



General Certificate of Secondary Education

Religious Studies (3062/3067) Full or Short Course *Specification B*

Unit 2 Key Beliefs, Ultimate Questions and Life Issues

Mark Scheme

2007 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.

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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

Candidates must answer any **one** question from this section.

A1 Buddhism

- (a) **Who became known as the Buddha?**

Target: Knowledge of the Buddha

Siddattha Gotama / Prince Siddattha.

Accept Siddattha or Gotama.

(1 mark) AO1

- (b) **What name is given to the Buddhist idea that everything changes?**

Target: Knowledge of the Three Marks of Existence

Anicca / Impermanence.

(1 mark) AO1

- (c) **What name is given to the eternal state or peace that is beyond suffering?**

Target: Knowledge of specialist term

Nibbana (Nirvana) / Enlightenment.

(1 mark) AO1

- (d) **Give two of the Five Moral Precepts.**

Target: Knowledge of the Five Moral Precepts

- I undertake to abstain from harming other sentient beings (killing)
- Taking what is not freely given (stealing)
- The misuse of the senses (misusing sex)
- Wrong speech (lying)
- Taking drugs and alcohol which cloud the mind.

(2 marks) AO1

- (e) **Name two parts of the Eightfold Path.**

Target: Knowledge of the Eightfold Path

Right Viewpoint (Understanding / thought) / Right Intention (Attitude) / Right Speech / Right Action / Right Living (Livelihood) / Right Effort / Right Mindfulness / Right Concentration.

Accept initial wisdom / Morality / Meditation.

(2 marks) AO1

- (f) Give three things Buddhists might do to help them meditate.

Target: Understanding of how Buddhists meditate

Sit in lotus position / lower or close eyes / concentrate on the breathing (Anapanasti) / concentrate on an object / shape (Kasina) / meditate on feelings (Brahma Viharas) / focus on Buddhist teachings / chant / attempt to answer riddles (Koans) / calm down and relax / ring bell / visualisation of Bodhisvatta / Deity / go to calm environment or shrine room / burn incense / pray to Buddha / three jewels or refuges (Buddha, dhamma, sangha) / go to classes / counting juzu beads.

(3 marks) AO1

- (g) Explain why the Buddha is important to Buddhists.

Target: Understanding of the importance of Siddattha Gotama to Buddhists

Levels of Response

0	No relevant information.	0 marks
Level 1	A relevant statement of information or explanation.	1 mark
Level 2	Relevant but basic information or explanation, i.e. two relevant points, or one statement with example or elaboration.	2 marks
Level 3	A sound analysis or explanation with some development.	3 marks
Level 4	A reasonably full statement, showing sound development.	4 marks
Level 5	A full and coherent statement showing good development.	5 marks

Way of life that is founded on his life and teachings / sought an answer to suffering / became the Enlightened or Awakened One / taught the Four Noble Truths / Five Moral Precepts / The Eightfold Path / showed way to reach Nibbana and enlightenment / provides example, etc.

(5 marks) AO2

(h) ***‘The best way of following Buddhism is to become a monk or nun.’***

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 and purpose of Buddhist 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 evaluation of two different points of view.	4 marks
Level 5	Evidence of reasoned evaluation of two different points of view expressed coherently.	5 marks

Agree

One of the refuges / can devote life to seeking enlightenment / offer ideal conditions / desire and worry less of a distraction / renouncement of worldly goods / strict self-discipline / with other monks / nuns / teachings / homage paid to Buddha / meditation / focus, etc.

Other views

Not all can be in the Sangha / laity important too / can still do devotional activities / meditating / listening to monks / need for families / work but can still follow Buddha’s teachings / ascetic life is not the Middle Way / strict life inhibits helping people, etc.

(5 marks) AO3

A2 Christianity

- (a) ***How were some shepherds told of the birth of Jesus?***

Target: Knowledge of key events in the life of Jesus

By the appearance of angel(s).

Accept Angel (Gabriel) / in song.

(1 mark) AO1

- (b) ***Name the tax collector that Jesus visited in Jericho.***

Target: Knowledge of the story of Zacchaeus

Zacchaeus.

(1 mark) AO1

- (c) ***Which disciple betrayed Jesus?***

Target: Knowledge of key events in the life of Jesus

Judas (Iscaiot) / allow Simon (Peter).

(1 mark) AO1

- (d) ***Give two reasons why Christians think the Bible is important.***

Target: Knowledge and understanding of the importance of the Bible

Inspired by God / 'Word of God' / contains teachings of God / Jesus / useful for guidance / contains prophecies / develops Christian character / history of their religion / contains life of Jesus / teachings about salvation and eternal life / ceremonies / services / Holy Book (sacred writing), etc.

(2 marks) AO1

- (e) ***In Luke 18, why did the Rich Man become very sad after hearing what Jesus said to him?***

Target: Understanding of the story of the rich young man

He felt he couldn't do what Jesus asked him to do / Jesus told him to give away all his possessions / follow him to obtain eternal life / quote about rich man and camel / materialistic / accept interpretations, e.g. he was selfish.

(2 marks) AO1

- (f) ***Name the three persons of God in the Trinity.***

Target: Knowledge of the nature of God

Father (creator) / Son (Jesus) / Holy Spirit (Ghost).

(3 marks) AO1

(g) Explain why Jesus is important to Christians.

Target: Understanding of the importance of Jesus to Christians

Levels of Response

0	No relevant information.	0 marks
Level 1	A relevant statement of information or explanation.	1 mark
Level 2	Relevant but basic information or explanation, i.e. two relevant points, or one statement with example or elaboration.	2 marks
Level 3	A sound analysis or explanation with some development.	3 marks
Level 4	A reasonably full statement, showing sound development.	4 marks
Level 5	A full and coherent statement showing good development.	5 marks

Answers may include some of the following:

Son of God / incarnation / lived among us / experienced pain and suffering / lived a perfect life / taught through parables / revealed the love and power of God (miracles) / conquered sin and death / showed there is life after death / set an example for Christians to follow / chose disciples to pass on the good news / founder of Christianity / promised to return / judgement / alive today / speaks to people / changes peoples lives, etc.

(5 marks) AO2

(h) ‘Holy Communion is the most important act of Christian worship.’

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

Target: Evaluation of types 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).	3 marks
	N.B. Candidates who make no religious comment should not achieve more than Level 3.	
Level 4	Evidence of reasoned evaluation of two different points of view.	4 marks
Level 5	Evidence of reasoned evaluation of two different points of view expressed coherently.	5 marks

Agree

Holy Communion central act of worship / Jesus instructed his followers to take the bread and wine / real presence of Jesus / Roman Catholics - transubstantiation / sacrament and is sacred.

Other Views

Non-liturgical worship can be a real celebration / Don't need a set form of worship / private prayer / bible study, singing, praying, etc. are all important / all forms of worship are just as important / Jesus can be experienced in any form of worship / whole life should be a form of worship.

(5 marks) AO3

A3 Hinduism**(a) *What is Dharma?*****Target: Knowledge of specialist term**

Religious duty (obligation) / that which sustains existence / Law.

(1 mark) AO1**(b) *What is Ahimsa?*****Target: Knowledge of specialist term**

Respect for life / not being violent / not harming / promoting peace.

(1 mark) AO1**(c) *Name the cycle of life, death and rebirth.*****Target: Knowledge of samsara**

Samsara (accept reincarnation).

(1 mark) AO1**(d) *Explain the difference between shruti and smriti scriptures.*****Target: Understanding of types of sacred writings**

Shruti ('revealed' scriptures) / Smriti ('remembered' scriptures).

(2 marks) AO1**(e) *Give two things Hindus believe about Vishnu.*****Target: Knowledge of a member of the Trimurti**

Preserves / protects the world / takes on an earthly form to save the world when forces of evil threaten its destruction / part of the Trimurti / has 10 avatars / blue.

Accept references to appearance and relationships.

(2 marks) AO1**(f) *Give three things Hindus believe about Ganesha.*****Target: Knowledge of Hindu god**

Son of Shiva (Parvati) / Beheaded by Shiva's trident on battlefield / Head replaced with first living thing Shiva met / The head of an elephant / with only one tusk / multiple arms and hands / a snare is in one hand / a goad and an axe in another / sweetmeats in the third / the fourth hand blesses worshippers / prayed to as the remover of obstacles / God of intelligence, wisdom and strength / vehicle is a rat, etc.

(3 marks) AO1

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

Target: Knowledge of the importance of worship in the home

Levels of Response

0	No relevant information.	0 marks
Level 1	A relevant statement of information or explanation.	1 mark
Level 2	Relevant but basic information or explanation, i.e. two relevant points, or one statement with example or elaboration.	2 marks
Level 3	A sound analysis or explanation with some development.	3 marks
Level 4	A reasonably full statement, showing sound development.	4 marks
Level 5	A full and coherent statement showing good development.	5 marks

Enable to start the day with worship / creates focus / starts with bathing / actions put them in touch with the gods, e.g. puja tray / bell is rung / images are washed / anointed with ghee / coloured powders may be brushed onto the deity / offering made / incense sticks lit / ghee lamps lit / Arti performed / Mantras / Gayatri Mantra said / meditate / yoga refreshes the soul in unity with god / do not have to travel to a temple / able to end the day with worship / To bring clarity of mind / purify the mind / help to see things clearly / train the mind / unite the human and divine / gain good karma / help achieve moksha / can choose how to worship / Gods and Goddesses bless your home for good luck and prosperity, etc.

(5 marks) AO2

(h) **'The most important aim for Hindus is to break free from the cycle of rebirth.'**

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 obtaining moksha

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).	3 marks
N.B. Candidates who make no religious comment should not achieve more than Level 3.		
Level 4	Evidence of reasoned evaluation of two different points of view.	4 marks
Level 5	Evidence of reasoned evaluation of two different points of view expressed coherently.	5 marks

Agree

Personal quest for liberation / salvation / union / with the Supreme Being / freedom from Samsara / ultimate aim to obtain moksha, etc.

Other views

Other important aims in life – Dharma (Duty) / Artha (Work) / Kama (Pleasure) / wish to gain good karma / have good rebirth, etc.

(5 marks) AO3

A4 Islam

- (a) **Name the city in which Muhammad was born.**

Target: Knowledge of where Muhammad was born

Makkah (Mecca).

(1 mark) AO1

- (b) **How many times each day are Muslims called to prayer?**

Target: Knowledge of Muslim prayer

Five.

(1 mark) AO1

- (c) **What are rak'ahs?**

Target: Knowledge of specialist term

Prayer movements / positions / accept (sets of) prayers.

(1 mark) AO1

- (d) **Briefly describe two things that Muslims do to celebrate Eid ul Fitr.**

Target: Knowledge of what happens at Eid ul Fitr

Break their fast / pay Zakah / meet on the streets to see new moon rising / thank Allah for blessing received during Ramadan / look after poor in the community / attend service at the Mosque / decorate houses / send cards / give presents / special cakes and sweets enjoyed (feast) / family gets together / visit cemeteries / worship / wear new clothes, etc.

(2 marks) AO1

- (e) **Give two things Muslims believe about the Day of Judgement.**

Target: Knowledge of Muslim beliefs about Judgement Day

Some believe bodies will be brought back to life / no-one will escape Allah's judgement / two angels will question souls about their lives / Each soul will be rewarded or punished according to their deeds / Unbelievers and those who do evil will go to hell / believers will go to paradise / crossing Assirat bridge / trumpet blast / Barzakh, etc.

(2 marks) AO1

- (f) **Give three ways in which Muslims show respect for the Qur'an.**

Target: Knowledge of how Muslims show respect for the Qur'an

Three of the following ways:

Keep on high shelf in the room / wash before touching it / wudu / ensure right state of mind / cover in cloth / read on stand / no eating / drinking / smoking in same room / covering of head when reading / shoes off / read / memorise / kissing / obey its commands / not turn back when it is being read / keep in Arabic, etc.

(3 marks) AO1

(g) Explain the importance of Hajj for Muslims.

Target: Understanding of the importance of the Fifth Pillar

Levels of response

0	No relevant information.	0 marks
Level 1	A relevant statement of information or explanation.	1 mark
Level 2	Relevant but basic information or explanation, i.e. two relevant points, or one statement with example or elaboration.	2 marks
Level 3	A sound analysis or explanation with some development.	3 marks
Level 4	A reasonably full statement, showing sound development.	4 marks
Level 5	A full and coherent statement showing good development.	5 marks

Fulfilment of the fifth pillar / should be done at least once / retrace the steps of Muhammad / see important historical sites / visit the Ka'bah / closeness to Allah / importance of pilgrimage / obtain forgiveness / gain merit / strengthens the Ummah / equality / taste of Day of Judgement, etc.

(5 marks) AO2

(h) 'The most important duty of a Muslim is to give to those in need.'

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

Target: Evaluation of importance of giving to charity

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).	3 marks
N.B. Candidates who make no religious comment should not achieve more than Level 3.		
Level 4	Evidence of reasoned evaluation of two different points of view.	4 marks
Level 5	Evidence of reasoned evaluation of two different points of view expressed coherently.	5 marks

Agree

Important pillar of Islam is Zakah / also sadaqah shows devotion and compassion / need to help the poor / Allah gives wealth / to be used wisely.

Other Views

Whole life should be serving Allah / other pillars of Islam to consider – prayer / pilgrimage / fasting / confession of faith / evangelising and spreading the word/ following the Qur'an, etc.

(5 marks) AO3

A5 Judaism

- (a) *What is celebrated at Rosh Hashanah?***

Target: Knowledge of Rosh Hashanah

(Jewish) New Year / Creation of the world / Birthday of the human race / fresh start.

(1 mark) AO1

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

Target: Understanding of a key concept

Being / saying sorry for sins / making up with someone you have wronged.

(1 mark) AO1

- (c) *Who usually welcomes the Sabbath into a Jewish home?***

Target: Knowledge of the way Shabbat is celebrated

Mother / wife / woman.

(1 mark) AO1

- (d) *Give two special things that are done at home at the end of the Sabbath.***

Target: Knowledge of the way Shabbat is celebrated

Blessing called Havdalah / blessing said over wine and spices / special candle is lit / everyone smells a box of spices / candle put out by dipping it in a cup of wine, etc.

(2 marks) AO1

- (e) *Give two reasons why Abraham is important to the Jews.***

Target: Understanding of the importance of Abraham

Father of Jewish nation / recognised there is one God / totally obedient to God / nearly sacrificed his son because he thought it was God's will / showed real faith / made covenant with God / physical sign to be circumcised / descendants to be as numerous as stars in the sky or sand on the seashore / went to Canaan, etc.

(2 marks) AO1

- (f) *Give three ways in which Jews show respect for the Torah.***

Target: Knowledge of how Jews treat the Torah

Three of the following ways:

It is paraded in services / reading it is important part of worship / covered in mantle / yad used when reading it / kept in the ark in the synagogue / try to understand it / live by its teachings / copied extremely carefully by scribes / touch in synagogue / bury when worn out, etc.

(3 marks) AO1

(g) **Explain what Jews believe about God.**

Target: Understanding of Jewish belief about God

Levels of response

0	No relevant information.	0 marks
Level 1	A relevant statement of information or explanation.	1 mark
Level 2	Relevant but basic information or explanation, i.e. two relevant points, or one statement with example or elaboration.	2 marks
Level 3	A sound analysis or explanation with some development.	3 marks
Level 4	A reasonably full statement, showing sound development.	4 marks
Level 5	A full and coherent statement showing good development.	5 marks

Creator / Sustainer / Law Giver / Judge / Redeemer / eternal / everlasting / omni's, etc.

(5 marks) AO2

(h) **'Jewish rules about food are not necessary 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 religious regulations about food

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 evaluation of two different points of view.	4 marks
Level 5	Evidence of reasoned evaluation of two different points of view expressed coherently.	5 marks

Agree

Kashrut rules made long time ago / important then for hygiene and food safety / now have refrigerators / safety laws made by governments / times have changed / liberal / progressive interpretation, etc.

Other views

Laws recorded in the Torah / they are timeless / God's laws given for reasons / humans do not know best / Orthodox interpretation, etc.

(5 marks) AO3

A6 Sikhism

- (a) What is the name given to a Sikh place of worship?**

Target: Knowledge of Sikh places of worship

Gurdwara / temple.

(1 mark) AO1

- (b) What is the langar?**

Target: Knowledge of the langar

The gurdwara dining hall / the food that is served there / kitchen.

(1 mark) AO1

- (c) Which guru completed the building of the Harimandir (Golden Temple)?**

Target: Knowledge of the gurus

Guru Arjan.

(1 mark) AO1

- (d) Give two beliefs about God found in the Mool Mantar (Mantra).**

Target: Knowledge of the Mool Mantar and the nature of God

“There is only one GOD (IK ONKAR) / Truth is His Name (Satnam) / He is the Creator / He is without fear / He is Timeless and without hate / He is beyond birth and death / He is self-existent / He can be known by the Guru’s grace.”

(2 marks) AO1

- (e) Explain why many Khalsa Sikhs wear Kachera (shorts).**

Target: Understanding of the 5Ks

Undershorts – symbolises a high moral character and spiritual freedom / worn by men and women to remind them of their lifelong battle to do right / gives freedom of movement to fight if necessary for what is right / khalsa member / historical reasons / one of 5Ks.

(2 marks) AO1

- (f) Give three ways that Sikhs show respect to the Guru Granth Sahib.**

Target: Knowledge of how Sikhs respect their sacred writings

Three of the following ways:

Always sit below / bow towards the book / remove shoes / cover heads / booked covered / sit cross legged / backs not turned / central to worship and Gurdwara / has own home / washing before worship / placed on Takht under Palki / Chauri waved as above a living Guru / offerings made – flowers, milk, sugar, flour, money / put to bed at night / carried on head / possessed to homes / read from cover to cover / used for naming children / present at weddings, etc.

(3 marks) AO1

(g) Explain why Guru Gobind Singh is important to Sikhs.

Target: Understanding of importance of Guru Gobind Singh to Sikhs

Levels of response

0	No relevant information.	0 marks
Level 1	A relevant statement of information or explanation.	1 mark
Level 2	Relevant but basic information or explanation, i.e. two relevant points, or one statement with example or elaboration	2 marks
Level 3	A sound analysis or explanation with some development.	3 marks
Level 4	A reasonably full statement, showing sound development.	4 marks
Level 5	A full and coherent statement showing good development.	5 marks

Final human guru / founded the Khalsa / introduced 5Ks / introduced rite of initiation (Amrit ceremony) / gave men surname Singh and woman surname Kaur / installed scripture Guru Arjan had put together and which he had revised / enthroned Guru Granth Sahib as living guru / (V(B)aisakhi celebration / historical significance, etc.

(5 marks) AO2

(h) ‘Meditation on God’s name is the most important part of Sikh worship.’

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

Target: Evaluation of Sikh 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 evaluation of two different points of view.	4 marks
Level 5	Evidence of reasoned evaluation of two different points of view expressed coherently.	5 marks

Agree

Sikhs encouraged to remember / repeat / meditate upon God’s name / say Mool Mantar / repeat Waheguru (Wonderful Lord) / Satnam (Eternal Reality) / Akal Purakh (Eternal One) / repeats Japji / puts God at centre of lives / use prayer rope with 108 knots, etc.

Other Views

Many other things done in worship / singing hymns / reading Guru Granth Sahib / prostration / giving offerings / praise / sermon / ardas / sharing karah parshad, etc.

(5 marks) AO3

A7 Christian Ethics: attitudes to Love and Forgiveness

- (a) ***Jesus said that the first commandment was to love God. What did he say was the second commandment?***

Target: Knowledge of Jesus' teaching regarding the second commandment

'Love your neighbour as you love yourself.' Mark 12:31.

(1 mark) AO1

- (b) ***Name the prayer that Jesus taught his disciples.***

Target: Knowledge of the Lord's Prayer

The Lord's Prayer / Our Father.

(1 mark) AO1

- (c) ***The Pharisees said the woman caught in adultery should be stoned to death. What did Jesus reply?***

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

'Whichever one of you has committed no sin may throw the first stone at her.' John 8:7.
"Where are your accusers?" / "Neither do I accuse you." / "Go and sin no more."

Accept Jesus drew in the dust on the ground.

(1 mark) AO1

- (d) ***Why did some teachers of the law complain about what Jesus said to the paralysed man?***

Target: Knowledge of the story of the healing of the paralysed man

Jesus had said to the man, "Your sins are forgiven." / this was seen as blasphemy / as only God can forgive sins.

(2 marks) AO1

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

Target: Knowledge of different types of love

Eros is sexual love / passion / desire. Philia is a love of friends and friendship / family.

(2 marks) AO1

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

Target: Knowledge of actions taken by the Father which showed forgiveness

Looking out for him / ran to meet him/threw his arms around him / kissed him / told servant to bring the best robe / put ring on his finger / shoes on his feet / killed the prize calf / celebrated with a feast / welcomed as a son into his home / forgot about what he had done / challenged elder brother / credit quote about lost and found, dead and alive, etc.

(3 marks) AO1

- (g) ***Explain the importance for Christians today of Jesus' teaching about love.***

Target: Understanding of importance of Jesus' teaching about love

Levels of response

0	No relevant information.	0 marks
Level 1	A relevant statement of information or explanation.	1 mark
Level 2	Relevant but basic information or explanation, i.e. two relevant points, or one statement with example or elaboration	2 marks
Level 3	A sound analysis or explanation with some development.	3 marks
Level 4	A reasonably full statement, showing sound development.	4 marks
Level 5	A full and coherent statement showing good development.	5 marks

Need to love God (1st commandment) / love neighbour (2nd commandment) / Golden rule of Christianity / love enemies (Matt 5) / Good Samaritan – everyone in need is our neighbour / should be helped even if they are in trouble because of their own action / demands we should help not just feel sorry / Jesus' love was sacrificial, etc.

(5 marks) AO2

(h) 'It is impossible to always forgive people.'

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

Target: Evaluation of Jesus' teaching about forgiveness

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 evaluation of two different points of view.	4 marks
Level 5	Evidence of reasoned evaluation of two different points of view expressed coherently.	5 marks

Agree

Jesus' teaching idealistic / doesn't relate to the real world / people would never learn if they were always forgiven / too painful to always forgive / depends on the reason, etc.

Other views

God forgives so we should / request in the Lord's Prayer to ask God to forgive us as we forgive others / Jesus even forgave those who killed him / parable of Unforgiving Servant / woman caught in adultery / prodigal son, etc.

(5 marks) AO3

Section B Questions of Meaning

Candidates must answer **either** B8 **or** B9.

No more than two religious traditions should be used in answer to any one question.

Look at the drawing below.

B8 Suffering

- (a) *Describe, using examples, different types of suffering that exist in the world.*

Target: Knowledge of types of suffering

Levels of response

0	No relevant information.	0 marks
Level 1	A relevant statement of information.	1 mark
Level 2	Relevant but basic information or explanation, i.e. two relevant points, or one statement with example or elaboration. Maximum Level 2 for a list of two types.	2 marks
Level 3	A clear statement covering at least two points, one of which is elaborated. No more than Level 3 for one type of suffering.	3 marks
Level 4	A reasonably full statement, showing sound development.	4 marks
Level 5	A full and coherent statement showing good development.	5 marks

Natural disasters, e.g. earthquakes / volcanoes / floods / storms / drought / tsunami / crop failure.

Evil Human action, e.g. war, murder, theft, rape and other crime.

Accidental human action, e.g. car accident, unintentional environmental damage

Psychological suffering, e.g. bullying, racism

Individual suffering, e.g. when a person loses a loved one.

Self-inflicted suffering, e.g. a person eats too much or attempts a challenge to obtain a goal such as climbing a mountain.

Medical, e.g. when a person suffers because of disease or a disability.

Community, e.g. when an area suffers because of famine, war or loss of major employer.

(5 marks) AO1

- (b)(i) **Explain why some religious people believe that personal suffering could be a good thing.**

Target: Understanding of the positive purposes of suffering

Levels of response

0	No relevant information.	0 marks
Level 1	A relevant statement of information or explanation.	1 mark
Level 2	Relevant but basic information or explanation, i.e. two relevant points, or one statement with example or elaboration.	2 marks
Level 3	A sound analysis or explanation with some development.	3 marks
Level 4	A reasonably full statement, showing sound development.	4 marks
Level 5	A full and coherent statement showing good development.	5 marks

Helps us to appreciate things often taken for granted / can bring out the best in people / patience / helps people to show compassion and be less selfish / suffering helps us to see the need in others / can make people remember their religion and God / can change people for the better and make them stronger / learn lessons / corrects us / test of a person's character / makes us stop doing things that would do us serious harm / warns us that action needs to be taken.

Buddhism – shows us the origin of suffering / reduces spiritual pride / increases renunciation of worldly existence and compassion towards others / encourages Buddhists to practice the path.

Christianity – disobedience to God brings suffering / Adam and Eve and the Fall.

Hinduism – suffering result of paapa (past sinful actions) / need to gain good karma.

Islam – suffering result of freewill and sin / need to submit to Allah / Greater Jihad / test for afterlife.

Judaism – Adam and Eve brought suffering by disobeying God / Test / Job / Discipline.

Sikhism – suffering is the result of the law of karma / need to transcend suffering.

(5 marks) AO2

(b)(ii) Explain how religious people might help those who are suffering.

Target: Understanding affects of belief in life after death

Levels of response

0	No relevant information.	0 marks
Level 1	A relevant statement of information or explanation.	1 mark
Level 2	Relevant but basic information or explanation, i.e. two relevant points, or one statement with example or elaboration.	2 marks
Level 3	A sound analysis or explanation with some development.	3 marks
Level 4	A reasonably full statement, showing sound development.	4 marks
Level 5	A full and coherent statement showing good development.	5 marks

Pray for those suffering / offer comfort and hope of religion / seek divine help to get through or overcome the situation / give practical assistance, e.g. giving money / time to charity (Zakah / Tithes, etc.) / join or support charities, e.g. Christian Aid / Islamic Relief / campaign against injustice / join organisation such as Amnesty International / write to media about assisting those who suffer from poverty / give aid to emergency appeals / organise events to help / visit sick in hospitals / prison visits. Credit any practical ways.

(5 marks) AO2

(c) ‘God does not cause suffering.’

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

Target: Evaluation of whether suffering is what God wants

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 evaluation of two different points of view.	4 marks
Level 5	Evidence of reasoned evaluation of two different points of view expressed coherently.	5 marks

Agree

A loving God would not want or cause people to suffer / suffering often result of freewill, wrong choices and sin / God is forgiving / God might not exist / people or nature causes suffering / Job – Satan caused the suffering, etc.

Other views

May be a test from God, e.g. story of Job / may be taught a lesson, e.g. part of God / Allah’s plan / result of karma / we reap what we sow / result of justice / God is creator therefore it is his fault, etc.

(5 marks) AO3

B9 Belief in God and Life After Death**(a) Explain why some people believe in God.****Target: Understanding of why people believe in God****Levels of response**

0	No relevant information.	0 marks
Level 1	A relevant statement of information.	1 mark
Level 2	Relevant but basic information or explanation, i.e. two relevant points, or one statement with example or elaboration.	2 marks
Level 3	A clear statement with some development.	3 marks
Level 4	A reasonably full statement, showing sound development.	4 marks
Level 5	A full and coherent statement showing good development.	5 marks

Accept general answers, which could apply to all religions, e.g. The First Cause argument / the design argument / Paley's teleological argument / Newton's thumb / types of religious experience / conversion / sacramental ritual / charismatic worship / prayer / meditation / religious revelation / family upbringing / for what they can get out of it (Pascal) / psychological and sociological reasons / faith.

Buddhism

Buddhists do not worship a god; it is more a commitment to follow the Buddha, the Dhamma (the teaching of the Buddha) and the Sangha. Allow discussion of the following: The Digha, Nikaya 3.28ff, Majjhima and Nikaya Sutta 63. Buddhists do not believe in an all-powerful creator God on the basis of their own version of the first cause argument, i.e. all causes are equally effects and therefore there can be no first cause. Buddhists do believe in gods but consider them to be subject to death, rebirth and karma within the cycle of death and rebirth.

Christianity

People have been aware of God / God created the world, therefore he exists / God sustains the universe and he loves and cares for people / Life must have a meaning, a purpose – God gives us these / God sent his son into the world, which allowed people to be reconciled with him / God through the Holy Spirit guides and comfort people in their lives / People believe in the power of prayer and believe their prayers are answered / Revelation through sacred texts, e.g. The Bible.

The sense of what is right and wrong comes from God / existence of miracles / The nature of God shows that he exists, i.e. all-powerful, all-knowing, beyond (Transcendent) and within (Immanent) / Experience of the power of God / Judgement is a theme in the Gospels. If God is to judge people at the end of time he must exist / St Thomas Aquinas' Cosmological argument.

Hinduism

Creation stories / Brahman is present everywhere and, in everything – nothing would exist if Brahman was not in it / both transcendent and immanent / Atman is the soul, or spark of Brahman, that lives within each human being / Brahman has taken three main forms – Brahma (sometimes also known as Prajapati), Vishnu and Shiva (together known as the Trimurti) / Hindus have enjoyed a personal relationship with God through the Avatars / Through meditation life becomes pure, so union with God is achieved / Devotional experience, through which an attitude of love and devotion to God is developed / A god or goddess is chosen and worshipped. This involves such things as prayer, pilgrimage and good actions (Karma) / Shruti (sacred writings) received by sages through revelation or which were inspired by God / The power of the spirit, e.g. in the arti ceremony the spirit and blessing of God is received / The spirit of God (Darshan) is believed to be in the statues of God which are worshipped.

Islam

Suraha 4:125 / 7: 179 / 20:4 – 7 / 22.73:

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 / There is revelation through the Qur'an, which teaches Muslims about God, human life, how to behave and contains the sacred law (Shari'ah) / Angels are messengers from God giving revelation / God can be revealed through prayer / Hajj – there is a feeling of God's presence.

Judaism

Genesis 1¹: God is the creator / Deuteronomy 6⁴⁻⁹: The Shema. He is the only God / Psalm 104: Shows the glories of God's creation / God is spirit: his divine presence is called Shekhina / God is eternal / God has communicated through the prophets, e.g. Moses, who experienced God, e.g. The burning bush / God gave both the Torah and unwritten Law / God gave the covenant to his people / The Torah is sacred / God is omniscient / He is a god of justice and mercy / God will send a Messiah / God will resurrect the dead.

Jewish beliefs are summed up in the 13 principles of Faith (codified by Maimonides).

Sikhism

The Mool Mantra / God is maker (creator) / He reveals himself / God is present everywhere and is in all things / He is a personal being who has moral qualities / God is 'the true name'. Name is a synonym for God, so his name is in everything / He is also the Lord of wonder (Waheguru) / The japji describes how God gives grace to people, which allow them to achieve harmony with themselves. Wherever God is, there is grace / God acts to help people achieve salvation and the state of grace / revealed himself through the gurus who preached God's message / revealed through the Guru Granth Sahib, which offers the Sikhs a wide range of advice through religious teaching, practical guidance and personal advice, etc.

(5 marks) AO1

(b)(i) Explain why some people believe that there is life after death.

Target: Understanding of reasons for believing in life after death

Levels of Response

0	No relevant information.	0 marks
Level 1	A relevant statement of information.	1 mark
Level 2	Relevant but basic information or explanation, i.e. two relevant points, or one statement with example or elaboration.	2 marks
Level 3	A sound analysis or explanation with some development.	3 marks
Level 4	A reasonably full statement, showing sound development.	4 marks
Level 5	A full and coherent statement showing good development.	5 marks

Ritual burials show that early man believed in life after death / ghosts and spirits / presence of dead relations / out of body experiences / near-death experiences / family upbringing / reward and punishment / psychological need / hope / religious experiences / regression, etc.

Buddhism

Buddhists believe in the continuity of consciousness and that the mind does not die with the physical body / believe in the idea of ‘again becoming’ (or rebirth) / karmic energy of a person sets another life in motion.

Christianity

Christians believe in life after death because of the resurrection of Jesus / “Christ has been raised from death, as the guarantee that those who sleep in death will also be raised.” 1 Corinthians 15²⁰.

Hinduism

Hindus believe that it is only the body that dies not the soul (Atman) / The soul is immortal and continues in its journey to eventual liberation / The circle of birth, death and rebirth – samara / Bodies are cremated in order to release the soul to continue its journey.

Islam

Belief in Akhirah / the soul is taken to state of waiting (Barzakh) until the Day of Judgement / most Muslims bury the dead as they believe in a physical resurrection.

Judaism

Jews refer to a cemetery as Bet Hayyim, which means ‘House of Life’ / Judaism teaches that death is not the end but there are a variety of beliefs about the world to come / The Talmud warns against speculation about it as ‘no eye has seen it.’

Sikhism

Belief in the rebirth or reincarnation of the soul according to his or her karma / At death the soul is reincarnated in another body / The exact form depends on how the person’s life has been lived.

(5 marks) AO2

(ii) **Explain how believing in life after death might affect the way believers live their lives.**

Target: Understanding of the effects of belief in life after death

Levels of response

0	No relevant information.	0 marks
Level 1	A relevant statement of information or explanation.	1 mark
Level 2	Relevant but basic information or explanation, i.e. two relevant points, or one statement with example or elaboration.	2 marks
Level 3	A sound analysis or explanation with some development.	3 marks
Level 4	A reasonably full statement, showing sound development.	4 marks
Level 5	A full and coherent statement showing good development.	5 marks

Have hope / follow the teachings and practices of their religion / reward for a good life and actions / faith in God is important / self examination of your own life / wish to avoid hell or future punishment / lack of fear of death / self sacrifice / support charity / being willing to suffer for your faith.

Buddhism

Karma – i.e. actions which affect future lives / need to gain positive karma as affects rebirth / The Dhammapada on morality, e.g. “what we are today comes from our thoughts of yesterday and our present thoughts build our life of tomorrow. Our life is the creation of our mind.” / “The one who protects his mind from greed, anger and stupidity is the one who enjoys real and lasting peace.” / These encourage the Buddhist to live a moral life and give guidelines to those following the path to enlightenment / Need to follow Buddha’s teaching / The Dhamma enables growth to experience freedom and happiness / All desire must be eliminated and the Middle Way followed.

Christianity

1 Thessalonians 4¹⁵ gives Christians hope, because those who have died before Christ’s return will be raised to life / 1 Corinthians 15⁴² says that the Resurrection body will be better than the body which was buried, because it will be both spiritual and immortal / there is good news that death is not the end.

Matthew 24 – 25 encourages Christians to be ready and vigilant / 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 believe in Jesus as saviour / desire to avoid hell and go to heaven, etc.

Hinduism

The idea of reincarnation which makes people follow the Laws of Manu / Hindus follow the instructions on how they should live their lives. The punishments outlined are frightening, so the Laws of Manu encourage Hindus to follow the series of duties to the best of their ability / 'bad' actions mean a hard life in the future / Good karma, good actions will mean a good life in the future / The encouragement is there to lead a good life. Judgement by God is therefore unnecessary / good karma can be achieved by following the path of yoga (meditation) / Moksha – the end of the rebirth cycle / aim to be joined with Brahman / Ahimsa (respect for life).

Islam

The importance of morality and preparing for the life to come / Muslims have to think about their actions / judgement should have an effect on how they act in their lives / reward for good actions / Those who do bad will go to hell / Paradise is something to aim for because there Muslims are at one with Allah / Wonderful rewards for good life / Faith in Allah is vital / shown throughout Muslims' lives and in the way they worship / Five Pillars / There is hope in the Qur'an because of the hope of Resurrection / If a Muslim can repent, he / she can be forgiven.

Judaism

Heaven is something to strive for / There will be judgement, so good life and actions are important / Hope of Resurrection and for both good people and bad people who repent / cemetery – House of Life – even in death, there is hope / The hope of immortality, their faith in God will be rewarded / Following the 10 commandments / Following the Torah / Worship also important / The Shema / Messianic Age / Jews can look forward to a time of universal peace.

Sikhism

Need to rely on God / The grace of God is important / 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 / wholesome work / to know what is right and wrong / wisdom is a gift, but the right choices have to be made / follow the Guru Granth Sahib, which teaches Sikhs how they should live their lives / Also guidelines for the way of life Sikhs should lead are found in the Rahit Maryada.

(5 marks) AO2

(c) ***'It is hard to believe in life after death in today's world.'***

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 evidence regarding an after-life

Levels of Response

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

Agree

No scientific evidence or proof of life after death / body rots or cremation / live in an age of scepticism where everything has to be proved / incredible to think that life exists beyond the grave / once heart fails that's it / near-death experiences could be illusions / logical reasons to explain away all possible evidence / cannot prove that Jesus came back to life / will never know until we die, etc.

Other views

People have believed in life after death since primitive times / ghosts or spirits prove existence of more than physical body / near death experiences / some claim to have been brought back to life / beliefs of different religions, e.g. Jesus' resurrection / today's world no different to the past regarding life after death, etc.

(5 marks) AO3

Section C Life Issues

Candidates must answer **either** C10 **or** C11.

No more than two religious traditions should be used in answer to any one question.

C10 War, Peace and Prejudice

Look at the pictures below.

(a) Explain what religious people mean by Holy War.

Target: Understanding of what is meant by Holy War

Levels of response

0	No relevant information.	0 marks
Level 1	A relevant statement of information.	1 mark
Level 2	Relevant but basic information or explanation, i.e. two relevant points, or one statement with example or elaboration.	2 marks
Level 3	A clear statement covering at least two points, one of which is elaborated.	3 marks
Level 4	A reasonably full statement, showing sound development.	4 marks
Level 5	A full and coherent statement showing good development.	5 marks

Fighting for a religious cause or God / probably controlled by a religious leader / spiritual reward for those who take part / belief that fighters who die will receive a reward for dying for their faith / maybe declared to spread their faith / to recover countries that used to follow their religion, e.g. Spanish Armada / to rescue people in countries hostile to their religion / to recapture sacred places that are in enemy hands, e.g. Crusades / to take revenge for acts against their faith / accept Just War theory, e.g. not to damage property.

(5 marks) AO1

(b)(i) Explain why some religious believers are pacifists.

Target: Understanding of why some believers are pacifists

Levels of response

0	No relevant information.	0 marks
Level 1	A relevant statement of information or explanation.	1 mark
Level 2	Relevant but basic information or explanation, i.e. two relevant points, or one statement with example or elaboration	2 marks
Level 3	A sound analysis or explanation with some development.	3 marks
Level 4	A reasonably full statement, showing sound development.	4 marks
Level 5	A full and coherent statement showing good development.	5 marks

Effects of war / loss of life / those crippled by war / refugees / distraction of property and environment / sanctity of life / encourage other ways to solve problems / nuclear threat, etc.

Buddhism

Dhammapada 270: 'A man is not a great man because he is warrior and kills other men, but because he hurts not any living being he is in truth called a great man.' / the first precept not to take life, oppose warfare / Dhammapada 123 'Let a man avoid evil deeds as a man who lives life avoids poison.' / Dhammapada also states: 'Hatred does not stop hatred. Only love stops it.' 'To conquer oneself is a greater victory than to conquer thousands in battle.' / a peaceful occupation is one of the things that leads to happiness / Right action and Right occupation – two of the Noble Paths.

Mahayana Buddhists practice perfection of patience / non-retaliation / follow example of Dalai Lama.

Christianity

Matthew 5⁹: 'Happy are those who work for peace.' / Matthew 5v44: 'Love your enemies and pray for those who persecute you.' / Matthew 5³⁸⁻⁴⁸ – do not take revenge, if anyone slaps you on the right cheek, let him slap your left cheek... Matthew 22³⁹: 'Love your neighbour'. Matthew 26⁵¹⁻⁵⁵ At Jesus' arrest Peter was violent, but Jesus told him to put away his sword – 'all who take up the sword will die by the sword' / Romans 12¹⁷⁻²¹: 'If someone has done you wrong, do not repay him with a wrong ... Do everything possible on your part to live in peace with everybody. Never take revenge. God will take revenge ... If your enemy is hungry, feed him ... If he is thirsty, give him a drink ... conquer evil with good.' / Jesus rejected force at the Temptations and at the Triumphal Entry he rode on a donkey, a symbol of peace. He came on a mission of peace – hence the dove (a symbol of peace) at his baptism / The Quakers, a Christian denomination who reject violence and war.

Hinduism

Taking life would be considered wrong / example of Mahatma Gandhi and his commitment to non-violence (ahimsa) / Gandhi believed that the force of truth could be used to fight causes / idea of killing producing bad karma / 'Come together, talk together, Let our minds be in harmony... Perfect be the union among us.' (Rig Veda 10.191-2).

Islam

The word 'Islam' 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. Surah 3.134. 'Paradise is for those who curb their anger and forgive their fellow men.' / 'Hate your enemy mildly, he may be your friend one day.'

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 / Micah 4v3 Nation will not lift sword against nation / Exodus – Ten Commandments 'Do not kill' / Proverbs 25 v21 'Give your enemy food and if he is thirsty give him something to drink.'

Sikhism

Peace is seen as a gift from God / it is to be desired above violence / Sikhs do not see themselves as aggressors / brotherhood and equality are stressed / some Sikhs believe in ahimsa. 'No one is my enemy... with all I am at peace, God within is renders us incapable of hate and prejudice (Guru Nanak).

(5 marks) AO2

- (ii) **Explain why religious believers might try to stop prejudice.**

Target: Understanding of why believers may take action against prejudice

Levels of response

0	No relevant information.	0 marks
Level 1	A relevant statement of information or explanation.	1 mark
Level 2	Relevant but basic information or explanation, i.e. two relevant points, or one statement with example or elaboration.	2 marks
Level 3	A sound analysis or explanation with some development.	3 marks
Level 4	A reasonably full statement, showing sound development.	4 marks
Level 5	A full and coherent statement showing good development.	5 marks

Prejudice is unfair / it cannot be justified / stereotyping, discrimination, scapegoating are wrong / prejudice is dangerous, e.g. could lead to genocide / to stop suffering / prevent war.

Buddhism

Dhammapada 5: "For hate is not conquered by hate: hate is conquered by love. This is a law eternal." / Dhammapada 6: "Many do not know that we are here in this world to live in harmony." / Reference to Kamma / friendliness / loving kindness and the anti-caste stances / to stop people, e.g. suffering / Dalai Lama spoke out against the suffering of the people in Tibet under Chinese rule / Morality – acting rightly towards other people is important / One of the three poisons is ignorance / we are all equal in wanting happiness and not wanting to suffer.

Christianity

Leviticus 19³³⁻³⁴: do not molest strangers living in your land ... you must love them ... you were once strangers in Egypt. / Jesus' actions and teaching, e.g.: Luke 7¹⁻¹⁰: the story of the centurion's servant / Luke 10²⁵⁻³⁶: The parable of the good Samaritan. Galatians 3²⁶⁻²⁹: you are, all of you, sons of God ... no distinction between Jew and Greek, male and female, slave and free ... you are all one in Christ Jesus / Love your neighbour / Martin Luther King / Desmond Tutu.

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 practised.

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 19³³⁻³⁴: Do not molest a stranger who lives in your land; you must show love / Deuteronomy 10¹⁸⁻¹⁹: "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 once 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 1²⁷: 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 148⁷⁻⁹: 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.

(5 marks) A02

(c) 'It is impossible to stop prejudice.'

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

Target: Evaluation of methods used to try to stop 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 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 evaluation of two different points of view.	4 marks
Level 5	Evidence of reasoned evaluation of two different points of view expressed coherently.	5 marks

Agree

Some prejudice may stop but not all / too many deep-seated causes / fear / ignorance / religion includes prejudice / positive discrimination, etc.

Other views

Laws against / if believers follow their religious teaching some prejudice would be eliminated / education will help / need to set an example, etc.

(5 marks) AO3

C11 Abortion

(a) **Explain the difference between the quality of life and the sanctity of life.**

Target: Understanding of the meaning of the quality and sanctity of life

Levels of response

0	No relevant information.	0 marks
Level 1	A relevant statement of information.	1 mark
Level 2	Relevant but basic information or explanation i.e.: two relevant points, or one statement with example or elaboration.	2 marks
Level 3	A clear statement covering at least two points or examples, one of which is elaborated.	3 marks
Level 4	A reasonably full statement, showing sound development.	4 marks
Level 5	A full and coherent statement showing good development. Maximum Level 3 if only one concept correct.	5 marks

Quality of Life: A measure of fulfilment / not just concerned with material possessions / is good if they live without excessive suffering and can experience life and can communicate and interact with both other people and their religious beliefs / may be poor if health is not good or if living in abject poverty or in real suffering or without dignity.

Sanctity of Life: Life is precious / holy / sacred / every human being is of value / created by God / gift from God / belongs to God.

Credit any sensible examples / that apply to abortion

(5 marks) AO1

(b)(i) **Explain why some religious believers are against abortion.**

Target: Understanding of why believers may oppose abortions

Levels of Response

0	No relevant information.	0 marks
Level 1	A relevant statement of information or explanation.	1 mark
Level 2	Relevant but basic information or explanation, i.e. two relevant points, or one statement with example or elaboration.	2 marks
Level 3	A sound analysis or explanation with some development.	3 marks
Level 4	A reasonably full statement, showing sound development.	4 marks
Level 5	A full and coherent statement showing good development.	5 marks

General – sanctity of life / innocence of child / rights of child / wrong to kill / medicinal advancements / life begins at conception / other alternatives / fairness / justice / feelings of guilt.

Buddhism

Life begins at conception, therefore abortion is killing, therefore Karma is harmed / Look for reference to motive / Abortion may result in personal suffering because every action has its personal consequences / look for reference to motive / Non-violence, one of 5 precepts / it is the individual who decides.

Christianity

Genesis 1²⁷ “God created man in the image of himself ...” / Exodus 20¹³ “Do not kill” / Jeremiah 1⁵: “Before I formed you in the womb I knew you, before you came to birth I consecrated you.” / Psalm 139¹³⁻¹⁵: “It was you who created my inmost self and put me together in my mother’s womb ...” / Matthew 18¹⁰: “See that you never despise these little ones.” / Luke 1⁴⁴: “For the moment your greeting reached my ears, the child in my womb leapt for joy.” / Luke 18¹⁵⁻¹⁸: “Let the little children come to me, for it is such as these that the kingdom of God belongs.” / 1 Corinthians 3¹⁶⁻¹⁷: “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 1¹⁵: “God who had specially chosen me while I was still in my mother's womb.” / Roman Catholic view of Abortion, e.g. life is known to God from the moment of conception and Abortion is murder. / Sex is for having children. / Other Christian groups are against Abortion for social reasons or as a means of birth control, but in some circumstances they agree with Abortion, e.g. if the mother of the child would suffer if the pregnancy continued / literal interpretations of scripture.

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), also reflected in Laws of Manu, Chapter 6. / decision influenced by Hindus’ attitudes to their Dharma, and rebirth / soul is present in all life to take a life will have an effect on Dharma and karma of the people involved / respect for life because in the cycle of birth, death and rebirth, it is possible to be born an animal, a tree or even a flower / A child is important – the Samskara rituals reflect this.

Islam

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.” / Hadith: “No severer of womb relationship ties will ever enter paradise.” / Muslims believe that all things are in harmony with God, therefore the best way to live is to support this harmony / all life is sacred because it is a gift from God (Allah). Therefore life must be protected / In the next life young children will have the right to know why they were killed. / 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 / When in the mother’s womb, the foetus has rights of inheritance.

Judaism

Genesis 1²⁷: “God created man in the image of himself ... ” / Exodus 20v13: “Do not kill.” Exodus 21²²: “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 49⁵: “And now Yahweh has spoken, he who formed me in the womb to be his servant.” / Isaiah 49¹⁵: “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 1⁵: “Before I formed you in the womb, I knew you, before you came to birth I consecrated you.” / Psalm 127³: “Sons are a bounty from Yahweh, he rewards with descendants.” / Psalm 139¹³⁻¹⁵: “It was you who created my innermost self and put me together in my mother’s womb ... ”
God is creator of life / only God can decide when life is given and taken away (see Job 1²¹).

Sikhism

Life begins at conception. / Recognises the rights of the parents. / Life is a gift from God / In the Rahit 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.

(5 marks) AO2

(ii) **Explain why some religious believers may accept abortion.**

Target: Understanding of why believers may allow abortion.

Levels of response

0	No relevant information.	0 marks
Level 1	A relevant statement of information or explanation.	1 mark
Level 2	Relevant but basic information or explanation, i.e. two relevant points, or one statement with example or elaboration.	2 marks
Level 3	A sound analysis or explanation with some development.	3 marks
Level 4	A reasonably full statement, showing sound development.	4 marks
Level 5	A full and coherent statement showing good development.	5 marks

General – compassion / saves suffering / legal conditions / some circumstances, e.g. rape / quality of life.

Buddhism

Some Buddhists on the other hand think it is right to have an abortion, e.g. if a child is to be born with a severe handicap / This may result in personal suffering because every action has its personal consequences / Ahimsa (Non-violence), one of 5 precepts / individual who decides.

Christianity

Some Protestants say that it depends on circumstances / could be lesser of two evils/ compassion – principle of love your neighbour as you love yourself / Jesus showed love and compassion.

Hinduism

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 / soul is present in all life, to take a life will have an effect on Dharma and karma of the people involved / respect for life because of the cycle of birth, death and rebirth.

Islam

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 / abortion may be allowed if the health of the mother is in danger.

Judaism

Mother is more important than the unborn child / abortion is permitted in some circumstances, e.g. the mother's life is in danger / allowed in cases of rape, incest and when health of mother is poor / Rabbis accept that abortion is possible if a child is likely to be severely deformed.

Sikhism

Parents have rights / in the past baby girls were more likely to be killed (financial burden) / Generally do not approve of abortion but circumstances taken into consideration / karma effects.

(5 marks) AO2

(c) ***'It is wrong to stop women choosing to have an abortion.'***

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 or not it is discriminating against women to prevent abortions.

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 evaluation of two different points of view.	4 marks
Level 5	Evidence of reasoned evaluation of two different points of view expressed coherently.	5 marks

Agree

Pro-choice / It's her body / she has to endure nine months of carrying the child / the pain of child-birth / disability / economic reasons / stress / ties and responsibilities / may be as result of rape / may be very young / life doesn't really begin until birth / she should have rights, etc.

Disagree

Could be used as another form of contraception / need safeguards of current law / it's a form of murder / religious arguments/ others should have rights including father/ God / unborn child / society / pro-life, etc.

(5 marks) AO3

Section D

Candidates must answer **either** D12 **or** D13.

No more than two religious traditions should be used in answer to any one question.

D12 Planet Earth

- (a) ***Explain, using examples, how some people are damaging the planet.***

Target: Knowledge and understanding of how the planet is being damaged by humans.

Levels of Response

0	No relevant information.	0 marks
Level 1	A relevant statement of information.	1 mark
Level 2	Relevant but basic information or explanation, i.e. two relevant points, or one statement with example or elaboration.	2 marks
Level 3	A clear statement covering at least two points, one of which is elaborated.	3 marks
Level 4	A reasonably full statement, showing sound development.	4 marks

Pollution / abuse of natural resources / destruction of natural habitat and deforestation / animal and plant extinction / war / poor farming methods / carbon emissions / global warming / not meeting international agreements, etc.

(4 marks) AO1

- (b)(i) ***Explain the religious teachings that encourage believers to care for the environment.***

Target: Understanding of the teaching of a creation story about the environment

Levels of Response

0	No relevant information.	0 marks
Level 1	A relevant statement of information or explanation.	1 mark
Level 2	Relevant but basic information or explanation, i.e. two relevant points, or one statement with example or elaboration.	2 marks
Level 3	A sound analysis or explanation with some development.	3 marks
Level 4	A reasonably full statement, showing sound development.	4 marks

Accept general teachings such as animals for our use but not abuse / have to answer to God for our actions / need to think of future generations / not be selfish / interdependence, 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.

Christianity

God put humans in charge, i.e. stewardship, therefore responsible for the environment – Genesis 1 / Exodus 23¹⁰⁻¹¹ keep the land fallow in the 7th year – shows care / Deuteronomy 20¹⁹ do not destroy trees / Deuteronomy 22⁶ / 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 care for the world is important / There is freedom of choice and often the wrong choices have been made.

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 ruined. 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 / Allow reference to modern statements.

Islam

Surah 16.67 “And it is God who sends down out of heaven water.” And the fruits of the palm and the vine, from which you derive intoxicants and wholesome food. Surely in this there is a sign for men of understanding / Surah 6.165: “He has given you the earth for your heritage.” / Surah 30.30: Establish Allah’s handiwork according to the pattern on which he has made mankind: no change let there be made 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 / Accept reference to modern statements.

Judaism

Genesis – God made the world / Humans were put in charge / Stewardship / Humans had to take responsibility for the world / Genesis 8²² – 9¹⁷ / Exodus 23¹⁰⁻¹¹: keep the land fallow in the 7th year / Deuteronomy 20¹⁹ / Deuteronomy 22⁶ / Psalm 24¹: 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 / Accept reference to modern statements.

Sikhism

Look for reference to God is a 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 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.

(4 marks) AO2

(ii) Explain what believers might do to protect the planet.**Target: Understanding of actions which believers might take to protect the planet****Levels of response**

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Vague, short answers, with general points with minimal reference to examples.	1 – 2 marks
Level 2	A reasonable explanation of examples of the actions believers might take.	3 – 5 marks
Level 3	A detailed answer with detailed reference to examples of the actions believers might take.	6 – 7 marks

Support 'green' initiatives / 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.Ps / 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 / pray / follow religious teachings, etc.

(7 marks) AO2

(c) ***‘Caring for the environment is the most important thing a religious person can do.’***

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 relevant importance of environmental and religious 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 evaluation of two different points of view.	4 marks
Level 5	Evidence of reasoned evaluation of two different points of view expressed coherently.	5 marks

Agree

The future of the planet is threatened unless action is taken / global warming resulting in melting of ice-caps / flooding / storms / climate change / ozone layer being destroyed / major problems from pollution / health of people at risk / need sustainable development or no resources for future generations / need to protect wildlife / as religious duty (stewardship).

Other Views

Loving God is the first priority / both are important / following religion would make us less selfish and so care for the environment / it's God world / other priorities, e.g. caring for poor, etc.

(5 marks) AO3

D13 Animal Rights**(a) Explain how humans are different from animals.****Target: Understanding of differences between animals and humans****Levels of Response**

0	No relevant information.	0 marks
Level 1	A relevant statement of information.	1 mark
Level 2	Relevant but basic information or explanation, i.e. two relevant points, or one statement with example or elaboration.	2 marks
Level 3	A clear statement covering at least two points, one of which is elaborated.	3 marks
Level 4	A reasonably full statement, showing sound development.	4 marks

Humans are the pinnacle of creation / reincarnation supports idea that animals are lower down the scale / humans capable of greater thought / can think of consequences before making decisions / hold opinions / animals make decisions based on instinct to survive, eat and reproduce / humans have greater intellectual ability / able to invent things, e.g. computers / sophisticated tools / complex language systems / think globally and communicate throughout the world / animals do not have belief systems / religions / do not communicate with God, etc.

(4 marks) AO1**(b)(i) Explain the religious teachings that encourage believers to care for animals.****Target: Understanding of why believers care for animals****Levels of Response**

0	No relevant information.	0 marks
Level 1	A relevant statement of information or explanation.	1 mark
Level 2	Relevant but basic information or explanation, i.e. two relevant points, or one statement with example or elaboration.	2 marks
Level 3	A sound analysis or explanation with some development.	3 marks
Level 4	A reasonably full statement, showing sound development.	4 marks

General teachings – stewardship / dominion / inter-dependence / created by God / gift from God, etc.

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 / Eight Fold 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 if 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 1²⁸ "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 22⁶: when you see a nest with mother and her chicks, do not take the mother, let the mother go / Deuteronomy 25⁴ "Do not muzzle the ox" / Psalm 8⁶⁻⁸: man is lord over animals and fish / Proverbs 12¹⁰: 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.

(4 marks) AO1

- (ii) **Explain the attitudes of religious people to factory farming animals and using them for food.**

Target: Understanding of believers attitudes towards factory farming and meat eating.

Levels of response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Vague, short answers, with general points.	1 – 2 marks
Level 2	A reasonable explanation of the attitudes religious people might have.	3 – 5 marks
Level 3	A detailed explanation of the attitudes religious people might have.	6 – 7 marks

Maximum Level 2 if no mention of factory farming.

Accept general comments about intensive farming – it produces affordable food but at a cost to the animals, e.g. cruelty of veal crates, boiler chicken, farrowing pens, etc.

Buddhism

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

Christianity

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

Hinduism

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

Islam

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

Judaism

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

Sikhism

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

(7 marks) AO2

(c) ***‘All animal testing should be banned.’***

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 the merits of animal testing

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 evaluation of two different points of view.	4 marks
Level 5	Evidence of reasoned evaluation of two different points of view expressed coherently.	5 marks

Agree

Suffering of animals / results on animals might be different from that on humans / research for make up and luxury goods may not be acceptable / animals not created to be abused / other methods could be used to find out the same results, e.g. computer simulations / RSPCA.

Disagree

Different types of experimentation/ important medical research may be justified / could benefit animals as well / if humans are superior it may be justified if it saves lives by finding a cure for cancer or AIDS.

(5 marks) AO3