn Rabah / The Ummah crosses all national and political boundaries / men worship separated from women.
- 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 / difference in attitude to women in Orthodox and Liberal / Reformed synagogues.
- 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) *‘Religion is the greatest cause of prejudice.’*

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

Target: Evaluation of whether religion is the major cause 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.	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

Accept religious people can be the victims of prejudice.

Agree

Religion always causing arguments / religion against different religion, e.g. Crusades / differences within religions, e.g. Iraq and Iran; Spanish Armada; Northern Ireland; Jew vs. Palestinian; Hindu vs. Muslim; Sikh vs. Hindu (Punjab) / women not given equal rights, e.g. in Roman Catholic Church / can't worship with men in Islam and Orthodox Judaism / caste discrimination in Hinduism.

Disagree

Many other causes of prejudice and discrimination / religions teach that prejudice is wrong / oppose ethnic cleansing / apartheid / teaches that it is wrong to pre-judge / equality, tolerance, justice, reconciliation and peace.

(5 marks) AO3

OR

C11 War and Peace

- (a) *Explain three reasons why wars take place.*

Target: Understanding of war

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.	5 – 6 marks

Greed / selfishness / quarrels / settle a dispute / win territory / gain more power / gain important resources, e.g. oil / to stop atrocities such as genocide / destroy weapons of mass destruction / depose a dictator / to defend allies / to crush a rebellion / to defend beliefs / political differences / religion / freedom / way of life / make pre-emptive attack / defend own country when under attack, etc.

(6 marks) AO1

- (b) *Explain how religious teachings and beliefs might help a believer to decide whether or not to fight in a war.*

Target: Understanding of effect of religious teachings and beliefs regarding war

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 Buddhists believe that it is wrong to take life and a path of non-violence (ahimsa) is right. Buddhists think carefully about occupations which might cause harm to others, thus any involvement in weapons, etc. would not be considered right. Metta (loving kindness) should be felt towards all people, including enemies. Peace is a goal in meditation and the correct way of life / Emperor Asoka who became a man of peace after being horrified by slaughter on his campaigns / Dhammapada 5.270. 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 / Karma – a good action could be to defend your country; therefore, even though you are fighting, it would be a good cause and rewarded.

Christianity Jesus taught Blessed are Peacemakers / turn the other cheek / Love your enemies / Don't take revenge / Quakers, as a denomination, are pacifists / belief in the sanctity of life / 6th Commandment / Christians have campaigned against nuclear weapons / Jesus who rejected violence at his arrest and on his entry into Jerusalem.

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

The Crusades – to reclaim land from Muslims / Reference to Holy War / While Christians oppose war, they believe it is right to defend country from attack by an aggressor, e.g. Second World War / Liberation Theology, e.g. Oscar Romero – it is right to fight for freedom where people are suppressed unfairly / Dietrich Bonhoeffer / Matthew 21v12-13 Jesus used violence, overturning the money-changers' tables in the temple / Luke 22v36: “Whoever has no sword must sell his coat and buy one” – there is a right time to fight.

- Hinduism** Taking life would be considered wrong / Example of Mahatma Gandhi and his commitment to non-violence (ahimsa) / He believed that the force of truth (satyagraha) could be used to fight causes / He saw humanity as one, not divided by politics, race, religion, etc.
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. 2.2-3/2:31-33 “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 / the true self, or soul (Atman) could not be killed – “The eternal in man cannot die.” / So Dharma could be your duty to fight / but it should be controlled and should respect individuals.
- Islam** Violence is not to be used for the cause of promoting Islam, except in defence / The word ‘Islam’ also means ‘Peace’ / No title for Allah suggests he is war loving, yet names suggest he likes peace, e.g. ‘the one who gives safety and peace’.
Forgiveness is important, e.g. 3.134.
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.”
Surah 22: 40-41: “Permission to take up arms is hereby given to those who are attacked, because they have been wronged.”
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.
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 / minimum of suffering / Trees, crops and animals should be protected / Jihad has the blessing of Allah and defends the Ummah / A Muslim killed in Jihad will enter paradise, so there is no disgrace in fighting / modern day problems e.g. reference to terrorism (misinterpretation of Muslim belief by extremists), Iraq / Palestine – Israeli conflict.

- Judaism** Shalom is the Hebrew word for peace and Shabbat greeting between Jews / Peace linked to justice / Isaiah looks forward to a time when war no longer exists / Exodus – do not kill / Micah 4 v3 – Nation will not lift sword against nation / Proverbs 25 v21. Give your enemy food and if he is thirsty give him something to drink.
Deuteronomy 20 – do not be afraid of opposing armies, because Yahweh your God is with you / When you come up against the enemy offer peace, if peace is refused lay siege / Do not destroy fruit trees / Joshua 2v5 “Joshua, no one will be able to defeat you as long as you live.” / Isaiah 10v1-4 God’s anger is against those who make infamous laws, tyrannical decrees, who refuse to give justice to the unfortunate and cheat the poor, widows and the orphan – destruction will come.
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 (Israeli – Palestinian war) / Retaliation, against terrorist attacks / zionism and anti-semitism.
- Sikhism** Peace is seen as a gift from God / It is to be desired above violence / Although Sikhs have fought in the past, it has been in defence / They do not see themselves as aggressors / Brotherhood and equality are stressed / Some Sikhs believe in ahimsa. Kirpan used in self defence / Fighting would be right to defend the Sikh community and Sikh values / Fighting injustice when peaceful means have failed / Sikhs have fought in the Punjab / defence of Amritsar / 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.
- (9 marks) AO2**

(c) ‘Wars do not solve problems; they only create them.’

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 whether war solves problems

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

Causes death / loss of loved ones / refugees / cripples / poverty / homelessness / bitterness / destruction / resentment / retaliation / terrorism / development of more powerful weapons / costs billions / e.g. Iraq, etc.

Disagree

Might be justified / reference to Just War conditions / might get rid of an evil dictator / stop genocide / once finished can bring peace and eventual prosperity / need to defend country / family / faith / e.g. Iraq, etc.

(5 marks) AO3

Section D Planet Earth

EITHER

D12 Human Attitudes to Animals

- (a) *Explain how animals are sometimes treated badly by people.*

Target: Knowledge of the abuse of animals

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 of the ways animals are sometimes treated badly.	3 – 4 marks
Level 3	A clear and coherent description, e.g. three examples given with clear explanation.	5 marks

Vivisection / animal experimentation / conditions animals are kept in / wild animals kept in captivity / some types of farming, e.g. veal crates / blood sports, e.g. grouse shooting / fox hunting / hare coursing / bull fighting / stag hunting / bear baiting / badger baiting / cock fighting / examples of individual farmers or pet owners not looking after their animals properly / accept killing animals for food, etc.

(5 marks) AO1

- (b) *Explain the religious teachings that encourage believers to treat animals with respect.*

Target: Knowledge and understanding of teachings that encourage religious believers to value animals

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 explanation of religious teachings that recognises the value of animals.	3 – 4 marks
Level 3	A sound analysis or explanation, e.g. three examples given with clear development.	5 marks

- Buddhism** Non-violence / ‘I will not harm any living thing’ (1st precept) applies to animals / Protecting the natural world and living in harmony with it is part of Buddhist teaching / Interdependence / care for animals will enhance human life / All creatures are part of cycle of rebirth / compassion and loving-kindness should extend to all living things / many Buddhists are vegetarian because of principle of not harming living creatures / However monks may eat meat if offered, but not kill it themselves / Eightfold Path, e.g. Right Living / Assisi Declarations / do not support animal experimentation / 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.” / Assisi Declarations / Ohito Declaration – Nature needs to be treated with respect and compassion.
- Christianity** View animals as part of God’s creation / duty, as stewards of creation, to protect animals, not exploit them / Genesis 1:28 “I am putting you in charge of the fish, the birds, and all animals, domestic and wild, large and small” / many campaign against cruelty / The RSPCA started as a Christian response to animal cruelty / St. Francis of Assisi showed kindness to animals / The story of Noah implies the worth of animals – all species were saved / Deuteronomy 22 v6: when you see a nest with mother and her chicks, do not take the mother, let the mother go / Deuteronomy 25:4 “Do not muzzle the ox” / Psalm 8 – man is lord over animals and fish / Proverbs 12:10 – a virtuous man looks after the lives of his beasts / animals and birds of value to God – Luke 12: 6 / opposition to testing cosmetics on animals / Assisi Declarations / Ohito Declaration – Nature needs to be treated with respect and compassion.
- Hinduism** All creatures are part of Brahman and thus should be respected / It is part of duty / dharma to protect animals and show ahimsa (non-violence) / Cows especially are valued / Some animals are associated with particular gods (e.g. Shiva and Nanda, the bull) / Lord Vishnu took the form of various animals to save the world from danger / all bound up in the wheel of samsara, so should be valued and not harmed / Manu 5. 48 / ‘No person should kill animals helpful to all. Rather, by serving them one should attain happiness’ (Yajur Veda 13:47) / Assisi Declarations / Ohito Declaration – Nature needs to be treated with respect and compassion.
- Islam** The Qur’an teaches that animals have feelings and purpose in their lives / Muhammad told many stories concerning the welfare of animals / stories of Muhammad, e.g. kindness to mother cat and kittens / part of the stewardship / humans are caliphs / Animals, if worked, should be shown consideration / animals had legal rights since 13th century / caging animals and using them to test cosmetics is forbidden (haram) / respecting animals is respecting Allah / Assisi Declarations / Ohito Declaration – Nature needs to be treated with respect and compassion.
- Judaism** View animals as part of God’s creation / duty, as stewards of creation, to protect animals, not exploit them / Genesis 1 : 28 “I am putting you in charge of the fish, the birds, and all animals, domestic and wild, large and small” / The fourth commandment includes resting animals / The story of Noah implies the worth of animals – all species were saved / Deuteronomy 22 v6: when you see a nest with mother and her chicks, do not take the mother, let the mother go / Deuteronomy 25:4 “Do not muzzle the ox” / Psalm 8 : 6-8 – man is lord over animals and fish / Proverbs 12 v10 – a virtuous man looks after the lives of his beasts / Assisi Declarations / Ohito Declaration – Nature needs to be treated with respect and compassion.

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) / Food at langar is vegetarian / human superiority is not seen as an excuse to mistreat animals / ‘The Lord pervades all created beings: God creates all and assigns all their tasks.’ Guru Granth Sahib 434 / reincarnation / Assisi Declarations / Ohito Declaration – Nature needs to be treated with respect and compassion.

(5 marks) AO1

(c) *Explain what a believer might do to help improve the way animals are treated.***Target: Understanding of actions believers might take****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 explanation of the actions a believer may take, e.g. two relevant points, or one statement with example or elaboration.	3 – 4 marks
Level 3	A sound explanation, e.g. three examples given with clear development.	5 marks

Treat animals kindly personally / Support Assisi Declarations / Ohito Declaration – Nature needs to be treated with respect and compassion / follow teachings of their religion / use various forms of peaceful protest when they see cruelty, e.g. write to media / M.P.’s / marches / petitions / campaign against what is seen as cruelty, e.g. hunting / worse abuses of factory farming / animal experimentation / become a vegetarian or vegan / support conservation projects / join action groups, e.g. Greenpeace, etc.

(5 marks) AO2

(d) *‘Animals are not as important as humans.’*

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 importance of animals and humans**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

Humans superior / top species re evolution and food chain / God gave us dominion / purpose to serve humans / we are capable of doing whatever we want / God gave them to us, etc.

Disagree

Moral responsibility / stewardship / samsara / animal rights / justice / fairness / would become extinct like dodo / world would be a poorer place without them, etc.

(5 marks) AO3

OR

D13 Destruction of National Habitat

- (a) *Explain some of the problems that are being caused by deforestation.*

Target: Knowledge and understanding of abuse of world's 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 of the problems caused by deforestation.	3 – 4 marks
Level 3	A clear and coherent description, e.g. three examples given with clear explanation.	5 marks

Loss of natural habitat / extinction of varieties of animals and plants / climate change / less oxygen more carbon dioxide in atmosphere / more storms and floods / drought in other areas / increase in global warming / erosion of soil, etc.

(5 marks) AO1

- (b) *Explain the religious teachings that encourage believers to treat the environment with respect.*

Target: Knowledge and understanding of teachings that encourage religious believers to value the environment

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 explanation of the religious teachings concerning the environment.	3 – 4 marks
Level 3	A sound analysis or explanation, e.g. three examples given with clear development.	5 marks

- 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 / Businesses run on these Buddhist principles would not waste fuel. Packaging material – would recycle wherever possible / Allow reference to cumulative kamma / Assisi Declarations / Ohito Declaration – Nature needs to be treated with respect and compassion.
- Christianity** God is creator / gift to humans / 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 / 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 / Don’t disobey God like Adam and Eve / There is freedom of choice and often the wrong choices have been made / Assisi Declarations / Ohito Declaration – Nature needs to be treated with respect and compassion.
- 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” / 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) / For Hinduism people do not own the world, they belong to it and love God through it / Assisi Declarations / Ohito Declaration – Nature needs to be treated with respect and compassion.
- Islam** Surah 16.67 “And it is God who sends down out of heaven water.” / 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 / Assisi Declarations / Ohito Declaration – Nature needs to be treated with respect and compassion.

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 / 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 / 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 / Assisi Declarations / Ohito Declaration – Nature needs to be treated with respect and compassion.

Sikhism 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 Mantra – 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 / through nature God 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 / Assisi Declarations / Ohito Declaration – Nature needs to be treated with respect and compassion.

(5 marks) AO1

(c) Explain what a believer might do to help improve the environment.

Target: Understanding of actions a believer might take to help the environment

Levels of Response

0	No relevant information.	0 marks
Level 1	Something relevant or worthy of credit, e.g. one or two simple points.	1 – 2 marks
Level 2	A reasonable explanation of the actions a believer may take, e.g. two relevant points, or one statement with example or elaboration.	3 – 4 marks
Level 3	A sound explanation, e.g. three examples given with clear development.	5 marks

Support Assisi Declarations / Ohito Declaration – Nature needs to be treated with respect and compassion / follow teachings of their religion / use various forms of peaceful protest when they see the environment is being ruined, e.g. write to media / M.P.’s / marches / petitions / use ‘green’ products / recycle / support conservation projects / join action groups, e.g. Greenpeace / Friends of the Earth / support ‘clean-up’ campaigns / renewable energy projects / use less non-renewable products / pesticides / things that pollute or cause global warming / plant trees / encourage peace not war / support sustainable development / be less greedy and materialistic / encourage education regarding the environment / support Local Agenda 21 / prayer.

(5 marks) AO2

- (d) ***‘Greed and selfishness are the main reasons why the environment is being destroyed.’***

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 causes of damage to the world

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

Greed, and selfish use of resources, e.g. non-renewable energy / leads to global warming / sea-levels rising / floods. Deforestation / leads to loss of natural habitat / plant and animal extinct / climatic change – storms, droughts, famine. Pollution because people don’t care / not thinking of future generations / or God put us in charge so we should be looking after it, etc.

Disagree

Some damage is done because of ignorance / lack of education / in some countries the margins are so tight that it is a matter of survival – not greed, e.g. over-grazing on the fringes of the Sahara / lack of alternatives, e.g. to oil / lots being done to protect the environment but failure of government action at international level / other pressures on environment, e.g. population / need.

(5 marks) AO3