



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Secondary Education

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

Specification B

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

Mark Scheme

2008 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) **What event in the life of the Buddha happened at Lumbini?**

Target: Knowledge of key event in life of Siddattha Gotama

Birth of Siddattha Gotama (Buddha).

(1 mark) AO1

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

Target: Knowledge of technical term Anicca

Everything changes, instability, not permanent.

(1 mark) AO1

- (c) **What is the Dhamma (Dharma)?**

Target: Knowledge of technical term Dhamma

The teachings of the Buddha / one of the jewels.

(1 mark) AO1

- (d) **Give two types of meditation used in Buddhism.**

Target: Knowledge of types of meditation

Metta: Meditation to cultivate friendly and warm feelings towards living things.

Samatha: Mind is focussed on one object or thing.

Vipassana: Meditation to give you insight into the true nature of things.

(2 marks) AO1

- (e) **Explain why the Tipitaka is important to Buddhists.**

Target: Understanding of the importance of the Tipitaka

Sacred writings / first focuses on the rules of behaviour for monks / second focuses on the Buddha's teachings / third is Buddhist philosophy / help Buddhists understand their religion and know how to live within its teachings / used for meditation, etc.

(2 marks) AO1

- (f) **Give three things Siddattha Gotama did when he left the palace for the last time.**

Target: Knowledge of key events in life of Siddattha Gotama

Sought for an answer to suffering / became a holy man / lived as an ascetic / cut hair / dressed as ascetic / lived on very little / chose Middle Way / sat under Bodhi tree / meditated until reached enlightenment / teachings / preached, e.g. at Varanasi / set up the Sangha / died after eating spoiled food, etc.

(3 marks) AO1

- (g) **Explain why shrines are important to some Buddhists.**

Target: Understanding of the importance of shrines to Buddhists

Levels of Response

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

Contains statues of the Buddha / used for devotions / thanking the Buddha / showing respect / meditation.

Accept references to items seen at a shrine and their symbolism.

(5 marks) AO2

(h) ***'It is impossible to stop craving (wanting things).'***

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

Target: Evaluation of whether or not it is possible to stop desiring things

Levels of Response

0	Unsupported opinion or no relevant evaluation	0 marks
Level 1	Opinion supported by simple reason	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons (for same view or different points of view).	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons.	3 marks
Level 4	Evidence of reasoned evaluation of two different points of view, with reference to religion.	4 marks
Level 5	A well argued response with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

Agree

We always want more / need satisfied with what we have / live in materialistic world / great temptations to desire all around us / pressures from every where including peer pressure.

Other views

Buddha taught that nothing lasts / therefore craving is cause of suffering / by practising the Noble Eightfold Path based on non-materialistic lifestyle, craving can be brought to an end (Niroda) / through realising non-self, one can stop wanting things.

(5 marks) AO3

A2 Christianity

- (a) ***Who do Christians believe is the Son of God?***

Target: Knowledge of a Christian belief

Jesus (Christ).

(1 mark) AO1

- (b) ***At Holy Communion, what does the wine represent?***

Target: Understanding of symbol of the wine

The blood (of Jesus) / the new Covenant.

(1 mark) AO1

- (c) ***What is non-liturgical worship?***

Target: Knowledge of technical term non-liturgical

A service which does not follow a set text or ritual / spontaneous / informal worship / worship led by the Holy Spirit / accept specific examples, e.g. spontaneous prayer.

(1 mark) AO1

- (d) ***What were the two promises that Zacchaeus made to Jesus?***

Target: Knowledge of the promises made by Zacchaeus

To give half of his possessions to the poor / to pay back four times as much to those he had cheated. Accept general idea of change for one mark.

Luke 19¹⁻¹⁰

(2 marks) AO1

- (e) ***What advice did Jesus give, on another occasion, to a rich man who was looking for eternal life?***

Target: Knowledge of what Jesus told the rich man to do

Sell everything / give to the poor / follow him / keep the commandments / accept 'camel quote'.

Luke 18¹⁸⁻³⁰

(2 marks) AO1

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

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

Stone removed from entrance / no one produced a body / the tomb was empty / saw the grave clothes / angels said that he was alive / resurrection appearances, e.g. to Mary, Emmaus Road / Upper Room / Apostles / James / Peter / Thomas / Saul / 500 Jesus said he would / foretold in Old Testament / says so in the Bible / felt his presence / ate with his followers.

(3 marks) AO1

- (g) **Explain what Christians believe about the nature of God.**

Target: Understanding of the belief's about God

Levels of Response

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

God as Father (Creator, Sustainer) / Son (Incarnate) / Holy Spirit (Guide, Comforter) / Almighty / Powerful / Redeemer / Judge / Loving / Forgiving / Merciful, etc.

(5 marks) AO2

- (h) ***‘Following the Bible is not as important as leading a good Christian life.’***

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

Target: Evaluation of the importance of the Bible for the 21st century

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons (for same view or different points of view).	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons.	3 marks
Level 4	Evidence of reasoned evaluation of two different points of view, with reference to religion.	4 marks
Level 5	A well argued response with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

Agree

Many regard it as not cool to read the Bible / written 1000's of years ago / times have changed / not read as much today / many important contemporary issues not mentioned in the Bible / people look elsewhere, e.g. to science and technology for guidance / God the Father / Jesus / Holy Spirit guides believers to live a good, Christian life / faith shows itself by works / might misinterpret the Bible.

Other Views

Following the Bible should result in believers leading a good, Christian life / world best seller / read, studied and put into practice by Christians around the world / used in public and private worship / regarded by Christians as inspired word of God / looked to for guidance / comfort / contains the teachings of Jesus / they go hand in hand, etc.

(5 marks) AO3

A3 Hinduism

- (a) ***Who is Brahman?***

Target: Knowledge of Hindu beliefs about Brahman

Ultimate Reality / the reality from which everything comes and into which everything will return / God / the Ultimate / true nature of all things.

(1 mark) AO1

- (b) ***Which goddess is shown with a necklace of skulls?***

Target: Knowledge of Kali

Kali / Parvati / Durga / Saraswati.

(1 mark) AO1

- (c) ***What is Yoga?***

Target: Understanding of technical term yoga

A form of physical self-discipline / meditation / pathway / spiritual discipline / form of exercise or relaxation.

(1 mark) AO1

- (d) ***Give two reasons why Hindus meditate.***

Target: Understanding of why Hindus meditate

Seek to purify their atman (soul) / attain a better rebirth or escape to Moksha / keep their minds focussed (on the deity) / tradition / empty minds of distractions / duty / upbringing / discipline.

(2 marks) AO1

- (e) ***Explain why Shruti scriptures are important to Hindus.***

Target: Understanding of the importance of the Shruti scriptures

Most important scriptures / those which are heard / thought to be eternal truths from the Ultimate Reality / absolute and sacred truths / guidance / revealed scriptures.

(2 marks) AO1

- (f) ***Name three avatars of Vishnu.***

Target: Knowledge of the avatars of Vishnu

Fish / tortoise / boar / man-lion / dwarf / Parashu Rama / Rama / Krishna / the Buddha / Kalki.

(3 marks) AO1

(g) Explain the importance of Dharma and Moksha for Hindus.**Target: Understanding of the importance of Dharma and Moksha****Levels of Response**

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

Dharma

means doing your religious duties and living a moral life / this motivates as it is a means of acquiring merit / leads to good rebirth / one of four aims.

Moksha

means liberation from the cycle of samsara / goal to have reunion with the Ultimate Reality / one of four aims.

Maximum Level 3 if only one is mentioned.

(5 marks) AO2**(h) 'It is impossible to practise Ahimsa (non harming) 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 Hindu teachings in your answer.

Target: Evaluation of the concept of Ahimsa in today's world**Levels of Response**

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons (for same view or different points of view).	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons.	3 marks
Level 4	Evidence of reasoned evaluation of two different points of view, with reference to religion.	4 marks
Level 5	A well argued response with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

Agree

Live in a violent world / may need force to stop injustice / terrorism / overthrow dictator / protection / most people are meat eaters and animals have to be killed, etc.

Other views

Non violence good ideal / vegetarianism / success of Gandhi / violence used too often in today's world so need to redress the balance, etc.

(5 marks) AO3

A4 Islam

- (a) ***What is monotheism?***

Target: Understanding of technical term monotheism

Belief in one God.

(1 mark) AO1

- (b) ***Why is Muhammad often referred to as the 'Seal of the Prophets'?***

Target: Understanding of the importance of Muhammad

Seen as the last / greatest of the prophets / received revealed word of Allah.

(1 mark) AO1

- (c) ***After which event do Muslims celebrate Eid ul Fitr?***

Target: Knowledge of Eid ul Fitr and Ramadan

Ramadan / month of fasting.

(1 mark) AO1

- (d) ***Give two Muslim beliefs about hell.***

Target: Knowledge of Muslims beliefs about hell

Terrible place of torture / scorching fire / place where damned are chained amid hot winds / boiling water / black smoke / place of Iblis (Shaytan) / place without Allah / place where the wicked go after Judgement / everlasting.

(2 marks) AO1

- (e) ***Explain the difference between Zakah and Sadaque (Sadaqah).***

Target: Understanding of types of Muslim charity

Zakah is Almsgiving / Purification of wealth by ceremony, an act of worship which must be performed by Muslims / Third pillar of Islam / compulsory / 2½%. Sadaqah is voluntary giving to the poor or charity.

(2 marks) AO1

- (f) ***Name three places Muslims visit during Hajj.***

Target: Knowledge of the Hajj

Makkah (Mecca) / Ka'bah / Great Mosque / hills of Safa / and Marwah / Zamzam well / Mount Arafat (the Mount of Mercy) / Mina / allow Madinah (tomb of Muhammad) / Muzdalifah / pillars / Saudi Arabia, etc.

(3 marks) AO1

(g) Explain the importance of Salah (Prayer) for Muslims.**Target: Understanding of the importance of Muslim Prayer****Levels of Response**

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

Muhammad informed by Allah that Muslims should pray five times a day / 'Prayer is better than sleep' / concentration / focus on Allah / praise / thanks / requests / purifies / Ummah / second pillar of Islam / duty / follow example of Muhammad / so important requires washing (wudu) beforehand / importance of rahkas / humility / helps them to get to paradise, etc.

(5 marks) AO2**(h) 'Following the Qur'an is not as important as leading a good Muslim life.'**

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

Target: Evaluation of the importance of the Qur'an for the 21st century**Levels of Response**

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons (for same view or different points of view).	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons.	3 marks
Level 4	Evidence of reasoned evaluation of two different points of view, with reference to religion.	4 marks
Level 5	A well argued response with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

Agree

Times change / old fashioned / doesn't deal with many modern problems / civilisation has moved on / important to lead a good Muslim life, etc.

Other views

Qur'an word of Allah / original copy in heaven / Qur'an mother of all books / principles of living never change / contains rules and regulations / reveals knowledge of Allah and eternal life / sayings of Muhammad give guidance / shows how to lead a good life / not mutually exclusive, etc.

(5 marks) AO3

A5 Judaism

- (a) **Who do Jews believe received the Ten Commandments from God?**

Target: Knowledge of significance of Moses

Moses / accept the Jews (as the chosen people).

(1 mark) AO1

- (b) **What is the Shema?**

Target: Knowledge of the Shema

(Jewish) prayer / affirming belief in the one God, found in the Torah / Hear, O Israel, the Lord our God, the Lord in One! (Deuteronomy 6⁴⁻⁵).

(1 mark) AO1

- (c) **Jews call God their 'Redeemer'. What do they mean by this?**

Target: Understanding of technical term Redeemer

God, who can save humans from their sinful state / idea of forgiveness / God / Rescuer.

(1 mark) AO1

- (d) **Give two reasons why King David is important to Jews.**

Target: Understanding of the significance of King David

Anointed as king by Samuel / slew Goliath / defeated Philistines / regarded as good king and role model / reigned during time of prosperity / wrote many Psalms / established Jerusalem as his city / prepared place for the first temple to be built / expanded the Jewish land / united the twelve tribes / Messiah will come from the line of David / Father of Solomon, the temple builder / shepherd boy chosen by God, etc.

(2 marks) AO1

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

Target: Understanding of technical term Covenant

God's agreement / to look after the Jews as his chosen people / if they will worship him alone / Covenant with Abraham / Noah / Israel / idea of cutting up (animals), etc.

(2 marks) AO1

- (f) **Name the three parts of the Tenakh.**

Target: Knowledge of the names of the Jewish scriptures

Torah (Law), Nevi'im (Writings) and Ketuvim (Prophets).

(3 marks) AO1

(g) Explain the importance of Kashrut (food laws) for Jews.

Target: Understanding of the Kashrut rules

Levels of Response

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

Important Torah laws relating to having a Kosher lifestyle, e.g. keeping the food laws / clear sign of obeying God's laws / Leviticus 11 and Deuteronomy 14 states which foods may be eaten / how the animal (shechitah) must be killed / meat drained of blood / milk and meat not allowed to be eaten together / results in Jewish kitchen having two sets of equipment / keeping the Laws part of being Jewish / also hygiene reasons / to get to heaven / respect for animals / could be broke under certain circumstances / tradition, etc.

(5 marks) AO2

(h) ***‘Keeping Shabbat in the home is more important than attending the synagogue.’***

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

Target: Evaluation of whether celebrating Shabbat is best done in the home or synagogue

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons (for same view or different points of view).	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons.	3 marks
Level 4	Evidence of reasoned evaluation of two different points of view, with reference to religion.	4 marks
Level 5	A well argued response with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

Agree

Shabbat begins by welcome into the home / everything had been prepared / family day of rest / family get together in the home / study the Torah / tell stories from their religion / think of God and creation story / ends with Havdalah ceremony in the home.

Other views

Ordered to keep Sabbath Holy / synagogue best place to show God obedience to command / Jewish community attend synagogue service (Saturday morning) / shows importance of their faith / easier to worship with other believers / both important / hear Torah read in synagogue.

(5 marks) AO3

A6 Sikhism

- (a) ***What does the title 'Guru' mean?***

Target: Knowledge of the Gurus

(Religious) teacher / leader / guide.

(1 mark) AO1

- (b) ***Which Guru formed the Khalsa in 1699?***

Target: Knowledge of the Gurus

Guru Gobind Rai (Singh).

(1 mark) AO1

- (c) ***Which prayer is found at the beginning of the Guru Granth Sahib?***

Target: Knowledge of the Mool (Mul) Mantar (Mantra)

Mool (Mul) Mantar (Mantra) / Ik Onkar / accept Japji.

(1 mark) AO1

- (d) ***Give two reasons why the Langar is important.***

Target: Understanding of the importance of the Langar

Provides free kitchen / meals available for visitors / after worship Sikhs share in free vegetarian meal / shows equality / sharing of possessions / opportunity for sewa / established by gurus / community.

(2 marks) AO1

- (e) ***Give two ways in which Sikhs show respect when they enter the Gurdwara.***

Target: Knowledge of how Sikhs show respect when entering the Gurdwara

Take off shoes / bow or prostrate before Guru Granth Sahib / make offering / sit down on carpeted floor with feet pointing away from the Guru Granth Sahib / wash / head covering / no intoxicants, etc.

(2 marks) AO1

- (f) ***Give three of the 5Ks.***

Target: Knowledge of the 5Ks

Kesh (uncut hair) / Kangha (comb) / Kara (bangle) / Kachera (Shorts) / Kirpan (Sword).

(3 marks) AO1

(g) Explain the importance of the Kurahit (Prohibitions) for Sikhs.

Target: Understanding of the importance of the Kurahit

Levels of Response

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

Members of Khalsa required to keep the four prohibitions / set up by Guru Gobind Singh to eliminate differences in practising the faith / set out in the Rahit Maryada / Sikh code of discipline / rules / not to cut hair / not to use tobacco or intoxicants / not to eat halal meat / not to commit adultery / also positive rules – pray daily / give tithes / keep the 5Ks / breaking of rules means that the person has to be reinitiated into the Khalsa, etc.

(5 marks) AO2

(h) ***'It is better to worship in the Gurdwara than at home.'***

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

Target: Evaluation of the best place to worship

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons (for same view or different points of view).	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons.	3 marks
Level 4	Evidence of reasoned evaluation of two different points of view, with reference to religion.	4 marks
Level 5	A well argued response with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

Agree

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

Other views

Can worship God anywhere and often more convenient in the home / private devotions important / Sikhs start each day with worship at home – having a bath / reflecting on many names for God / repeats Japji / evening repeat two sets of hymns – Rahiras at dusk, Sohilla at bedtime / use Gutka, etc.

(5 marks) AO3

A7 Christian Ethics: Attitudes to Love and Forgiveness

- (a) ***In Matthew 9, how did the Paralysed Man get to see Jesus?***

Target: Knowledge of the story of the Paralysed Man

Friends carried him on a bed / lowered through the roof.

(1 mark) AO1

- (b) ***Whom did Jesus forgive while he was being crucified?***

Target: Knowledge of the crucifixion story

Those who crucified or mocked him / by implication, everyone / one of the criminals crucified with him.

(1 mark) AO1

- (c) ***What type of love is Eros?***

Target: Understanding of technical term Eros

Sexual love / lust / passion.

(1 mark) AO1

- (d) ***Give two requests, which Christians make in the Lord's Prayer.***

Target: Knowledge of the Lord's Prayer

Thy kingdom come / Thy will be done on earth as it is in heaven / Give us this day our daily bread (food) / forgive us our trespasses (sins) / deliver us from evil (hard testing) / lead us not into temptation.

(2 marks) AO1

- (e) ***Give two reasons why the Prodigal (Lost) Son decided to return home.***

Target: Knowledge of the Parable of the Prodigal Son

Famine / no money / nothing to eat but the pig food / knew his father's hired workers had food / thought his father might take him back as a servant / he was sorry / he came to his senses / homesick.

(2 marks) AO1

- (f) ***Give three things that the Samaritan did to help the injured Jew.***

Target: Knowledge of the Parable of the Good Samaritan

Went over to him / poured oil and wine on his wounds / bandaged the wounds / put him on his animal / took him to the inn / paid for his hospitality / said he would return and pay anything he owed.

Accept general idea about care and compassion for one mark.

(3 marks) AO1

- (g) **Explain the importance for Christians of St. Paul's ideas about love in 1 Corinthians Chapter 13.**

Target: Understanding of Paul's ideas about love

Levels of Response

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

Love more important than anything / is patient and kind / not jealous or conceited or proud / does not keep a record of wrongs / opposes evil / happy with the truth / never gives up / is eternal / everlasting.

Accept reference to different types of love and love in action.

(5 marks) AO2

- (h) **'Forgiving someone is a sign of weakness.'**

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

Target: Evaluation of whether forgiveness is a sign of weakness

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons (for same view or different points of view).	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons.	3 marks
Level 4	Evidence of reasoned evaluation of two different points of view, with reference to religion.	4 marks
Level 5	A well argued response with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

Agree

People won't take you seriously if you always forgive / people will take advantage / they will think they can always get away with things and you will take no action / it could make the situation worse, etc.

Other views

It takes strength and courage to forgive / it's hard to overcome hurts / it's easy to retaliate / it's not easy to follow the teaching of Jesus / Jesus even forgave those who put him on the cross, 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.

B8 Belief in God

(a) *Explain why some people do not believe in God.*

Target: Understanding of why some people do not believe in God

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Some clear knowledge and understanding, e.g. two relevant points, or one statement with example or elaboration.	2 marks
Level 3	Clear knowledge and understanding with some development.	3 marks
Level 4	Clear knowledge and understanding with good development.	4 marks
Level 5	Full and coherent statement showing good development.	5 marks

Would a loving God allow suffering and evil? / natural disasters caused by nature, e.g. earthquakes, volcanoes, flooding, drought, famine / wouldn't God stop humans causing suffering / injustice / no one has seen God / world evolved by chance / no real proof that God exists / religious experiences could be all in the mind / haven't got the faith / could have all been made up / not brought up to believe / believe in science / many different religions, so what is right? / religious stories seem far fetched / lost faith / negative experiences.

(5 marks) AO1

(b) *Explain why some people believe in God.*

Target: Understanding of why some people do believe in God

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Some clear knowledge and understanding, e.g. two relevant points, or one statement with example or elaboration.	2 marks
Level 3	Clear knowledge and understanding with some development.	3 marks
Level 4	Clear knowledge and understanding with good development.	4 marks
Level 5	A full and coherent statement showing good development.	5 marks

Accept general answers, which could apply to most 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 / stigmata / miracles / meditation / religious revelation / gives comfort and support / upbringing / science doesn't give all the answers / Turin Shroud / near death experiences / out of body experiences / inspired by religious figure / holy books, etc.

- 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 / God probably exists – design, miracles, universe exists / the nature of God shows that he exists, i.e. all powerful, all knowing, beyond (transcendent) and within (immanent) / Christians have experienced the power of God as the disciples did at Pentecost / Judgement is a theme in the Gospels. If God is to judge people at the end of time he must exist / St Thomas Aquinas' Cosmological argument, i.e. the idea that the universe was the most vital piece of evidence for the existence of God. Every effect has a cause. The universe must have been caused by something, which existed before it – a first cause, i.e. God.
- Hinduism** Creation stories / Brahman is 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** Surahs 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 (Shariah) / Angels are messengers from God giving revelation / God can be revealed through prayer / Hajj – there is a feeling of God's presence.

Judaism Genesis 1v1 – God is the creator / Deuteronomy 6v4-9 – 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

(c) Explain how believing in God might affect the way that believers live their lives.

Target: Understanding of the affect of belief in God

Levels of Response

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

Accept general answers e.g. live a good life / worship / pray / meditate / study sacred writings.

Buddhism Follow teachings of the Buddha, e.g. teaching of The Four Noble Truths / Middle Way / Eightfold Path / leads to meditation / aim to overcome suffering / achieve Enlightenment / showing love, peace and compassion / give up materialism / join Sangha / reference to worship, prayer and chanting / observe karma.

- Christianity** People believe in the power of prayer and believe their prayers are answered / read and study the Bible / experience of God through worship and adoration / conversion experience leading to complete change of direction / credit examples, e.g. Nicki Cruz / devote life to God's work, e.g. Mother Theresa / preach the gospel, e.g. Billy Graham / have faith and belief in Jesus Christ as Saviour / follow teachings of Bible / obey commandments – love God / love neighbour / join Church / attend services / try to do good / resist temptations / follow Christian virtues, e.g. honesty, purity, etc.
- Hinduism** Practice meditation as a way of achieving self-control / through meditation life becomes pure, so union with God is achieved / through meditation God is experienced and thoughts of evil are expelled / devotional experience, through which an attitude of love and devotion to God is developed / a god or goddess is chosen and worshipped / personal shrine / puja / involvement in prayer / pilgrimage / good actions to obtain merit and good Karma / good rebirth or escape to Moksha / study of Shruti and Smriti scriptures / power of the spirit, e.g. in the arti ceremony the spirit and blessing of God is received / the spirit of God (Darshan) is believed to be in the statues of God which are worshipped / corporal worship in mandir / fulfilment of four aims of life / ahimsa / vegetarianism, etc.
- Islam** The Shahadah is God's revelation, and is professed by Muslims as a declaration of faith / there is revelation through the Qur'an, which teaches Muslims about God, human life, how to behave / God can be experienced through prayer / Hajj – there is a feeling of God's presence / following of teachings / preparation for Judgement Day / do good works to gain merit / worship at mosque / follow Five Pillars / evangelise / fast / pray five times a day / give Zakah and Sadaque / submit to Allah's will / keep / Shari'ah Law, etc.
- Judaism** Read Tenakh as God has communicated through the prophets / keeping of Shabbat / kashrut dietary laws / synagogue worship / worship in home / various festivals / ceremonies / repentance – Rosh Hashanah and Yom Kippur / keep the Law / listen to rabbis, etc.
- Sikhism** Read the Guru Granth Sahib / follow advice of religious teaching, practical guidance and personal advice, etc. / meditate of names of God / japji / wearing of 5Ks / join khalsa / keep Kurahit (prohibitions) / worship at home and in gurdwara / offer sewa / langar, etc.

(5 marks) AO2

(d) ***'It is impossible to know what God is like.'***

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

Target: Evaluation of whether it is possible to know about the nature of God

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons (for same view or different points of view).	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons.	3 marks
Level 4	Evidence of reasoned evaluation of two different points of view, with reference to religion.	4 marks
Level 5	A well argued response with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

Agree

God is spirit / no-one has seen God / God is beyond anything else / no image can be equal to God / language inadequate / God might not exist, etc.

Other views

Nature of God is describable / God is love / God is merciful / facets of God describable / God seen in creation / God seen in gods or goddesses / humans made in God's image / God as Redeemer / Judge, etc.

(5 marks) AO3

B9 Suffering**(a) How do religious believers explain why there is suffering?****Target: Understanding of the origins of suffering****Levels of Response**

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Some clear knowledge and understanding, e.g. two relevant points, or one statement with example or elaboration.	2 marks
Level 3	Clear knowledge and understanding with some development.	3 marks
Level 4	Clear knowledge and understanding with good development.	4 marks
Level 5	A full and coherent statement showing good development.	5 marks

General answer, e.g.

Natural suffering, e.g. volcanoes, earthquakes, tsunamis, floods, cyclones, disease, famine. Man-made, e.g. crime, war, global warming, personal challenges, evil, testing, warning, chance to help, free-will, justice.

Buddhism Suffering arises because of craving which is based on belief in a 'self' / from the belief in a 'self' comes desire (Tanha) and hatred. These motivate actions (Karma) which lead to birth and sufferings such as birth, ageing, sickness, death.

Christianity Suffering caused by human beings occurs because God gave people free will / people are free to choose how to behave and sometimes choose actions which cause suffering / the story of the Fall (Genesis 3) explains that suffering and evil came into God's perfect creation because of human disobedience / Christians believe Jesus made up for the sins of humans by his innocent suffering and death on the cross, so breaking the power of evil and suffering over humans / accept reference to God's (mysterious) will.

Hinduism Suffering is the result of **paapa** (sinful actions) in this life and past actions in previous lives the law of cause and effect (Karma). It is important to build up good karma, as it will help reduce suffering in the future (**agami karma**).

Islam Allah gave Adam the world to look after but also gave him free will / so humans can choose to sin / Satan (**Ibis**) was given the job of testing human faith / part of Allah's plan.

Judaism	Suffering results from free will / Adam and Eve brought suffering by their choice to eat the forbidden fruit – Genesis 3 / God uses suffering to bring people back to Him (Isaiah 53:5) / the book of Job gives three explanations for his suffering: it is a test of faith; it is a punishment for sin (which God rejects); it is part of God's purpose (beyond human understanding).
Sikhism	Ego and selfish human actions (haumai) result in suffering / actions in the physical world affect rebirth, so it is important to do good / suffering is the result of karma / some suffering is a mystery including why people suffer more in some parts of the world than people in other areas.

(5 marks) AO1

- (b) ***Explain why some religious people say that suffering may sometimes be a positive experience.***

Target: Understanding of the positives associated with experience of suffering

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Some clear knowledge and understanding, e.g. two relevant points, or one statement with example or elaboration.	2 marks
Level 3	Clear knowledge and understanding with some development.	3 marks
Level 4	Clear knowledge and understanding with good development.	4 marks
Level 5	A full and coherent statement showing good development.	5 marks

Not all suffering is pointless – pain tells us something is wrong with us so we can do something about it / suffering may make us a better or stronger person / some suffer to achieve a goal – like a mountain climber, polar explorer or child birth / some suffering helps others – (e.g. self-sacrifice during war) / may be a test of a person's faith / may teach a lesson / it used to be thought it was a punishment for sin / may have a purpose (be part of God's plan) / helps us to appreciate things / makes people remember their religion / helps us to consider others.

(5 marks) AO1

(c) Explain how religious people might try to prevent suffering.**Target: Understanding of how believers might try to prevent suffering****Levels of Response**

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

Be less selfish and greedy / get rid of craving / endeavour to get good karma / help those in need / help or donate to charities / love your neighbour as you love yourself / pray for those suffering / campaign for justice / write to media / contact those in authority, e.g. MEP's, M.P.'s, councillors, / joining organisations such as Salvation Army, etc.

(5 marks) AO2**(d) 'If there is a God, he would not let us suffer.'**

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

Target: Evaluation of whether God would allow suffering**Levels of Response**

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons (for same view or different points of view).	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons.	3 marks
Level 4	Evidence of reasoned evaluation of two different points of view, with reference to religion.	4 marks
Level 5	A well argued response with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

Agree

God is supposed to be love not be cruel / he would not wish us to be in pain / he would intervene to end suffering / if God is all-knowing he realises we suffer / surely he would use power to stop suffering / so God does not exist.

Other views

God might not be able to stop suffering / much of suffering is caused by human choice (free will) / maybe God is testing us / not all suffering is bad, i.e. it has a purpose / suffering doesn't prove one way or the other whether or not there is a God.

(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 Abortion

- (a) ***Explain the rights of those involved when abortion is being considered.***

Target: Understanding of the rights of those involved in decisions about abortion

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit. One or two rights are considered.	1-2 marks
Level 2	Some clear knowledge and understanding of the rights of at least two of those involved.	3-4 marks
Level 3	A clear knowledge and understanding with good development.	5-6 marks

The mother's rights – its her body, she has to carry the baby, she has to suffer the pain of childbirth and will be expected to care for the child, etc.

The father – his sperm helped to create the child and he may desperately wish to have a child, but few rights in law.

The grandparents – the wish to have grandchildren.

The doctor and nurses that may be asked to carry out abortions. How will it affect their conscience / religious beliefs?

The rights of the unborn child – the right to live and enjoy life.

God – who blessed the couple with the pregnancy.

The rights of existing children – poverty, over-crowding, less parental time.

Society as a whole has rights, e.g. Government debate and religious groups.

Accept negative ideas.

(6 marks) AO1

- (b) **Explain how religious beliefs and teachings might influence believers in their attitude towards abortion.**

Target: Understanding of believers attitudes towards abortion

Levels of Response

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

General points, e.g.

Influence people to join anti-abortion groups / campaign against abortion / vote for candidates who agree with their viewpoint / give advice and support.

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

Christianity Roman Catholic opposed to all abortions / sex is for having children / often members of pro-life groups / other Christian groups are against abortion for social reasons or as a means of birth control / but in some circumstances they allow abortion, e.g. if the mother's life is in danger / lesser of two evils / compassionate approach, i.e. pastoral care, adoption and counselling / every child has a value and purpose / sanctity of life / Genesis 1v27 "God created man in the image of himself ..." / Exodus 20v13 "Do not kill" / Isaiah 49v5: "And now Yahweh has spoken, he who formed me in the womb to be his servant." / Jeremiah 1v5: "Before I formed you in the womb I knew you, before you came to birth I consecrated you." / Psalm 139v13 "It was you who created my inmost self and put me together in my mother's womb" / Matthew 18v10: "See that you never despise these little ones." / Luke 1v44: "For the moment your greeting reached my ears, the children in my womb leapt for joy." / Luke 18v15.18: "Let the little children come to me, for it is such as these that the kingdom of God belongs." / 1 Corinthians 3v16-17: "You were God's temple and the spirit of God was living among you. If anybody should destroy the temple of God, God will destroy him, because the temple of God is sacred." / Galatians 1v15: "God who had specially chosen me while I was still in my mother's womb."

- Hinduism** Chandogya Upanishad 5.10.7 shows that life begins at conception / creation is made by God and is part of God, therefore Abortion is destroying another life which is part of God's creation / Svetasvatara Upanishad: "His being is the source of all being, the seed of all things that in this life have their life ... He is God, hidden in all things, the inmost soul who is in all. He watches the works of creation, lives in all things, watches all things." / Mahabharata Shanti Parva 47-56: "In him all things exist, from him all things originate. He has become all. He exists on every side. He is truly the all." / Ahimsa (non-violence) / reflected in Laws of Manu, Chapter 6 / However Abortion is legal in India / much depends upon the people involved and their circumstances, but it is seen to be right if, e.g. the life of the mother is at risk / would seek advice from priest etc. / decision would be influenced by Hindus' attitudes to their Dharma, and rebirth. Hindus believe soul is present in all life to take a life will have an effect on Dharma and karma of the people involved / have respect for life because in the cycle of birth, death and rebirth / a child is important – the Samskara rituals reflect this.
- Islam** Sanctity of life / Surah 17.31: "You shall not kill your children for fear of want. We will provide for them and you. To kill is a grievous sin." / Surah 40.69-70: "He brings infants into the world ... so that you may serve your appointed time and grow in wisdom. It is he who ordains life and death." / Surah 53.42-47, plus the idea he created females and males: it is he who will create us anew / Hadith: "No severer of womb relationship ties will ever enter paradise." / Responsibility for the world and everything in it is important, including children / Surah 2.223, however, says that a woman should not be treated unfairly because of child, so this supports idea of abortion if the health of the mother is in danger / all life is sacred because it is a gift from God (Allah) / life must be protected / unborn child will have the right to know why they were killed / Up to 4 months: the mother's rights are greater than the rights of the foetus / after 4 months: the child has equal rights, because after 120 days, ensoulment (receiving of a soul) takes place / if abortion is to take place it should be before 120 days but diversity about whether or not it should be allowed to happen at all.

Judaism

Genesis 1v27: "God created man in the image of himself ... " / Exodus 20v13: "Do not kill." / Exodus 21v22: "If when men come to blows, they hurt a woman who is pregnant and she suffers a miscarriage, though she does not die of it, the man responsible must pay compensation demanded of him by the woman's master." / Isaiah 49v5: "And now Yahweh has spoken, he who formed me in the womb to be his servant." / Isaiah 49v15: "Does a woman forget her baby at the breast, or fail to cherish the son of her womb? Yet even if these forget, I will never forget you." / Jeremiah 1v5: "Before I formed you in the womb, I knew you, before you came to birth I consecrated you." / Ruth 4v15: "The child will be a comfort to you and the prop of your old age." / Psalm 127v3: "Sons are a bounty from Yahweh, he rewards with descendants." / Psalm 139v13-15: "It was you who created my innermost self and put me together in my mother's womb ... You know me through and through from having watched my bones take shape. When I was being formed in secret, knitted together in the limbo of the womb. "God is creator of life / sanctity of life / 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 the mother is poor / poverty is not a valid reason - God will provide / Rabbis accept that abortion is possible if a child is likely to be severely deformed.

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 / "God is the creator. He himself is invisible but he is ever visible through his nature (Guru Granth Sahib) / "The same Lord is creator and nourisher of all." (Dasam Granth).

(9 marks) AO2

(c) ***'Abortion is never wrong.'***

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 abortion is never wrong

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons (for same view or different points of view).	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons.	3 marks
Level 4	Evidence of reasoned evaluation of two different points of view, with reference to religion.	4 marks
Level 5	A well argued response with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

Agree

Life begins when the baby is born / before it takes its first independent breath it is part of the mother / abortion is therefore not killing / only a blob of cells and has not formed into a real human being / abortion should therefore be an option / should be a woman's right and choice, etc.

Other views

Some believe life begins at conception / some at start of neurological system / some at first heart beat / some at ensoulment / some at viability / abortion therefore killing the unborn child / sanctity of life arguments / circumstances need to be considered / some religious believers believe abortion is always wrong.

(5 marks) AO3

C11 Prejudice, War and Peace**(a) Explain why some people might be prejudiced.****Target: Knowledge and understanding of reasons for prejudice****Levels of Response**

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit. One or two reasons for prejudice.	1-2 marks
Level 2	Some clear knowledge and understanding of at least two reasons for prejudice.	3-4 marks
Level 3	A clear knowledge and understanding with good development.	5-6 marks

Stereotyping, e.g. on grounds of appearance, food laws, wealth.**Fear**, of people who are different.**Scapegoating**, e.g. Jews and Hitler.**Media**, some people are influenced by what they see in newspapers / literature.**Parental influence**, attitudes are passed on – lack of knowledge leads to misleading ideas.**Ignorance**, leads to indifference and prejudice.**Personal experience** – e.g. victim of crime or assault.**(6 marks) AO1****(b) Explain how religious beliefs and teachings might influence believers in their attitude towards war.****Target: Understanding of religious teachings on believers' attitudes to war****Levels of Response**

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

Buddhism Buddhists believe that it is wrong to take life and a path of non-violence (ahimsa) is right / Buddhists think carefully about occupations which might cause harm to others, thus any involvement in weapons, etc. would not be considered right / Metta (loving kindness) should be felt towards all people, including enemies / peace is a goal in meditation and the correct way of life / Emperor Asoka who became a man of peace after being horrified by slaughter on his campaigns / Dhammapada 5.270 / some Buddhists have been involved in protest, e.g. Monks demonstrated against the government in Burma in 1988; also in Lhasa against the Chinese government in a fight for freedom / violence against the Chinese was seen as self-defence / role of Dalai Lama / war could be fought because of "Right Government" / martial arts in Buddhism / Karma – a good action could be to defend your country; therefore, even though you are fighting, it would be a good cause and rewarded / Bodhisattva precept to 'break any of the 7 non-virtues of body and speech where love and compassion deem it necessary' / 1st Non-virtue of body = killing.

- Christianity** Jesus taught Blessed are Peacemakers / turn the other cheek / Love your enemies / Don't take revenge / Quakers, as a denomination, are pacifists / belief in the sanctity of life / 6th Commandment / Christians have campaigned against nuclear weapons / Jesus who rejected violence at his arrest and on his entry into Jerusalem / St Thomas Aquinas' conditions for a Just War, i.e. (1) a just cause, (2) started by a properly constituted authority, (3) right intention - promote good and avoid evil, (4) must be a last resort, (5) must be a reasonable chance of success, (6) must be reasonable proportion – use only enough force to achieve objectives, and (7) no civilians to be involved / God is both a warrior and defender of his people (Exodus 15v3 and Psalm 147v14) / the Crusades – to reclaim land from Muslims / Reference to Holy War / While Christians oppose war, they believe it is right to defend country from an attack by aggressor, e.g. second world war / Liberation Theology, e.g. Oscar Romero – it is right to fight for freedom where people are suppressed unfairly? / Dietrich Bonhoeffer / Matthew 21v12-13 Jesus used violence, overturning the money-changers' tables in the temple / Luke 22v36: "Whoever has no sword must sell his coat and buy one" – there is a right time to fight.
- Hinduism** Taking life would be considered wrong / example of Mahatma Gandhi and his commitment to non-violence (ahimsa) / he believed that the force of truth (satyagraha) could be used to fight causes / he saw humanity as one, not divided by politics, race, religion, etc. / the Bhagavad Gita – Arjuna was horrified by the slaughter in war / Krishna, disguised as his charioteer, taught Arjuna how to fulfil his Dharma, e.g. 2.2-3/2:31-33 "For a warrior, nothing is higher than a war against evil / the warrior confronted with such a war should be pleased, Arjuna, for it comes as an open gate to heaven, but if you do not participate in this battle against evil, you will incur sin, violating your Dharma and your honour." / war is right if there is a just cause, evil or need for liberation / the Laws of Manu suggest that killing is acceptable to prevent something worse happening, if it is necessary to maintain the social order / the Caste system lays down the duty of the Kshatriya (the warrior Caste); he is to defend his people / Bhagavad Gita 18:43 says: "The qualities of a Kshatriya, based on his nature, are courage, strength, fortitude, dexterity, generosity, leadership and the firm resolve never to retreat from battle / by devotion to one's own particular duty, everyone can attain perfection." / Karma is important, but by fighting an invader, fighting in a war could be a good action / fighting in a war can be Dharma as Krishna pointed out to Arjuna / the true self, or soul (Atman) could not be killed – "The eternal in man cannot die." / so Dharma could be your duty to fight / but it should be controlled and should respect individuals.

- Islam** Violence is not to be used for the cause of promoting Islam, except in defence / the word 'Islam' also means 'Peace' / no title for Allah suggests he is war loving, yet names suggest he likes peace, e.g. 'the one who gives safety and peace' / forgiveness is important e.g. 3.134. Surah 8.61 "Strike terror into the enemy of God and your enemy ... all that you give in the cause of God will be repaid to you... You shall not be wronged." Surah 22: 40-41: "Permission to take up arms is hereby given to those who are attacked, because they have been wronged. Surah 42.40: "Let evil be rewarded with evil." / Surah 49.9 If there is an unjust attack the aggressor has to be fought until they submit to God's judgement. Jihad (Holy War) for the honour or preservation of their faith / this is organised by a religious leader / it must have a just cause / it must be a last resort / minimum of suffering / trees, crops and animals should be protected / Jihad has the blessing of Allah and defends the Ummah / a Muslim killed in Jihad will enter paradise, so there is no disgrace in fighting / modern day problems, e.g. reference to terrorism (misinterpretation of Muslim belief by extremists), Iraq / Palestine – Israeli conflict.
- Judaism** Shalom is the Hebrew word for peace and Shabbat greeting between Jews / peace linked to justice / Isaiah looks forward to a time when war no longer exists / Exodus – do not kill / Micah 4 v3 – Nation will not lift sword against nation / Proverbs 25 v21 / give your enemy food and if he is thirsty give him something to drink / Deuteronomy 20 – do not be afraid of opposing armies, because Yahweh your God is with you / when you come up against the enemy offer peace, if peace is refused lay siege / Do not destroy fruit trees / Joshua 2v5 "Joshua, no one will be able to defeat you as long as you live / Isaiah 10v1-4 God's anger is against those who make infamous laws, tyrannical decrees, who refuse to give justice to the unfortunate and cheat the poor, widows and the orphan - destruction will come. Holy War / war in self-defence / to attack injustices / opposing evil as in the 2nd World War / Leviticus speaks of "eye for an eye" revenge / fight for land is justified (Israeli - Palestinian war) / Retaliation, against terrorist attacks / zionism and anti-semitism.
- Sikhism** Peace is seen as a gift from God / it is to be desired above violence / although Sikhs have fought in the past, it has been in defence / they do not see themselves as aggressors / brotherhood and equality are stressed / some Sikhs believe in ahimsa. Kirpan used in self defence / fighting would be right to defend the Sikh community and Sikh values / fighting injustice when peaceful means have failed / Sikhs have fought in the Punjab / defence of Amritsar / Guru Gobind Singh, when he formed the Khalsa, was in favour of self defence and the need to give your life for the defence of the Sikh religion.

(5 marks) AO2

(c) ***‘There will only be peace when people stop being prejudiced.’***

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 prejudice prevents peace

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons (for same view or different points of view).	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons.	3 marks
Level 4	Evidence of reasoned evaluation of two different points of view, with reference to religion.	4 marks
Level 5	A well argued response with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

Agree

Prejudice causes arguments / leads to discrimination and violence / hatred of other races / prevents harmony and cooperation / prevents dialogue being successful / without prejudice no need for war / Good Samaritan / prejudice between religions, e.g. Middle East / genocide, etc.

Other views

Many causes of war / often nothing to do with prejudice / greed / wanting power / wanting land or oil / prejudice does not have to lead to negative action / discrimination or violence / people’s hearts need to change / people who are prejudiced can be pacifists, etc.

(5 marks) AO3

Section D Planet Earth

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) **Describe one religious view about how the world began.**

Target: Knowledge of a religious perspective on how the world began

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Some clear knowledge and understanding, e.g. two relevant points, or one statement with example or elaboration.	2 marks
Level 3	Clear knowledge and understanding with some development.	3 marks
Level 4	Clear knowledge and understanding with good development.	4 marks
Level 5	A full and coherent statement showing good development.	5 marks

Buddhism No real creation story in Buddhism / one of the questions the Buddha refused to answer / Buddha felt such questions were asked by people with limited minds / they would not understand the answers / there is no simple answer that is right for everyone / such questions were not important because his main purpose was to help people overcome suffering and achieve happiness / trying to answer questions we know nothing about was a distraction and a waste of time.

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

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

Hinduism Various creation stories / Rig Veda X 1-3; 9-12 / the universe takes form and then dissolves back into nothing / it is created, then evolves, and then is destroyed, then created again in a continual cycle / role of three deities (the Trimurti) – Brahma (the creator), Vishnu (the Preserver) and Shiva (the Destroyer) / Vishnu sleeping on a great cobra called Ananta floating on a large ocean / Responding Om Vishnu awoke / out of navel grew a lotus flower and from it came Brahma / Brahma split the lotus flower into three / one part became the heavens, another part the earth and the third part the skies / Brahma continued to create grass, flowers, trees, plants, animals, insects, birds and fish.

- Islam** Surah 2.28, God created all that the earth contains / fashioned heavens / God gave life when you were dead / you will die and He will then restore your life / Surah 2.117: "They say: 'God has begotten a son'. Glory be to Him. He is what the heavens and the earth contain, all is obedient to him, creator of the heavens and earth. When he decrees a thing he need only say 'Be' and it is." / Surah 3.190 – God has sovereignty over the heavens and earth. God has power over all things / the creation story in Islam of Adam and Hawa is very similar to the story of Adam and Eve. It is in the Qur'an, Surah 2: 30-9.
- Judaism** **Genesis 1:** God created / 6 days / rest day / everything was good / man in control / given responsibility. Each day God created something new / Day 1 – Light / Day 2 – The sky / Day 3 –The land, sea and plants / Day 4 – Sun, moon and stars / Day 5 – Sea creatures and birds / Day 6 – Land animals and finally humans / Day 7 – God rested.
- Genesis 2:** heaven and earth created / man of dust from the soil and breathed into nostrils / Garden of Eden / rivers / beasts and birds / cattle / took rib and given to woman / given freewill.
- Sikhism** Beliefs are revealed in hymns of praise / for billions of years there was no earth or heaven, no sun or moon, no day or night, no rivers and continents, no wind and water, no Brahma, Vishnu or Shiva, no female or male, no caste or birth / only the one Lord existed / he created the universe Himself including the planets, the earth, the continents and human form / displaying His power from nothing he created everything and he is "beyond all forms, yet in all forms." / he is limitless – the infinite One.

(5 marks) AO1

- (b) ***Explain why some religious people are concerned about pollution and global warming. Refer to religious beliefs and teachings in your answer.***

Target: Understanding of the effect of religious teachings on attitudes towards pollution and global warming

Levels of Response

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

Maximum Level 2 if no religious teachings or beliefs.

Accept general ideas that religious people are opposed to spoiling the world and concerned about climate change / pollution kills animals and fish / pollution is harmful to people / global warming will result in more droughts in some places / flooding in others / melting of polar ice caps / animals dying because they will not be able to adapt to climate change / need to settle for least materialistic lifestyle or use fuels which are not polluting the atmosphere.

Buddhism	Idea of independence / not harming living things / not being selfish / consideration for future generations.
Christianity	Important as God stewards to prevent pollution and its harmful effects / need to look after God's creation / love your neighbour includes future generations.
Hinduism	Hindu saying – "The Earth is our mother and we are her children" / everything in nature is an expression of God / Hindus love and see God in everything, therefore the environment should not be exploited or polluted.
Islam	Sayings in the Hadith promote harmony with the environment / Allah made the world and everything in it / humans are Khalifahs (guardians) to look after and care for the environment.
Judaism	God put humans in charge to look after the world / ideas of Stewardship / humans need to take responsibility for the world and stop pollution and global warming / Genesis 8 v22 – 9 v17 / Exodus 23 v10-11.
Sikhism	World is God given / a human being needs to derive sustenance from the Earth / not to deplete, exhaust, pollute, burn or destroy it / humans are custodians of the Earth.

(5 marks) AO2

(c) **Explain what believers might do to help protect the environment.**

Target: Understanding of actions religious believers might take to protect the environment.

Levels of Response

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

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.P.'s / marches / petitions / use 'green' products / recycle / support conservation projects / join action groups, e.g. Greenpeace / Friends of the Earth / support 'clean-up' campaigns / renewable energy projects / use less non-renewable products / pesticides / things that pollute or cause global warming / plant trees / encourage peace not war / support sustainable development / be less greedy and materialistic / encourage education re the environment, walking / cycling / car sharing / public transport / switching off lights, etc.

(5 marks) AO2

(d) *'If we care for the earth, we will be rewarded.'*

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 consequences of mistreating the planet

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons (for same view or different points of view).	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons.	3 marks
Level 4	Evidence of reasoned evaluation of two different points of view, with reference to religion.	4 marks
Level 5	A well argued response with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

Agree

If people don't look after the Earth there will be get pollution / disease / climate change / droughts / famines / disasters / flooding / other peoples' actions will come back to haunt them / What people reap they will sow / the law of cause and effect (karma) / Gandhi: "Earth has enough for everyone's need, but not for everyone's greed." / idea behind Local Agenda 21 / reward of living longer / pride in oneself for making a difference / reward in afterlife.

Other views

What people do might affect future generations but not the present / individually people make little difference to the world / the world is really big and the environment will adapt / if the climate changes there will be warmer winters / if people use up one type of fuel another will be invented a different one / technology will come up with an answer / no reward for non-believers / just doing one's duty.

(5 marks) AO3

D13 Human Attitudes to Animals

- (a) ***Explain why some religious people think that humans are more important than animals.***

Target: Understanding why many believe that humans are more important than animals

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Some clear knowledge and understanding, e.g. two relevant points, or one statement with example or elaboration.	2 marks
Level 3	Clear knowledge and understanding with some development.	3 marks
Level 4	Clear knowledge and understanding with good development.	4 marks
Level 5	A full and coherent statement showing good development.	5 marks

Humans are the pinnacle of creation / created in the image of God (Western Faiths) / idea of ruling over the animal kingdom (Genesis 1) / 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 / look after animals / animals work for us / humans have souls, etc.

(5 marks) AO1

- (b) **Explain why some religious people are vegetarians but some eat meat. Refer to religious beliefs and teachings in your answer.**

Target: Understanding of why some believers eat meat and others are vegetarians

Levels of Response

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

Maximum Level 2 if no religious teachings or beliefs.

Accept general points about cruelty to animals being unacceptable in relation to rearing to kill and the actual slaughter / also personal choice rather than religious teaching.

Buddhism	Many Buddhists are vegetarian because of principle of not harming living creatures / Moral Precept – ‘I undertake to abstain from taking life.’ / however, monks may eat meat if offered, but not kill it themselves.
Christianity	Different opinions are held / against cruelty to animals, therefore many 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 / Jesus ate fish.
Hinduism	Many Hindus are vegetarian because of belief in cycle of birth including animals (reincarnation) / cows are respected / milk is important as ‘living’ product / idea of ‘Ahimsa’.
Islam	Meat is eaten, but only Halal meat / method of killing is believed to be humane / killed in the name of Allah / vegetarian food may be eaten for convenience when Halal meat is difficult to obtain / pig meat not allowed / Surah 16:114-5.
Judaism	Jews must respect Kashrut laws / method of killing must be humane and certain animals are not eaten (such as pork, bacon and ham) / can eat any land animals that has divided hoofs and chews the cud (Leviticus.11:2, 3, 9) / 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 always offers vegetarian food in respect of all who come / not allowed ritually slaughtered meat.

(5 marks) AO2

(c) **Explain what believers might do to help prevent animals from suffering.**

Target: Understanding of actions believers might take to prevent animal suffering

Levels of Response

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

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

(5 marks) AO2

(d) **'It is right to experiment on animals.'**

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 right to experiment on animals

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons (for same view or different points of view).	2 mark
Level 3	Opinion supported by one well-developed reason or two elaborated reasons.	3 marks
Level 4	Evidence of reasoned evaluation of two different points of view, with reference to religion.	4 marks
Level 5	A well argued response with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

Agree

Animal testing saves human lives / humans are more important than animals / humans created in the image of God / humans rule over animals / if testing not done medical development would be hindered.

Other views

Not fair to test on animals / why should innocent animals suffer for humans / humans have a responsibility to look after animals, not exploit them / other methods could be used / idea of stewardship.

(5 marks) AO3