

# **Religious Studies A**

GCSE 1930

GCSE Short Course 1030

## **Combined Mark Schemes And Report on the Units**

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**June 2005**

**1930/1030/MS/R/05**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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## GCSE RELIGIOUS STUDIES 1030 SHORT COURSE

### INSTRUCTIONS FOR EXAMINERS

#### GENERAL POINTS

Before starting to mark scripts, please ensure that you are familiar with the following:

- (a) The specification
- (b) The prescribed text(s) (where appropriate)

#### PRINCIPLES UNDERLYING THE MARK SCHEME

This examination tests the extent to which candidates are able to fulfil the Assessment Objectives:

Candidates should be able to:

<b>AO1</b>	recall, select, organise and deploy knowledge of the specification content;	[40%]
<b>AO2</b>	describe, analyse and explain the relevance and application of a religion or religions;	[35%]
<b>AO3</b>	evaluate different responses to religious and moral issues, using relevant evidence and argument.	[25%]

Examiners should mark according to the statements defining levels of response. This Mark Scheme includes a section outlining the characteristics of answers at four levels of response for each of the three objectives. You should study this thoroughly. The guiding principle for Examiners in applying the Mark Scheme to answers is to remember the concept of Positive Awarding. Therefore, marks should be awarded for appropriate responses to reasonable interpretations of the question.

In the Mark Scheme there are no instances where answers are specifically excluded or required. What is included is information for Examiners, provided as guidance for what one might reasonably expect to find on a script. All appropriate answers therefore have the potential to be credited. It is perfectly possible for a candidate to achieve the highest level of response using a different argument or different information from that which appears in the Mark Scheme.

There are no instances where candidates are penalised for their response. In some instances parts of questions may be interdependent. Candidates answering one part incorrectly will not, therefore, necessarily penalise themselves in subsequent, related parts. The incorrect answer is ignored and marks are awarded for the correct response.

It must be assumed that Examiners are capable of answering the questions on the paper and so they can award the appropriate level of response to the candidate. The detailed marking schemes are there as suggestions of what might be found in the answer. Examiners should not check whether the content of the marking schemes is in the answers but rather be guided by the Levels of Response and the concept of Positive Awarding. Checking on what is not in the answer almost always leads to lower marks than are indicated by the Levels of Response.

No account should be taken of the quality of Written Communication in the answers themselves, this mark is awarded separately, for the specified question only. In the

same way there are no marks to be lost or gained for the transliteration of words from non-Roman alphabets.

Examiners must bear in mind that throughout these specifications, except where specifically noted, candidates may answer exclusively from a denominational perspective of their choice.

Full instructions on non-subject-specific aspects of the marking process are to be found in the OCR 'Instructions for Assistant Examiners' book issued with the stationery; examiners should be familiar with this, particularly noting any changes from previous sessions, before attending the Standardisation meeting.

## **USING THE MARK SCHEME**

- (a) All scripts must be marked in red, except for those initially marked in pencil prior to the Standardisation Meeting.
- (b) Each page of a script must display some indication that it has been seen and read by the Examiner.
- (c) The Level of Response achieved will be apparent from the mark awarded for each part of the question, which should be written in the right hand margin. There is no overlap in marks between the Levels of Response and therefore there is no need to write anything other than the mark.
- (d) Examiners should use the full range of marks available within the Levels of Response and not hesitate to award the maximum where it is deserved.
- (e) Examiners must not exceed the total marks allowable for the Level achieved or the total allowable for the part of the question.
- (f) The ringed total at the end of the question should represent the total of the marks recorded in the margin.

### **MATRIX TO BE USED FOR AWARDING MARKS ACCORDING TO LEVELS OF RESPONSE**

<b>Mark Weighting</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
8	1-2	3-4	5-6	7-8
7	1-2	3-4	5-6	7
5	1-2	3	4	5

## LEVELS OF RESPONSE

The statements which follow should be used to determine the appropriate level of response for each objective. They should be applied as appropriate to the question and as the assessment of the work of an average 16 year old.

### AO1

The candidates' work will show at:

Level 1 [1-2]	<b>An attempt</b> to answer the question. The inclusion of a small amount of relevant information. Some facts may be reported in outline only. Answers may be simplistic and the essential information ignored.
Level 2 [3-4]	<b>A valid attempt</b> to answer the question. Some of the relevant information will have been selected with evidence of organisation. Information may be stated but lacking in detail.
Level 3 [5-6]	<b>A competent</b> attempt to answer the question. Selection of some relevant material with appropriate development.
Level 4 [7-8]	<b>A good response</b> to the question. A fairly comprehensive account of the range and depth of relevant material.

### AO2

The candidates' work will show at:

Level 1 [1-2]	<b>An attempt</b> to answer the question with limited understanding of religious language and concepts and of the relevance and application of a religion. There will be few explanations offered. Limited ability to recognise the relationship between an issue and the study of religion. Some facts may be reported in outline only. Answers may be simplistic and the essential issues ignored.
Level 2 [3-4]	<b>A valid attempt</b> to answer the question with some understanding of religious language and concepts and of the relevance and application of a religion, although lacking in detail. The ability to make simple comparisons and recognise similarities and differences. Some ability to recognise the relationship between an issue and the study of religion.
Level 3 [5-6]	<b>A competent attempt</b> to address the question with a wider level of understanding of religious language and concepts and of the relevance and application of a religion. The ability to recognise the relationship between an issue and the study of religion. The ability to recognise and handle religious issues.
Level 4 [7]	<b>A good response</b> to the question with the demonstration of a good understanding of religious language and concepts and of the relevance and application of a religion.

### AO3

The candidates' work will show at:

Level 1 [1-2]	<b>An attempt to answer the question.</b> A statement of the obvious, a one-sided judgement with little or no argument.
Level 2 [3]	<b>A valid attempt to answer the question.</b> An expression of one opinion directly related to the issue raised with an argument offered in support of it or a simple statement of two points of view.
Level 3 [4]	<b>A competent attempt to address the question.</b> The ability to recognise some of the significance of the issue raised. The expression of opinions directly related to it supported with some use of relevant evidence and argument.
Level 4 [5]	<b>A good response to the question.</b> The ability to recognise some of the significance of the issue(s) raised and to express valid opinions about different points of view supported by relevant evidence and argument. <b>Reference must be made to the religion studied.</b>

### The Assessment of WRITTEN COMMUNICATION

Candidates are required to:

- present relevant information in a form that suits its purpose;
- ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

Where appropriate they should also use a suitable structure and style of writing. The candidates' level of Written Communication is assessed according to the following levels **in a single question** as specified on the question paper – in this case the compulsory question. If the compulsory question is not attempted, no marks for Written Communication may be awarded. 'A form that suits its purposes' does not *require* the use of continuous prose, though the highest level will probably only be reached by the use of continuous prose.

Below Threshold performance	0 marks	
Threshold performance	1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; text may not always be legible.
Intermediate performance	2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy; text is generally legible.
High performance	3 marks	Candidates spell, punctuate and use the rules of grammar with almost faultless accuracy, deploying a range of grammatical constructions; text is legible.



**Mark Scheme 2391  
June 2005**

## Section A. Luke.

- 1 (a) Give an account of the Parable of the Lost Son. [8]

Description from Luke 15 :11-32. The Parable of the Lost Son. Good responses are likely to include, either by quotation or paraphrase, the main details of the story. Good responses might show the main details of the younger son's request for his inheritance, his life and fall and his repentance as well as the father's forgiveness and actions on his son's return. The best responses might also include the elder son's reaction and the father's reply.

- (b) Explain how Jesus' teachings about forgiveness might affect Christians today. [7]

Teachings on forgiveness for Christians today. Candidates might refer only to the analogy and teachings in this parable and their application or/ and also refer to other teachings. What is looked for is reference to Christian attitudes and actions towards seeking God's forgiveness for oneself, and actions and attitudes towards forgiving others, based upon the teachings of Jesus etc. The best answers are likely to include both (unconditional) forgiveness towards others and the need for God's forgiveness.

- (c) 'Some actions cannot be forgiven'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Evaluation of whether forgiveness is always possible. Different points of view might explore arguments for punishment as well as forgiveness and the need for repentance.

The difficulty of 'forgiving' some terrible injury or harm. Leaving forgiveness to God etc.

Some might refer to evidence from texts, 'love your enemies' etc.

All appropriate comment should be rewarded in accordance with the levels of response.

Different points of view should be offered for level 4.

- 2 (a) Describe what happened when Jesus healed a Sick Woman. [8]

Description of the Sick Woman Luke 8:42b-48.

Good responses are likely to include, either by quotation or paraphrase all the main details of the story. Only verses 42b-48 are specified by the specification, there is no requirement to describe the events concerning Jairus' daughter. The best answers might demonstrate knowledge of Jesus' words to the woman in verse 48.

- (b) Explain why the stories of Jesus performing healing miracles are important for Christians. [7]

Explanation might include reference to the healing miracles mentioned in (a) or/and other miracles in the set text. Good responses are likely to explain the importance of miracles as a demonstration of Jesus' power/ his identity as Son of God etc. The best answers might also explore miracles as demonstrations of God's compassion and mercy etc. and might explain the affect a belief in Jesus' power to perform miracles might have on Christians in times of sickness or weakness.

(c) 'Christians should believe that Jesus' healing miracles really happened.'  
Do you agree? Give reasons to support your answer and show that you have  
thought about different points of view. [5]

Evaluation of a belief in healing miracles. Candidates may offer different opinions as to whether a belief in the miracles of Jesus is necessary for a Christian. They might be able to draw upon various interpretations and readings of miracles as evidence to support their arguments for and against the statement. Good responses will focus their answer on Jesus' miracles. Different points of view should be offered to achieve level 4.

3 (a) Describe the arrest of Jesus. [8]

The arrest of Jesus, Luke 22:47-53. Good responses are likely to include, either by quotation or paraphrase, the main details of the arrest of Jesus on the Mount of Olives. (Some candidates may include the passage on Jesus praying on the Mount of Olives and while this is not necessary for level 4 it might be taken as part of the answer if other details are missing.)

(b) Explain how Christians might show courage in following their beliefs. [7]

Good responses might explain how Christians can show courage in a variety of ways or develop the theme of courage through one or more famous Christian lives. Examples might be used such as personal courage through commitment and acts of witness, believers' baptism, church attendance, high moral standards, speaking out on moral and social issues. Evangelising requires courage in many countries including Britain, as might Christians who follow their vocation, e.g. priests, monks, nuns, missionaries etc.

(c) 'Jesus should not have chosen Judas as a disciple.'  
Do you agree? Give reasons to support your answer and show that you have  
thought about different points of view. [5]

Candidate may answer this with varying skill. Good responses might assess the betrayal by Judas as good reason for assuming his bad character and explain why. However, a different view might be that he was fulfilling a divine purpose (Jesus' response to his betrayal in verse 48 supports this). Jesus had to be arrested to be tried and crucified etc. All relevant comments will be rewarded according to the levels of response. Different points of view should be offered for level 4.

4 (a) Give an account of **one** resurrection story from Luke's gospel. [8]

Description of one of the resurrection stories from the set texts.

The Empty Tomb Luke 24:1-12

On the Road to Emmaus Luke 24:13-35.

Jesus appears to the disciples Luke 24:36-49.

Good responses are likely to include either by quotation or paraphrase the main details of the account chosen. Some candidates might relate Luke' story of the Ascension which although a brief passage could be rewarded as appropriate, according to the levels of response.

- (b) Explain why some Christians believe in life after death. [7]

Explanation might be of the significance of the resurrection for Christian belief in life after death. Good responses might refer to the stories of the resurrection of Jesus and the promise of life after death for all Christians, and/ or references in the gospel/ Christian teaching to a heavenly reward for a righteous life etc. Some answers may be subjective or refer to the experiences/belief/possible proof as told by others. All relevant comment should be rewarded.

- (c) 'It should not matter which religion a person follows.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Evaluation of the importance to believers of religious diversity. Arguments in favour of the statement might offer evidence of the common elements in most recognised religions, the harm caused by feuding between religions and, possibly in the best answers, the universal, transcendent nature of God. Different points of view might include arguments about believers' faith in one true religion, revelation, the word of God and only one way to salvation etc. Different points of view should be offered for level 4.

### Section B. Mark.

- 5 (a) Describe the arrest of Jesus. [8]

Description of the arrest, Mark 14:43-51. Good responses are likely to include either by quotation or paraphrase, the main details of the arrest of Jesus in the Garden of Gethsemane. The best responses might also include the description of the young man in verses 51 and 52 as this is an important feature in Mark's account. Some candidates may include some details about Jesus praying from verses 32-41 and while this is not necessary, it may be taken as part of the answer.

- (b) Explain how Christians might show courage in following their beliefs. [7]

Good responses might explain how Christians can show courage in a variety of ways or develop the theme of courage through one or more famous Christian lives. Examples might be used such as personal courage through commitment and acts of witness, believers' baptism, church attendance, high moral standards, and speaking out on moral and social issues. Evangelising requires courage in many countries including Britain as might Christians who follow their vocation, e.g. priests, monks, nuns, missionaries etc.

- (c) 'Jesus should not have chosen Judas as a disciple.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Good responses might assess the betrayal by Judas as good reason for assuming his bad character and explain why. In Mark's gospel Judas purposely betrays Jesus with a pre-arranged sign etc. However, a different view might be that he was fulfilling a divine purpose, Jesus had to be arrested to be tried and crucified etc. All relevant comments will be rewarded according to the levels of response. Different points of view should be offered for level 4.

- 6 (a) Give an account of **one** occasion when Jesus appeared to break the Sabbath Law. [8]

Description of Mark 2:23-28 or 3:1-6: The Sabbath Cornfield or The Man with a Withered Hand. Good responses are likely to include either by quotation or paraphrase the main details of the event chosen. These two incidents are listed together in the specification as one topic 'Healing on the Sabbath' and some candidates might write about both: this should be rewarded, as appropriate, up to level 4, full marks.

- (b) Explain why Jesus' actions are a good example for Christians to follow [7]

Good responses might explain that Jesus put compassion before the Law 'Sabbath was made for man' etc. and its implications about the purpose of rules. The best responses might draw parallels with Christian life in terms of principles and actions regarding human needs and compassion for others being more important than legal or ritualistic rules/religion etc. and give examples.

- (c) 'Jesus should have obeyed the Law.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Evaluation of the importance of Jesus' conflict with the Law and the authorities Pharisees/priests etc. The best responses might be based upon the balanced view that Jesus' actions caused conflict with the priests and his arrest, but that the over-strict Laws needed to be challenged and/or divine destiny be fulfilled. Different points of view should be offered to achieve level 4.

- 7 (a) Give an account of the preaching of John the Baptist and the baptism of Jesus. [8]

Description of the two passages Mark 1:1-11. Good responses are likely to include either by quotation or paraphrase the main details of the events. The best responses might have a summary of John's message verses 1-8 and clear details of Jesus' baptism verses 9 & 10 for a level 4 answer.

- (b) Explain how the story of the baptism of Jesus might influence Christians today. [7]

Explanation of the importance of baptism for Christians. Candidates might explain the symbolism of Jesus' baptism and its significance for Jesus' identity and ministry. Good responses might explore the importance of baptism for Christians, in following Jesus, entering the church, declaring belief, christening children. Some may compare believers' baptism with Jesus' immersion in the River Jordan. All relevant comment should be rewarded appropriately.

- (c) 'A person who is baptised should go to church regularly.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Evaluation of the meaning of baptism as a commitment to other Christian practices such as regular worship in church etc. Some responses may be subjective as many

people are baptised or christened as children but not all are practising Christians. Reasoned arguments of different views are looked for. Different points of view should be offered for level 4.

8 (a) Describe Jesus' answer to the question asked by James and John. [8]

This is a description from one of the Son of Man passages in the specification, Mark 10:35-45. Good responses are likely to include, either by quotation or paraphrase, the main details of the question, which ends at verse 40. The best answers might have knowledge of the 'whoever wants to be first...Son of Man...come to serve' verses at the end of the passage.

(b) Explain why some Christians believe in life after death. [7]

Explanation might be of the significance of the teaching in Mark, as in (a) above about places in the Kingdom of God, or the implication in 'to give his life as a ransom for many' etc. Good responses might refer to the story above and/or, more likely, the resurrection of Jesus and the promise of life after death for all Christians. Or, refer to the gospel/Christian teaching on a heavenly reward for a righteous life etc. Some answers may be subjective or refer to the experiences/belief/possible proof as told by others. All relevant comment will be rewarded.

(c) 'It should not matter which religion a person follows.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Evaluation of the importance to believers of religious diversity. Arguments in favour of the statement might offer evidence of the common elements in most recognised religions, the harm caused by feuding between religions and, possibly in the best answers, the universal, transcendent nature of God. Different points of view might include arguments about believers' faith in one true religion, revelation, the word of God and only one way to salvation etc. Different points of view should be offered for level 4.

**Mark Scheme 2392/01  
June 2005**

The scheme must be used in conjunction with the levels of response.

- 1 Picture: Placard / publicity material for Pro Life & Pro Abortion groups  
(a) Describe Christian teaching about the sanctity of life. [8]

Responses might contain: descriptions of the concept that life is 'God given' and only God can give it and take it away; reference to material given in the specification and any appropriate additional material; reference to and explanation of Biblical and general Christian teaching; references to appropriate Biblical texts.

- (b) Explain how Christians have responded to the issue of abortion. [7]

Responses might contain: explanation of views and opinions about abortion, and / or explanations of actions taken by Christians. The stimulus is intended to provoke some responses about actions as well as views and attitudes. Candidates might refer to the work and actions of Pro Life Movements / Pro Abortion Movements / Women's Movement as well as to their views and attitudes, e.g. protests, educational programmes, actions as pressure groups.

- (c) 'Abortion is not a moral issue; it is only a practical matter.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Candidates might offer opinions such as: the foetus is just a bundle of cells and dealing with an unwanted pregnancy is nothing more than dealing with any other medical problem – it is a practical matter. On the other hand, the foetus is a potential human being and has some rights, or it is a human being from conception and therefore has human rights like any other child. Abortion is therefore a moral issue as it concerns right and wrong – it is not just like having a tooth removed. Another being is involved who is unable to express their feelings.

- 2 (a) Describe the teachings which Christians might use when thinking about family life. [8]

Responses might contain: description of the underpinning values which Christians have regarding family life and of the teachings which back them up. Reference to the idea of agape and the importance of respecting family members. The significance of marriage and of the family as the context for the development of Christian values and attitudes in children; reference to appropriate biblical and Church teaching found both in the specification and beyond.

- (b) Explain Christian attitudes towards people who wish to marry again after divorce. [7]

Responses might contain: explanation of views and attitudes: possibly an explanation of different denominational outlooks; reference to the idea of the sanctity of marriage; reference to the idea of forgiveness in relationships and of the importance of human happiness.

- (c) 'Christian children should always obey their parents'.  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]



Candidates might offer opinions such as: obedience is a virtue encouraged by Christian teaching, but it is also true that parents should not test their children beyond what is appropriate and they ought to respect them. This could mean that sometimes, disobedience is the appropriate course of action. On the other hand, it must depend on the issue over which there is disagreement and the age of the children.

3 (a) Describe Christian teaching about prejudice and discrimination [8]

Responses might contain: descriptions of Christian teaching suggested in the specification and any other relevant material. Ideas of equality before God and the example of Jesus in dealing with all people, might be referred to in detail or generally. Neither Jew nor Gentile - Paul. The attitudes of Christians and the Churches generally, towards these issues.

(b) Explain how a well known Christian worked to overcome prejudice and discrimination [7]

Responses might contain: explanation of the work of a well know Christian – naturally King, Tutu or Huddleston may be selected, but expect and credit others. Candidates may refer to the work, biographical details relevant to the work and to the motivation for the work.

(c) 'There is nothing wrong with being prejudiced'

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Candidates might offer opinions such as: just because prejudice is common, it does not have to be accepted as a fact of life. It is dangerous, based on ignorance and has been the source of conflict and pain in society. Christians ought to be looking for the truth and not basing their views on uninformed prejudice. On the other hand, we all have prejudices, and possibly even need them to help us cope with all the choices we have to make. They are like a 'short hand' and may help some people to do the right thing even though they have not thought it through for themselves. Most prejudices are quite harmless and even help us to be accepted into our social groups. It is only when prejudice turns in to discrimination that trouble begins.

4 (a) Describe Christian teachings about the issue of birth control. [8]

Responses might contain: descriptions of Biblical and general Christian teaching about this issue. Denominational stances. The moral issues of some forms of contraception as opposed to others and attitudes of Christians to natural methods of birth control.

(b) Explain the ways in which Christians might respond to a person who is terminally ill and has asked to die. [7]

Candidates can be expected to refer both to the practical aspects of this issue as well as the moral. Reference to the care and love which should be shown to the ill person, as well as the possibility that there could be discussions about termination of life (euthanasia); the value / purpose of suffering; the value and sanctity of life.

(c) 'People should be allowed to choose when to end their lives'.

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Candidates might offer opinions such as: life is God given and it is not up to a person to decide when to end it. Only God can do that. Even suffering has a purpose and must be part of God's plan for the person. On the other hand, surely a loving God can not want his people to suffer and if the illness is terminal, why should the inevitable not be brought forward.

**Mark Scheme 2392/02**  
**June 2005**

1 'Before I formed you in my womb I knew you' Jeremiah 1:5 (NJB)

(a) Describe Roman Catholic teachings about fertility treatment. [8]

Candidates may begin by examining the Roman Catholic Church's objection to fertility treatment on grounds of the sexual act being both unitive and creative; on the grounds of the sanctity of human life; on the question of whether or not we should be playing God or the question of children being a gift given to some and withheld from others. Candidates may build their arguments around scriptural texts such as the one in the stimulus or they may explore the teachings in some church documents.

(b) Explain how these teachings about fertility might affect a Roman Catholic. [7]

Candidates may explore the kind of advice that Catholics might receive from members of the church, Priests, fellow Roman Catholics, and some church groups, as opposed to what they might be given elsewhere. They may explore the conflict within a marriage where both partners are not Catholic or the kind of acceptance of God's will that some Catholics might insist on maintaining.

(c) 'Roman Catholics should have the right to use contraception.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Candidates may pick up the teachings in part (a) on unitive and procreative and support the Roman Catholic point of view or they may argue that once natural contraception is allowed, there is little moral difference between natural and artificial contraception. Some may also look at the health consequences which may result from not using artificial contraceptives if the couple are not monogamous, though they should recognise that this would be contrary to Roman Catholic teachings on relationships. All relevant arguments should be credited.

2 (a) Describe Roman Catholic teachings about the relationship between husbands and wives. [8]

Candidates will have studied a number of texts which explore this relationship; they may choose those they find most appropriate. For example they might look at those which expect fidelity and exclusiveness, those that expect progeny or those which encourage caring in sickness or in health. They may look at specific teachings from the New Testament or they may choose to use some of the teachings from the marriage ceremony itself. Credit should focus on the level of response rather than the particular texts chosen.

(b) Explain how the Roman Catholic Church might help with problems between husbands and wives. [7]

Candidates may look at church sponsored organisations like Marriage Care, exploring the work they do both in preparing couples for marriage or in counselling those already married. Alternatively they may explore parish organisations such as the SVP and the support they can supply financially or in helping find babysitters and thus take some of the pressure off parents. They may also explore the kind of advice couples may receive from their Parish Priests or Deacons.

- (c) 'Marriage is the only way a man and a woman should live together.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Candidates will be aware of the Christian view on this issue but may wish to explore the question of alternative lifestyles. They may for example outline why the Roman Catholic Church expects monogamy and fidelity and the strengths which can be found in these teachings for family and the nurturing of children. Alternatively they may explore recent discussions which imply that the teachings of the Church are anachronistic and written at a time when life expectancy was so much shorter. Modern life-expectancy has arguably put intolerable strain on some couples' marriages. All relevant answers should be credited.

- 3 (a) Describe Roman Catholic teachings about discrimination. [8]

Candidates may use this question to talk about racial prejudice but they should only gain full credit if they address the area of discrimination. Candidates may explore one or a range of issues such as: sexism, ageism, class issues or indeed racism. They may, for example, be aware that we still live in a society where some women are paid less than men doing the same kinds of work, some maybe aware of issues in the news about how long people may be expected to go on working or indeed give up work in some professions. Another example which may be explored in the present climate is the way that fear of terrorism is being exploited to encourage racist discrimination in some sectors of society.

- (b) Explain how Roman Catholics might help to fight discrimination. [7]

Candidates may again explore this question through one of a number of avenues, for example those with authority in the workplace might reduce any discrimination they come across, or they may campaign for equal wages. They may even look at discrimination within the Church itself; looking for example at the expectation that women will have a more limited role in the life of the Church than men. They may also explore the area of globalisation, looking at the effects our shopping habits can have on the way developing countries are exploited by some business interests and how spreading information can help fight against this kind of discrimination.

- (c) 'Discrimination can be a good thing'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Candidates should see this question as an opportunity to put together arguments against discrimination. They may also argue that in a situation where discrimination exists, there may be an argument for positive discrimination in order to redress the balance. They may be aware, for example, of issues such as the shortage of Black and Asian police officers or the recent arguments for Universities selecting more students from Comprehensive Schools. All relevant arguments should be credited.

- 4 (a) Describe Roman Catholic teachings about the value of human life. [8]

Candidates may begin by explaining that life is a sacred gift and possibly look at some of the scripture texts which support these teachings. For example: 'Before I formed you in the womb, I knew you...' They may also look at some Church documents, for example *Humanae Vitae*, and explore how these teachings are

developed in these beliefs. They may also be aware of some of the arguments used this year in the discussion of the therapeutic cloning of human cells for research into motor neurone disease.

- (b) Explain how these teachings might affect a Roman Catholic thinking about euthanasia. [7]

Candidates are likely to look at the sacred gift teaching leading to teachings which mean that life should not be removed. They may also explore developments of these teachings which say that Doctors should not go to extraordinary lengths to keep people alive. They may also explain the difference between active and passive euthanasia. Any of these teachings may be applied by the candidates to any of a number of examples of areas where euthanasia might be considered.

- (c) 'A human being has the right to die with dignity'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Candidates may develop answers using some of the material they explained in part (b). They may be familiar with the arguments between keeping a person alive at all costs and the alternative of choosing a time which allows a person to die with their dignity intact; they may, for example, look at why some people are now choosing to travel to Switzerland to die. All relevant arguments should be given credit.

**Mark Scheme 2393  
June 2005**

- 1 (a) Describe how a Buddhist might perform puja. [8]

Although Buddhist worship is not congregational in that there are few set “services”, answers may centre round the idea that joint worship can strengthen faith through a feeling of community or family. The idea that the use of symbolic actions or objects can help to focus the mind of the worshiper may also be discussed, with strong candidates perhaps suggesting that this can encourage Right Mindfulness. Good answers might also focus on the idea of merit which can be gained, and transferred to others through puja.

- (b) Explain how performing puja might affect the daily life of a Buddhist. [7]

Answers may describe the way that puja fits into and shapes the daily schedule of a Buddhist. Comparisons may be drawn between the daily routines of members of the laity and the Sangha. Better answers may speak of the usefulness of communal worship and the chance to take time out of the day to reflect on the Buddha and his teachings. Answers may discuss the usefulness of physical objects or rituals as a way of focussing the mind. The value of puja as a way to develop Right Mindfulness and gain merit may be considered.

- (c) ‘Meditation is more important than worship.’  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Buddhism in your answer. [5]

Answers are likely to discuss the relative merit and value of each. Candidates who agree with the statement are likely to point out that Buddhists are expected to work out their own salvation, and that the Buddha is not worshiped as such. They may point out the usefulness of meditation in developing compassion and as an important step towards enlightenment. On the other hand candidates may point out the value of puja in helping to concentrate the mind and as a way of gaining merit. Some candidates may suggest the possibility that puja could be considered to be a form of meditation.

- 2 (a) Describe how a Buddhist might celebrate Wesak. [8]

Answers may focus on activities carried out at Wesak, for example the giving of donations bhikkus, and time spent chanting the scriptures and listening to teaching. The emphasis on the connection between the Sangha and the laity may be stressed, with many lay Buddhists voluntarily taking on the extra Five Precepts for the duration of the festival. Good answers may discuss the symbolism of light in the celebration of Wesak and its use as an opportunity to amass extra merit.

- (b) Explain how taking part in a festival might help to strengthen the faith of a Buddhist. [7]

Answers may focus particularly on the festival of Wesak, although they do not need to. Answers may talk about the psychological advantages of communal worship. The opportunity to amass large amounts of merit for oneself, one’s family and the wider world may also be discussed. Students may consider the way in which festivals highlight the relationship between the laity and the Sangha, with merit being amassed particularly through dana. Candidates may also discuss the value of Wesak as an opportunity to reflect on the life of the Buddha and his importance as a role model, and to think about his teachings.



- (c) 'Festivals are not an important part of Buddhism'.  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Answers which agree with the statement are likely to point out that festivals are not as important to Buddhists as they are in some other religions, as they can provide a distraction which makes it difficult to achieve enlightenment, and as they can encourage an attachment to worldly things. On the other hand, candidates may consider that festivals are important as an opportunity to join together as a community and to gain merit.

- 3 (a) Describe what Buddhists mean by the term 'enlightenment'. [8]

Candidates may describe enlightenment as a state of realising how things really are, and so understanding how to escape from suffering. Stronger candidates may relate the idea of enlightenment to the Three Marks of existence, the Four Noble Truths and the Noble Eightfold Path. Some may include a discussion of the idea of nibbana. Strong answers may include a consideration of the ineffable nature of enlightenment and the difficulty that an unenlightened being has in understanding the concept.

- (b) Explain how following the Noble Eightfold Path might help a Buddhist to achieve enlightenment. [7]

Answers are likely to include a description of the Noble Eightfold Path, and a consideration of it as a tool for overcoming attachment to the world and so as a means to enlightenment. Some candidates may start with a description of the Four Noble truths and move on from this to discuss the Noble Eightfold Path. Some candidates may give particular consideration to one or more aspects of the Noble Eightfold Path. Some may talk about difficulties that may be experienced by members of the laity attempting to follow the Noble Eightfold Path.

- (c) 'Only a member of the Sangha can achieve enlightenment.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Positive answers will point out that it is difficult for members of the laity to follow the Noble Eightfold Path completely, and that the level of detachment from the world which appears to be required for enlightenment is not compatible with life in the "real world". Examples may be given of particular difficulties which may be encountered. On the other hand, candidates may stress the fact that lay Buddhists can fulfil much of the Noble Eightfold Path and the Five Precepts. Others may mention the fact that the laity can gain merit by facilitating the lifestyle of members of the Sangha.

- 4 (a) Describe the main features of vipassana meditation. [8]

Answers may address features of meditation in general and its importance to Buddhists. Any material which could be said to apply to vipassana meditation must be credited. Better answers might focus on vipassana meditation as a step along the path to enlightenment, and on its connection with Right Mindfulness. Vipassana meditation may be seen as a technique for observing the workings of one's own mind as if one were an outsider, to realise that there is no "I" to do the thinking. Some students may mention that vipassana meditation is usually done in the lotus position

(although skilled practitioners may assume any position during meditation) and that it usually requires a skilled teacher.

- (b) Explain how practising meditation might affect the life of a Buddhist [7]

Answers may focus on vipassana meditation, on any other kind of meditation, or on meditation in general. Students who answer on vipassana meditation may mention that it is seen as a way of achieving Samadhi, and hence as an important step on the road to enlightenment. Meditation in general may be discussed as a way of seeing things as they really are and so as a means of gaining enlightenment, or of dealing with the stresses and problems of daily life. Other candidates may focus on meditation as a way to achieve self discipline, or as an important part of the daily life style of a bhikku or bhikkuni.

- (c) 'Meditation is the most important part of Buddhism.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Buddhism in your answer. [5]

Many candidates will answer this question in the affirmative, citing the emphasis placed on meditation in the Buddhist lifestyle, particularly in the Sangha; and on its importance in achieving enlightenment. Negative answers may point out that people cannot practically spend too much time in meditation, or that the Sangha require the support of the laity in order to do so. They may also point to other important features of Buddhism such as puja or dana.

**Mark Scheme 2394/01  
June 2005**

1 Picture: A baby being baptised in Church and a baby being baptised in the sea.

(a) Describe what is said and done at the baptism of an infant. [8]

A description of the baptism of an infant is required and any appropriate denomination or tradition may be used. Candidates have not been asked to name the denomination but in good responses it is likely to be clear. Both what is said and what is done should be addressed in good responses though not necessarily in equal proportions. A full account is likely to include the promises on behalf of the child and words invoking the names of the Trinity and to have significant religious symbolic actions rather than vaguely appropriate cosmetic details.

(b) Explain the meaning and importance of baptism for Christians. [7]

Meaning and importance overlap. Candidates are free to explain the significance of infant baptism or of believer's baptism or both in general. They might refer to: e.g. blessings on the child from God, being accepted by the supportive local church community, joining the whole Christian family of believers, following the example of Jesus and obeying the command to be baptized etc. Good responses are likely to include some theological points about e.g. the Holy Spirit or sacraments or the meaning of the symbolism of water, washing away sin and starting a new life etc.

(c) 'Bringing up children in the Christian faith is a difficult task.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

The specification refers to 'the nurture of the young' so good discussions are likely to be able to move beyond listing difficulties to present some positive aspects as well and might link the topic with the earlier parts of the question.

2 (a) Describe how Christians celebrate Good Friday and Easter Sunday. [8]

Good responses will deal with both Good Friday and Easter Sunday and describe practices by which Christians of any, or more than one, denomination or tradition remember or celebrate the crucifixion and the resurrection of Jesus. Candidates have not been asked to identify the denomination but in the better responses it is likely to be clear.

(b) Explain what Christians believe about the Trinity according to the Apostles' Creed. [7]

Candidates might use the opportunity to quote or paraphrase the contents of the Apostles' Creed but the best responses are likely to be those which explain about belief in the three persons, God the Father, God the Son and God the Holy Spirit, with some idea of the interaction between them whilst making clear that Christianity is a monotheistic religion.

(c) 'Pentecost (Whitsun) should be as important for Christians as Easter.'

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Arguments might build on the earlier parts of this structured question but this is not necessary. Competent discussions do need, however, to be based on accurate knowledge and understanding of what is being celebrated at Whitsun and Easter.

- 3 (a) Give an account of the teaching in the Sermon on the Mount about forgiveness. [8]

Quotations or general sense of teaching about forgiveness from Matthew 5-7. Good candidates are likely to quote specific references such as the comment after the Lord's Prayer 'if you forgive others....God will forgive you ....but if you do not...' and may use other relevant parts of the Sermon about anger, revenge, love for enemies and not judging others.

- (b) Explain the importance of the two great commandments (Mark 12:28-34) for Christians. [7]

Some credit may be given for quoting the two commandments or placing them in context in the set passage (Mark 12:28-34) but good responses to the question are likely to focus on developing an explanation of the importance of each of the two commandments as principles to guide Christian living. They may connect the two with other Christian teaching and as the summary of the Ten Commandments.

- (c) 'It is impossible to live by Christian teachings.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Good discussions are likely to flow from the earlier parts of the question and might use material from the set texts in order to debate issues such as whether or not the examples in the Sermon are meant to be literally obeyed or are an ideal to aim towards which focuses on intention and positive principles like those in Mark 12:28-34 and whether or not this might be achieved by the enabling power of the Holy Spirit or, perhaps, to argue how far applying positive principles is easier or harder than obeying negative rules.

- 4 (a) Describe how some Christians celebrate the Eucharist. [8]

Description of how Christians in any one denomination celebrate Eucharist. Candidates have not been asked to name the denomination but in good responses it is likely to be obvious. A full description is likely to place the celebration in the context of the ministry of the Word or the service of the denomination, make clear exactly who officiates and how the sharing of the bread and wine is administered and have some reference to prayers of thanksgiving.

- (b) Explain how a minister might strengthen the life of a Christian community. [7]

Good candidates are likely to see the need to identify the denomination in which the person feels called to minister. The explanation will depend on the choice made and should be relevant and significant. An alternative approach might be to write more generally across denominations about how those in authority might support and sustain the faith of the congregation.

- (c) 'It does not matter if a Christian minister is male or female.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

It is acceptable to approach the quotation by querying whether or not it 'doesn't matter' and to whom. Good discussions are likely to have a theological or biblical dimension rather than stop at issues of human rights.



**Mark Scheme 2394/02**  
**June 2005**

## 1 Picture: The Virgin Mary

- (a) Describe Roman Catholic teachings about the role of Mary. [8]

Mary is important in Roman Catholic teaching from a number of angles; candidates should be able to choose from any of these angles, they should not be expected to prioritise or focus on any single belief. They may for example discuss Roman Catholic beliefs that Mary is the Mother of God, or the Intercessor between those who come to her and her Son. Alternatively they may discuss why Mary can be used as a role model for Catholic women. They may also explore the assumption of Mary or beliefs about her appearances in places such as Fatima or Lourdes.

- (b) Explain how Mary might be a role model for young Roman Catholic women. [7]

The Roman Catholic Church would approach this idea from a number of angles, such as: Mary's purity, her selfless devotion to her son, the way in which she obeyed God's wishes without question, the pain which she suffered without complaint on his death and her total trust and faith in Jesus. The Roman Catholic Church would say that these aspects of Mary's life provide an excellent example to young women who may feel greater commitment to their faith, their family and to their jobs or vocations. Candidates may choose any or all of these aspects in their answer to this question. Credit may also be given for alternative relevant approaches.

- (c) 'Saying the Hail Mary makes a person a good Catholic.'
- 
- Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Candidates may approach this question from a number of angles, for example, they may look at the positive effects of saying the Hail Mary on a person's life, or the way they might use the prayer as a kind of mantra when saying the rosary. Alternatively they may say that blindly repeating prayers could have no affect whatsoever. All relevant arguments should be credited.

## 2 (a) Describe Christian teachings about Pentecost (Whitsun). [8]

Candidates may start by outlining the events of Pentecost Sunday, the locked room, the wind, the tongues of fire and the speaking in tongues. They may then move on to explore the recorded effects on the people who listened to the Apostles. Some may discuss this day as the 'birthday' of the Church others may focus on the beginning of the missionary work of the Apostles.

- (b) Explain how belonging to the Charismatic Movement might affect the life of a Roman Catholic. [7]

Candidates may explore ideas of the effects of having the Holy Spirit as part of ones life; they may, for example, look at the motivation to live and work for others, some may also talk about the ideas of expressing the joy of following Christ. Alternatively they may explore the more lively singing and clapping ideas associated with the liturgical dimension of this movement.

- (c) 'Pentecost is more important than Easter'.
- 
- Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]



Candidates may either look at the Pentecost events as the birthday of the Church, exploring the gifts of the spirit as giving the Apostles the courage, understanding, right judgement and wisdom to move from the locked room to the founding of the Church. Alternatively they may see the life, death and resurrection of Jesus as all that was needed to start a new Church.

- 3 (a) Describe the ways in which Roman Catholics may receive the sacrament of reconciliation. [8]

Candidates may outline and explain the three main methods of receiving this sacrament; privately, as part of a penitential service or as general absolution. Some may describe the use of the confessional as opposed to receiving absolution face to face. Some candidates may talk about the growing use of penitential services, particularly during Advent and Lent. They may also describe the structure of these services, such as the use of readings and hymns. Finally they may discuss the rare occasions when the church allows the use of general absolution.

- (b) Explain how receiving the sacrament of reconciliation might affect the life of a Roman Catholic. [7]

Candidates may explore the concept of Roman Catholics being able to take a close look at themselves, experience contrition and being given the chance to start again and renew their journey on the path of Christianity. They may also discuss the effect this may have on their relationships with other people, friends, acquaintances or colleagues. Alternatively they may begin by exploring the idea of reconciling a broken relationship with God. Credit should be given to all relevant discussions.

- (c) 'Asking for forgiveness is seen as a sign of weakness.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Candidates may argue that the media often supports this kind of opinion; alternatively they may explore the real strength needed to admit that one is in the wrong and seek forgiveness. All relevant arguments should be given credit.

- 4 (a) Describe what is said and done at a Mass. [8]

Candidates are likely to describe the important parts of both the liturgy of the Word and the liturgy of the Eucharist. For example they may look at the penitential rite and the gospel, or the offertory, anamnesis or epiclesis in the Eucharistic prayer. Candidates may also describe some of the key prayers and readings used by the Priest and/or the people.

- (b) Explain how attending Mass might affect the life of a Roman Catholic. [7]

Candidates are free to approach this question from a number of angles; for example the forgiveness in the penitential rite, the advice which may be found in prayers and readings, the example of praying for others or the grace found in receiving Holy Communion. It is important that the focus of this answer is towards the effects of attending Mass and not just another description of what happens at Mass. Credit should be given depending on the level of response.

(c) 'Roman Catholics must attend Mass every Sunday'.

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Candidates may approach this question from the point of view of canon law or from the possible good affects that weekly Mass freely chosen might have on some people. They may alternatively argue that they can talk to God wherever they are and that Mass attendance is boring rather than helpful. Credit should be given depending on the level of response.

**Mark Scheme 2395**  
**June 2005**

1

- (a) Describe the god Krishna and what Hindus believe about him. [8]

Some answers may take a cue from the stimulus and describe the physical attributes of Krishna as shown in his murti. (In particular candidates may mention his flute, his blue colouration, his association with Radha, or his link with cows and peacocks.) Some may explain the symbolism behind these features (for example the link between Krishna and the natural world, and hence ecology) and what this can tell Hindus about Krishna and the nature of God. Others may talk about the life of Krishna, or the importance of devotion and personal love of God to the followers of Krishna. Very good answers may go on to contrast this approach with other Hindu philosophies. Others may speak of Krishna's life as an example to Hindus.

- (b) Explain how stories about Krishna might affect the life of a Hindu. [7]

As with the previous question there are many possible acceptable answers and care should be taken to ensure that any accurate answer is credited. Some may mention the importance of the life of Krishna as an example for Hindus. Others may discuss the importance of the teachings of Krishna to the lives and beliefs of some Hindus (for example the teachings on the soul and re-incarnation.) Good answers may discuss the allegorical interpretation of some of the stories, for example the relationship between Krishna and Radha as a metaphor for the relationship between God and his worshippers. Others may speak of the importance of personal devotion to Krishna and the implications of this in daily life (through puja etc.)

- (c) 'Devotion to a god is the most important part of Hinduism.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Answers may talk about the importance of personal devotion, particularly in some Vaishya traditions. They may speak about the importance of puja as an expression of devotion. Negative answers may concentrate on the wide variety of Hindu beliefs, many of which place little emphasis on the idea of a personal God. Other answers may suggest other areas of Hinduism and their relative importance. In particular candidates may mention the importance of varnashramadharma in Hinduism.

- 2 (a) Describe what Hindus mean by the terms 'samsara' and 'karma'. [8]

Answers are likely to broadly define the terms as 're-incarnation' (or, more accurately, the 'cycle of life') and 'action'. Better answers may go on to discuss the ideas of the cycle of life in all things, the law of karma and its effect on moksha. Some may give a discussion of dharma as a means of gaining karma and so achieving moksha. The goal of moksha as a way of escaping from samsara may also be discussed.

- (b) Explain how belief in moksha might affect the life of a Hindu. [7]

Answers are likely to centre around the idea of acquiring karma in order to achieve moksha and escape from the cycle of samsara. This may lead on to a discussion of ways of gaining karma. Examples of this that may be considered include, but are not limited to, following dharma in general or varnashrama dharma in particular; performing puja; participating in festivals, samskaras or pilgrimages and showing devotion to a god. Some good answers may mention the three 'paths' to salvation of knowledge, work and devotion. There may be a discussion of the specific ways in which doing these things in order to gain karma might affect the daily life of a Hindu.

- (c) 'This life is the only life that is important.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Hinduism in your answer. [5]

Answers may consider the idea that since this life is the only thing we can be certain about it is the only thing we should concern ourselves with. Others may say that this life is important as it is here that we can affect what happens to us after death (for example by accumulating karma). Students who disagree with the statement might consider the idea that the next life will be better than this, perhaps through a better incarnation, or through achieving moksha. Some may discuss the idea that the next incarnation may be more important than this one, because of what the person may achieve in their next life or because of the possibility that moksha may be attained in the next incarnation.

- 3 (a) Describe some of the objects that a Hindu might use in puja [8]

Candidates may talk about anything commonly found in a shrine. These include but are not limited to murtis, puja trays including incense, arti lamps, water, kum kum powder and bells. Offerings such as food, flowers, milk and money may also be discussed. Some candidates may go on to discuss the symbolic significance of some of these things (for example representing the five senses.) Some may include objects usually concerned with a particular deity such as a conch shell or Shiv linga.

- (b) Explain how performing puja in the home might affect the life of a Hindu [7]

Simple answers may describe the effect on daily life of the need to find time for ritual and how this may affect the structuring of the day. Better answers may describe the psychological effect of daily worship on individuals or families and the idea of the deity being treated as an honoured guest in the house. Others may comment on the important role played by women in home puja and how this can strengthen both the family and the position of the women in it. Some may speak of the importance of starting the day in the right frame of mind, or of spending time with God on a daily basis. Any accurate answer should be credited.

- (c) 'You don't need rituals to help you worship God.'  
Do you agree? Give reasons for your answer and show that you have thought about different points of view. You must refer to Hinduism in your answer. [5]

Answers in the positive may point out that since God is everywhere it does not matter where you are or what you are doing as you will still be close to him. On the other hand students may point to the usefulness of ritual in helping to concentrate the mind on God, or in expressing ideas that are not easily put into words.

- 4 (a) Describe how a Hindu might celebrate Holi. [8]

Descriptions are likely to include the idea of celebration and spring. Specific actions which may be considered include throwing coloured powders; lighting bonfires to which offerings are made, and in which effigies of Holika may be burnt; the reversal of common roles (for example between teachers and pupils). Some candidates may go on to describe the symbolic significance of these things. Some may discuss the significance of Holi as a celebration of the triumph of good over evil, perhaps by reciting the story of Prahlad. Some candidates may give some consideration to the ways in which the festival has been adapted to meet the needs of Hindus living in Western countries.

- (b) Explain how taking part in a festival might help to strengthen the faith of a Hindu. [7]

Answers may talk about festivals in general. These candidates may talk about the psychological advantages of worshipping and having fun together. They may consider the opportunities for showing devotion and love to the god and to one's family and community. Better answers may go on to consider the opportunities for gaining karma during festivals and the benefits to be gained from religious teaching, and from considering the stories which underlie most festivals and what can be learnt from them. Examples may be given. Some students may follow on from the previous question by considering what the story of Prahlad can teach Hindus about the saving power of God and the benefits of loyal devotion.

- (c) 'It is easier to feel close to God at a festival than at any other time.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Hinduism in your answer. [5]

Positive answers may talk about the emotional benefits of festivals and communal worship. They may discuss the idea of extra puja or attendance at a mandir which some may only do during festivals. On the other hand, candidates may consider the idea that festivals can provide a distraction that can prevent people from following their dharma. Others may suggest that all days should be equally important to someone who is truly devoted to God.

**Mark Scheme 2396  
June 2005**

- 1 Picture: Three Muslim Women at Prayer  
 (a) Describe how Muslims prepare for prayer. [8]

Full description of preparations is likely to include: wash, cover head, remove shoes, use prayer mat, face Makkah. Good responses may go on to focus the description on wudu with some details e.g. make niyyah (intention); wash three times hands, mouth, nose, face, arms, head, ears, neck, feet.

- (b) Explain the meaning of the movements during prayer. [7]

Some description may be inevitable and gain some credit but good responses are likely to concentrate on explanations of the symbolism of the movements in the rakahs e.g. standing to acknowledge the greatness of Allah, bowing in respect and prostrating in total submission through to turning head to right and to left to bless fellow worshippers. Also accept: to greet the two angels.

- (c) 'People need to have set times for prayer.'  
 Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Islam in your answer. [5]

Discussions might consider the value of regular prayer times as opposed to the danger of religious practices becoming habitual and shallow or being a pointless activity per se. Good arguments are likely to be based on accurate knowledge e.g. about the times for salah.

- 2 (a) Describe how Muslims celebrate Id-ul-Fitr. [8]

Good descriptions of celebrating the end of Ramadan are likely to include not only the waiting for the new moon, the cards, presents, new clothes and feasts but also the payment of Zakat-ul-Fitr and visiting graves of dead relatives.

- (b) Explain why Muslims keep Ramadan. [7]

Explanations might include some description of Ramadan and references to general religious reasons for fasting but good responses are likely to be rooted in Islam – that sawm is an act of 'ibadah - sincere obedience, submission and worship. Muhammad linked this pillar with zakah and so Muslims are reminded to be grateful and to consider others in the ummah etc.

- (c) 'A fast is more important than a festival.'  
 Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Islam in your answer. [5]

Candidates are free to agree or to disagree or to come to a compromise but good candidates are likely to discuss the issues with arguments based on what they have written about Ramadan and Id-ul-Fitr.

- 3 (a) Describe how the body of a Muslim is prepared for burial and buried [8]

Description of preparations for burial e.g. ritual washing, ghusl, prayers, anointing, three sheets of white cloth (five for women), carried to cemetery, head turned so facing Makkah, burial in earth (in West often open inverted coffin), simple name not elaborate tombstone.



- (b) Explain how beliefs about the afterlife might affect the way Muslims live. [7]

Watch for cross accreditation within the parts of this question. Credit descriptions of beliefs e.g. that two angels question the deceased, body in earth awaiting resurrection at Final Judgment, Paradise or Hell (Barzakh is the period between death and Judgment) but good responses will make the focus the explanation of how these beliefs might affect attitudes and behaviour, long term and/or short term, in daily life e.g. to others and living constantly according to Shari'ah in submission to Allah who knows all and sees all.

- (c) 'It is a waste of time thinking about life after death.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Islam in your answer. [5]

Good responses are likely to develop points made in earlier parts of the structured question and to try to balance the impact of the Muslim faith on the inter-relationship of concerns about this life and the next.

- 4 (a) Give an account of how Muhammadﷺ was called to be the Prophet of Islam. [8]

Description probably starting from the call on Night of Power in 610 CE on Mount Hira by Jibra'il to recite; in the context of the situation in Makkah (idolatry etc.) and personal situation (e.g. married to Khadijah who encouraged Muhammadﷺ).

- (b) Explain what was special about the message of Muhammadﷺ. [7]

That an angel delivered it may demonstrate it was special but good explanations are likely to include the content of the message of the Qur'an about the need for people to worship Allah rather than idols and the inevitability of judgement if they refuse to follow the straight path. Continuity with past messages is relevant but not necessary but good responses might be expected to emphasize the concept of revelation; that the Qur'an is the words of Allah.

- (c) 'It is impossible for Muslims in the modern world to follow the teachings of Muhammadﷺ.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Consideration of particular words in the stimulus such as 'impossible' might indicate a shift in point of view - for example when a candidate queries the word and suggests that it is difficult but not impossible.



**Mark Scheme 2397**  
**June 2005**

- 1 (a) Describe how Jews celebrate Rosh Hashanah (New Year). [8]

Candidates might describe the build up throughout the month of Ellul, buying of fruit, lighting candles, synagogue service, the greeting, eating apple and honey, the fish head, the blowing of the shofar and tashlich. Responses may include details about some of the events that are remembered at Rosh Hashanah, such as the creation of human beings by G-d. Given the stimulus, some candidates may provide further details about the special nature of the blowing of the shofar on the day itself.

- (b) Explain the importance of Yom Kippur (Day of Atonement) for the Jewish community. [7]

Candidates might explain the importance of forgiveness and repentance in bringing the community together, and in their relationship with G-d. They may give an account of how this is reflected in the Days of Returning, the mikveh visit, the wearing of white (as with the kittel), and the fast. The Kol Nidre, Neilah and other aspects of the synagogue service might also be explained.

- (c) Yom Kippur is the most important day in the Jewish calendar.  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Candidates may argue for either or both sides of the debate. They may give specific reasons to support the case of 'The Day' in terms of healing rifts in the community, and how it demonstrates respect for G-d. They may refer to the size of the congregations and the nature of the ritual. Alternatively they may argue that any preference is relative, or make a case for any other holy day.

- 2 (a) Describe what Jews do when a family member dies. [8]

Candidates might describe the role of the Chevra Kaddisha, the coffin and preparation of the body. They may go onto describe the funeral, before outlining the restrictions of shiva, shloshim and yahrzeit. Candidates might refer to the way that the burial is conducted, and describe the restrictions and obligations of shiva such as the chairs, visits, clothing and general focus on the loss of a loved one, rather than everyday life.

- (b) Explain what Jews believe about life after death. [7]

Candidates might explain that Judaism is a 'religion of life' and is essentially vague about the nature of the hereafter. They might go onto explain that Jews believe in eternal life, and that the person is with G-d. They may make reference to the resurrection of the body, the different attitudes towards a place of punishment, and the importance of good deeds.

- (c) 'Jewish mourning rituals are helpful to the mourner'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Candidates may argue for either or both sides of the debate. They may suggest that people as individuals have to deal with death in their own way. Alternatively they might suggest that the Jewish traditions are designed with a view to lessening suffering in the long term. Candidates may focus on the way that a set structure can either aid the mourner in focusing on the death, or restrict an individual's need for a quick return to normality.

- 3 (a) Describe what Jews believe about G-d [8]

Candidates might describe the ideas of monotheism, omnipotence, omnipresence, omniscience, creator, as well as being personal and intervening in history. These ideas will be outlined rather than simply listed, and examples might be provided in some cases. There may be some description of the origins of these beliefs, such as reference to the creation story.

- (b) Explain what Jews believe about covenant [7]

Candidates might explain that Jews see their relationship with G-d as a covenant. They may make reference to the covenants recorded in the Bible, especially those with Abraham and Moses. Some candidates might define what is meant by the term and show understanding of how it is reflected in their daily life. Candidates may explore the obligations placed on both parties by the agreements, possibly giving examples of circumcision, Shabbat and so on.

- (c) 'Jews have good reasons to believe in G-d.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Candidates may argue for either or both sides of the debate. They may argue that there is evidence for many religious/Jewish beliefs, or say that faith and trust are paramount. The covenant relationship as described in the Bible may be used as an argument. Alternatively they may argue that science or the existence of so much suffering, for example the holocaust, provides arguments against theism.

- 4 (a) Describe the roles of the rabbi and the chazan (cantor). [8]

Candidates may describe the role of the rabbi in teaching the Jewish faith, how he supports the Jewish community, and his role in the synagogue service. There may be an account of how he may provide guidance on personal matters or issues of Jewish law. They might describe how the chazan helps to lead the worship in the synagogue, with special responsibility for music and singing.

- (b) Explain the importance of the main features of a synagogue. [7]

Candidates might explain the significance of the key features of the synagogue like the Ark, the Bimah, the Ner Tamid, the gallery and so on. More able candidates may distinguish between Progressive and Orthodox. They may also explore the symbolic value of different features, or trace their origins back to the Temple. Credit should also be given for explaining less obvious features like a mikveh, a yearzeit board or the prayers for the royal family and the state of Israel.

- (c) 'A Jewish community does not need a synagogue.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Candidates may argue for either or both sides of the debate. They might claim that the synagogue is the place where the Torah is heard, and refer to the need for communal worship. Alternatively they might suggest that it is not essential, and that Jews may worship privately and read the Chumash at home.



**Mark Scheme 2398**  
**June 2005**

## 1 Picture: Guru Hargobind Ji

- (a) Describe how Sikhs celebrate Divali. [8]

Answers are likely to include a description of Divali celebrations including special Gurdwara activities. They might also refer to, for example, the value of shared activity and joy, as at any festival of lights; the reinforcement of beliefs about good fighting evil. They may also specify that the festival celebrates the Sikh historical link to release of Guru Hargobind Ji.

- (b) Explain how the celebration of Gurburbs might strengthen the Sikh community. [7]

Some effects will be the same as melas such as Divali but Gurburbs, anniversaries of the gurus, are only celebrated by Sikhs and are a reminder of their history and solidarity. Candidates are likely to refer to a specific example. The Gurburbs in the specification are: birthday of Nanak Dev Ji (founded the faith; born 1469 Talwandi in Punjab); birthday of Gobind Singh Ji (who founded Khalsa and made Guru Granth Sahib Ji the last guru), martyrdom of ninth guru Tegh Bahadur Ji in Delhi in November 1675, supporting Hindus and Sikhs of Kashmir against forcible conversion to Islam.

- (c) 'Religious people should live for today and forget about the past.'
- 
- Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Sikhism in your answer. [5]

Good arguments may be based on either practical or philosophical points. Some may wish to consider Sikh beliefs about the afterlife and about living according to sewa as well as contrasting this with other religious or secular beliefs.

## 2 (a) Describe a Sikh funeral ceremony. [8]

Answers should describe cremation and may also comment that although this is the main practice, burial is not considered wrong. The body is washed and clothed with the 5Ks; the fire is lit by a close relative; sohilla is sung; ardas is said at the end; ashes are scattered in a river; there are no impressive tombs.

- (b) How might belief in rebirth affect the life of a Sikh? [7]

Some credit for showing understanding of belief in reincarnation - it may be more appropriate to cross credit to (a) but good responses will probably concentrate on the effects of this belief on moral behaviour e.g. towards other people and towards all forms of life.

- (c) 'Religious people should not be afraid of dying.'
- 
- Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Sikhism in your answer. [5]

Good discussion should have a thoughtful religious dimension and there should be some consideration of Sikh beliefs about the afterlife as well as a consideration of other religious or secular beliefs in relation to the statement.



- 3 (a) Describe a Sikh initiation ceremony (Khalsa). [8]

Although many candidates may seek to put this into the religious context of its origins there should be a description of the ceremony of five Panj Pyare preparing amrit, then drinking it five times, five times sprinkled into the eyes and into the hair. In addition answers may include: Anand Sahib; Ardas; random reading, and Karah Parshad.

- (b) Explain how a Sikh initiation ceremony might affect the life of a believer. [7]

Focus of good responses will probably be on reminding a person of their duty. Traditionally the wearing of the kesh, kangha, kirpan, kachhs and kara goes back to the founding of the khalsa when all Sikh males were given name Singh 'lion-hearted'. Symbolism will remind them of the qualities required of their duty to the Khalsa e.g. long hair - symbol of devotion; comb - discipline; sword to fight for justice; shorts for moral purity or readiness for action; bracelet - unity with God, with the Khalsa and eternity. Wearing the five Ks encourages unity and sense of identity etc. Being a member of the Khalsa shows that these beliefs have been demonstrated publicly and so there is more onus on the person involved to set a good example and live a good life

- (c) 'Going through a special ceremony does not make a person religious.' Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Sikhism in your answer. [5]

Good responses are likely to debate the motives of taking part in a special ceremony such as an initiation. Some may consider that, at least in relation to Sikhism, these are not sacraments as in Christianity, and that this concept might affect the response to the statement.

- 4 (a) Describe how Guru Nanak Dev Ji started Sikhism. [8]

Description of how Guru Nanak Dev Ji started Sikhism and special features of his message. Answers will probably include some of the following: e.g. weary of the trouble in fifteenth century Punjab between Hindus and Muslims; himself a Hindu of Kshatriya caste but influenced by Kabir who tried to reform Hinduism with some Muslim ideas. Nanak received call at river when he disappeared for three days; had been to God's court. Put revelations to music; went on four great journeys. Finally settled in Kartarpur where he established a Sikh community. Believed there is One God - ik onkar - who is worshipped by all faiths; no idolatry - God is worshipped in the heart - ritual ceremonies and images are not needed - praise of God and doing God's will are the best worship. All people are equal; no castes. Still believed in the transmigration of souls and the law of karma rather than the Last Judgement.

- (b) Explain how Sikhs might show respect for the teachings of the Gurus in their daily lives. [7]

Credit practical signs of respect such as reading about their example but good responses are likely to identify some key Sikh concepts such as the importance of doing God's will in order to live in harmony and peace with self and others and some applications of teachings of specific gurus about, for example, equality.

- (c) 'All the Gurus are equally important.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Sikhism in your answer. [5]

Good answers, though considering reasons for other points of view, are likely to show understanding that the quotation is supposed to be true as far as Sikhism is concerned and may explain why. They are likely to base arguments on earlier parts of this structured question, implicitly or explicitly.

**Mark Scheme 2399  
June 2005**

- 1 (a) Describe how Jews celebrate Rosh Hashanah. [8]

Answers are likely to include synagogue attendance, bread and honey, a description of the festival as the New Year, New Year greetings etc. Answers are more likely to be limited by the time available rather than by lack of material to present. It is important, however, that candidates write about Rosh Hashanah in their answer rather than writing generally about the High Holy Days and straying on to Yom Kippur.

- (b) Explain the importance of Yom Kippur for the Jewish community. [7]

Answers will probably consider the immediate effects: fasting for 25 hours, all-day services in the synagogue, communal confession of sins etc., as well as looking at long-term effects of preparation for annual event and how Jews might feel spiritually after the day.

- (c) 'Yom Kippur is the most important day in the Jewish calendar.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Mark according to Levels of Response. Look for quality of discussion. Candidates are likely to consider whether one day can be the most important and compare Yom Kippur with e.g. Rosh Hashanah. Others are likely to look at the Sabbath and consider whether a weekly festival can be more important than an annual one. Yom Kippur, however, is Shabbat Shabbaton and therefore could be seen to have greater importance.

- 2 (a) Describe what happened to the Jews during the Twentieth-Century Holocaust. [8]

There is plenty of material to present here about the treatment of Jews during the Holocaust. Candidates might also comment on post-Holocaust events, the strength of the diaspora, establishment of the state of Israel, attitudes towards anti-Semitism, post-Holocaust theology etc. Answers are again likely to be limited by time available rather than by lack of material.

- (b) Explain how the Twentieth-Century Holocaust continues to affect the lives of Jews today. [7]

Candidates will probably deal with the effect on individuals, survivors, those who died and their families. Some may go on to consider ideas of post-Holocaust theology; the establishment of the State of Israel etc Some may argue that despite the Holocaust anti-Semitism still continues to be ever present issue.

- (c) 'It is time for Jews to forget the Twentieth-Century Holocaust and forgive.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Judaism in your answer. [5]

Mark according to Levels of Response. Likely responses are that Jews can neither forget because of the enormity of what happened, nor forgive as only those murdered have the right to do that. On the other hand some may argue that it is possible not to hold any grudge against the current generation as they had nothing to do with the Holocaust whilst still not wishing to forget the events themselves.

- 3 (a) Describe the religious objects used in a Jewish home on Shabbat. [8]

Answers are likely to describe such items as mezuzah, incomplete portion of a wall, Sabbath candlesticks, religious clothes, siddur, havdalah set etc. Others may write in detail about kitchens pointing out that the kitchen utensils etc. have religious significance because they are necessary in order for the mitzvot to be fulfilled and play a special role on the Sabbath when all food has to be prepared in advance on the Friday.

- (b) Explain how religious objects might strengthen the faith of a Jew. [7]

Responses might be general in the sense of describing how each item is a general reflection and reminder of belief and helps towards living an halakhic life or may be more specific and focus on particular items and the role they play.

- (c) 'All the most important aspects of Jewish life take place in the home.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

The question invites a comparison between life in the home and in the synagogue and elsewhere. Candidates are likely to produce a balanced answer pointing out the strengths of both. If they come to a conclusion it is likely to be that the home is ultimately the most important because it enshrines the family and family life and practice is the real essential part of Jewish life.

- 4 (a) Describe the kosher laws as they apply to food. [8]

The question is straightforward and answers are likely to look at the main food laws about no pork, shellfish etc as well as no mixing of meat and milk. Be prepared also for extra rules in relation to Pesach which may appear. Candidates may also comment on abstinence from food at certain times.

- (b) Explain how keeping the Jewish food laws might affect the life of a believer. [7]

Here it is not the detail which is necessary but the way in which the food laws serve as a reminder of serving G-d and fulfilling the mitzvot. Some candidates may also refer to the question of separateness and that observing the food laws can be a constant reminder to Jews of who they are.

- (c) 'Rules about food are as important today as they were in the past.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Judaism in your answer. [5]

Here it is clearly the quality of the discussion which is important and this should be assessed according to Levels of Response. Be prepared for a diversity of responses. Some may argue from the perspective of Orthodox v. Progressive and suggest that some Jews now find the food laws to be outdated whereas as another viewpoint might be that Orthodoxy demonstrates that they are just as important now as they always have been.



## GCSE RELIGIOUS STUDIES FULL COURSE 1930

### INSTRUCTIONS FOR EXAMINERS

#### GENERAL POINTS

Before starting to mark scripts, please ensure that you are familiar with the following:

- (a) The specification
- (b) The prescribed text(s) (where appropriate)

#### PRINCIPLES UNDERLYING THE MARK SCHEME

This examination tests the extent to which candidates are able to fulfil the Assessment Objectives:

Candidates should be able to:

<b>AO1</b>	recall, select, organise and deploy knowledge of the specification content;	[40%]
<b>AO2</b>	describe, analyse and explain the relevance and application of a religion or religions;	[35%]
<b>AO3</b>	evaluate different responses to religious and moral issues, using relevant evidence and argument.	[25%]

Examiners should mark according to the statements defining levels of response. This Mark Scheme includes a section outlining the characteristics of answers at four levels of response for each of the three objectives. You should study this thoroughly. The guiding principle for Examiners in applying the Mark Scheme to answers is to remember the concept of Positive Awarding. Therefore, marks should be awarded for appropriate responses to reasonable interpretations of the question.

In the Mark Scheme there are no instances where answers are specifically excluded or required. What is included is information for Examiners, provided as guidance for what one might reasonably expect to find on a script. All appropriate answers therefore have the potential to be credited. It is perfectly possible for a candidate to achieve the highest level of response using a different argument or different information from that which appears in the Mark Scheme.

There are no instances where candidates are penalised for their response. In some instances parts of questions may be interdependent. Candidates answering one part incorrectly will not, therefore, necessarily penalise themselves in subsequent, related parts. The incorrect answer is ignored and marks are awarded for the correct response.

It must be assumed that Examiners are capable of answering the questions on the paper and so they can award the appropriate level of response to the candidate. The detailed marking schemes are there as suggestions of what might be found in the answer. Examiners should not check whether the content of the marking schemes is in the answers but rather be guided by the Levels of Response and the concept of Positive Awarding. Checking on what is not in the answer almost always leads to lower marks than are indicated by the Levels of Response.

No account should be taken of the quality of Written Communication in the answers themselves, this mark is awarded separately, for the specified question only. In the same way there are no marks to be lost or gained for the transliteration of words from non-Roman alphabets.

Examiners must bear in mind that throughout these specifications, except where specifically noted, candidates may answer exclusively from a denominational perspective of their choice.

Full instructions on non-subject-specific aspects of the marking process are to be found in the OCR 'Instructions for Assistant Examiners' book issued with the stationery; examiners should be familiar with this, particularly noting any changes from previous sessions, before attending the Standardisation meeting.

## USING THE MARK SCHEME

- (a) All scripts must be marked in red, except for those initially marked in pencil prior to the Standardisation Meeting.
- (b) Each page of a script must display some indication that it has been seen and read by the Examiner.
- (c) The Level of Response achieved will be apparent from the mark awarded for each part of the question, which should be written in the right hand margin. There is no overlap in marks between the Levels of Response and therefore there is no need to write anything other than the mark.
- (d) Examiners should use the full range of marks available within the Levels of Response and not hesitate to award the maximum where it is deserved.
- (e) Examiners must not exceed the total marks allowable for the Level achieved or the total allowable for the part of the question.
- (f) The ringed total at the end of the question should represent the total of the marks recorded in the margin.

### MATRIX TO BE USED FOR AWARDING MARKS ACCORDING TO LEVELS OF RESPONSE

<b>Mark Weighting</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
8	1-2	3-4	5-6	7-8
7	1-2	3-4	5-6	7
5	1-2	3	4	5



## LEVELS OF RESPONSE

The statements which follow should be used to determine the appropriate level of response for each objective. They should be applied as appropriate to the question and as the assessment of the work of an average 16 year old.

### AO1

The candidates' work will show at:

Level 1 [1-2]	<b>An attempt</b> to answer the question. The inclusion of a small amount of relevant information. Some facts may be reported in outline only. Answers may be simplistic and the essential information ignored.
Level 2 [3-4]	<b>A valid attempt</b> to answer the question. Some of the relevant information will have been selected with evidence of organisation. Information may be stated but lacking in detail.
Level 3 [5-6]	<b>A competent</b> attempt to answer the question. Selection of some relevant material with appropriate development.
Level 4 [7-8]	<b>A good response</b> to the question. A fairly comprehensive account of the range and depth of relevant material.

### AO2

The candidates' work will show at:

Level 1 [1-2]	<b>An attempt</b> to answer the question with limited understanding of religious language and concepts and of the relevance and application of a religion. There will be few explanations offered. Limited ability to recognise the relationship between an issue and the study of religion. Some facts may be reported in outline only. Answers may be simplistic and the essential issues ignored.
Level 2 [3-4]	<b>A valid attempt</b> to answer the question with some understanding of religious language and concepts and of the relevance and application of a religion, although lacking in detail. The ability to make simple comparisons and recognise similarities and differences. Some ability to recognise the relationship between an issue and the study of religion.
Level 3 [5-6]	<b>A competent attempt</b> to address the question with a wider level of understanding of religious language and concepts and of the relevance and application of a religion. The ability to recognise the relationship between an issue and the study of religion. The ability to recognise and handle religious issues.
Level 4 [7]	<b>A good response</b> to the question with the demonstration of a good understanding of religious language and concepts and of the relevance and application of a religion.

### AO3

The candidates' work will show at:

Level 1 [1-2]	<b>An attempt to answer the question.</b> A statement of the obvious, a one-sided judgment with little or no argument.
Level 2 [3]	<b>A valid attempt to answer the question.</b> An expression of one opinion directly related to the issue raised with an argument offered in support of it or a simple statement of two points of view.
Level 3 [4]	<b>A competent attempt to address the question.</b> The ability to recognise some of the significance of the issue raised. The expression of opinions directly related to it supported with some use of relevant evidence and argument.
Level 4 [5]	<b>A good response to the question.</b> The ability to recognise some of the significance of the issue(s) raised and to express valid opinions about different points of view supported by relevant evidence and argument. <b>Reference must be made to the religion studied.</b>

### The Assessment of WRITTEN COMMUNICATION

Candidates are required to:

- present relevant information in a form that suits its purpose;
- ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

Where appropriate they should also use a suitable structure and style of writing.

The candidates' level of Written Communication is assessed according to the following levels **in a single question** as specified on the question paper – in this case the compulsory question. If the compulsory question is not attempted, no marks for Written Communication may be awarded. 'A form that suits its purposes' does not *require* the use of continuous prose, though the highest level will probably only be reached by the use of continuous prose.

Below Threshold performance	0 marks	
Threshold performance	1-2 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; text may not always be legible.
Intermediate performance	3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy; text is generally legible.
High performance	4 marks	Candidates spell, punctuate and use the rules of grammar with almost faultless accuracy, deploying a range of grammatical constructions; text is legible.

**Mark Scheme 2301  
June 2005**

## Section A. Luke.

- 1 (a) Give an account of the Parable of the Lost Son. [8]

Description from Luke 15 :11-32. The Parable of the Lost Son. Good responses are likely to include, either by quotation or paraphrase, the main details of the story. Good responses might show the main details of the younger son's request for his inheritance, his life and fall and his repentance as well as the father's forgiveness and actions on his son's return. The best responses might also include the elder son's reaction and the father's reply.

- (b) Explain how Jesus' teachings about forgiveness might affect Christians today. [7]

Teachings on forgiveness for Christians today. Candidates might refer only to the analogy and teachings in this parable and their application or/ and also refer to other teachings. What is looked for is reference to Christian attitudes and actions towards seeking God's forgiveness for oneself, and actions and attitudes towards forgiving others, based upon the teachings of Jesus etc. The best answers are likely to include both (unconditional) forgiveness towards others and the need for God's forgiveness.

- (c) 'Some actions cannot be forgiven'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Evaluation of whether forgiveness is always possible. Different points of view might explore arguments for punishment as well as forgiveness and the need for repentance.

The difficulty of 'forgiving' some terrible injury or harm. Leaving forgiveness to God etc.

Some might refer to evidence from texts, 'love your enemies' etc.

All appropriate comment should be rewarded in accordance with the levels of response.

Different points of view should be offered for level 4.

- 2 (a) Describe what happened when John the Baptist sent messengers to Jesus. [8]

Description of Luke 7:18-32. Good responses are likely to include, either by quotation or paraphrase, the main details of the passage on Jesus and John the Baptist. Good answers might give details of John's question and Jesus' reply. The best responses might include some description (but not necessarily all) of Jesus speech to the crowd about John.

- (b) Explain why the stories of Jesus performing healing miracles are important for Christians. [7]

Explanation might include reference to the healing miracles mentioned in (a) or/and other miracles in the set text. Good responses are likely to explain the importance of miracles as a demonstration of Jesus' power/ his identity as Son of God etc. The best answers might also explore miracles as demonstrations of God's compassion and mercy etc. and might explain the affect a belief in Jesus' power to perform miracles might have on Christians in times of sickness or weakness.

- (c) 'Christians should believe that Jesus' healing miracles really happened.'

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Evaluation of a belief in healing miracles. Candidates may offer different opinions as to whether a belief in the miracles of Jesus is necessary for a Christian. They might be able to draw upon various interpretations and readings of miracles as evidence to support their arguments for and against the statement. Good responses will focus their answer on Jesus' miracles. Different points of view should be offered to achieve level 4.

3 (a) Describe what happened at the Last Supper. [8]

Description of the event of the Last Supper and the words of institution. Luke 22:14-20. Good responses are likely to include, either by quotation or paraphrase, the main details of the event. The best answers will show appropriate, accurate knowledge of the event and the words of Jesus.

(b) Explain why the Eucharist is an important part of Christian worship. [7]

Good responses might explain the significance of celebration of the Eucharist (any denomination) and its symbolism in worship for Christians. The words used at the ministration of the bread and the wine are the words used by Jesus in the gospel. The ritual signifies belief in Jesus' sacrifice, confession of sins, salvation etc. The best answers might explain the unifying purpose of the service and some may explain transubstantiation. Some candidates may be aware of the varying degrees of frequency/importance of the Eucharist in denominations.

(c) 'Christians should expect God to answer their prayers.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Good responses might evaluate the extent to which Christians should expect divine intervention in their daily lives in response to prayer. The best answers might offer arguments about persistence, from the set text Luke 11:1-13 or Jesus praying at Gethsemane. The most likely response will argue 'it just depends what you are praying for' but reasoned argument is expected. Different points of view should be offered for level 4.

4 (a) Describe the arrest of Jesus. [8]

The arrest of Jesus, Luke 22:47-53. Good responses are likely to include, either by quotation or paraphrase, the main details of the arrest of Jesus on the Mount of Olives. (Some candidates may include the passage on Jesus praying on the Mount of Olives and while this is not necessary for level 4 it might be taken as part of the answer if other details are missing.)

(b) Explain how Christians might show courage in following their beliefs. [7]

Good responses might explain how Christians can show courage in a variety of ways or develop the theme of courage through one or more famous Christian lives. Examples might be used such as personal courage through commitment and acts of witness, believers' baptism, church attendance, high moral standards, speaking out on moral and social issues. Evangelising requires courage in many countries

including Britain, as might Christians who follow their vocation, e.g. priests, monks, nuns, missionaries etc.

(c) 'Jesus should not have chosen Judas as a disciple.'

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Candidate may answer this with varying skill. Good responses might assess the betrayal by Judas as good reason for assuming his bad character and explain why. However, a different view might be that he was fulfilling a divine purpose (Jesus' response to his betrayal in verse 48 supports this). Jesus had to be arrested to be tried and crucified etc. All relevant comments will be rewarded according to the levels of response. Different points of view should be offered for level 4.

5 (a) Give an account of **one** resurrection story from Luke's gospel. [8]

Description of one of the resurrection stories from the set texts.

The Empty Tomb Luke 24:1-12

On the Road to Emmaus Luke 24:13-35.

Jesus appears to the disciples Luke 24:36-49.

Good responses are likely to include either by quotation or paraphrase the main details of the account chosen. Some candidates might relate Luke's story of the Ascension which although a brief passage could be rewarded as appropriate, according to the levels of response.

(b) Explain why some Christians believe in life after death. [7]

Explanation might be of the significance of the resurrection for Christian belief in life after death. Good responses might refer to the stories of the resurrection of Jesus and the promise of life after death for all Christians, and/ or references in the gospel/ Christian teaching to a heavenly reward for a righteous life etc. Some answers may be subjective or refer to the experiences/belief/possible proof as told by others. All relevant comment should be rewarded.

(c) 'It should not matter which religion a person follows.'

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Evaluation of the importance to believers of religious diversity. Arguments in favour of the statement might offer evidence of the common elements in most recognised religions, the harm caused by feuding between religions and, possibly in the best answers, the universal, transcendent nature of God. Different points of view might include arguments about believers' faith in one true religion, revelation, the word of God and only one way to salvation etc. Different points of view should be offered for level 4.

**Section B. Mark.**

- 6 (a) Describe the arrest of Jesus. [8]

Description of the arrest, Mark 14:43-51. Good responses are likely to include either by quotation or paraphrase, the main details of the arrest of Jesus in the Garden of Gethsemane. The best responses might also include the description of the young man in verses 51 and 52 as this is an important feature in Mark's account. Some candidates may include some details about Jesus praying from verses 32-41 and while this is not necessary, it may be taken as part of the answer.

- (b) Explain how Christians might show courage in following their beliefs. [7]

Good responses might explain how Christians can show courage in a variety of ways or develop the theme of courage through one or more famous Christian lives. Examples might be used such as personal courage through commitment and acts of witness, believers' baptism, church attendance, high moral standards, and speaking out on moral and social issues. Evangelising requires courage in many countries including Britain as might Christians who follow their vocation, e.g. priests, monks, nuns, missionaries etc.

- (c) 'Jesus should not have chosen Judas as a disciple.'

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Good responses might assess the betrayal by Judas as good reason for assuming his bad character and explain why. In Mark's gospel Judas purposely betrays Jesus with a pre-arranged sign etc. However, a different view might be that he was fulfilling a divine purpose, Jesus had to be arrested to be tried and crucified etc. All relevant comments will be rewarded according to the levels of response. Different points of view should be offered for level 4.

- 7 (a) Describe what happened when Jesus raised a Dead Girl and healed a Sick woman. [8]

Description of the incident(s) in Mark 5:21-43 Jairus' daughter/ the woman with bleeding. Good responses are likely to include either by quotation or paraphrase the main details of the stories and the manner of the healings. The best responses may describe the stories in the chronology of the gospel account i.e. the woman healed on the way to the house of Jairus but the two accounts might be described as separate incidents for equal credit.

- (b) Explain why the stories of Jesus performing healing miracles are important for Christians. [7]

The best answers might explain the miracles in the set text as demonstrations of God's compassion and mercy against a background where sick people and women were outcasts of society. Emphasising Jesus attitude towards outcasts, the sick and women etc as important lessons for Christians about overcoming prejudice/dealing with sickness today. Some good responses are likely to explain the importance of miracles as a demonstration of Jesus' power/ his identity as Son of God, the importance of faith.

- (c) 'Healing miracles were not an important part of the life of Jesus.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

An evaluation of the importance of the healing miracles in the ministry of Jesus. The best answers might consider the importance of these miracles across the ministry as a whole and contrast them with other events such as teachings, crucifixion, resurrection etc. Some candidates might evaluate the effectiveness of the healing miracles as teachings, and/or demonstrations of the power of God: proof of Jesus' messiahship etc. Different points of view should be offered for level 4.

- 8 (a) Describe Jesus' answer to the question asked by James and John. [8]

This is a description from one of the Son of Man passages in the specification, Mark 10:35-45. Good responses are likely to include, either by quotation or paraphrase, the main details of the question, which ends at verse 40. The best answers might have knowledge of the 'whoever wants to be first...Son of Man...come to serve' verses at the end of the passage.

- (b) Explain why some Christians believe in life after death. [7]

Explanation might be of the significance of the teaching in Mark, as in (a) above about places in the Kingdom of God, or the implication in 'to give his life as a ransom for many' etc. Good responses might refer to the story above and/or, more likely, the resurrection of Jesus and the promise of life after death for all Christians. Or, refer to the gospel/Christian teaching on a heavenly reward for a righteous life etc. Some answers may be subjective or refer to the experiences/belief/possible proof as told by others. All relevant comment will be rewarded.

- (c) 'It should not matter which religion a person follows.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Evaluation of the importance to believers of religious diversity. Arguments in favour of the statement might offer evidence of the common elements in most recognised religions, the harm caused by feuding between religions and, possibly in the best answers, the universal, transcendent nature of God. Different points of view might include arguments about believers' faith in one true religion, revelation, the word of God and only one way to salvation etc. Different points of view should be offered for level 4.

- 9 (a) Give an account of the preaching of John the Baptist and the baptism of Jesus. [8]

Description of the two passages Mark 1:1-11. Good responses are likely to include either by quotation or paraphrase the main details of the events. The best responses might have a summary of John's message verses 1-8 and clear details of Jesus' baptism verses 9 & 10 for a level 4 answer.

- (b) Explain how the story of the baptism of Jesus might influence Christians today. [7]

Explanation of the importance of baptism for Christians. Candidates might explain the symbolism of Jesus' baptism and its significance for Jesus' identity and ministry.



Good responses might explore the importance of baptism for Christians, in following Jesus, entering the church, declaring belief, christening children. Some may compare believers' baptism with Jesus' immersion in the River Jordan. All relevant comment should be rewarded appropriately.

(c) 'A person who is baptised should go to church regularly.'

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Evaluation of the meaning of baptism as a commitment to other Christian practices such as regular worship in church etc. Some responses may be subjective as many people are baptised or christened as children but not all are practising Christians. Reasoned arguments of different views are looked for. Different points of view should be offered for level 4.

10 (a) Give an account of **one** occasion when Jesus appeared to break the Sabbath Law. [8]

Description of Mark 2:23-28 or 3:1-6: The Sabbath Cornfield or The Man with a Withered Hand. Good responses are likely to include either by quotation or paraphrase the main details of the event chosen. These two incidents are listed together in the specification as one topic 'Healing on the Sabbath' and some candidates might write about both: this should be rewarded, as appropriate, up to level 4, full marks.

(b) Explain why Jesus' actions are a good example for Christians to follow. [7]

Good responses might explain that Jesus put compassion before the Law 'Sabbath was made for man' etc. and its implications about the purpose of rules. The best responses might draw parallels with Christian life in terms of principles and actions regarding human needs and compassion for others being more important than legal or ritualistic rules/religion etc. and give examples.

(c) 'Jesus should have obeyed the Law.'

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Evaluation of the importance of Jesus' conflict with the Law and the authorities Pharisees/priests etc. The best responses might be based upon the balanced view that Jesus' actions caused conflict with the priests and his arrest, but that the over-strict Laws needed to be challenged and/or divine destiny be fulfilled. Different points of view should be offered to achieve level 4.



**Mark Scheme 2302/01  
June 2005**

This scheme must be used in conjunction with the levels of response.

- 1 Picture: Placard / publicity material for Pro Life & Pro Abortion groups  
 (a) Describe Christian teaching about the sanctity of life. [8]

Responses might contain: descriptions of the concept that life is 'God given' and only God can give it and take it away; reference to material given in the specification and any appropriate additional material; reference to and explanation of Biblical and general Christian teaching; references to appropriate Biblical texts.

- (b) Explain how Christians have responded to the issue of abortion. [7]

Responses might contain: explanation of views and opinions about abortion, and / or explanations of actions taken by Christians. The stimulus is intended to provoke some responses about actions as well as views and attitudes. Candidates might refer to the work and actions of Pro Life Movements / Pro Abortion Movements / Women's Movement as well as to their views and attitudes, e.g. protests, educational programmes, actions as pressure groups.

- (c) 'Abortion is not a moral issue; it is only a practical matter.'  
 Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Candidates might offer opinions such as: the foetus is just a bundle of cells and dealing with an unwanted pregnancy is nothing more than dealing with any other medical problem – it is a practical matter. On the other hand, the foetus is a potential human being and has some rights, or it is a human being from conception and therefore has human rights like any other child. Abortion is therefore a moral issue as it concerns right and wrong – it is not just like having a tooth removed. Another being is involved who is unable to express their feelings.

- 2 (a) Describe Christian teachings about helping the poor and the weak. [8]

Responses might contain: explanation of Biblical and Church teaching about this issue. Examples of this may be drawn from the specification but any relevant general teaching or examples from the life and teaching of Jesus will be acceptable. Candidates might for example refer to the Parable of Sheep and Goats, Lazarus and Dives, Jesus' care for the sick.

- (b) Explain how Christians have responded to the problem of world poverty. [7]

Some candidates may give very general accounts of what Christians or an aid agency might do, for example; dig wells, set up medical centres, give famine relief, give money. Other candidates may offer detailed descriptions of the work of individuals or of an aid agency. The question is asking about 'responses', not for a detailed and accurate explanation of the work of one organisation. If one is given however, it can be awarded full marks.

- (c) 'Christians do not do enough to help the poor'.  
 Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Candidates might offer opinions such as: Christians are often well off and along with the Church, which is very rich, could do much more through giving their wealth and expertise to poorer people. Not many Christians really set a public example about this. On the other hand, Christianity has always been in the forefront of the battle against poverty. Much of the work is carried out quietly and never hits the headlines, but it is being done. The example of the attack on the debt of the poorer nations is of one of the more public attempts, but Christian Aid, for example, works quietly, constantly and successfully for the poor.

- 3 (a) Describe Christian teaching about prejudice and discrimination [8]

Responses might contain: descriptions of Christian teaching suggested in the specification and any other relevant material. Ideas of equality before God and the example of Jesus in dealing with all people, might be referred to in detail or generally. Neither Jew nor Gentile - Paul. The attitudes of Christians and the Churches generally, towards these issues.

- (b) Explain how a well known Christian worked to overcome prejudice and discrimination [7]

Responses might contain: explanation of the work of a well know Christian – naturally King, Tutu or Huddleston may be selected, but expect and credit others. Candidates may refer to the work, biographical details relevant to the work and to the motivation for the work.

- (c) 'There is nothing wrong with being prejudiced'

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Candidates might offer opinions such as: just because prejudice is common, it does not have to be accepted as a fact of life. It is dangerous, based on ignorance and has been the source of conflict and pain in society. Christians ought to be looking for the truth and not basing their views on uninformed prejudice. On the other hand, we all have prejudices, and possibly even need them to help us cope with all the choices we have to make. They are like a 'short hand' and may help some people to do the right thing even though they have not thought it through for themselves. Most prejudices are quite harmless and even help us to be accepted into our social groups. It is only when prejudice turns in to discrimination that trouble begins.

- 4 (a) Describe the teachings Christians might use when thinking about family life. [8]

Responses might contain: description of the underpinning values which Christians have regarding family life and of the teachings which back them up. Reference to the idea of agape and the importance of respecting family members. The significance of marriage and of the family as the context for the development of Christian values and attitudes in children; reference to appropriate biblical and Church teaching found both in the specification and beyond.

- (b) Explain Christian attitudes towards (b) people who wish to marry again after divorce. [7]

Responses might contain: explanation of views and attitudes: possibly an explanation of different denominational outlooks; reference to the idea of the sanctity of marriage; reference to the idea of forgiveness in relationships and of the importance of human happiness.

(c) 'Christian children should always obey their parents'.

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Candidates might offer opinions such as: obedience is a virtue encouraged by Christian teaching, but it is also true that parents should not test their children beyond what is appropriate and they ought to respect them. This could mean that sometimes, disobedience is the appropriate course of action. On the other hand, it must depend on the issue over which there is disagreement and the age of the children.

5 (a) Describe Christian teachings about environmental issues. [8]

Responses might contain: description of the idea that mankind has a responsibility for creation - the idea of stewardship. Description of the idea of mankind's dominion over creation. Possible reference to appropriate texts and specification material as well as general underlying principles.

(b) Explain Christian attitudes towards human rights and prisoners of conscience. [7]

Responses might contain: explanation of the view that the Christian principle of equality of all people before God, underpins the notion of Human Rights. The view that people have the right to express and to follow their beliefs as one of their human rights and that those who are persecuted for this (prisoners of conscience) should be supported by Christians. The responses to this question will not necessarily refer to both aspects equally. Some candidates may offer detailed information about the work of Amnesty International and how that organisation supports human rights.

(c) 'Saving the planet is the most important thing for Christians.'

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Candidates might offer opinions such as: as the people who recognise their role as stewards of God's creation, surely Christians have a special responsibility to take the lead and put environmental issues first on the list of their priorities. On the other hand, there are many aspects to the Christian faith and whilst stewardship of creation is important, showing love to others, worshiping God and sharing the life of faith with other believers is equally important, if not more so.



**Mark Scheme 2302/02  
June 2005**



1 'Before I formed you in my womb I knew you' Jeremiah 1:5 (NJB)

(a) Describe Roman Catholic teachings about fertility treatment. [8]

Candidates may begin by examining the Roman Catholic Church's objection to fertility treatment on grounds of the sexual act being both unitive and creative; on the grounds of the sanctity of human life; on the question of whether or not we should be playing God or the question of children being a gift given to some and withheld from others. Candidates may build their arguments around scriptural texts such as the one in the stimulus or they may explore the teachings in some church documents.

(b) Explain how these teachings about fertility might affect a Roman Catholic. [7]

Candidates may explore the kind of advice that Catholics might receive from members of the church, Priests, fellow Roman Catholics, and some church groups, as opposed to what they might be given elsewhere. They may explore the conflict within a marriage where both partners are not Catholic or the kind of acceptance of God's will that some Catholics might insist on maintaining.

(c) 'Roman Catholics should have the right to use contraception.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Candidates may pick up the teachings in part (a) on unitive and procreative and support the Roman Catholic point of view or they may argue that once natural contraception is allowed, there is little moral difference between natural and artificial contraception. Some may also look at the health consequences which may result from not using artificial contraceptives if the couple are not monogamous, though they should recognise that this would be contrary to Roman Catholic teachings on relationships. All relevant arguments should be credited.

2 (a) Describe Roman Catholic teachings about the relationship between husbands and wives. [8]

Candidates will have studied a number of texts which explore this relationship; they may choose those they find most appropriate. For example they might look at those which expect fidelity and exclusiveness, those that expect progeny or those which encourage caring in sickness or in health. They may look at specific teachings from the New Testament or they may choose to use some of the teachings from the marriage ceremony itself. Credit should focus on the level of response rather than the particular texts chosen.

(b) Explain how the Roman Catholic Church might help with problems between husbands and wives. [7]

Candidates may look at church sponsored organisations like Marriage Care, exploring the work they do both in preparing couples for marriage or in counselling those already married. Alternatively they may explore parish organisations such as the SVP and the support they can supply financially or in helping find babysitters and thus take some of the pressure off parents. They may also explore the kind of advice couples may receive from their Parish Priests or Deacons.

(c) 'Marriage is the only way a man and a woman should live together.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Candidates will be aware of the Christian view on this issue but may wish to explore the question of alternative lifestyles. They may for example outline why the Roman Catholic Church expects monogamy and fidelity and the strengths which can be found in these teachings for family and the nurturing of children. Alternatively they may explore recent discussions which imply that the teachings of the Church are anachronistic and written at a time when life expectancy was so much shorter. Modern life-expectancy has arguably put intolerable strain on some couples' marriages. All relevant answers should be credited.

3 (a) Describe Roman Catholic teachings about discrimination. [8]

Candidates may use this question to talk about racial prejudice but they should only gain full credit if they address the area of discrimination. Candidates may explore one or a range of issues such as: sexism, ageism, class issues or indeed racism. They may, for example, be aware that we still live in a society where some women are paid less than men doing the same kinds of work, some maybe aware of issues in the news about how long people may be expected to go on working or indeed give up work in some professions. Another example which may be explored in the present climate is the way that fear of terrorism is being exploited to encourage racist discrimination in some sectors of society.

(b) Explain how Roman Catholics might help to fight discrimination. [7]

Candidates may again explore this question through one of a number of avenues, for example those with authority in the workplace might reduce any discrimination they come across, or they may campaign for equal wages. They may even look at discrimination within the Church itself; looking for example at the expectation that women will have a more limited role in the life of the Church than men. They may also explore the area of globalisation, looking at the effects our shopping habits can have on the way developing countries are exploited by some business interests and how spreading information can help fight against this kind of discrimination.

(c) 'Discrimination can be a good thing'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Candidates should see this question as an opportunity to put together arguments against discrimination. They may also argue that in a situation where discrimination exists, there may be an argument for positive discrimination in order to redress the balance. They may be aware, for example, of issues such as the shortage of Black and Asian police officers or the recent arguments for Universities selecting more students from Comprehensive Schools. All relevant arguments should be credited.

4 (a) Describe Christian teachings about environmental issues. [8]

Candidates will probably look to the Bible texts from the specification; they may for example look at how human beings may find the 'glory of God' in His creation or how we find our place in this creation, as expressed in Psalm 8. However they may also

have studied other Church teaching in this area. They are likely to talk about stewardship, particularly as it is outlined in Genesis, and the idea that the planet is a gift from God.

- (b) Explain how Roman Catholics might be good stewards of the world. [7]

Candidates are free to explore a number of ways that Catholics might work towards caring for the planet. They may for example talk about how they might contribute to the work of organisations like Green Peace; however it is important that they do not just describe the work of these organisations, they need to look at how Roman Catholics could contribute to these organisations by giving their time, their money or by offering their prayers. They may also explore how Roman Catholics might campaign for a more considered use of the planet's resources, using the world's resources in a creative rather than a destructive way.

- (c) 'Roman Catholics have a duty to leave the world in a better state than they found it'

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Candidates are free to argue whether or not Catholics have a duty to do this; all relevant arguments should be credited. They may well build upon their answers to (a) and (b). They may, for example, explore the nature of stewardship in terms of responsibility for looking after God's creation and within that the importance of undoing the damage which has already been done to the environment. Alternatively they may argue that solving issues of poverty are much more important than 'green issues'.

- 5 (a) Describe Roman Catholic teachings about looking after the poor and the weak. [8]

There are a range of teachings from which the candidates may choose to answer this question. Many are likely to look to the Good Samaritan or at the beatitudes in the Sermon on the Mount; however they should be careful to use these teachings in a relevant manner. Others may look to narrative parts of the gospels and use some of Jesus' actions.

- (b) Explain how a Roman Catholic might put these teachings into practice. [7]

Candidates may talk about national organisations, like Cafod which they might join, or they may look more closely at what they could do at the level of their local parish or school. Some may be aware of the many campaigns in the media or the internet, such as the 'Make Poverty History' campaign, and may be able to suggest ways in which Roman Catholics might contribute financially or through giving time and energy to these organisations. Some may point to the wearing of the variety of wristbands available this year, as a kind of witness which is central to the Christian message of caring for others.

- (c) 'Charity stops the poor from looking after themselves.'

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Candidates are likely to see this as a provocative question which they should be arguing against. Some may well point out that some charities do in fact aim at making people self sufficient; many are likely to quote the Cafod slogan – ‘Give a man a fish and you feed him for a day. Teach him to fish and he can feed himself for the rest of his life’. Others may indeed argue that state support for some poor people does indeed stop them from being responsible for themselves and their families. It is important that whatever arguments they use, they remember to refer to Christianity. All relevant arguments should be credited.

**Mark Scheme 2303  
June 2005**

- 1 (a) Describe how a Buddhist might perform puja. [8]

Although Buddhist worship is not congregational in that there are few set “services”, answers may centre round the idea that joint worship can strengthen faith through a feeling of community or family. The idea that the use of symbolic actions or objects can help to focus the mind of the worshiper may also be discussed, with strong candidates perhaps suggesting that this can encourage Right Mindfulness. Good answers might also focus on the idea of merit which can be gained, and transferred to others through puja.

- (b) Explain how performing puja might affect the daily life of a Buddhist. [7]

Answers may describe the way that puja fits into and shapes the daily schedule of a Buddhist. Comparisons may be drawn between the daily routines of members of the laity and the Sangha. Better answers may speak of the usefulness of communal worship and the chance to take time out of the day to reflect on the Buddha and his teachings. Answers may discuss the usefulness of physical objects or rituals as a way of focussing the mind. The value of puja as a way to develop Right Mindfulness and gain merit may be considered.

- (c) ‘Meditation is more important than worship.’  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Buddhism in your answer. [5]

Answers are likely to discuss the relative merit and value of each. Candidates who agree with the statement are likely to point out that Buddhists are expected to work out their own salvation, and that the Buddha is not worshiped as such. They may point out the usefulness of meditation in developing compassion and as an important step towards enlightenment. On the other hand candidates may point out the value of puja in helping to concentrate the mind and as a way of gaining merit. Some candidates may suggest the possibility that puja could be considered to be a form of meditation.

- 2 (a) Describe how a Buddhist might celebrate Wesak. [8]

Answers may focus on activities carried out at Wesak, for example the giving of donations bhikkus, and time spent chanting the scriptures and listening to teaching. The emphasis on the connection between the Sangha and the laity may be stressed, with many lay Buddhists voluntarily taking on the extra Five Precepts for the duration of the festival. Good answers may discuss the symbolism of light in the celebration of Wesak and its use as an opportunity to amass extra merit.

- (b) Explain how taking part in a festival might help to strengthen the faith of a Buddhist. [7]

Answers may focus particularly on the festival of Wesak, although they do not need to. Answers may talk about the psychological advantages of communal worship. The opportunity to amass large amounts of merit for oneself, one’s family and the wider world may also be discussed. Students may consider the way in which festivals highlight the relationship between the laity and the Sangha, with merit being amassed particularly through dana. Candidates may also discuss the value of Wesak as an opportunity to reflect on the life of the Buddha and his importance as a role model, and to think about his teachings.

- (c) 'Festivals are not an important part of Buddhism'.  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Answers which agree with the statement are likely to point out that festivals are not as important to Buddhists as they are in some other religions, as they can provide a distraction which makes it difficult to achieve enlightenment, and as they can encourage an attachment to worldly things. On the other hand, candidates may consider that festivals are important as an opportunity to join together as a community and to gain merit.

- 3 (a) Describe the main features of the Mahayana Path. [8]

Candidates may explain that Mahayana means "Great Vehicle" and the reasons for this term. Answers may consider the reduced importance of the person of the Buddha in Mahayana Buddhism, and his eternal nature. The idea of the individual Buddha nature inherent in all people and the concept of the "Bodhisattva" will arise in many answers. Some candidates may talk about the greater mythologisation of Mahayana Buddhism and the semi-divine nature of the various Buddhas and Bodhisattvas. Examples may be given.

- (b) Explain how trying to achieve the Six Perfections might affect the life of a Buddhist. [7]

Answers may include a description of the idea of the Bodhisattva and the four stages towards Buddhahood. Candidates may then give a description of the Six Perfections. Good answers may go on to discuss how developing these qualities could move a Buddhist towards enlightenment, and perhaps how all are needed, or the comparative importance of the different Perfections. Other candidates may look at the changes that someone trying to follow the Six Perfections might make to their lifestyle, or the difficulties that might be experienced by someone in the modern world trying to follow them.

- (c) 'It does not matter if the Buddha really existed or not.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Buddhism in your answer. [5]

Candidates who agree with this may statement may point out the importance in Buddhism of working out one's own salvation. Some may discuss the reduced importance of the historical person of the Buddha in Mahayana Buddhism, which stresses the importance of his enlightenment, and the potential for enlightenment in all over the historical details of his life and teaching. On the other hand answers that disagree with the statement might point out the importance of the teachings of the Buddha and of his personal example.

- 4 (a) Describe the main features of any new movement in Buddhism which you have studied. [8]

Some candidates may give a general overview of the challenges of practising a Buddhist lifestyle in Western culture, and some of the modifications which Western Buddhists have made to their lifestyles. Any accurate information should be credited. Better answers may give more specific details about a new movement in Buddhism.

Many will talk about the Western Buddhist Order and its blurring of the distinction between the Sangha and the laity; as well as the emphasis on commitment to the Three Jewels as opposed to a particular proscribed lifestyle. Better answers may go on to discuss how this reflects the lack of a well established monastic culture in the West and an increased emphasis on individual responsibility and choice. Some candidates may give answers based on other new movements in Buddhism (eg. The SGI) and these should also be credited.

- (b) Explain how belonging to such a movement might affect the life of a Buddhist. [7]

Simple answers might consider how belonging to Buddhism generally might affect a Buddhist's life, for example by following the dharma, the Five Precepts and the Noble Eightfold Path. Better answers may consider new movements more specifically. Candidates may discuss the blurring of the division between laity and Sangha; the importance of commitment to the Three Jewels over and above the importance of a particular life style and the financial and social difficulties that may be encountered by someone trying to follow a Buddhist life style in a non-Buddhist country. The development of communes and retreats may be discussed and in the case of the FWBO the difference between members and friends.

- (c) 'All Buddhists should believe the same things'.  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Most candidates are likely to disagree with this statement, pointing out that Buddhism covers many different countries and cultures and that it has adapted to suit the customs and ideas of different followers. Some may point out that since Buddhists follow the teachings of a single person whose teachings are well known a larger amount of consistency might be expected within Buddhism.

- 5 (a) Describe what Buddhists mean by the term 'enlightenment'. [8]

Candidates may describe enlightenment as a state of realising how things really are, and so understanding how to escape from suffering. Stronger candidates may relate the idea of enlightenment to the Three Marks of existence, the Four Noble Truths and the Noble Eightfold Path. Some may include a discussion of the idea of nibbana. Strong answers may include a consideration of the ineffable nature of enlightenment and the difficulty that an unenlightened being has in understanding the concept.

- (b) Explain how following the Noble Eightfold Path might help a Buddhist to achieve enlightenment. [7]

Answers are likely to include a description of the Noble Eightfold Path, and a consideration of it as a tool for overcoming attachment to the world and so as a means to enlightenment. Some candidates may start with a description of the Four Noble truths and move on from this to discuss the Noble Eightfold Path. Some candidates may give particular consideration to one or more aspects of the Noble Eightfold Path. Some may talk about difficulties that may be experienced by members of the laity attempting to follow the Noble Eightfold Path.

- (c) 'Only a member of the Sangha can achieve enlightenment.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]



Positive answers will point out that it is difficult for members of the laity to follow the Noble Eightfold Path completely, and that the level of detachment from the world which appears to be required for enlightenment is not compatible with life in the “real world”. Examples may be given of particular difficulties which may be encountered. On the other hand, candidates may stress the fact that lay Buddhists can fulfil much of the Noble Eightfold Path and the Five Precepts. Others may mention the fact that the laity can gain merit by facilitating the lifestyle of members of the Sangha.



**Mark Scheme 2304/01  
June 2005**

1 Picture: A baby being baptised in Church and a baby being baptised in the sea.

(a) Describe what is said and done at the baptism of an infant. [8]

A description of the baptism of an infant is required and any appropriate denomination or tradition may be used. Candidates have not been asked to name the denomination but in good responses it is likely to be clear. Both what is said and what is done should be addressed in good responses though not necessarily in equal proportions. A full account is likely to include the promises on behalf of the child and words invoking the names of the Trinity and to have significant religious symbolic actions rather than vaguely appropriate cosmetic details.

(b) Explain the meaning and importance of baptism for Christians. [7]

Meaning and importance overlap. Candidates are free to explain the significance of infant baptism or of believer's baptism or both in general. They might refer to: e.g. blessings on the child from God, being accepted by the supportive local church community, joining the whole Christian family of believers, following the example of Jesus and obeying the command to be baptized etc. Good responses are likely to include some theological points about e.g. the Holy Spirit or sacraments or the meaning of the symbolism of water, washing away sin and starting a new life etc.

(c) 'Bringing up children in the Christian faith is a difficult task.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

The specification refers to 'the nurture of the young' so good discussions are likely to be able to move beyond listing difficulties to present some positive aspects as well and might link the topic with the earlier parts of the question.

2 (a) Describe how Christians celebrate Good Friday and Easter Sunday. [8]

Good responses will deal with both Good Friday and Easter Sunday and describe practices by which Christians of any, or more than one, denomination or tradition remember or celebrate the crucifixion and the resurrection of Jesus. Candidates have not been asked to identify the denomination but in the better responses it is likely to be clear.

(b) Explain what Christians believe about the Trinity according to the Apostles' Creed. [7]

Candidates might use the opportunity to quote or paraphrase the contents of the Apostles' Creed but the best responses are likely to be those which explain about belief in the three persons, God the Father, God the Son and God the Holy Spirit, with some idea of the interaction between them whilst making clear that Christianity is a monotheistic religion.

(c) 'Pentecost (Whitsun) should be as important for Christians as Easter.'

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Arguments might build on the earlier parts of this structured question but this is not necessary. Competent discussions do need, however, to be based on accurate knowledge and understanding of what is being celebrated at Whitsun and Easter.

- 3 (a) Give an account of the teaching in the Sermon on the Mount about forgiveness. [8]

Quotations or general sense of teaching about forgiveness from Matthew 5-7. Good candidates are likely to quote specific references such as the comment after the Lord's Prayer 'if you forgive others....God will forgive you ....but if you do not...' and may use other relevant parts of the Sermon about anger, revenge, love for enemies and not judging others.

- (b) Explain the importance of the two great commandments (Mark 12:28-34) for Christians. [7]

Some credit may be given for quoting the two commandments or placing them in context in the set passage (Mark 12:28-34) but good responses to the question are likely to focus on developing an explanation of the importance of each of the two commandments as principles to guide Christian living. They may connect the two with other Christian teaching and as the summary of the Ten Commandments.

- (c) 'It is impossible to live by Christian teachings.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Good discussions are likely to flow from the earlier parts of the question and might use material from the set texts in order to debate issues such as whether or not the examples in the Sermon are meant to be literally obeyed or are an ideal to aim towards which focuses on intention and positive principles like those in Mark 12:28-34 and whether or not this might be achieved by the enabling power of the Holy Spirit or, perhaps, to argue how far applying positive principles is easier or harder than obeying negative rules.

- 4 (a) Describe how some Christians celebrate the Eucharist. [8]

Description of how Christians in any one denomination celebrate Eucharist. Candidates have not been asked to name the denomination but in good responses it is likely to be obvious. A full description is likely to place the celebration in the context of the ministry of the Word or the service of the denomination, make clear exactly who officiates and how the sharing of the bread and wine is administered and have some reference to prayers of thanksgiving.

- (b) Explain how a minister might strengthen the life of a Christian community. [7]

Good candidates are likely to see the need to identify the denomination in which the person feels called to minister. The explanation will depend on the choice made and should be relevant and significant. An alternative approach might be to write more generally across denominations about how those in authority might support and sustain the faith of the congregation.

- (c) 'It does not matter if a Christian minister is male or female.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

It is acceptable to approach the quotation by querying whether or not it 'doesn't matter' and to whom. Good discussions are likely to have a theological or biblical dimension rather than stop at issues of human rights.

- 5 (a) Describe a Christian place of pilgrimage and what pilgrims do there. [8]

Candidates are free to choose any place of Christian pilgrimage, however small or relatively insignificant, including places which might be more usually associated with other aspects of Christianity such as ecumenism. However, the better responses are likely to be those which choose one of the places suggested in the specification where pilgrims do a variety of specific actions linked to the history or significance of the pilgrimage site.

- (b) Explain the ways in which going on a pilgrimage might affect the lives of Christians. [7]

Good responses are likely to move beyond the scene of the pilgrimage and the short term effects to explanations of the long term affects on e.g. beliefs, attitudes, moral behaviour, social practices and lifestyles after the return home.

- (c) 'Pilgrimage is not important.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Candidates might approach this statement in a variety of equally acceptable ways. Good responses are likely to consider the motives of the pilgrim as part of the discussion or the nature of sacred sites.

**Mark Scheme 2304/02**  
**June 2005**

## 1 Picture: The Virgin Mary

- (a) Describe Roman Catholic teachings about the role of Mary. [8]

Mary is important in Roman Catholic teaching from a number of angles; candidates should be able to choose from any of these angles, they should not be expected to prioritise or focus on any single belief. They may for example discuss Roman Catholic beliefs that Mary is the Mother of God, or the Intercessor between those who come to her and her Son. Alternatively they may discuss why Mary can be used as a role model for Catholic women. They may also explore the assumption of Mary or beliefs about her appearances in places such as Fatima or Lourdes.

- (b) Explain how Mary might be a role model for young Roman Catholic women. [7]

The Roman Catholic Church would approach this idea from a number of angles, such as: Mary's purity, her selfless devotion to her son, the way in which she obeyed God's wishes without question, the pain which she suffered without complaint on his death and her total trust and faith in Jesus. The Roman Catholic Church would say that these aspects of Mary's life provide an excellent example to young women who may feel greater commitment to their faith, their family and to their jobs or vocations. Candidates may choose any or all of these aspects in their answer to this question. Credit may also be given for alternative relevant approaches.

- (c) 'Saying the Hail Mary makes a person a good Catholic.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Candidates may approach this question from a number of angles, for example, they may look at the positive effects of saying the Hail Mary on a person's life, or the way they might use the prayer as a kind of mantra when saying the rosary. Alternatively they may say that blindly repeating prayers could have no affect whatsoever. All relevant arguments should be credited.

- 2 (a) Describe Christian teachings about Pentecost (Whitsun). [8]

Candidates may start by outlining the events of Pentecost Sunday, the locked room, the wind, the tongues of fire and the speaking in tongues. They may then move on to explore the recorded effects on the people who listened to the Apostles. Some may discuss this day as the 'birthday' of the Church others may focus on the beginning of the missionary work of the Apostles.

- (b) Explain how belonging to the Charismatic Movement might affect the life of a Roman Catholic. [7]

Candidates may explore ideas of the effects of having the Holy Spirit as part of ones life; they may, for example, look at the motivation to live and work for others, some may also talk about the ideas of expressing the joy of following Christ. Alternatively they may explore the more lively singing and clapping ideas associated with the liturgical dimension of this movement.

- (c) 'Pentecost is more important than Easter'.  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]



Candidates may either look at the Pentecost events as the birthday of the Church, exploring the gifts of the spirit as giving the Apostles the courage, understanding, right judgement and wisdom to move from the locked room to the founding of the Church. Alternatively they may see the life, death and resurrection of Jesus as all that was needed to start a new Church.

- 3 (a) Describe the ways in which Roman Catholics may receive the sacrament of reconciliation. [8]

Candidates may outline and explain the three main methods of receiving this sacrament; privately, as part of a penitential service or as general absolution. Some may describe the use of the confessional as opposed to receiving absolution face to face. Some candidates may talk about the growing use of penitential services, particularly during Advent and Lent. They may also describe the structure of these services, such as the use of readings and hymns. Finally they may discuss the rare occasions when the church allows the use of general absolution.

- (b) Explain how receiving the sacrament of reconciliation might affect the life of a Roman Catholic. [7]

Candidates may explore the concept of Roman Catholics being able to take a close look at themselves, experience contrition and being given the chance to start again and renew their journey on the path of Christianity. They may also discuss the effect this may have on their relationships with other people, friends, acquaintances or colleagues. Alternatively they may begin by exploring the idea of reconciling a broken relationship with God. Credit should be given to all relevant discussions.

- (c) 'Asking for forgiveness is seen as a sign of weakness.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Candidates may argue that the media often supports this kind of opinion; alternatively they may explore the real strength needed to admit that one is in the wrong and seek forgiveness. All relevant arguments should be given credit.

- 4 (a) Describe what is said and done at a Mass. [8]

Candidates are likely to describe the important parts of both the liturgy of the Word and the liturgy of the Eucharist. For example they may look at the penitential rite and the gospel, or the offertory, anamnesis or epiclesis in the Eucharistic prayer. Candidates may also describe some of the key prayers and readings used by the Priest and/or the people.

- (b) Explain how attending Mass might affect the life of a Roman Catholic. [7]

Candidates are free to approach this question from a number of angles; for example the forgiveness in the penitential rite, the advice which may be found in prayers and readings, the example of praying for others or the grace found in receiving Holy Communion. It is important that the focus of this answer is towards the effects of attending Mass and not just another description of what happens at Mass. Credit should be given depending on the level of response.

- (c) 'Roman Catholics must attend Mass every Sunday'.  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Candidates may approach this question from the point of view of canon law or from the possible good affects that weekly Mass freely chosen might have on some people. They may alternatively argue that they can talk to God wherever they are and that Mass attendance is boring rather than helpful. Credit should be given depending on the level of response

- 5 (a) Describe the role of the lay ministry in the Roman Catholic Church. [8]

Candidates are likely to be aware of the ways in which lay ministry has grown in the Church; for example the widespread use of Eucharistic Ministers, the help given to Priests by organisations like the SVP in visiting the sick, or lay chaplains in schools and hospitals. They may also be aware of parts of the country where parishes have no resident priest and where therefore much of the day to day running of the parish is done by a variety of lay people. All relevant answers should be given credit.

- (b) Explain how the teachings of Liberation Theology might affect the life of a Roman Catholic. [7]

Candidates may approach this question from different angles; for example they may explore the way that Roman Catholics might find the gospel challenging the state in which they live or the way that richer Catholics in poor countries are being challenged to re-distribute their wealth. Alternatively they may explore how learning about Liberation Theology might challenge assumptions by which many people live in developed Countries. All answers should be credited depending on the level of response.

- (c) 'Roman Catholics should always obey the laws of the state.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Candidates may develop answers they have used in part (b) or simply look at the laws in Britain and explore whether or not they are always just. They may for example look at whether recent laws regarding those seeking refuge in Britain should be supported by Christians. All relevant answers should be given credit.

**Mark Scheme 2305  
June 2005**

1

- (a) Describe the god Krishna and what Hindus believe about him. [8]

Some answers may take a cue from the stimulus and describe the physical attributes of Krishna as shown in his murti. (In particular candidates may mention his flute, his blue colouration, his association with Radha, or his link with cows and peacocks.) Some may explain the symbolism behind these features (for example the link between Krishna and the natural world, and hence ecology) and what this can tell Hindus about Krishna and the nature of God. Others may talk about the life of Krishna, or the importance of devotion and personal love of God to the followers of Krishna. Very good answers may go on to contrast this approach with other Hindu philosophies. Others may speak of Krishna's life as an example to Hindus.

- (b) Explain how stories about Krishna might affect the life of a Hindu. [7]

As with the previous question there are many possible acceptable answers and care should be taken to ensure that any accurate answer is credited. Some may mention the importance of the life of Krishna as an example for Hindus. Others may discuss the importance of the teachings of Krishna to the lives and beliefs of some Hindus (for example the teachings on the soul and re-incarnation.) Good answers may discuss the allegorical interpretation of some of the stories, for example the relationship between Krishna and Radha as a metaphor for the relationship between God and his worshippers. Others may speak of the importance of personal devotion to Krishna and the implications of this in daily life (through puja etc.)

- (c) 'Devotion to a god is the most important part of Hinduism.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Answers may talk about the importance of personal devotion, particularly in some Vaishya traditions. They may speak about the importance of puja as an expression of devotion. Negative answers may concentrate on the wide variety of Hindu beliefs, many of which place little emphasis on the idea of a personal God. Other answers may suggest other areas of Hinduism and their relative importance. In particular candidates may mention the importance of varnashramadharma in Hinduism.

- 2 (a) Describe what Hindus mean by the terms 'samsara' and 'karma'. [8]

Answers are likely to broadly define the terms as 're-incarnation' (or, more accurately, the 'cycle of life') and 'action'. Better answers may go on to discuss the ideas of the cycle of life in all things, the law of karma and its effect on moksha. Some may give a discussion of dharma as a means of gaining karma and so achieving moksha. The goal of moksha as a way of escaping from samsara may also be discussed.

- (b) Explain how belief in moksha might affect the life of a Hindu. [7]

Answers are likely to centre around the idea of acquiring karma in order to achieve moksha and escape from the cycle of samsara. This may lead on to a discussion of ways of gaining karma. Examples of this that may be considered include, but are not limited to, following dharma in general or varnashrama dharma in particular; performing puja; participating in festivals, samskaras or pilgrimages and showing devotion to a god. Some good answers may mention the three 'paths' to salvation of knowledge, work and devotion. There may be a discussion of the specific ways in which doing these things in order to gain karma might affect the daily life of a Hindu.

- (c) 'This life is the only life that is important.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Hinduism in your answer. [5]

Answers may consider the idea that since this life is the only thing we can be certain about it is the only thing we should concern ourselves with. Others may say that this life is important as it is here that we can affect what happens to us after death (for example by accumulating karma). Students who disagree with the statement might consider the idea that the next life will be better than this, perhaps through a better incarnation, or through achieving moksha. Some may discuss the idea that the next incarnation may be more important than this one, because of what the person may achieve in their next life or because of the possibility that moksha may be attained in the next incarnation.

- 3 (a) Describe how a Hindu might celebrate Holi. [8]

Descriptions are likely to include the idea of celebration and spring. Specific actions which may be considered include throwing coloured powders; lighting bonfires to which offerings are made, and in which effigies of Holika may be burnt; the reversal of common roles (for example between teachers and pupils). Some candidates may go on to describe the symbolic significance of these things. Some may discuss the significance of Holi as a celebration of the triumph of good over evil, perhaps by reciting the story of Prahlad. Some candidates may give some consideration to the ways in which the festival has been adapted to meet the needs of Hindus living in Western countries.

- (b) Explain how taking part in a festival might help to strengthen the faith of a Hindu. [7]

Answers may talk about festivals in general. These candidates may talk about the psychological advantages of worshipping and having fun together. They may consider the opportunities for showing devotion and love to the god and to one's family and community. Better answers may go on to consider the opportunities for gaining karma during festivals and the benefits to be gained from religious teaching, and from considering the stories which underlie most festivals and what can be learnt from them. Examples may be given. Some students may follow on from the previous question by considering what the story of Prahlad can teach Hindus about the saving power of God and the benefits of loyal devotion.

- (c) 'It is easier to feel close to God at a festival than at any other time.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Hinduism in your answer. [5]

Positive answers may talk about the emotional benefits of festivals and communal worship. They may discuss the idea of extra puja or attendance at a mandir which some may only do during festivals. On the other hand, candidates may consider the idea that festivals can provide a distraction that can prevent people from following their dharma. Others may suggest that all days should be equally important to someone who is truly devoted to God.

- 4 (a) Describe how a Hindu might carry out puja in the home. [8]

Answers may describe the artefacts used during puja. These include but are not limited to murtis, puja trays including incense, arti lamps, water, kum kum powder and bells. Offerings such as food, flowers, milk and money may also be discussed. Some candidates may go on to discuss the symbolic significance of some of these things (for example representing the five senses.) Some may include objects usually concerned with a particular deity such as a conch shell or Shiv linga. Other candidates may describe in detail some of the rituals performed during puja and the symbolic significance of them (for example the washing and dressing of images and offering of food as a way of showing love and devotion to God).

- (b) Explain how using statues and pictures might help a Hindu to worship God. [7]

Simple answers may describe the effect on daily life of the need to find time for ritual and how this may affect the structuring of the day. Better answers may describe the psychological effect of daily worship on individuals or families and the idea of the deity being treated as an honoured guest in the house. Others may comment on the important role played by women in home puja and how this can strengthen both the family and the position of the women in it. Some may speak of the importance of starting the day in the right frame of mind, or of spending time with God on a daily basis. Answers may also give specific consideration to the form of the image itself and how it can focus the worshipper's mind on God. Some may discuss the symbolism of images and what a worshipper can learn from them about the nature of God. Specific examples may be given. Simpler answers may speak of the psychological benefit of having something visual and physical on which to focus one's thoughts and worship. The special status of a installed murti as the actual presence of a God in the home may also be mentioned.

- (c) 'Hindus should attend a mandir regularly'.

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Answers in the positive may point out that since God is everywhere it does not matter where you are or what you are doing as you will still be close to him. They may also mention that there is no requirement in Hinduism to worship in a temple. On the other hand candidates may point to the usefulness of ritual in helping to concentrate the mind on God, or in expressing ideas that are not easily put into words. The importance of communal worship in strengthening the faith of individuals and communities may also be discussed. The importance of the mandir as a social as well as religious focus for the community, especially in the West may be considered.

- 5 (a) Describe a Hindu funeral service. [8]

Answers may include an awareness that practices vary within Hinduism and that changes have had to be made to death rites in the West. Descriptions may include the role of the eldest son or male relative, the funeral pyre and cremation, the orientation of the body during cremation towards the realm of Yamma, the purifying offerings of ghee and camphor made to the fire and so on. The importance of placing the ashes in a holy river, preferably the Ganges may be emphasised. Shraddha rites on the anniversaries of the death may be mentioned as may special arrangements for young babies and certain holy men who are not cremated. Good answers may explain the symbolism of certain actions carried out during the funeral, and its

purpose of maximising the karma of the deceased and sending them off to their new life. Answers may include some of the liturgy used in some Hindu traditions.

(b) Explain how beliefs about life after death might affect the life of a Hindu. [7]

Answers may consider the implications of belief in reincarnation, in particular the implications of the law of karma in a Hindu's life style. Candidates may discuss ways in which Hindus may try to amass karma through observance of varnashramadharmā, or participation in ritual or samskaras. Specific examples of these and the ways in which they may affect a Hindu's life may be given.

(c) 'A funeral is the most important samskara (life ceremony).'

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Answers in the affirmative are likely to consider the idea that a funeral is important as it is the last chance to amass karma before rebirth and that it may have some direct effect upon the rebirth of the deceased. Answers in the negative are likely to argue that all samskaras are equally important (or unimportant) or suggest an alternative samskara and argue for its importance.





**Mark Scheme 2306  
June 2005**

## 1 Picture: The Pilgrimage Route

- (a) Describe what Muslims do on Hajj. [8]

A good description is likely to include what Muslims do at most of the main places which have been named on the map of the route of the Hajj e.g. Makkah - circling Ka'bah seven times anticlockwise / trying to touch black stone / performing two rak'ah behind Maqam Ibrahim / seven times between hills Safa and Marwah which are in Makkah / camping at Mina / Day 2 before sunrise to plain of Arafat for the stand before Allah / Muzdalifah- collect stones / Day 3 - Mina -stone three pillars / animal sacrifice/ last tawaf of the Ka'bah. Credit also the obligatory preparation of putting on ihram and the voluntary trip to Madinah. Also credit reference to Zamzam well.

- (b) Explain the importance for Muslims of any
- two**
- places on the Hajj. [7]

Accept any two places on the Hajj. Some credit may be gained for description of what happens at the two places and for general comments about religious importance of performing the associated actions but good responses are likely to focus on explanations of the specific significance of the two places e.g. why the focal point of the holy city of Makkah is the Ka'bah or the connections of places with stories of Adam, Ibrahim, Isaac or Hagar etc. such as stoning the three pillars at Mina to represent the three times Shayton tried to tempt Isma'il etc.

- (c) 'The pilgrimage to Makkah is the least important of the Five Pillars.'
- 
- Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

There are a variety of equally valid possible approaches to this stimulus quotation. Good discussions might develop points made in the earlier parts of the structured question or might suggest alternative 'least important' contenders from the other pillars or might focus the argument around other factors about the pilgrimage such as adaptations of its compulsory aspect or consideration of the type of 'importance'.

## 2 (a) Describe how Muslims celebrate Id-ul-Fitr. [8]

Good descriptions of celebrating the end of Ramadan are likely to include not only the waiting for the new moon, the cards, presents, new clothes and feasts but also the payment of Zakat-ul-Fitr and visiting graves of dead relatives.

- (b) Explain why Muslims keep Ramadan. [7]

Explanations might include some description of Ramadan and references to general religious reasons for fasting but good responses are likely to be rooted in Islam – that sawm is an act of 'ibadah - sincere obedience, submission and worship. Muhammadﷺ linked this pillar with zakah and so Muslims are reminded to be grateful and to consider others in the ummah etc.

- (c) 'A fast is more important than a festival.'
- 
- Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Islam in your answer. [5]

Candidates are free to agree or to disagree or to come to a compromise but good candidates are likely to discuss the issues with arguments based on what they have written about Ramadan and Id-ul-Fitr.

- 3 (a) Describe how the body of a Muslim is prepared for burial and buried [8]

Description of preparations for burial e.g. ritual washing, ghusl, prayers, anointing, three sheets of white cloth (five for women), carried to cemetery, head turned so facing Makkah, burial in earth (in West often open inverted coffin), simple name not elaborate tombstone.

- (b) Explain how beliefs about the afterlife might affect the way Muslims live. [7]

Watch for cross accreditation within the parts of this question. Credit descriptions of beliefs e.g. that two angels question the deceased, body in earth awaiting resurrection at Final Judgment, Paradise or Hell (Barzakh is the period between death and Judgment) but good responses will make the focus the explanation of how these beliefs might affect attitudes and behaviour, long term and/or short term, in daily life e.g. to others and living constantly according to Shari'ah in submission to Allah who knows all and sees all.

- (c) 'It is a waste of time thinking about life after death.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Islam in your answer. [5]

Good responses are likely to develop points made in earlier parts of the structured question and to try to balance the impact of the Muslim faith on the inter-relationship of concerns about this life and the next.

- 4 (a) Describe how Muslims show respect for the Qur'an. [8]

Descriptions might include a variety of examples from silk cloths and highest shelves to the use of the Qur'an in worship and the application of the teaching to daily life.

- (b) Explain why the Qur'an is a sacred text for Muslims [7]

Good responses are likely to show understanding of Muslim attitudes to - or use of - the Qur'an in public and private worship, the fact that it is a handbook for living and that the status and authority of the Qur'an is not only as the revelation given from Allah to Muhammad by Jibrail but also as the actual words of Allah.

- (c) 'Islam could not exist without the Qur'an.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

There are a wide variety of possible and equally viable approaches to this discussion but good arguments need to be based on accurate knowledge and understanding of Islam.

- 5 (a) Describe how Muslims might use special objects (artefacts) to help them pray to Allah. [8]

The specification refers to artefacts in private worship, particularly beads and prayer mats but any Muslim prayers with reference to any relevant helpful artefacts are acceptable including wearing topi, using clocks and compasses and having sinks or fountains containing running water necessary for purification.

- (b) Explain the meaning of the movements during prayer. [7]

Some description may be inevitable and gain some credit but good responses are likely to concentrate on explanations of the symbolism of the movements in the rakahs e.g. standing to acknowledge the greatness of Allah, bowing in respect and prostrating in total submission through to turning head to right and to left to bless fellow worshippers. Accept: to greet the two angels.

- (c) 'People need to have set times for prayer.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Islam in your answer. [5]

Discussions might consider the value of regular prayer times as opposed to the danger of religious practices becoming habitual and shallow or being a pointless activity per se. Good arguments are likely to be based on accurate knowledge e.g. about the times for salah.

**Mark Scheme 2307  
June 2005**

- 1 (a) Describe how Jews celebrate Rosh Hashanah (New Year). [8]

Candidates might describe the build up throughout the month of Ellul, buying of fruit, lighting candles, synagogue service, the greeting, eating apple and honey, the fish head, the blowing of the shofar and tashlich. Responses may include details about some of the events that are remembered at Rosh Hashanah, such as the creation of human beings by G-d. Given the stimulus, some candidates may provide further details about the special nature of the blowing of the shofar on the day itself.

- (b) Explain the importance of Yom Kippur (Day of Atonement) for the Jewish community. [7]

Candidates might explain the importance of forgiveness and repentance in bringing the community together, and in their relationship with G-d. They may give an account of how this is reflected in the Days of Returning, the mikveh visit, the wearing of white (as with the kittel), and the fast. The Kol Nidre, Neilah and other aspects of the synagogue service might also be explained.

- (c) 'Yom Kippur is the most important day in the Jewish calendar.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Candidates may argue for either or both sides of the debate. They may give specific reasons to support the case of 'The Day' in terms of healing rifts in the community, and how it demonstrates respect for G-d. They may refer to the size of the congregations and the nature of the ritual. Alternatively they may argue that any preference is relative, or make a case for any other holy day.

- 2 (a) Describe what Jews do when a family member dies. [8]

Candidates might describe the role of the Chevra Kaddisha, the coffin and preparation of the body. They may go onto describe the funeral, before outlining the restrictions of shiva, shloshim and yahrzeit. Candidates might refer to the way that the burial is conducted, and describe the restrictions and obligations of shiva such as the chairs, visits, clothing and general focus on the loss of a loved one, rather than everyday life.

- (b) Explain what Jews believe about life after death. [7]

Candidates might explain that Judaism is a 'religion of life' and is essentially vague about the nature of the hereafter. They might go onto explain that Jews believe in eternal life, and that the person is with G-d. They may make reference to the resurrection of the body, the different attitudes towards a place of punishment, and the importance of good deeds.

- (c) 'Jewish mourning rituals are helpful to the mourner.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Candidates may argue for either or both sides of the debate. They may suggest that people as individuals have to deal with death in their own way. Alternatively they might suggest that the Jewish traditions are designed with a view to lessening suffering in the long term. Candidates may focus on the way that a set structure can

either aid the mourner in focusing on the death, or restrict an individual's need for a quick return to normality.

3 (a) Describe what Jews believe about G-d [8]

Candidates might describe the ideas of monotheism, omnipotence, omnipresence, omniscience, creator, as well as being personal and intervening in history. These ideas will be outlined rather than simply listed, and examples might be provided in some cases. There may be some description of the origins of these beliefs, such as reference to the creation story.

(b) Explain what Jews believe about covenant [7]

Candidates might explain that Jews see their relationship with G-d as a covenant. They may make reference to the covenants recorded in the Bible, especially those with Abraham and Moses. Some candidates might define what is meant by the term and show understanding of how it is reflected in their daily life. Candidates may explore the obligations placed on both parties by the agreements, possibly giving examples of circumcision, Shabbat and so on.

(c) 'Jews have good reasons to believe in G-d.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Candidates may argue for either or both sides of the debate. They may argue that there is evidence for many religious/Jewish beliefs, or say that faith and trust are paramount. The covenant relationship as described in the Bible may be used as an argument. Alternatively they may argue that science or the existence of so much suffering, for example the holocaust, provides arguments against theism.

4 (a) Describe the main features of a synagogue [8]

Candidates might describe the Ark, scrolls, Ner Tamid, Bimah, decalogue and so on. There may also be an account of less obvious features like the prayers for the royal family and state of Israel, or the yearzeit board. More able candidates might refer to differences between orthodox and progressive, highlighting features like the gallery or direction of the Bimah.

(b) Explain why daily prayer is important for a Jew. [7]

Candidates might explain that Jews believe in a personal relationship with G-d, and that prayer is important for praising G-d and when in need. They might refer to daily prayer recalling the Temple, or the importance of ritual dress. Candidates may refer to some specific prayers like the Shema. Candidates may supplement this with an exploration of the way that prayer might be enhanced by actions, attending synagogue or facing Jerusalem.

(c) 'A Jewish community does not need a synagogue.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Candidates may argue for either or both sides of the debate. They might claim that the synagogue is the place where the Torah is heard, and refer to the need for communal worship. Alternatively they might suggest that it is not essential, and that Jews may worship privately and read the Chumash at home.

- 5 (a) Describe what Jews mean by the Tenakh. [8]

Candidates might identify the Tenakh as the Hebrew Bible, and break it down into Torah (law), Neviim (prophets) and Ketuvim (writings), describing what constitutes each section. Credit should be given for reference to important stories and teachings found in the Bible that have helped to shape the Jewish faith.

- (b) Explain the importance of the Talmud for Jews. [7]

Candidates may explain what the Talmud is, and how it is viewed as the definitive collection of the Oral Law. They may explain how it was created and how it might be used to solve problems of interpretation and understanding of the Written Torah. More able candidates may give examples of its impact on everyday Jewish life, such as dietary laws or Bar Mitzvah.

- (c) 'The Tenakh is out of date.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

On the one hand candidates may argue that the Tenakh will always have meaning for the Jews as it is seen as inspired by G-d, or that without it the faith of Judaism would not exist. They might argue, however, that the years that have passed since that time have led to parts becoming outdated or corrupted. Candidates may refer to the different perspectives of orthodox and progressive Jews.



**Mark Scheme 2308  
June 2005**

Picture: Guru Hargobind Ji

- 1 (a) Describe how Sikhs celebrate Divali. [8]

Answers are likely to include a description of Divali celebrations including special Gurdwara activities. They might also refer to, for example, the value of shared activity and joy, as at any festival of lights; the reinforcement of beliefs about good fighting evil. They may also specify that the festival celebrates the Sikh historical link to release of Guru Hargobind Ji.

- (b) Explain how the celebration of Gurburbs might strengthen the Sikh community. [7]

Some effects will be the same as melas such as Divali but Gurburbs, anniversaries of the gurus, are only celebrated by Sikhs and are a reminder of their history and solidarity. Candidates are likely to refer to a specific example. The Gurburbs in the specification are: birthday of Nanak Dev Ji (founded the faith; born 1469 Talwandi in Punjab); birthday of Gobind Singh Ji (who founded Khalsa and made Guru Granth Sahib Ji the last guru), martyrdom of ninth guru Tegh Bahadur Ji in Delhi in November 1675, supporting Hindus and Sikhs of Kashmir against forcible conversion to Islam.

- (c) 'Religious people should live for today and forget about the past.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Sikhism in your answer. [5]

Good arguments may be based on either practical or philosophical points. Some may wish to consider Sikh beliefs about the afterlife and about living according to *sewa* as well as contrasting this with other religious or secular beliefs.

- 2 (a) Describe what is meant by *sewa* (service for others). [8]

Answers should explain that *sewa* is service, either to the divine or to humanity. Candidates may look at the different ways in which *sewa* can be performed.

- (b) Explain how *sewa* might affect the life of a Sikh. [7]

Picking specific examples of types of *sewa*, candidates may consider how performing *any* particular type or types of *sewa* might affect the life of a Sikh both practically and in strengthening belief.

- (c) 'Being a Sikh is mainly about helping others.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Answers may agree or disagree. Much of Sikhism is about helping other people both as individuals or as a community whilst belief and religious practice must also be viewed as important.

- 3 (a) Describe a Sikh funeral ceremony. [8]

Answers should describe cremation and may also comment that although this is the main practice, burial is not considered wrong. The body is washed and clothed with

the 5Ks; the fire is lit by a close relative; sohilla is sung; ardas is said at the end; ashes are scattered in a river; there are no impressive tombs.

(b) How might belief in rebirth affect the life of a Sikh? [7]

Some credit for showing understanding of belief in reincarnation - it may be more appropriate to cross credit to (a) but good responses will probably concentrate on the effects of this belief on moral behaviour e.g. towards other people and towards all forms of life.

(c) 'Religious people should not be afraid of dying.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Sikhism in your answer. [5]

Good discussion should have a thoughtful religious dimension and there should be some consideration of Sikh beliefs about the afterlife as well as a consideration of other religious or secular beliefs in relation to the statement.

4 (a) Describe a Sikh initiation ceremony (Khalsa). [8]

Although many candidates may seek to put this into the religious context of its origins there should be a description of the ceremony of five Panj Pyare preparing amrit, then drinking it five times, five times sprinkled into the eyes and into the hair. In addition answers may include: Anand Sahib; Ardas; random reading, and Karah Parshad.

(b) Explain how a Sikh initiation ceremony might affect the life of a believer. [7]

Focus of good responses will probably be on reminding a person of their duty. Traditionally the wearing of the kesh, kangha, kirpan, kachs and kara goes back to the founding of the khalsa when all Sikh males were given name Singh 'lion-hearted'. Symbolism will remind them of the qualities required of their duty to the Khalsa e.g. long hair - symbol of devotion; comb - discipline; sword to fight for justice; shorts for moral purity or readiness for action; bracelet - unity with God, with the Khalsa and eternity. Wearing the five Ks encourages unity and sense of identity etc. Being a member of the Khalsa shows that these beliefs have been demonstrated publicly and so there is more onus on the person involved to set a good example and live a good life

(c) 'Going through a special ceremony does not make a person religious.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Sikhism in your answer. [5]

Good responses are likely to debate the motives of taking part in a special ceremony such as an initiation. Some may consider that, at least in relation to Sikhism, these are not sacraments as in Christianity, and that this concept might affect the response to the statement.

5 (a) Describe how Guru Nanak Dev Ji started Sikhism. [8]

Description of how Guru Nanak Dev Ji started Sikhism and special features of his message. Answers will probably include some of the following: e.g. weary of the

trouble in fifteenth century Punjab between Hindus and Muslims; himself a Hindu of Kshatriya caste but influenced by Kabir who tried to reform Hinduism with some Muslim ideas. Nanak received call at river when he disappeared for three days; had been to God's court. Put revelations to music; went on four great journeys. Finally settled in Kartarpur where he established a Sikh community. Believed there is One God - ik onkar - who is worshipped by all faiths; no idolatry - God is worshipped in the heart - ritual ceremonies and images are not needed - praise of God and doing God's will are the best worship. All people are equal; no castes. Still believed in the transmigration of souls and the law of karma rather than the Last Judgement.

(b) Explain how Sikhs might show respect for the teachings of the Gurus in their daily lives. [7]

Credit practical signs of respect such as reading about their example but good responses are likely to identify some key Sikh concepts such as the importance of doing God's will in order to live in harmony and peace with self and others and some applications of teachings of specific gurus about, for example, equality.

(c) 'All the Gurus are equally important.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Sikhism in your answer. [5]

Good candidates, though considering reasons for other points of view, are likely to show understanding that the quotation is supposed to be true as far as Sikhism is concerned and may explain why. They are likely to base arguments on earlier parts of this structured question, implicitly or explicitly.

**Mark Scheme 2309  
June 2005**

## **INSTRUCTIONS FOR EXAMINERS**

### **GENERAL POINTS**

Before starting to mark scripts, please ensure that you are familiar with the following:

- (a) The specification
- (b) The prescribed text(s) (where appropriate)

### **PRINCIPLES UNDERLYING THE MARK SCHEME**

This examination tests the extent to which candidates are able to fulfil the Assessment Objectives:

Candidates should be able to:

<b>AO1</b>	recall, select, organise and deploy knowledge of the specification content;	[40%]
<b>AO2</b>	describe, analyse and explain the relevance and application of a religion or religions;	[35%]
<b>AO3</b>	evaluate different responses to religious and moral issues, using relevant evidence and argument.	[25%]

Examiners should mark according to the statements defining levels of response. This Mark Scheme includes a section outlining the characteristics of answers at four levels of response for each of the three objectives. You should study this thoroughly. The guiding principle for Examiners in applying the Mark Scheme to answers is to remember the concept of Positive Awarding. Therefore, marks should be awarded for appropriate responses to reasonable interpretations of the question.

In the Mark Scheme there are no instances where answers are specifically excluded or required. What is included is information for Examiners, provided as guidance for what one might reasonably expect to find on a script. All appropriate answers therefore have the potential to be credited. It is perfectly possible for a candidate to achieve the highest level of response using a different argument or different information from that which appears in the Mark Scheme.

There are no instances where candidates are penalised for their response. In some instances parts of questions may be interdependent. Candidates answering one part incorrectly will not, therefore, necessarily penalise themselves in subsequent, related parts. The incorrect answer is ignored and marks are awarded for the correct response.

It must be assumed that Examiners are capable of answering the questions on the paper and so they can award the appropriate level of response to the candidate. The detailed marking schemes are there as suggestions of what might be found in the answer. Examiners should not check whether the content of the marking schemes is in the answers but rather be guided by the Levels of Response and the concept of Positive Awarding. Checking on what is not in the answer almost always leads to lower marks than are indicated by the Levels of Response.

No account should be taken of the quality of Written Communication in the answers themselves, this mark is awarded separately, for the specified question only. In the same way there are no marks to be lost or gained for the transliteration of words from non-Roman alphabets.

Examiners must bear in mind that throughout these specifications, except where specifically noted, candidates may answer exclusively from a denominational perspective of their choice.

Full instructions on non-subject-specific aspects of the marking process are to be found in the OCR 'Instructions for Assistant Examiners' book issued with the stationery; examiners should be familiar with this, particularly noting any changes from previous sessions, before attending the Standardisation meeting.

**USING THE MARK SCHEME**

- (a) All scripts must be marked in red, except for those initially marked in pencil prior to the Standardisation Meeting.
- (b) Each page of a script must display some indication that it has been seen and read by the Examiner.
- (c) The Level of Response achieved will be apparent from the mark awarded for each part of the question, which should be written in the right hand margin. There is no overlap in marks between the Levels of Response and therefore there is no need to write anything other than the mark.
- (d) Examiners should use the full range of marks available within the Levels of Response and not hesitate to award the maximum where it is deserved.
- (e) Examiners must not exceed the total marks allowable for the Level achieved or the total allowable for the part of the question.
- (f) The ringed total at the end of the question should represent the total of the marks recorded in the margin.

**MATRIX TO BE USED FOR AWARDING MARKS  
ACCORDING TO LEVELS OF RESPONSE**

<b>Mark Weighting</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
8	1-2	3-4	5-6	7-8
7	1-2	3-4	5-6	7
5	1-2	3	4	5

**LEVELS OF RESPONSE**

The statements which follow should be used to determine the appropriate level of response for each objective. They should be applied as appropriate to the question and as the assessment of the work of an average 16 year old.

**AO1**

The candidates' work will show at:

Level 1 [1-2]	<b>An attempt</b> to answer the question. The inclusion of a small amount of relevant information. Some facts may be reported in outline only. Answers may be simplistic and the essential information ignored.
Level 2 [3-4]	<b>A valid attempt</b> to answer the question. Some of the relevant information will have been selected with evidence of organisation. Information may be stated but lacking in detail.
Level 3 [5-6]	<b>A competent</b> attempt to answer the question. Selection of some relevant material with appropriate development.
Level 4 [7-8]	<b>A good response</b> to the question. A fairly comprehensive account of the range and depth of relevant material.

**AO2**

The candidates' work will show at:

Level 1 [1-2]	<b>An attempt</b> to answer the question with limited understanding of religious language and concepts and of the relevance and application of a religion. There will be few explanations offered. Limited ability to recognise the relationship between an issue and the study of religion. Some facts may be reported in outline only. Answers may be simplistic and the essential issues ignored.
Level 2 [3-4]	<b>A valid attempt</b> to answer the question with some understanding of religious language and concepts and of the relevance and application of a religion, although lacking in detail. The ability to make simple comparisons and recognise similarities and differences. Some ability to recognise the relationship between an issue and the study of religion.
Level 3 [5-6]	<b>A competent attempt</b> to address the question with a wider level of understanding of religious language and concepts and of the relevance and application of a religion. The ability to recognise the relationship between an issue and the study of religion. The ability to recognise and handle religious issues.
Level 4 [7]	<b>A good response</b> to the question with the demonstration of a good understanding of religious language and concepts and of the relevance and application of a religion.



**AO3**

The candidates' work will show at:

Level 1 [1-3]	<b>An attempt to answer the question.</b> A statement of the obvious, a one-sided judgment with little or no argument.
Level 2 [4-6]	<b>A valid attempt to answer the question.</b> An expression of one opinion directly related to the issue raised with an argument offered in support of it or a simple statement of two points of view.
Level 3 [7-8]	<b>A competent attempt to address the question.</b> The ability to recognise some of the significance of the issue raised. The expression of opinions directly related to it supported with some use of relevant evidence and argument.
Level 4 [9-10]	<b>A good response to the question.</b> The ability to recognise some of the significance of the issue(s) raised and to express valid opinions about different points of view supported by relevant evidence and argument. <b>Reference must be made to the religion studied.</b>

### The Assessment of WRITTEN COMMUNICATION

Candidates are required to:

- present relevant information in a form that suits its purpose;
- ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

Where appropriate they should also use a suitable structure and style of writing. The candidates' level of Written Communication is assessed according to the following levels **in a single question** as specified on the question paper – in this case the first question answered. 'A form that suits its purposes' does not *require* the use of continuous prose, though the highest level will probably only be reached by the use of continuous prose.

Below Threshold performance	0 marks	
Threshold performance	1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; text may not always be legible.
Intermediate performance	2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy; text is generally legible.
High performance	3 marks	Candidates spell, punctuate and use the rules of grammar with almost faultless accuracy, deploying a range of grammatical constructions; text is legible.

- 1 Describe the teachings in the religion(s) you have studied about spreading the faith. [8]

Good responses are likely to refer to commissions about evangelising appropriate to the religion(s) with sensible examples of witnessing, proselytising or missionary endeavours or non-proselytising as well as comments about personal life of believers being a testimony to others.

- 2 Look at Source A  
Describe the attitude of the religion(s) you have studied towards music and sport. [8]

There is likely to be a wide variety of responses and there will probably be equally viable approaches to this question. Candidates should cover both music and sport but not necessarily in equal amounts. They may approach these topics in a general manner or choose to focus on particular examples in these media areas in which they have an interest. Good responses are likely to have included the attitude of religion(s) to fun, entertainment, recreation, stewardship of time and money, whilst also showing understanding of the range of attitudes in the religion to the material universe and the physical human body.

- 3 Explain the attitudes of the religion(s) you have studied towards sex and violence in the media. [7]

Candidates might continue themes related to music and sport following on from the previous part but they are free to change tack if they wish to do so. The better responses are likely to refer to and demonstrate some understanding of religious principles and/or specific teachings and might demonstrate awareness of the range of attitudes which exist in the religion(s) they have studied.

- 4 Look at Source B  
Explain why working in the media might affect a person's religious life and beliefs. [7]

Any feasible effects and justifications are acceptable. Good responses might be expected to address not only both how and why but also both life and beliefs and are likely to include positive effects not merely the negative aspects. Specific examples might be helpful but full marks might be attained also by those who approach the question not so much from a media familiarity angle as from a more general theological approach.

- 5 'All the people involved in making a religious programme or film should be believers in that faith.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to the religion(s) you have studied in your answer. [10]

Good discussions are likely to consider the purpose of the film, the target audience and any media issue the candidate has made relevant e.g. religious and moral issues of truth, responsibility, integrity, censorship, equal opportunities etc. The best responses might be those which attempt to tie together all the themes from the previous questions. Candidates are free to accept or reject views about whether or not there is a dichotomy between religion and everyday life though, whatever their stance, the more balanced arguments might show some evidence of having discussed this issue during their studies.

# **Report on the Units June 2005**

**2391 - Christianity through a study of Luke or Mark.**

**General comments**

Generally, there was a good standard of performance this year, which covered a wide range of attainment. A significant number of candidates did exceptionally well. The vast majority gave good or competent answers and pleasingly, the weaker candidates attempted all the answers. Most had a good understanding of the focus of the questions and had been prepared to answer them, in line with the assessment objectives, especially part (c) questions. There is still a marked tendency for candidates from some centres to write at length on part (c) and too briefly on part (b) of questions. More centres entered candidates for the Mark's gospel section this year.

**Comments on Individual Questions:**

**Section A. Luke.**

- 1 (a) Give an account of the Parable of the Lost Son. [8]

This proved to be an accessible question for most. There were some excellent, accurate accounts. Almost all who knew the story answered well. Most could recall the main details of the parable and the younger son's repentance and could paraphrase the interaction between the father and the elder son. Even if some candidates were not clear about how the story began, they ended up on the correct lines and almost all recognised the elder son as jealous of the father's forgiveness. Weak answers were in the minority and were generally from candidates who invented their own story.

- (b) Explain how Jesus' teachings about forgiveness might affect Christians today. [7]

This was answered in a variety of ways. Some students gave good examples of Jesus' teaching such as the Lord's Prayer or Jesus on the cross and others focussed on the parable in (a) and gave cogent examples of how Christians might be affected by these. The best responses included forgiveness from God leading to forgiveness of others and the need for repentance. However, there were a significant number who did not refer to any teaching on forgiveness or used the catch-all phrase 'love your neighbour'. Some strayed from the point of the question and gave vague answers on Christian behaviour, which included charity and prejudice.

- (c) 'Some actions cannot be forgiven.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Most candidates had decided views on this topic and developed their arguments to show different points of view. The best answers explored the possibility of human forgiveness and linked it to forgiveness by God. Murder and rape were seen to be amongst the most unforgivable sins and some answers became confused and unclear as to what other attitude should be taken when forgiveness was not possible. Some candidates omitted to refer to Christianity and limited their achievement to level 3.

- 2 (a) Describe what happened when Jesus healed a Sick Woman. [8]

Good responses included, either by quotation or paraphrase, all the main details of the story. The best answers demonstrated knowledge of Jesus' words to the woman in verse 48. Competent responses could outline the story but were vague on details of Jesus'

## Report on the Units taken in June

response. Weak answers mostly invented their own details to fill in the gaps in their knowledge.

- (b) Explain why the stories of Jesus performing healing miracles are important for Christians. [7]

The examiners noted that candidates found this question challenging and, in awarding marks, allowance was made for the apparent difficulty of the question. However, candidates from some centres generally answered well. The best answers linked the story in (a) or other miracles with sickness today and how a person's faith can be helped by the stories of Jesus performing healing. Some explained the influence on Christians in choosing a career in nursing or medicine or voluntary work. As in Q.1(b) some expanded their answer to include all kinds of voluntary and charity work and lost focus, however, due credit was given where appropriate.

- (c) 'Christians should believe that Jesus' healing miracles really happened.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

The strongest answers explored different approaches to a theological understanding of the topic and were aware of the different views in different strands of Christianity. Others made more simplistic arguments for belief or non-belief in miracles based on belief in the bible as true and personal choice etc. Many were able to achieve levels 3 and 4.

- 3 (a) Describe the arrest of Jesus. [8]

Candidates who knew the text well scored maximum marks. However, although this was a fairly popular choice of question, it was not generally well answered. The majority gained level 2 and level 3 marks because details were confused or responses did not include any of Jesus' remarks. Some candidates wrote about the Last Supper, the arrest and the trial in a superficial way, which only gained them a valid level of marks for the few words spent on the arrest.

- (b) Explain how Christians might show courage in following their beliefs. [7]

Some excellent and good responses explained that professing and practising belief requires courage in many countries including Britain and gave examples of Christians who followed their vocation and showed personal courage by evangelising and helping others. The more disappointing answers made vague generalisations about Christian living and implied that living a moral life required courage as opposed to living an immoral one.

- (c) 'Jesus should not have chosen Judas as a disciple.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

There was evidence that candidates enjoyed answering this question and almost all were sympathetic to Judas and his human frailty. The best argued theologically about the inevitability of Jesus' betrayal and Judas' role in fulfilment of divine destiny. Only the weakest argued about Jesus' lack of judgement and many of these could argue a different view that whatever his character Judas should have been given a chance.

- 4 (a) Give an account of **one** resurrection story from Luke's gospel. [8]

This was not a popular question and the performance was generally disappointing. Many candidates merged two or more of the accounts together in a very superficial way, often adding details from John's gospel. Only a minority gained level 4. Some candidates paid heavily for mistaking the resurrection for the crucifixion.

- (b) Explain why some Christians believe in life after death. [7]

The best answers focussed on the word 'why' and gave evidence of the resurrection and Jesus' teaching on the Kingdom of God as good reasons for influencing Christian belief. Too many answers failed to gain the higher levels because they wrote only of Heaven and Hell in simplistic terms. 'Rejoining loved ones' and 'not afraid to die' were also popular reasons given in weaker answers. The tendency was to concentrate on what Christians believe rather than why they might believe it. Some confusing answers included reincarnation.

- (c) 'It should not matter which religion a person follows.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

This was answered well overall. Some strong opinions were expressed and many wrote about tolerance and freedom of choice. Some of the best answers used text from Luke to support their view that Jesus treated all equally regardless of their religion. There were some pertinent references to the first commandment and thoughtful arguments about the stance Christians should take towards other religions. However, there were also some oversimplistic references to Protestants and Catholics being different religions and other faiths worshipping different gods. Only a very few candidates failed to refer to Christianity.

#### Section B. Mark.

- 5 (a) Describe the arrest of Jesus. [8]

Good responses mostly paraphrased the main details of the arrest of Jesus in the Garden of Gethsemane. The best responses included Jesus' remarks and a description of the young man in verses 51 and 52 as an important feature in Mark's account. However, there were some weak and inaccurate answers that relied heavily upon the picture stimulus and invention.

- (b) Explain how Christians might show courage in following their beliefs. [7]

Comments made on Q.1(b) are also relevant here. A significant number of candidates gave good examples of the personal courage shown by famous Christians. However, there were a number of candidates who misinterpreted the question and wrote about the actions of the disciples before and after the arrest.

- (c) 'Jesus should not have chosen Judas as a disciple.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

The majority of candidates made an excellent attempt to respond to this question. Most answers assessed the betrayal by Judas as good reason for assuming his bad character but also saw Jesus as infallible, although some did question his judgement. However, as in answers to Q.3(c), the best responses showed understanding of the human frailty of Judas and his role in the divine destiny of Jesus. Some expressed compassion for his plight in being caught up in God's plan. Most answers offered different points of view.

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- 6 (a) Give an account of **one** occasion when Jesus appeared to break the Sabbath Law. [8]

This was answered with varying degrees of success. Some conflated two accounts. Others ignored the word 'Sabbath' and wrote about other events, which limited their achievement. A fair number of candidates accurately recorded the main details of the Sabbath Cornfield incident, which was the most popular choice.

- (b) Explain why Jesus' actions are a good example for Christians to follow. [7]

Generally, the answers to this question were disappointing. The majority were vague and only about Jesus actions, being 'good' and therefore a good example. Only a few focussed on the reasons why he appeared to break the Law and the implication for the advantages and disadvantages of rule following today. Very few explored any link between Jesus' attitude to the Sabbath and the attitudes today.

- (c) 'Jesus should have obeyed the Law.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Examiners noted that some candidates struggled with overlap between material for answers to (b) and (c) and cross credit was duly allowed between both parts. The best answers recognised the importance of Torah Law in first-century Judaism and offered views on actions Jesus could have taken to avoid conflict over the Law whilst acknowledging that conflict with the authorities was inevitable. There were some superficial arguments equating Jesus' actions with law-breaking today which were worthy of some credit but which lacked any depth of understanding.

- 7 (a) Give an account of the preaching of John the Baptist and the baptism of Jesus. [8]

Most candidates had some idea about the passage on Jesus' baptism but few were able to write anything about John's teaching, although his appearance was described. The best achievement was mainly limited to level 3 marks. Weaker candidates did not attempt this question.

- (b) Explain how the story of the baptism of Jesus might influence Christians today. [7]

The majority of answers showed understanding of baptism as a rite of passage. Some explained the importance of the commitment made in believers' baptism, following the example of Jesus' own baptism. The majority wrote about baptism and the cleansing of sin and beginning of new life. The vast majority achieved level 2 and 3 marks with an exceptional few gaining full marks.

- (c) 'A person who is baptised should go to church regularly.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

The best answers dealt with the status and commitment of a baptised person and what would be appropriate behaviour for them. The weakest answers wrote about church attendance with no reference to the context of the question.

- 8 (a) Describe Jesus' answer to the question asked by James and John. [8]

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This was not a popular question but a significant number of answers showed good knowledge of the question and Jesus' answer up to verse 40. Some excellent answers included Jesus' further comment in the following verses. Weaker candidates did not answer this question. Some candidates, seeking a second question, omitted part (a) and answered only parts (b) and (c)

(b) Explain why some Christians believe in life after death. [7]

A significant number explained what Christians believe but failed to explore the reasons why they might hold this belief. In the best answers the resurrection of Jesus was seen as the most important reason why Christians should believe in life after death. Some candidates explained the concept of Heaven and Hell in simple terms but became confused over circular arguments about afterlife and judgement. Most were able to gain credit for some competence. Some interpreted life after death as reincarnation.

(c) 'It should not matter which religion a person follows.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

The examiners' comments on Q.4(c) are also relevant here, candidates performed in a very similar, enthusiastic manner. Most expressed the need for tolerance and freedom of choice between religions. Candidates from some centres had thoughtful ideas about the stance Christians might take towards other religions but others were more rigid in their view. Some weaker candidates saw all non-Christian religions as worshipping other gods. Very few candidates used textual evidence to support their arguments other than the first commandment. Only a few failed to refer to Christianity in their answer.



## 2392/01 - Christian Perspectives on Personal, Social and Moral Issues

### General Comments

The vast majority of candidates were able to complete two full questions. Only a handful of candidates failed to observe the requirement to answer Q.1 and there was very little evidence of any candidates running out of time. Achievement tended to be higher in the (a) and (c) parts of the questions. Good responses in the (a) sections offered specifically Christian teaching drawn from the specification for this paper and from other sources. Whilst the questions do not ask for quotations from Biblical or Church sources, for the higher levels, candidates must provide answers which demonstrate sound knowledge of mainstream Christian attitudes to the issue in the question. Generalised responses limit the candidates' achievement to levels 1 or 2. As has been noted in previous years, a number of candidates offered the knowledge required in part (a), in part (b). Where possible, examiners credited this as part of the response to part (a), but inevitably the failure to offer the right sort of response in the correct section, inhibits a candidate's performance. The responses of many candidates to the section (b) parts of the questions were lacking in depth. The requirement is to explain ideas or account for the affect of Christian attitudes in certain areas. Whilst many candidates could respond along the lines of 'Christians do this because of the teaching of the Bible', a significant number could not elaborate further. Candidates should be encouraged to ask the question 'why?' again and again so they can demonstrate their understanding rather than expect examiners to fill in the blanks, which of course they cannot do. A high proportion of good or excellent responses were offered in the (c) evaluative sections of the paper. There were still some candidates, (many of whom were very articulate and otherwise able) who failed to offer more than one aspect of the debate posed by the stimulus, but a significant proportion of the candidature referred to two or more aspects with evidence, enabling them to achieve Level 3 or 4. Some responses to the (c) section ran to over one and a half pages leading to some time management problems for candidates and a possible loss of marks on later questions.

### Comments on Individual Questions:

1 (a) Describe Christian teaching about the sanctity of life. [8]

The picture stimulus was intended to draw attention to a life and death issue, which candidates could utilise in their description of Christian teaching about the sanctity of life. The best responses referred to appropriate teaching as suggested in the mark scheme and to the ideas of sacredness and ensoulment with reference to supporting biblical texts. Often these responses contained further elaboration with reference to the specific issue of abortion, euthanasia and in some cases, warfare. However, some examiners reported that candidates were unfamiliar with the term Sanctity of Life or that they appeared not to have studied it as a separate topic and struggled to offer teachings about it. A number of candidates appeared to be misled by the stimulus and wrote well-rehearsed discussions of the pros and cons of abortion. Examiners applied the principle of salvage to such responses and where appropriate credited the responses as part of the candidates response to part (b)

(b) Explain how Christians have responded to the issue of abortion. [7]

This question was intended, through the use of the flag word 'how' in the question, to enable candidates to show their knowledge and understanding of the relevance and application of Christian beliefs as suggested by the picture stimulus. There were many well-informed responses, which referred in detail to the pro- and anti-abortion responses of Christians, showing a good understanding of, for example, the pro-life and pro-choice positions. A considerable proportion of candidates however just offered an account of the abortion debate, which was acceptable as it is the intellectual as opposed to the practical response of Christians. However significant overlap between (a) and (b) occurred for some of these

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candidates as a result these candidates did not enhance their performance in the question overall.

- (c) 'Abortion is not a moral issue; it is only a practical matter.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

The majority of candidates grasped the significance of the statement pointing out that for those Christians who consider that life begins at conception, clearly the issue was a moral one as it involved killing a human being, whilst for other Christians it was a question of weighing up the practicalities involved – health of the mother, social effects of keeping the child and so on, against the value of the foetus. Some candidates were confused by the word 'practical', but examiners were often able to interpret their reference to reasons for abortion as examples of practical issues. More significantly, some candidates seemed at a loss as to what the word 'moral' actually meant or implied. Centres should be aware that candidates should be familiar with the content of the Background section of the specification for this paper.

- 2 (a) Describe the teachings Christians might use when thinking about family life. [8]

The best responses referred to the importance of love (agape) in a family and went on to detail examples of how a Christian family might express this. Many candidates stressed the importance of a secure parental relationship based on Christian marriage whilst others referred to the need for parents to respect their children and for children to obey the commandment to honour parents. The importance of caring for elderly family members was also emphasised by many candidates with appropriate Biblical support. A few candidates assumed that Christian families are stuck in a kind of mediaeval time warp, where the father dominates and the wife and children cower in obedience!

- (b) Explain the attitudes of Christians towards people who wish to marry again after divorce. [7]

Many candidates offered a discussion of the attitude of Christians towards divorce rather than attempt to address the real focus of the question. Whilst these responses could gain some credit, the best responses concentrated on the issue of remarriage after divorce. A good proportion of candidates alluded to the ambiguity of New Testament teaching on marriage and divorce and the majority could offer a distinction between the attitudes of the Roman Catholic and Protestant Churches toward remarriage. Detailed knowledge of these different positions was often impressive.

- (c) 'Christian children should always obey their parents.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

This stimulated some excellent and very mature discussions about the balance to be struck between obedience and respect in the relationship between parents and their children. Very few candidates believed that being Christian made any difference. The main issues were that at a certain age, parents could only expect obedience if they in turn respected their children and that children would be right to disobey abusive or evil parents.

- 3 (a) Describe Christian teaching about prejudice and discrimination. [8]

Many candidates answered this question well by considering different kinds of prejudice including racism and sexism with the sort of relevant Biblical information contained in the

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mark scheme. The parable of the Good Samaritan, quite rightly, figured strongly in many responses.

- (b) Explain how a well known Christian worked to overcome prejudice and discrimination. [7]

Martin Luther King was the most common choice of person with Trevor Huddleston as a close second. Many candidates confused South Africa, and America and the two systems of segregation and apartheid. Good responses referred to examples from the work of the person such as the bus boycott and the non-violent strategies in the case of King. It was pleasing to note that many candidates recognised the importance of the speeches, which King for example made, and of the impact of the words of the person as opposed to actions. Candidates who selected a person who was not a Christian clearly disadvantaged themselves although, as with the handful of candidates who offered the Good Samaritan or Jesus as well known Christians, examiners applied the principle of salvage where appropriate.

- (c) 'There is nothing wrong with being prejudiced.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

This generated very strong condemnation from a large number of candidates who felt that the mere suggestion that prejudice was acceptable was disgusting. As a result some candidates could not think of any other views to offer. However, in the evaluative section of the question, it is not necessary to offer opposing ideas on every occasion. Different slants on the same view are acceptable. Some candidates successfully discussed the difference between prejudice and discrimination, suggesting that whilst prejudice is generally undesirable and abhorrent in some cases, it is discrimination, which is the outcome of prejudice, that really matters.

- 4 (a) Describe Christian teachings about the issue of birth control. [8]

A good proportion of the candidature applied Biblical or Church teaching as required to this issue. Awareness of the effects of different methods of birth control and their morality was evident in some responses. Several examiners reported that candidates misunderstood the term birth control, taking it to mean controlling the process of labour. Other candidates read abortion for birth control, which was less of a problem and something could usually be salvaged from their answers.

- (b) Explain the ways in which Christians might react to a person who is terminally ill and has asked to die. [7]

Many of the best responses referred to prayer, the search for Biblical guidance and support and love as ways in which Christians might react. Others suggested that Christians would recommend referral to a hospice as part of a positive approach based on the Christian view that life, even in its terminal stages, is God given and should be treasured. A few candidates assumed that Christians would readily respond to a request for euthanasia, as a loving act whilst others focused entirely on the euthanasia debate and to their detriment, did not attempt to apply it to the thrust of the question.

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- (c) 'People should be allowed to choose when to end their lives.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Candidates responded well to this and in the best responses referred to the importance of the family of the person involved, the purpose of suffering and God's plan for humanity as well as the 'quality versus quantity of life' debate.

**2392/02 - Christian Perspectives on Personal, Social and Moral Issues (Roman Catholic)**

**General Comments**

Assistant examiners felt that the paper was appropriate and that candidates were well prepared for most of the questions; however this was not true of Q.1 which suffered the problems outlined below.

Some candidates are still making it hard for examiners to work out which question they are trying to answer by not following the rubric to write the question number in the left hand margin including the sub-sections a, b, c. Many started at 'a' and kept on writing leaving the examiner to trawl through a couple of pages of script to find where one section ended and another started.

**Comments on Individual Questions:**

1 (a) Describe Roman Catholic teachings about fertility treatment. [8]

In this question many candidates had difficulty in understanding the meaning of 'fertility treatment'. Some centres had clearly taught this well and so their candidates knew the difference between fertility treatment and the procedures which avoid fertility (contraception and abortion). In general responses to this question can be roughly categorised as follows:

- The weaker answers which offered little or poor attempts.
- The answers which demonstrated some understanding but confused fertility treatment with contraception or abortion.
- The answers which latched on to the word 'fertility' and attempted to write about 'sanctity of life', contraception, abortion and IVF all in the one answer. Some of these, obviously aware of the deficiencies in their understanding, tended to hedge their bets and wrote about the principles common to all of these without mentioning a specific area of moral teaching.
- The answers which managed a response level of 3 to 4.

It is also worth noting that many of these candidates were confused about 'Natural Law' and the 'Laws of Nature'. Also many candidates had seemingly been taught that the Catholic Church allows AIH rather than the actual teaching of the CCC 2376. Some candidates did in fact quote the context correctly and many emphasised the importance of not 'breaking the sacred bond of marriage by involving a 3rd party'. Within some centres there were a significant number of pupils who appear to have a common understanding that IVF is acceptable if the egg and sperm belong to the married couple and that no 'spare' embryos are created and quoted the CCC as the source.

(b) Explain how these teachings about fertility might affect a Roman Catholic. [7]

Many candidates appeared to struggle with what this question was asking for and either re-stated their responses of (a) or gave a simple statement (repeated in various forms) that the teachings would mean the couple would be unhappy or go against their faith. Very few candidates explored adoption or alternative vocation. The good responses included how a Roman Catholic might support others in the same predicament or how they might view the actions of others and how they could raise awareness.

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- (c) 'Roman Catholics should have the right to use contraception.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

The majority of candidates gave a good response to this part of the question with clear reasons to support their answers. For example they explained the difference between natural birth regulation and 'unnatural' regulation and backed up their statements with church teaching. A small number digressed into the details of abortion as a form of contraception. Many candidates wrote at length and with passion. But many forgot to make the 'faith' connection other than a reference to 'Roman Catholic'. A high proportion of candidates talked about the priority of the procreative aspect of sex. The unitive was dismissed as a non-essential.

- 2 (a) Describe Roman Catholic teachings about the relationship between husbands and wives. [8]

This question was one of the more popular attempted by the candidates. Almost every centre had covered this well. Some candidates still need to be reminded that the biblical teaching is called for. There was little detail of what the bible says about marriage, although most candidates had clearly studied the marriage service and what the Church says about that. Some candidates seemed keener to explore the negative aspects of the relationships e.g. adultery, divorce and annulment.

- (b) Explain how the Roman Catholic Church might help with problems between husbands and wives. [7]

Many candidates produced a good overall assessment of the work of Marriage Care and Relate and the role of the priest and the parish. As well as the kinds of advice these organisations can provide, candidates also explored the support of prayer both from Priests and other groups in the parish.

- (c) 'Marriage is the only way a man and a woman should live together.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Candidates produced a variety of suggestions reflecting different scenarios of male/ female living arrangements outside of marriage. Many of the candidates mentioned 'flat mates', house sharing, students and even grand-parents who are living with their partners in their response. There seemed to be a general struggle to refer to Christianity within this part of the question. A number of candidates clearly had definite ideas about the benefits of getting to know someone first through living together.

- 3 (a) Describe Roman Catholic teachings about discrimination. [8]

Generally there were a good to very good responses to this part of the question with a variety of sources chosen – even Moses appeared in one paper. There was a lot of the Bible teaching that God says all people are equal. There were some candidates that seemed convinced about being 'sent straight to Hell – to Burn!' if they did not comply with the teachings!

- (b) Explain how Roman Catholics might help to fight discrimination. [7]

Unfortunately some candidates still concentrated on the life and works of Martin Luther King and only implied that he might be a good role model. The majority of these responses also stated that not only was he a Catholic but often an ordained Catholic Priest. Some also

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mentioned Trevor Huddleston in detail. Many candidates showed good understanding of the need for and suitable methods of action. Many candidates mentioned the 'women priests' issue and the better responses did not just refer to the official Church teaching they also challenged that through the role of the 'Marys' in the gospel, Deborah in the Old Testament and Mother Teresa.

- (c) 'Discrimination can be a good thing.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Many floundered here or waffled or got indignant - how could anyone be so silly as to think that discrimination could ever be positive. Teachings were often repeated from earlier parts of the question to support their arguments. A few saw the point that in order to fight discrimination from the past we may need to positively discriminate in the present.

- 4 (a) Describe Roman Catholic teachings about the value of human life. [8]

This was not a popular question; however those candidates who did attempt it had a reasonable understanding of what was meant by sanctity of life. Some were able to look at one or two scripture texts but few had any idea of what is said in any Church documents.

- (b) Explain how these teachings might affect a Roman Catholic thinking about euthanasia. [7]

Most of the candidates who attempted this question were unable to go beyond a repetition of the material they had already used in part (a). There seems to be some confusion between showing how much knowledge they have and being able to demonstrate application of this knowledge.

- (c) 'A human being has the right to die with dignity.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

While some candidates were able to discuss the issues involved in the right to die with dignity, many were unable to apply any Christian understanding to their responses. Too many still gave into the temptation to write general answers to the question with no evidence that they know that Christians might have their own responses to this kind of question.

## 2393/01 - Buddhism

### General Comments

Overall this was a well answered paper which achieved good differentiation, allowing the most able candidates to shine whilst ensuring that most candidates achieved reasonably well. Candidates were generally well prepared for this exam and it was gratifying to see far more candidates this year who are aware that the Buddha is not regarded as a god. There was ample evidence of good teaching and the overall standard was noticeably better than last year. There were a few centres where incorrect information appeared across the board and this has been addressed in the section on individual questions, however, taken as a whole, the candidates appeared better prepared than last year and were more able to grapple with the spiritual teachings of Buddhism. Some of the most able candidates struggled to finish the paper but this was quite rare and there were very few, if any, rubric infringements.

### Comments on Individual Questions:

1 (a) Describe how a Buddhist might perform puja. [8]

This tended to be well answered with most students achieving well. Some were only able to describe meditation pointing out, correctly, that this is done as part of puja in some instances. Credit was given for this. Others described the objects commonly found on a shrine and sometimes their symbolic meanings but did not describe what was actually done during puja. The most able candidates gave detailed and rounded descriptions including differentiation between approaches to puja in different Buddhist traditions, even though this is not specifically required by the Short Course specification. Overall this question was well answered and candidates achieved good marks.

(b) Explain how performing puja might affect the daily life of a Buddhist. [7]

This question did not score as well as part (a) as far too many candidates did not move beyond describing negative affects such as the fact that puja takes up time and prevents Buddhists from doing other things. These answers did not move beyond level 2. The most able candidates provided some excellent answers considering the contrast between the monastic and lay routines and discussing puja as a means of gaining merit or achieving 'Right Mindfulness'.

(c) 'Meditation is more important than worship.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Buddhism in your answer. [5]

The majority of candidates agreed with the statement noting, correctly, that the Buddha is not considered to be a god and concluding that worship therefore has limited importance. A few did not manage to move beyond this one sided view point, although they explained it well. The better candidates went on to consider the value of puja as a tool for approaching enlightenment or contrasted Buddhism with other religions such as Christianity. Most candidates reached level 2 quite comfortably on this question with a high proportion achieving level 4.

(2) (a) Describe how a Buddhist might celebrate Wesak. [8]

This was generally well answered with most candidates scoring well. A few mixed up what they knew about different festivals, notably New Year, or gave very generalised answers about chanting, bringing offerings to temples, visiting stupas and so on. Those who did give specific answers on Wesak tended to do so very well.



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- (b) Explain how taking part in a festival might help to strengthen the faith of a Buddhist. [7]

This was less well answered with a lot of very generalised answers about getting together with other Buddhists, having fun and, more worryingly, 'Feeling closer to Buddha'. Some did give excellent answers, however. Many considered the idea of festivals as a useful way of introducing children to the complicated ideas and teachings of Buddhism. The best answers discussed festivals as an opportunity to gain merit, particularly through dana, and taking on extra precepts; and as a chance to refresh their knowledge of the Dharma.

- (c) 'Festivals are not an important part of Buddhism.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Most did well here, with the majority of candidates able to identify two points of view. Many were aware that festivals are not generally considered to be as important in Buddhism as in some other religions and discussed the possibility that they could be unhelpful to a Buddhist by causing attachment. They then discussed the benefits of festivals and came to a balanced conclusion. The majority of candidates here managed to achieve a level 4.

- 3 (a) Describe what Buddhists mean by the term 'enlightenment'. [8]

This question was the most popular of the elective questions. Despite the fact that it was quite an abstract question most candidates managed to answer to at least a basic level. Basic answers talked about the 'meaning of life' and not needing to be reborn (although one or two thought enlightenment guaranteed a good rebirth.) Some candidates described how the Buddha gained enlightenment rather than what it is. Some outstanding answers to a potentially difficult question discussed the concept of nibbana in impressive detail and related it to the Three Poisons and the Wheel of Rebirth, describing how the Buddha's teachings would allow one to reach it. The good answers here were really outstanding.

- (b) Explain how following the Noble Eightfold Path might help a Buddhist to achieve enlightenment. [7]

Many candidates did not move beyond a list (and a few invented some of their own!). There was a tendency for candidates to write everything they knew about the Eightfold Path rather than reading and attempting to answer the question. The most successful candidates moved beyond a description and related the Eightfold path to the Four Noble Truths and the Three Poisons explaining, often very well, how and why the Eightfold path could offer an escape. Many also discussed various ways in which merit could be gained from following the Eightfold Path. A few included inaccurate information such as the idea of the Eightfold Path as a ladder to be climbed one step at a time.

- (c) 'Only a member of the Sangha can achieve enlightenment.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Many candidates managed to reach level 4 on this question. Many realised, correctly, that there are several possible interpretations of 'Sangha' in this context. Very basic answers concluded that anyone can reach enlightenment since Buddhists believe everyone is equal. A few candidates interpreted the question to be about whether more than one member of the Sangha could achieve enlightenment or not. Most of the successful answers suggested that enlightenment was easier for the monks and nuns as they have fewer attachments and distractions, but possible for anyone who follows the Middle Way. A few successfully contrasted the attitudes of Mahayanans and Theravada Buddhists to this question. Some also discussed whether it was necessary to be a Buddhist in order to be enlightened and of these some did so very successfully.

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- 4 (a) Describe the main features of vipassana meditation. [8]

This question was almost universally ignored and of those who did attempt it several did so only because they had attempted to answer every question. Those who did attempt it did not generally do so well with only one or two achieving full marks. Most gave a generalised description of meditation.

- (b) Explain how practising meditation might affect the life of a Buddhist. [7]

The few who attempted this generally did so reasonably well. There were some negative answers about not having time to do other things, or very vague answers about “feeling relaxed”, but some managed to talk about reflection on the Dharma or meditation as a way of reaching enlightenment.

- (c) ‘Meditation is the most important part of Buddhism.’  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Many answers were in the affirmative as meditation is the way to reach enlightenment. Most answers here were quite generalised, naming various other aspects of Buddhism as an alternative suggestion but usually without offering any rationale or justification.

## 2394/01 - Christianity

### General Comments

Candidates of the full range of ability seemed to find the paper accessible and the questions differentiated well.

For all three assessment criteria, scripts were marked according to levels of response. Cross accreditation was awarded by examiners where appropriate. Each year candidates are coping better with the questions which examine evaluative skills. In general, however, more arguments tended to be based on accurate knowledge with some vestige of understanding and candidates remembered to consider other views and to refer to Christianity, but some wrote at too much length on the final parts of each question than is warranted for five marks. On the whole, there was not much evidence of candidates running out of time and much to suggest they were using their time effectively. Far less candidates this year attempted the strategy of addressing all the questions but large numbers of obviously capable candidates only attempted the first question.

Examiners also commented that, though it was obvious that many candidates, of the full range of ability and of any religious persuasion or none, had benefited from their studies and thoroughly enjoyed the course, there was some evidence to suggest that not all the topics on the specification had been covered completely.

### Comments on Individual Questions:

- 1 (a) Describe what is said and done at the baptism of an infant. [8]

This compulsory question was usually better addressed than the chosen second question. Most candidates managed to include font, water and priest and describe what was happening which suggested that the stimulus photographs worked well though some weaker candidates did not know the name for the font and used words like sink, tub, basin and bowl. There were many good detailed accounts which included, besides the white frock and eye-witness detail, chrisms, candles, the promises made on behalf of the child, the sign of the cross and words invoking the names of the Trinity.

- (b) Explain the meaning and importance of baptism for Christians. [7]

There were many competent and good responses. Candidates were free to explain the significance of infant baptism or of believer's baptism or both rites of passage in general. Some made reference to grace, sacraments, original sin and Holy Spirit. Very few thought to make reference to obeying the command to be baptized or the on-going commitment to leading a life by Christian teachings. Most referred to blessings on the child from God, being accepted by the supportive local church community, joining the whole Christian family of believers, following Jesus through the waters of baptism and washing away sin.

- (c) 'Bringing up children in the Christian faith is a difficult task.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

There were many different approaches to this question which were equally acceptable and often excellent. Very few seemed to know or think to explain what being brought up as a Christian might entail apart from negative aspects. The best responses often made reference back to the fact that godparents, the Christian community, the vicar and God were there to help make the task less difficult.

- 2 (a) Describe how Christians celebrate Good Friday and Easter Sunday. [8]

Some examiners had a few centres which gave detailed excellent accounts of church services held on Good Friday and Easter Sunday but many examiners reported that, though this question was popular, it was often weakly or badly tackled by whole centres. Candidates had very little idea of what was done apart from remembering the death of Jesus. Quite a few candidates had Jesus rising on Good Friday and there was much confusion with Palm Sunday whilst some thought Maundy Thursday followed Ash Wednesday and Shrove Tuesday. A lot of candidates made reference to the reincarnation of Jesus on Easter Sunday. Some credit was given for Easter eggs and hot cross buns.

- (b) Explain what Christians believe about the Trinity according to the Apostles' Creed. [7]

Some candidates muddled the Trinity with Trinity Sunday. There were some excellent responses from candidates who used the opportunity to quote or paraphrase relevant parts of the Apostles' Creed and explained about belief in the three persons, God the Father, God the Son and God the Holy Spirit but many candidates totally ignored the reference to the Apostles' Creed or used the Nicene Creed.

- (c) 'Pentecost (Whitsun) should be as important for Christians as Easter.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

The marking scheme points out that, 'Competent discussions do need, however, to be based on accurate knowledge and understanding of what is being celebrated at Whitsun and Easter'. There were many incompetent discussions. An enormous number of candidates had no idea what Pentecost (Whitsun) is despite it being itemised in the specification. Some guessed that it must be another festival and managed to some extent to argue that all festivals must be equal.

- 3 (a) Give an account of the teaching in the Sermon on the Mount about forgiveness. [8]

Some examiners wrote in their reports that they felt that many candidates had not been taught the set text. Several candidates gained a little credit for writing about forgiveness in general rather than specifically relating it to the Sermon on the Mount in Matthew 5-7. Good responses gave specific references such as the comment after the Lord's Prayer 'if you forgive others... God will forgive you ...but if you do not' or used other relevant parts of the Sermon about not judging others or about anger, revenge and love for enemies.

- (b) Explain the importance of the two great commandments (Mark 12:28-34) for Christians. [7]

This was another set text which seems not to have been taught in some centres. Credit was given for quoting the two commandments or placing them in context in the set passage (Mark 12:28-34) but good responses to the question tended to focus on developing an explanation of the importance of each of the two commandments as principles to guide Christian living. Some excellent scripts explained that the two positive principles are a summary of the Ten Commandments and then they connected this passage with other teachings especially the teaching in Matthew 5 where Jesus emphasised the spirit of the law not only the letter of the law. Some candidates tried to write about two of the Ten Commandments or simply invented two of their own.

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- (c) 'It is impossible to live by Christian teachings.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Some candidates were somewhat baffled by the question because they thought there was nothing to discuss. In their opinion, Christianity, compared with other religions, has no rules and teachings. Others gave one-sided views which suggested they saw Christianity as restrictive and some of these put the focus of the argument on the issue of sex before marriage. There were some excellent responses, however, arguing how far applying positive principles is easier or harder than obeying negative rules or using material from the set texts in order to debate issues such as whether or not the examples in the Sermon on the Mount are meant to be literally obeyed or are an ideal to aim towards which focuses on intention and positive principles like those in Mark 12:28-34 and whether or not this might be achieved by the enabling power of the Holy Spirit. Some candidates tried to revamp material they had used for Q.1(c), with various degrees of success.

- 4 (a) Describe how some Christians celebrate the Eucharist. [8]

Examiners commented that a disturbing numbers of candidates left this blank and it was obvious that many candidates had no idea what the Eucharist is despite it being itemised in the specification. Some admitted to having no idea about the topic. The word 'celebrate' led some to assume it was a festival. Candidates were not asked to name the denomination but in good responses it tended to be obvious. Full descriptions tended to place the celebration in the context of the ministry of the Word or the service of the denomination, made clear exactly who officiates and how the sharing of the bread and wine is administered and had some reference to prayers of thanksgiving. Some candidates would have preferred to be asked why Christians celebrated the Eucharist but the better ones used parts of the service such as the reading or prayers to incorporate this information and so made it relevant to the wording of the question.

- (b) Explain how a minister might strengthen the life of a Christian community. [7]

There were some good thoughtful responses. The phrase 'might strengthen' led some candidates only to suggest ways a minister could improve on the present performance or enlarge the congregation. All legitimate interpretations were acceptable but, however they were reading the question, it seemed to be the perception of many candidates that vicars try to make church fun and organise charity events. This question had the poorest quality of responses according to some examiners. They commented that only a few candidates gave any reference to encouraging prayer and Bible Study, let alone any consideration of the sacramental part of the Christian ministry.

- (c) 'It does not matter if a Christian minister is male or female.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Examiners' reports used adjectives such as 'excellent' and 'interesting', indicating that this was generally well answered though the main weakness was that many discussions were about sexual equality and human rights with very little reference to the Bible. Only a few candidates were able to state the case for male ministers e.g. within the Roman Catholic or Orthodox tradition.

**2394/02 - Christianity (Roman Catholic)**

**General Comments:**

Overall, candidates were well prepared for this paper and able to show their knowledge and understanding of Catholic teaching and practice. This year many answers were well supported with bible references. Most students offered different points of view when evaluating the quotation in part (c) but some failed to achieve top marks by not including a reference to Roman Catholic or other Christian views.

Questions 1, 3 and 4 were a popular combination which reflected a sensible choice, as there was a high level of knowledge and understanding on these topics. Those who did choose Questions 2 and 5 were generally able to offer well-informed answers. Some weaker candidates however did not know what Pentecost was and made some poor guesses, which lead to some very strange part (c) answers.

**Comments on Individual Questions:**

Picture: The Virgin Mary

- (a) Describe Roman Catholic teachings about the role of Mary. [8]

This was well answered by many students. Almost all knew that the Virgin Mary was specially chosen to be the Mother of the Son of God. In particular many students had very good technical language at their fingertips to describe Catholic teachings on Mary – Immaculate Conception, Assumption, Mediatrix, Intercessor, Mother of the Church, second Eve and many commented on the fact that she was held in high regard rather than worshipped by Catholics. Weaker candidates quoted the Hail Mary and offered some comment on its meaning for Catholics

- (b) Explain how Mary might be a role model for young Roman Catholic women. [7]

Most candidates knew how Mary could be regarded as a role model through her faith and trust in God and obedience to God or as an inspiration to the likes of Mother Teresa. Many saw a call to purity, not having an abortion and her mother's role as inspirational. Weaker candidates rarely rose above a role model for teenage mums and those thinking of sex before marriage.

- (c) 'Saying the Hail Mary makes a person a good Catholic.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Candidates generally did well on this question, many offering other ways to be a good Catholic and the importance of other prayers such as The Lord's Prayer for Catholics. Many took the opportunity to list the many actions that might contribute to making a person a good Roman Catholic.

- 2 (a) Describe Christian teachings about Pentecost (Whitsun). [8]

This was not a popular choice but was well answered by most of those who chose to do it. They were able to offer an excellent description of Pentecost and teachings about this feast day. However, few stated that this day was the birthday of the Church and a significant number confused this celebration with Holy Week.

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- (b) Explain how belonging to the Charismatic Movement might affect the life of a Roman Catholic. [7]

This was generally answered well. Candidates were able to see the benefit of belonging to the Charismatic movement in terms of worship and evangelisation. For weaker candidates this question attracted rather woolly answers, e.g. 'Belonging to a charismatic movement may have a dramatic affect on the life of a Roman Catholic'.

- (c) 'Pentecost is more important than Easter'.  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

On the whole this was well answered with students finding it easy to see both sides of the issue. Some however attempted this question with a good knowledge of Easter but no knowledge or understanding of Pentecost.

- 3 (a) Describe the ways in which Roman Catholics may receive the sacrament of reconciliation. [8]

Many candidates missed the main thrust of the question, which was to describe the 'ways' of receiving reconciliation. As a consequence, those who offered only a description of Reconciliation were not able to gain full marks. Many were able to suggest one or more selections from private prayer to God; Baptism; the penitential rite in Mass; receiving the Eucharist; making amends personally, as one 'way' and the Sacrament of Reconciliation as another. Surprisingly few offered Sacrament of the Sick and even fewer Reconciliation services or the concept of general absolution. Some confused Reconciliation and Communion.

- (b) Explain how receiving the sacrament of reconciliation might affect the life of a Roman Catholic. [7]

Again candidates were well prepared and readily commented on the Catholic experience of fresh start, unburdened conscience and renewed relationship with God. Many were able to offer personal experiences. Some were also able to explore the affect that people who feel forgiven may have on the community.

- (c) 'Asking for forgiveness is seen as a sign of weakness.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Most answers remained at the 'self help book' level of it being difficult but necessary to face up to failings. Some candidates found it difficult to refer to Christianity in their answer and waffled around the topic without any sense of direction; better answers were well able to assess the implications of the issue. In particular some commented on Christ's example of offering and asking for forgiveness and its importance in the Catholic Church as a sign of strength, not weakness. This was well supported with Bible references

- 4 (a) Describe what is said and done at a Mass. [8]

This was probably the best answer for most students. They were well prepared to answer all of the questions on the Mass and even weaker candidates found it relatively easy to make mark-earning comments on the main features of the Mass. Better candidates organised their answers well and focussed on the Liturgy of the Word and Liturgy of the Eucharist. Weaker answers gave a lot of detail about the beginning of the Mass, running out of steam as they

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came to the Liturgy of the Eucharist. There was some confusion that the bread and wine represented the body and blood of Christ.

- (b) Explain how attending Mass might affect the life of a Roman Catholic. [7]

Again candidates were well prepared and readily commented on the positive Catholic experiences of celebrating the Mass. Better candidates commented on the inspiration of the Dismissal. As with Q.3 a significant number of candidates were able to see the link between worship and action in the community.

- (c) 'Roman Catholics must attend Mass every Sunday'.  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Although generally well answered, surprisingly few candidates referred to the Catholic teaching on mass attendance. Some even stated that it was not 'mandatory' and that 'it was not stated anywhere that Catholics should go to Mass on Sunday'. Many seemed to feel a need to justify their own non-attendance.



## 2395/01 - Hinduism

### General Comments:

Some centres had prepared their candidates very well for this paper. There was, however, a tendency across many centres to struggle with Q.1 which raises questions as to whether all students had been adequately prepared for this part of the specification. Generally weak answers on this question across many centres slightly depressed the performance of candidates this year although the full range of marks was accessed and the paper generally achieved good differentiation. All other questions were answered reasonably well by the majority of candidates. There were few rubric infringements with almost all students completing the paper. A few, inevitably, attempted to answer all the questions.

### Comments on Individual Questions:

- 1 (a) Describe the god Krishna and what Hindus believe about him. [8]

This question was not well answered. A worrying number of candidates ignored the stimulus altogether and described deities with four, six or three arms or an elephant's head. Others attempted to use the stimulus but failed to recognise the flute and came up with some very inventive and imaginative explanations as to why Krishna might be carrying a stick! Some managed a basic description of Krishna and were aware of stories to do with his youth. Many confused him with Rama, and while the majority correctly identified Radha as Krishna's consort they went on to explain erroneously, that Krishna and Radha are regarded as the ideal of a married couple. The few who answered this question well did so extremely well, discussing the relationship between Krishna and Brahman, and the way in which Krishna is regarded by different Hindu groups including the ISKCON. One or two discussed the relationship between Krishna and Radha as an allegory about bhakti between Krishna and his devotees.

- (b) Explain how stories about Krishna might affect the life of a Hindu. [7]

Those who struggled with part (a) inevitably struggled here as well. Some gave generally negative answers about worshipping Krishna leaving no time for anything else. Some were aware of the stories of Krishna's mischievous youth and thought this might encourage Hindus to be 'relaxed' or 'laid back', or the children to be naughty. Many went down the blind alley of Krishna as a sort of divine 'marriage counsellor' who might encourage Hindus to be kind and faithful to their husbands or wives. Some considered careers a Hindu might be encouraged to take up as a result of following Krishna with varied results. Again, good answers tended to be very good indeed, considering care for the environment and a discussion of ahimsa in the light of the Bhagavad-Gita.

- (c) 'Devotion to a god is the most important part of Hinduism.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Very few answers indeed picked up on the idea of bhakti as one of a number of different paths to moksha in Hinduism, although again, those that did, did so very well. A much more common approach was to discuss the merits of worship of a particular deity as opposed to Brahman. Those who took this approach generally did so well and were successful. Many suggested other aspects of Hinduism, often karma as more important although they often struggled to explain why. Others suggested things such as festivals, failing to recognise that these also represented devotion to gods. Candidates generally performed better on this question than in (a) or (b) and the full range of marks was used.

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- 2 (a) Describe what Hindus mean by the terms 'samsara' and 'karma'. [8]

This was a popular question, and on the whole it was very well answered. Common mistakes were to mistake samsara for samskara, or to answer on only one of the two words. Most candidates, however, managed a good description of both terms linking them to the ideas of dharma and moksha. This was the most popular of the elective questions and candidates had obviously been well prepared for it.

- (b) Explain how belief in moksha might affect the life of a Hindu. [7]

Again there was evidence of good teaching in this question and candidates were clearly well prepared with most managing a good explanation. The weaker answers gave vague ideas about 'being good' and 'helping people' and there was some confusion as to what exactly was meant by moksha (as indeed there is within Hinduism!) although this did not affect the marks scored on this question. Better answers gave a thorough analysis of the relationship of karma and dharma to the possibility of reaching moksha, although there was evidence of some confusion between varnashramadharma and sanatana dharma among the most able students.

- (c) 'This life is the only life that is important.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Most candidates here gave entirely competent or good answers. There was a general discussion of the affect that believing or not believing in re-incarnation would have on the answer to the question, and the majority contrasted their own beliefs with those of Hinduism. Some of the stronger answers suggested that a Hindu would also agree with the statement as this is the only life in which we can do anything to affect our fate by earning karma, and we cannot remember past lives. A few candidates interpreted this question to be about whether it is only your own life that is important or if others' lives are equally important. Some of these were good answers mentioning karma and ahimsa and they were fully credited.

- 3 (a) Describe some of the objects that a Hindu might use in puja. [8]

Most candidates gave a good basic description although some did not progress beyond a list. A few discussed the symbolism behind the objects used, often very successfully; while others described in detail how and why each object was used. This question was well answered by the majority of those who attempted it.

- (b) Explain how performing puja in the home might affect the life of a Hindu. [7]

The simplest answers concentrated on the negative aspects such as having to give up a portion of the house or needing a lot of time that could not then be spent on other things. Basic answers in the positive spoke of feeling 'calm' or 'relaxed'. Many candidates, however, gave very thoughtful and insightful answers about worshiping together as a family and the role of the mother in puja. Some went on to explain how worship might lead a Hindu to follow the example of the deity they were worshipping and becoming a better person. Some mentioned karma and worship as a way to achieve moksha.

- (c) 'You don't need rituals to help you worship God.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Hinduism in your answer. [5]

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Most candidates managed a balanced discussion on this question and all understood what was meant by 'rituals'. Some discussed the fact that since God is everywhere and in everything rituals should be unnecessary, contrasting this with 'tradition' or 'feeling closer to God', although few suggested that the rituals might be necessary in order to reach God. A few of the stronger answers suggested that the symbolism behind the objects and actions associated with puja might help a Hindu to think about God.

4 (a) Describe how a Hindu might celebrate Holi. [8]

This was the most popular elective question and most answered reasonably well. Weaker answers gave a generic description of festivals in general and a very few confused Holi with Diwali. Many were aware that there was a connection between Holi and Krishna but were very confused as to what the connection was. Some were aware of the story of Holika and Prahlad but attempted to re-cast Krishna in the leading role. There were, however, many excellent answers to this question and again there was evidence that the majority of candidates were well prepared for it. Some of the stronger candidates discussed differences between the way the festival is celebrated in India and in Britain.

(b) Explain how taking part in a festival might help to strengthen the faith of a Hindu. [7]

Again, this question was generally answered well. Weaker answers were generic and talked about 'feeling closer to God' and 'having a good time' and the ubiquitous 'relaxing'. Some discussed festivals as a way of gaining karma (although few specifically mentioned bhakti.) and some discussed the usefulness of festivals for teaching children or remembering stories with a religious message. Some answers went on to suggest that festivals had a particularly important part to play for Hindus in Britain as they helped to bring together a more scattered community. Most performed well on this question.

(c) 'It is easier to feel close to God at a festival than at any other time.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Hinduism in your answer. [5]

There was generally a good discussion here about the merits of communal versus private devotion. The majority of candidates managed to give a balanced discussion and achieved full marks. Many highlighted the advantages of a festival including communal worship while this was contrasted with the idea that Brahman was everywhere all the time, or that it can be easier to worship in quiet or private. Some good answers suggested that you could feel closer to particular deities during the festivals associated with them, whilst you were close to Brahman all the time.

## 2396/01 Islam

### General Comments:

For all three assessment criteria, scripts were marked according to levels of response and the questions seem to have provided opportunities for candidates of a wide range of ability to demonstrate their skills. There were some excellent responses but also a number of extremely weak centres including one centre where most of the candidates confused Islam with Hinduism. Some candidates still seem to be unaware that each individual question is structured in three parts which are intended to guide the candidate through the whole topic. Many candidates, however, are coping better with the questions which examine evaluative skills. More discussions tended to be based on accurate information and candidates usually remembered to consider other views and to refer to Islam but there is still use of the 'for' and 'against' columns full of confused points and without adequate conclusions.

Once again, examiners have made the plea that candidates identify the two questions on the grid on the front of the answer booklet. Some candidates are not even numbering the questions or the parts of the question when they write the answers. Some centres seem not to have instructed their candidates to write the number of the examination on the cover sheet nor checked that they have written the correct candidate number. Examiners also had difficulties because some registers were not complete. A number of examiners commented on the fact that many centres had issued large booklets despite the fact that most candidates needed less than four sides of paper.

### Comments on Individual Questions:

1 (a) Describe how Muslims prepare for prayer. [8]

This part of the compulsory stimulus question was generally well answered and many responses gained full marks. Most candidates mentioned ritual washing, covering head, removing shoes, using prayer mat, facing Makkah. Good responses went on to focus the description on wudu with some detail. Examiners commented that only the highest achieving scripts included niyyah (intention).

(b) Explain the meaning of the movements during prayer. [7]

This section evoked some poor responses but provided differentiation. Description gained some credit but the best candidates concentrated on explanations of the symbolism of the movements in the rakahs e.g. standing to acknowledge the greatness of Allah, bowing in respect and prostrating in total submission through to turning head to right and to left to bless fellow worshippers or to greet the two angels.

(c) 'People need to have set times for prayer.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Islam in your answer. [5]

The question seemed to be accessible to all levels of ability and there were some excellent discussions but there were also some very weak one-sided responses which were vaguely pro prayer in general terms. Good arguments were based on accurate knowledge e.g. about the timing for salah set out in the Qur'an. Some competent discussions considered the value of regular prayer times as opposed to the danger of such religious practices becoming habitual, shallow and hypocritical.

2 (a) Describe how Muslims celebrate Id-ul-Fitr. [8]

### *Report on the Units taken in June*

This was the most popular optional question and many candidates gave quite detailed answers. Some seem to have studied festivals in general rather than studying the two major Islamic festivals from the specification and, inevitably, others confused the Ids though they managed still to gain some credit. Some candidates gave vivid descriptions of the social activities among families but their responses were lacking in the religious aspect. Good descriptions of celebrating the end of Ramadan tended to include not only the waiting for the new moon, the cards, presents, new clothes and feasts but also the services in the mosque or in a large place, the payment of Zakat-ul-Fitr and visiting graves of dead relatives.

- (b) Explain why Muslims keep Ramadan. [7]

There were many competent responses and most candidates knew what Ramadan is. Some candidates gave very general religious reasons for fasting but good responses were rooted in Islam. Examiners expressed surprise that there were few references to sawm as one of the Five Pillars and hardly any to the revelation of the Qur'an. The majority put feeling affinity with the poor above the spiritual struggle but this may be a product of the high profile of global poverty in recent months.

- (c) 'A fast is more important than a festival.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Islam in your answer. [5]

Some candidates wrote very generally about fasts and feasts and others simply agreed at length that fasts were important. The better candidates discussed the issues with arguments based on what they had written about Ramadan and Id-ul-Fitr. Many thoughtful answers evaluated the link between the festival and the fast and the importance of both. Some candidates were hindered in presenting their case by a lack of knowledge and understanding of the religious significance of the festival.

- 3 (a) Describe how the body of a Muslim is prepared for burial and buried. [8]

This was a popular question. Responses varied widely from centre to centre. Some confused candidates wrote about mummifying the body and funeral pyres. Many candidates were determined to write about the time before death and did so irrespective of the wording of the question. Apart from the few who did not persevere until the body was actually buried, the majority of candidates who chose this option gave fairly full descriptions e.g. ritual washing, ghusl, prayers, anointing, three sheets of white cloth (five for women), carried to cemetery, head turned so facing Makkah, burial in earth (in West often in an open inverted coffin), simple name not elaborate tombstone.

- (b) Explain how beliefs about the afterlife might affect the way Muslims live. [7]

Some credit was given for descriptions of beliefs, apart from those describing reincarnation, but a few candidates wasted a lot of time and effort on scenarios of life in heaven and even more on recounting the lurid terrors of hell. Good responses tended to be those which made the wording of the question the focus of the explanation and gave examples of how these beliefs might affect attitudes and behaviour, long term and/or short term, in daily life. Weaker candidates simply kept repeating general ideas on the lines of 'good behaviour leads to heaven and bad to hell'.

- (c) 'It is a waste of time thinking about life after death.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Islam in your answer. [5]

## Report on the Units taken in June

Examiners reported that there were some interesting thoughtful responses to this question. Some candidates were so caught up in analysing whether or not there is life after death that they forgot to refer to Islam in their answer. Many competent responses developed points made in the earlier parts of the structured question and tried to balance concerns about this life and the next. Some candidates, however, seemed to think Muslims do not believe in an after life at all but, possibly, were interpreting 'life after death' as reincarnation.

- 4 (a) Give an account of how Muhammad **D** was called to be the Prophet of Islam. [8]

This was the least popular question and only the very best scripts contained details about the call on the Night of Power in 610 CE by Jibra'il to recite. Many candidates had taken the question to be an invitation to write a very general life of Muhammad **D** and their responses, which gained some credit, tended to concentrate on his honesty, kindness and concern for the general condition of society at the time.

- (b) Explain what was special about the message of Muhammad **D**. [7]

There were some very simplistic responses explaining about the message being special because there was an angel or about the Qur'an being special rather than addressing the actual wording of the question. The best explanations tended to emphasize the concept of revelation or that the Qur'an is the words of Allah and also to include the content of the message of the Qur'an about the need for people to worship Allah rather than idols and the inevitability of judgement if they refuse to follow the straight path. Some excellent scripts made reference to the continuity with past messages but this was not essential for full marks.

- (c) 'It is impossible for Muslims in the modern world to follow the teachings of Muhammad **D**.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Some examiners reported that candidates had not 'got to grips with' this question whilst others said whole centres did it well. The range of answers did not reflect the typical responses to similar evaluation questions in previous years. There were some very one-sided arguments trying to verify that Islam is totally out of touch with the modern world and responses where the candidates seemed to think the question was a sort of code which indicated they had to write about Lesser Jihad as 'an issue' in the modern world. Examiners expressed concern that some candidates who identified themselves as Muslim were interpreting the question as if the sentence had read that it is impossible to be Muslims in the modern Western world. One heartening moment, however: a new examiner's report recognised the dedication of other teachers working in many different types of schools. She commented that marking the variety of scripts had given her a renewed enthusiasm for teaching Religious Studies.

## 2397/01 - Judaism

### General Comments

The majority of candidates attempting this paper had once again been prepared effectively. The most significant difference from previous years was the difficulty that some candidates had with the compulsory question about the High Holy Days and this had an impact on the marks received in those cases. The other questions appeared to be equally popular, with individual centres leaning towards certain combinations. The best responses dealt with Jewish beliefs about G-d and the importance of the main features of the synagogue. Whilst the full range of abilities was present, there was clear evidence of outstanding teaching, and significant commitment from teachers and candidates alike. Many candidates were able to demonstrate a useful knowledge of Hebrew terminology. Distinctions were often made between beliefs and practices within the Orthodox and Progressive communities. In some questions this worked well, but some candidates were inclined to suggest that being a Progressive Jew involves very minimal commitment. Some candidates misinterpreted the rubric for this paper, most notably answering all sections or ignoring the compulsory question. In general, good use was made of the time available, though some of the weaker candidates had written very little, in some cases just a few words. The evaluation component is increasingly effectively answered. No questions provided insurmountable problems, though inevitably some were better answered than others, as the following observations should make clear.

### Comments on Individual Questions:

- 1 (a) Describe how Jews celebrate Rosh Hashanah (New Year). [8]

As indicated earlier, this question was not as well answered as previous compulsory components. There was significant confusion between the two days. Some candidates produced generalised responses that might have applied to any Jewish festivals. Descriptions of Shabbat or Pesach were sometimes provided. Performance generally varied between centres, with the best describing key aspects of the festival at home and in the synagogue. Reference to the Days of Returning were welcome in any, or all, parts of this question.

- (b) Explain the importance of Yom Kippur (Day of Atonement) for the Jewish community. [7]

If candidates knew why Yom Kippur is such an important day in the Jewish calendar, then this question was well answered. There was a tendency to confuse the day with Yom Hashoah, which also impacted on the evaluation as well. There was a tendency for some responses to be too descriptive in nature, without looking at the impact of the festival on the community. The more able candidates explained the main themes of Yom Kippur as well as exploring the meaning and importance of individual traditions and rituals.

- (c) 'Yom Kippur is the most important day in the Jewish calendar.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

This question was comparatively well answered, with very many candidates knowing enough about Yom Kippur to provide a case for its importance, and offering occasions like Pesach or Shabbat as alternatives. Some candidates were confused by the term 'calendar' and offered arguments in favour of rites of passage, especially Bar Mitzvah and marriage. The tendency of some to contrast Orthodox and Progressive attitudes did not work especially well on this question. Needless to say, there was no preferred conclusion, but the importance of Yom Kippur was generally recognised.

## Report on the Units taken in June

- 2 (a) Describe what Jews do when a family member dies. [8]

There were some very impressive and detailed responses to this question. Candidates sometimes restricted themselves to the funeral service or traditions that are associated with shiva. Others included details about events prior to death and then the Chevra Kaddisha, and went on to refer to erecting the headstone and eventually yahrzeit. There was a significant amount of Hebrew terminology, used accurately included by many candidates which was welcome.

- (b) Explain what Jews believe about life after death. [7]

There were some excellent answers from the more able candidates, whilst some weaker candidates found very little to say, or confused Jewish beliefs with those of eastern religions or Christianity. The best responses made reference to ideas about the Messianic Age, resurrection of the body and beliefs about being with G-d. Some explained that Jewish beliefs about the afterlife are not as clear as in other belief systems. The most successful attempts reflected a number of sources and excellent preparation by teachers.

- (c) 'Jewish mourning rituals are helpful to the mourner'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Responses to this question were well structured and tended to focus on the extent to which a structured grieving process might be beneficial and enable the bereaved to return to normality most effectively. Whatever conclusion was reached, candidates tended to provide balanced and reasoned answers. Candidates were justified in re-employing information from Q.2 (a). Candidates largely included explicitly religious content in their discussions leading to high marks.

- 3 (a) Describe what Jews believe about G-d. [8]

The majority of candidates who attempted this question tended to answer it well, making reference to various Jewish beliefs about G-d, especially ideas like creator, omnipotence, omniscience and so on. Candidates did not only look at the expected definitions, however, but also at His role and purpose in history. In particular, the more able outlined the idea of G-d's relationship with the Jews as the chosen people, which led into the next question. A small number included beliefs only relevant to Christianity.

- (b) Explain what Jews believe about covenant [7]

Where the candidate fully understood the question, then the explanations of the idea of covenant were good. There was some confusion between Abraham and Moses, and between 'covenant' and 'commandment'. Some responses did not really extend beyond the covenant with Abraham and, perhaps as a result of this, spent a lot of time on Brit Milah. The best attempts included some form of definition of 'covenant', an account of the significance of the covenant with Abraham and an explanation of the implications of the covenant on Sinai.

- (c) 'Jews have good reasons to believe in G-d.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

This question seemed to provoke some of the best answers. Candidates tended to focus on events in Jewish history as evidence for Jewish beliefs, and then contrasted this with the suffering during the Holocaust. Alternatively, candidates discussed the impact of science and technology on the credibility of Jewish beliefs about G-d. This clearly led to balanced



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and reasoned responses with plenty of religious content, and consequently high levels were achieved.

- 4 (a) Describe the roles of the rabbi and the chazan (cantor). [8]

This was a very well answered question in the case of those who were well informed of both the rabbi and the cantor, however, some candidates were inclined to write about the former at the expense of the latter. Whilst there was no expectation that the response should be divided equally between both roles, each needed to be referred to if the highest level was to be reached. Reference was often made to the role of the rabbi in festivals, rites of passage and as a legal expert.

- (b) Explain the importance of the main features of a synagogue. [7]

This was another very well answered question. Candidates were frequently able to explain the importance of key features like the Aron Hakodesh, the Bimah, the Ner Tamid and the Sefer Torah. The more able were inclined to make distinctions between Orthodox and Progressive synagogues. Some went onto write about the role of the synagogue in the community as a place of meeting, prayer and study. The main concern with this question was that a small number of candidates did not get beyond a list, or description, of the main features.

- (c) 'A Jewish community does not need a synagogue.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

In general, this was another very well answered evaluation question. The best responses often discussed the relative merits of the home, as opposed to the synagogue. Almost all candidates recognised some of the significance of the question, and were able to explore the role that the synagogue has within a Jewish community. Particular emphasis was placed on the reading of the Torah, the support of the rabbi and the importance of worshipping with other people for a sense of solidarity and community.

## 2398/01 - Sikhism

### General Comments:

Responses to the paper were generally good, with the majority of candidates demonstrating a sound knowledge of the topics studied. Weaker candidates demonstrated at least a basic knowledge. Section (b) answers still show that many candidates find it hard to relate belief to practice and need to consider the effects of belief upon action with more empathy.

### Comments on Individual Questions:

1 (a) Describe how Sikhs celebrate Divali. [8]

A number of candidates clearly had no idea what Divali celebrated and gave generic answers with no specific information. This is a worrying indication that they simply had not studied a part of the specification. Many candidates could, however, give details of how the festival is celebrated, including lights, Gurdwara activities and fireworks etc. Better answers related the origin of the festival (the release of Guru Hargobind Ji), and some explained the link with the Hindu festival. A few confused it with the Hindu festival and related stories about Rama and Sita.

(b) Explain how the celebration of Gurpurbs might strengthen the Sikh community. [7]

Again, a number of candidates clearly had no idea what a Gurpurb was, some even stating this in their response. Some candidates linked these only to the birthdays of the Gurus but better candidates were able to make the link to the death and martyrdom of some Gurus. A number of specific examples were given. The idea of community and common purpose was understood by the majority of candidates. Shared history was also mentioned by many.

(c) 'Religious people should live for today and forget the past.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Sikhism in your answer. [5]

Some candidates related the question to the idea that faith comes from history and therefore cannot be valid without remembering the past. Others took the view that the past cannot be changed and therefore should be forgotten. Better candidates were able to comment on both viewpoints. Some found it hard to relate specifically to Sikhism.

2 (a) Describe a Sikh funeral ceremony. [8]

There were many excellent responses to this question. Most candidates could describe the rituals associated with death and the variations between rituals in this country and in India. All candidates who attempted this question had at least a basic knowledge of a funeral ceremony and the associated mourning rituals.

(b) How might belief in rebirth affect the life of a Sikh? [7]

Good candidates considered the need to be 'gurmukh' rather than 'manmukh' and the efforts to achieve good karma. Many were also able to relate their answers to samsara, karma and mukti. Weaker answers considered the need to do well to avoid a bad reincarnation. Some candidates considered the possibility of rebirth as an object – possibly as a result of inaccuracies in some texts.

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- (c) 'Religious people should not be afraid of dying.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Sikhism in your answer. [5]

All candidates could offer a response to this. Many related it to Sikh beliefs about the afterlife. The most common response was that many people are afraid of the unknown, but that for some belief helped to overcome that fear.

- 3 (a) Describe the Sikh initiation ceremony (Khalsa) [8]

Many candidates described the first formation of the Khalsa that took place on Baisakhi day. Some only related this historical event. Credit was given for any aspects that related to the initiation ceremony itself. Better answers combined the historical event with initiation today. The majority of candidates who did this had a sound knowledge of all details of the ceremony.

- (b) Explain how a Sikh initiation ceremony might affect the life of a believer. [7]

Many mentioned the responsibility felt by an initiate and the fact that an initiate has to live by a stricter code than others. Some dwelt on negative aspects but most saw it as a positive affirmation of faith.

- (c) 'Going through a religious ceremony does not make a person religious.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Sikhism in your answer. [5]

Generally there were good responses from candidates centring around the idea that faith comes from inside rather than outside a person.

- 4 (a) Describe how Guru Nanak Dev Ji started Sikhism. [8]

This was a straightforward question for the majority of candidates. Many could offer a variety of events in the life of Guru Nanak Dev Ji. Weaker candidates were unable to link events with dates or places. Better answers include the spread of the faith as a result of the journeys made by Guru Nanak Dev Ji.

- (b) Explain how Sikhs might show respect for the teachings of the Gurus in their daily lives. [7]

Candidates had no problems with this question. Most considered a variety of ways respect is shown to the Guru Granth Sahib Ji, and many considered how Sikhs follow the teaching of the Gurus, as well as the celebration of Gurpurbs and the wearing of the five Ks.

- (c) 'All the Gurus are equally important.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

This was answered well by all candidates. Responses included the idea of equality on the one hand with a consideration of the importance of specific Gurus on the other.

2399 – Jewish Studies

**General Comments:**

There were insufficient candidates to produce a report on this paper.

- 1 (a) Describe how Jews celebrate Rosh Hashanah. [8]  
(b) Explain the importance of Yom Kippur for the Jewish community. [7]  
(c) 'Yom Kippur is the most important day in the Jewish calendar.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]
- 2 (a) Describe what happened to the Jews during the Twentieth-Century Holocaust. [8]  
(b) Explain how the Twentieth-Century Holocaust continues to affect the lives of Jews today. [7]  
(c) 'It is time for Jews to forget the Twentieth-Century Holocaust and forgive.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Judaism in your answer. [5]
- 3 (a) Describe the religious objects used in a Jewish home on Shabbat. [8]  
(b) Explain how religious objects might strengthen the faith of a Jew. [7]  
(c) 'All the most important aspects of Jewish life take place in the home.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]
- 4 (a) Describe the kosher laws as they apply to food. [8]  
(b) Explain how keeping the Jewish food laws might affect the life of a believer. [7]  
(c) 'Rules about food are as important today as they were in the past.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Judaism in your answer. [5]

**2301 - Christianity through a study of Luke or Mark.**

**General comments:**

The overall the standard of performance was good; in some cases remarkably so, with evidence of thorough preparation of candidates. With some exceptions, Luke's gospel was very well known and there were some excellent responses to text-based questions. In some large centres, that chose Mark, there was a wider range of attainment, which could be accounted for by centres entering the whole range of ability of students in Year 11.

Many gained full marks for part (a) of questions. There was evidence that candidates found some of the part (b) questions more challenging than others and there was a general tendency to repetitiveness rather than a development of points. Performance on part (c) continues to improve. However, although the vast majority of candidates showed discipline in the method of presenting evaluation arguments some showed a lack of discipline and maturity in content.

In general, examiners reported a high standard of written communication but there were some marked exceptions and performance seemed to be commensurate with ability.

**Comments on Individual Questions:**

Section A. Luke.

1 (a) Give an account of the Parable of the Lost Son. [8]

This was an accessible question and was well answered by the majority of candidates. Most wrote comprehensive, detailed accounts and included the younger son's repentance as well as the father's forgiveness and the elder son's reaction and his father's reply. Many candidates gained full marks. There were only a few very weak answers.

(b) Explain how Jesus' teachings about forgiveness might affect Christians today. [7]

A disappointing number of candidates failed to make the link that forgiveness by God for individuals should lead to their forgiveness of others. Some of the weaker answers followed the line of 'love one's neighbour' and 'forgiving others' in a bland, general sense and failed to focus on why there is a need for forgiveness. However, there were some excellent answers. The best answers showed understanding of Jesus' teaching and gave examples of practical applications. Some referred to the words of the Lord's Prayer and some were aware of Christian practices such as confession and the Sacrament of Reconciliation. A significant number of answers used events in the life of a well-known Christian to illustrate their points.

(c) 'Some actions cannot be forgiven.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

The majority of candidates attempted to give balanced views and many gained level 4. However, there was a marked difference across the ability range. Some wrote about unforgivable actions without mentioning examples. Others gave murder and rape as the most common examples of unforgivable sins but Christian teaching was not reflected, rather the focus was on the degree of suffering of the victims. The moral precept from the Bible that was most widely used in argument was 'thou shalt not kill'. There was a disappointing lack of maturity of argument in some answers and although many were disciplined in the method of presenting evaluation questions, there was a lack of discipline in the content.

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- 2 (a) Describe what happened when John the Baptist sent messengers to Jesus. [8]

This was not a popular question and was rarely attempted, although some of the answers were done well. Good responses gave details of John's question and Jesus' reply. Only the best responses included some description (but not necessarily all) of Jesus' speech to the crowd about John. Some attempted the question with little idea about the passage but performed better in parts (b) and (c).

- (b) Explain why the stories of Jesus performing healing miracles are important for Christians. [7]

Good responses were able to explain the importance of miracles as a demonstration of Jesus' power/ his identity as Son of God etc and/or explore miracles as demonstrations of God's compassion and mercy etc. However, some of these failed to develop their answer to show application. The best candidates were able to explain why the stories are important to enable Christians to carry on the healing ministry of Jesus in their daily lives. Only a few candidates explained the affect that Jesus' power to perform miracles might have on Christians in times of sickness or vulnerability. A number of weak candidates merely recounted a healing story.

- (c) 'Christians should believe that Jesus' healing miracles really happened.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

As for Q.1(c) above, some answers were fairly predictable. The majority considered that faith in miracles was a prerequisite for Christian commitment and provided only weak counter-arguments. However, there were some excellent answers, which evaluated the different views in different strands of Christianity. It was noted that the candidates who attempted this question without answering (a) lacked substance in their answers.

- 3 (a) Describe what happened at the Last Supper. [8]

This question was popular and remarkably well-done considering that Luke's account is short and complex. Many candidates were word perfect from the Eucharist service but not always accurate on the sequence of events in Luke 22. Positive marking ignored the most common mistake which was the foot washing from John's gospel. There were fewer weak answers for this question.

- (b) Explain why the Eucharist is an important part of Christian worship. [7]

The Eucharist can be a difficult concept for candidates to grasp but there were many good responses to this question and candidates' answers showed evidence of good teaching. Most were able to supply a wide range of issues connected with the meaning of the Eucharist. Some candidates gave detailed answers but omitted to explain the relevance to forgiveness of sins. Only a few candidates described how the service was carried out instead of explaining why.

- (c) 'Christians should expect God to answer their prayers.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

The best answers offered arguments about persistence, from the set text Luke 11:1-13 or Jesus praying at Gethsemane. Many of the responses argued that 'it just depends on what you are praying for' and emphasised the unselfish aspect of prayer. Few candidates alluded to any type of prayer other than intercession. A majority of candidates gave thoughtful and original answers and gained the higher levels.

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- 4 (a) Describe the arrest of Jesus. [8]

Good answers reproduced the details of the account in a clear and accurate way and a pleasing number of excellent answers recorded Jesus' remarks down to the statement regarding the darkness of evil taking over. Some, who gained level 2 and 3, knew some details of the arrest with varying degrees of accuracy but did not record Jesus' words. Some weaker answers described only the agony in the Garden or the trial and crucifixion.

- (b) Explain how Christians might show courage in following their beliefs. [7]

There were some excellent and some good responses which, for example, included examples of personal courage from the lives of Christians and showed understanding of the situation in countries where Christians are in a minority. However, there were a disappointing number who did not develop their answers beyond 'stand up for what they believe in' in a very general sense. A significant number of candidates interpreted 'courage' as commitment in the sense of attending Church etc.

- (c) 'Jesus should not have chosen Judas as a disciple.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Candidates appeared to have enjoyed debating this question, the human frailty of Judas was well understood and he generally received sympathy for his dilemma as being part of God's plan. Candidates of all abilities made an excellent attempt at this question.

- 5 (a) Give an account of **one** resurrection story from Luke's gospel. [8]

This was a popular question but the performance was varied. The best responses were from candidates who chose the Road to Emmaus or the Empty Tomb and concentrated on the details of one account. A number of candidates gave two accounts with varying degrees of accuracy gaining level 2 or 3 marks. A significant number of candidates appeared to be confused by the word 'story' and ignored resurrection 'appearances' and gave an account of Jairus's daughter.

- (b) Explain why some Christians believe in life after death. [7]

There were some thoughtful and perceptive responses to this question, however, the majority of candidates appeared to lack the confidence to answer in depth. Most candidates assessed the impact of the resurrection upon Christian belief but were unsure how to develop their answer further. Some concentrated on Old Testament judgement by God but only a minority appeared to be aware of atonement and its rewards. In weaker answers the most common references were to Heaven as a nice place; Hell as a nasty one and the possibility of rejoining loved ones.

- (c) 'It should not matter which religion a person follows.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

This issue was debated with considerable enthusiasm. The standard of response was generally high and there was a lot of support for freedom of choice. The majority of answers were well balanced with consideration of more than one way to salvation. Some candidates showed a perceptive understanding of the stance Christians should take. However, some weaker answers failed to refer to Christianity.

**Section B. Mark.**

- 6 (a) Describe the arrest of Jesus. [8]

Good responses included the main details of the arrest of Jesus in the Garden of Gethsemane. A number of the best answers did refer to the young man in verses 51 and 52. Some accounts were confused with details from Luke and John. As this was the compulsory question there were invariably some weak answers and a small minority were unable to answer this part of the question.

- (b) Explain how Christians might show courage in following their beliefs. [7]

Many of the comments made by examiners on Q.4(b) were applicable here. The performance was generally satisfactory but many answers were generalised and consisted of 'standing up for what they believe in/not afraid of what other people think' rather than more dramatic acts of witness.

- (c) 'Jesus should not have chosen Judas as a disciple.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

As with Q.4(c), candidates offered excellent and well-balanced answers. Very few answers were one-sided and nearly all expressed an awareness that someone had to betray Jesus in order for him to die.

- 7 (a) Describe what happened when Jesus healed a Dead Girl and a Sick woman. [8]

This was the most popular optional question on this section of the paper. There was evidence that candidates were well prepared on this passage. There were many strong clear answers with accurate details of both encounters. Answers gaining level 3 were often stronger on the woman with bleeding than on Jairus's daughter. Valid answers often knew of the two incidents but contained little accurate detail.

- (b) Explain why the stories of Jesus performing healing miracles are important for Christians. [7]

The best responses followed on from the answer in (a) to make faith a central issue in their answer and candidates explained how demonstrations of Jesus' compassion/power would be of help to Christians in times of sickness etc. A significant number of candidates addressed the practical application of how Christians might put their beliefs into practice and continue Jesus' healing ministry in life today. Some gave examples of Christians who had done this and a good number developed their answers to level 4.

- (c) 'Healing miracles were not an important part of the life of Jesus.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

The general performance on this question was satisfactory but most candidates gained their marks by applying a format for balancing fairly bland arguments, rather than showing understanding of the complex aspects of Jesus' ministry, death and resurrection.



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- 8 (a) Describe Jesus' answer to the question asked by James and John. [8]

This was not popular and, on the whole, it was not very well done. A few who attempted this question knew the passage very well but there were some very weak answers and some were totally inaccurate. Some candidates did not attempt part (a) answering only (b) and (c).

- (b) Explain why some Christians believe in life after death [7]

Few candidates made any link between the teaching in (a) and beliefs about the Kingdom of God. Examiners noted that answers followed a similar pattern to those on Q.5(b) in Section A of the paper.

- (c) 'It should not matter which religion a person follows.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

As with Q.5(c) there were some enthusiastic answers offering thoughtful debate on freedom of choice. Some candidates offered fairly rigid views as to the stance Christians should take towards other religions, often based on their own denomination beliefs. However, the majority expressed a view that in a multi-religious society 'only one way to salvation' was not a viable position to adopt. Some undeveloped answers referred to non-Christian religions as 'worshipping other gods'.

- 9 (a) Give an account of the preaching of John the Baptist and the baptism of Jesus. [8]

Some candidates were well versed in the beginning of Mark's gospel and achieved high marks. However, for a significant number, the baptism was well known but the accounts of John's ministry were vague and limited to descriptions of his appearance and quotation of verse 7 or 8 'one who comes after me... I baptise you with water' etc. The majority of candidates gained level 3 marks. A minority referred only to the baptism.

- (b) Explain how the story of the baptism of Jesus might influence Christians today. [7]

Most answers explored the importance of baptism for Christians but many answers were lacking in conviction and ideas. The best responses gained level 4 marks because they explained that even Jesus participated in baptism from sin and that the rite of baptism was following the example of Jesus (believers' baptism) or an initiation rite (infant baptism) and intended to strengthen commitment and influence behaviour.

- (c) 'A person who is baptised should go to church regularly.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Well debated by most, offering different viewpoints. The best, mature arguments were about honouring commitment but also assessed the importance of demonstrating Christian values in life rather than just hypocritically attending church. Weak answers were rare but some were subjective and simplistic e.g. 'I am baptised but I don't go to church'.

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- 10 (a) Give an account of **one** occasion when Jesus appeared to break the Sabbath Law. [8]

This question was misinterpreted by a number of candidates who failed to note that the question mentioned 'the Sabbath' and therefore severely limited their achievement. A number used Mark 1:21-28 Jesus drives out an Evil Spirit and due credit was given. Those candidates who chose the correct passages answered accurately. In particular, those who chose the Sabbath cornfield knew it and understood it well.

- (b) Explain why Jesus' actions are a good example for Christians to follow. [7]

There was a very varied performance on this question. The majority of candidates failed to grasp the full importance of Jesus' actions and the implication about the purpose of rules. Those who did understand this produced some good quality answers with examples from life today. However, there were many answers that were just generalisations about being good like Jesus etc. On the whole, the response to this question was disappointing.

- (c) 'Jesus should have obeyed the Law.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

There were some good answers, which assessed the reasons for Jesus' conflict with the authorities about the Law and whether it could or should have been avoided. A few excellent answers argued, maturely, that what appeared to be disobedience was in fact obedience to the Law. However, many answers were unfocussed and although the majority gained a satisfactory level because of the ability to present more than one point of view, a large number of the answers lacked depth and understanding of Jesus' relationship with the Law.

## 2302/01 - Christian Perspectives on Personal, Social and Moral Issues

### General Comments:

The vast majority of candidates were able to complete three full questions. Only a handful of candidates failed to observe the requirement to answer Q.1 and there was very little evidence of any candidates running out of time. Achievement tended to be higher in the (a) and (c) parts of the questions. Good responses in the (a) sections offered specifically Christian teaching drawn from the specification for this paper and from other sources. Whilst the questions do not ask for quotations from Biblical or Church sources, for the higher levels, candidates must provide answers which demonstrate sound knowledge of mainstream Christian attitudes to the issue in the question. Generalised responses limit the candidates' achievement to levels 1 or 2. As has been noted in previous years, a number of candidates offered the knowledge required in part (a), in part (b). Where possible, examiners credited this as part of the response to part (a), but inevitably the failure to offer the right sort of response in the correct section, inhibits a candidate's performance. The responses of many candidates to the section (b) parts of the questions were lacking in depth. The requirement is to explain ideas or account for the effect of Christian attitudes in certain areas. Whilst many candidates could respond along the lines of 'Christians do this because of the teaching of the Bible', a significant number could not elaborate further. Candidates should be encouraged to ask the question 'why?' again and again so they can demonstrate their understanding rather than expect examiners to fill in the blanks, which of course they cannot do. A high proportion of good or excellent responses were offered in the (c) evaluative sections of the paper. There were still some candidates, (many of whom were very articulate and otherwise able) who failed to offer more than one aspect of the debate posed by the stimulus, but a significant proportion of the candidature referred to two or more aspects with evidence, enabling them to achieve Level 3 or 4. Some responses to the (c) section ran to over one and a half pages leading to some time management problems for candidates and a possible loss of marks on later questions.

### Comments on Individual Questions:

1 (a) Describe Christian teaching about the sanctity of life. [8]

The picture stimulus was intended to draw attention to a life and death issue, which candidates could utilise in their description of Christian teaching about the sanctity of life. The best responses referred to appropriate teaching as suggested in the mark scheme and to the ideas of sacredness and ensoulment with reference to supporting biblical texts. Often these responses contained further elaboration with reference to the specific issue of abortion, euthanasia and in some cases, warfare. However, some examiners reported that candidates were unfamiliar with the term Sanctity of Life or that they appeared not to have studied it as a separate topic and struggled to offer teachings about it. A number of candidates appeared to be misled by the stimulus and wrote well-rehearsed discussions of the pros & cons of abortion. Examiners applied the principle of salvage to such responses and where appropriate credited the responses as part of the candidates response to part (b)

(b) Explain how Christians have responded to the issue of abortion. [7]

This question was intended, through the use of the flag word 'how' in the question, to enable candidates to show their knowledge and understanding of the relevance and application of Christian beliefs as suggested by the picture stimulus. There were many well-informed responses, which referred in detail to the pro- and anti-abortion responses of Christians, showing a good understanding of, for example, the pro-life and pro-choice positions. A considerable proportion of candidates however just offered an account of the abortion debate, which was acceptable as it is the intellectual as opposed to the practical response of Christians. However significant overlap between (a) and (b) occurred for some of these

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candidates as a result these candidates did not enhance their performance in the question overall.

- (c) 'Abortion is not a moral issue; it is only a practical matter.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

The majority of candidates grasped the significance of the statement pointing out that for those Christians who consider that life begins at conception, clearly the issue was moral one as it involved killing a human being, whilst for other Christians it was a question of weighing up the practicalities involved – health of the mother, social effects of keeping the child and so on, against the value of the foetus. Some candidates were confused by the word 'practical', but examiners were often able to interpret their reference to reasons for abortion as examples of practical issues. More significantly, some candidates seemed at a loss as to what the word 'moral' actually meant or implied. Centres should be aware that candidates should be familiar with the content of the Background section of the specification for this paper.

- 2 (a) Describe Christian teachings about helping the poor and the weak. [8]

Vague responses along the lines of 'love your neighbour' and 'Jesus helped people' figured in the responses of many candidates. The parable of the Good Samaritan appeared in many responses, usually with an appropriate explanation as to why the candidate believed it to be applicable. Where candidates went further with detail of more appropriate parables, accounts of the actions of Jesus, of Church teaching or the statements of intent of organisations like CAFOD or Christian Aid, much more credit could be given. The parables of the Sheep and the Goats and Dives and Lazarus appeared regularly in good answers.

- (b) Explain how Christians have responded to the problem of world poverty. [7]

The majority of candidates concentrated on the work of one or more organisation such as CAFOD or Christian Aid. Accurate detail was not common and response tended to be vague. The best answers referred to long-term aid, short-term aid and to specific examples of work, which Christians are doing to support such organisation either financially or by working for them. Responses which just referred to charity days and Christians praying for the poor gained only limited credit. A few candidates successfully offered much broader responses, which looked at the potential for Christians to tackle world poverty through economic change and political action as well as through charity and fund raising.

- (c) 'Christians do not do enough to help the poor.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Many candidates felt that Christians were doing as much as was possible and that the implied criticism in the statement was unwarranted. However most candidates agreed that more could be done with some suggesting that Christians should become more involved in the economic and political aspects of the issue rather than just seeing it as one to be solved by charitable giving alone.

- 3 (a) Describe Christian teaching about prejudice and discrimination. [8]

Many candidates answered this question well by considering different kinds of prejudice including racism and sexism with the sort of relevant Biblical information contained in the mark scheme. The parable of the Good Samaritan, quite rightly, figured strongly in many responses.

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- (b) Explain how a well known Christian worked to overcome prejudice and discrimination. [7]

Martin Luther King was the most common choice of person with Trevor Huddleston as a close second. Many candidates confused South Africa, and America and the two systems of segregation and Apartheid. Good responses referred to examples from the work of the person such as the bus boycott and the non-violent strategies in the case of King. It was pleasing to note that many candidates recognised the importance of the speeches, which King for example made, and of the impact of the words of the person as opposed to actions. Candidates who selected a person who was not a Christian clearly disadvantaged themselves although, as with the handful of candidates who offered the Good Samaritan or Jesus as well known Christians, examiners applied the principle of salvage where appropriate.

- (c) 'There is nothing wrong with being prejudiced.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

This generated very strong condemnation from a large number of candidates who felt that the mere suggestion that prejudice was acceptable was disgusting. As a result some candidates could not think of any other views to offer. However, in the evaluative section of the question, it is not necessary to offer opposing ideas on every occasion. Different slants on the same view are acceptable. Some candidates successfully discussed the difference between prejudice and discrimination, suggesting that whilst prejudice is generally undesirable and abhorrent in some cases, it is discrimination, which is the outcome of prejudice, that really matters.

- 4 (a) Describe the teachings Christians might use when thinking about family life. [8]

The best responses referred to the importance of love (agape) in a family and went on to detail examples of how a Christian family might express this. Many candidates stressed the importance of a secure parental relationship based on Christian marriage whilst others referred to the need for parents to respect their children and for children to obey the commandment to honour parents. The importance of caring for elderly family members was also emphasised by many candidates with appropriate Biblical support. A few candidates assumed that Christian families are stuck in a kind of mediaeval time warp, where the father dominates and the wife and children cower in obedience!

- (b) Explain the attitudes of Christians towards people who wish to marry again after divorce. [7]

Many candidates offered a discussion of the attitude of Christians towards divorce rather than attempt to address the real focus of the question. Whilst these responses could gain some credit, the best responses concentrated on the issue of remarriage after divorce. A good proportion of candidates alluded to the ambiguity of New Testament teaching on marriage and divorce and the majority could offer a distinction between the attitudes of the Roman Catholic and Protestant Churches toward remarriage. Detailed knowledge of these different positions was often impressive.

- (c) 'Christian children should always obey their parents.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

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This stimulated some excellent and very mature discussions about the balance to be struck between obedience and respect in the relationship between parents and their children. Very few candidates believed that being Christian made any difference. The main issues were that at a certain age, parents could only expect obedience if they in turn respected their children and that children would be right to disobey abusive or evil parents.

5 (a) Describe Christian teaching about environmental issues. [8]

This question was the least popular amongst candidates. Those who tackled it were well informed and could draw upon the doctrine of creation or ideas of stewardship to support their responses. Even so, some responses tended to be general and vague with little reference as to how Christian teaching addressed specific environmental issues

(b) Explain Christian attitudes towards human rights and prisoners of conscience. [7]

This was often answered well, describing Christian attitudes as well as referring to organisations to which Christian might adhere, such as Amnesty International or the ideas of Liberation Theology, which have attracted many Christians, especially in South America.

(c) 'Saving the planet is the most important thing for Christians.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Most candidates managed to offer an argument in support of this statement and another view. The most common idea was that for Christians, worship was very important as well and perhaps more so. Sadly, few candidates really grasped the significance of the issue, that as stewards of the earth, Christians really should be placing environmental issues at the centre of their thinking or on the other hand should beware of the idolatrous worship of the earth, which according to some, environmentalism encourages.

**2302/02 - Christian Perspectives on Personal, Social and Moral Issues (Roman Catholic)**

**General Comments:**

Assistant examiners felt that the paper was appropriate and that candidates were well prepared for most of the questions; however this was not true of Q.1 which suffered the problems outlined below.

Some candidates are still making it hard for examiners to work out which question they are trying to answer by not following the rubric to write the question number in the left hand margin including the sub-sections a, b, c. Many started at 'a' and kept on writing leaving the examiner to trawl through a couple of pages of script to find where one section ended and another started.

**Comments on Individual Questions:**

'Before I formed you in my womb I knew you' Jeremiah 1:5 (NJB)

1 (a) Describe Roman Catholic teachings about fertility treatment. [8]

In this question many candidates had difficulty in understanding the meaning of 'fertility treatment'. Some centres had clearly taught this well and so their candidates knew the difference between fertility treatment and the procedures which avoid fertility (contraception and abortion). In general responses to this question can be roughly categorised as follows:

- The weak answers which offered little or poor attempts.
- The answers which demonstrated some understanding but confused fertility treatment with contraception or abortion.
- The answers which latched on to the word 'fertility' and attempted to write about 'sanctity of life', contraception, abortion and IVF all in the one answer. Some of these, obviously aware of the deficiencies in their understanding, tended to hedge their bets and wrote about the principles common to all of these without mentioning a specific area of moral teaching.
- The answers which managed a response level of 3 to 4.

It is also worth noting that many of these candidates were confused about 'Natural Law' and the 'Laws of Nature'. Also many candidates had seemingly been taught that the Catholic Church allows AIH rather than the actual teaching of the CCC 2376. Some candidates did in fact quote the context correctly and many emphasised the importance of not 'breaking the sacred bond of marriage by involving a 3rd party'. Within some centres there were a significant number of pupils who appear to have a common understanding that IVF is acceptable if the egg and sperm belong to the married couple and that no 'spare' embryos are created and quoted the CCC as source.

(b) Explain how these teachings about fertility might affect a Roman Catholic. [7]

Many candidates appeared to struggle with what this question was asking for and either re-stated their responses of (a) or gave a simple statement (repeated in various forms) that the teachings would mean the couple would be unhappy or go against their faith. Very few candidates explored adoption or alternative vocation. The good responses included how a Roman Catholic might support others in the same predicament or how they might view the actions of others and how they could raise awareness.

(c) 'Roman Catholics should have the right to use contraception.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

The majority of candidates gave a good response to this part of the question with clear reasons to support their answers. For example they explained the difference between

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natural birth regulation and 'unnatural' regulation and backed up their statements with church teaching. A small number digressed into the details of abortion as a form of contraception. Many candidates wrote at length and with passion. But many forgot to make the 'faith' connection other than a reference to 'Roman Catholic'. A high proportion of candidates talked about the priority of the procreative aspect of sex. The unitive was dismissed as a non-essential.

- 2 (a) Describe Roman Catholic teachings about the relationship between husbands and wives. [8]

This question was one of the more popular attempted by the candidates. Almost every centre had covered this well. Some candidates still need to be reminded that the biblical teaching is called for. There was little detail of what the bible says about marriage, although most candidates had clearly studied the marriage service and what the Church says about that. Some candidates seemed keener to explore the negative aspects of the relationships e.g. adultery, divorce and annulment.

- (b) Explain how the Roman Catholic Church might help with problems between husbands and wives. [7]

Many candidates produced a good overall assessment of the work of Marriage Care and Relate and the role of the priest and the parish. As well as the kinds of advice these organisations can provide, candidates also explored the support of prayer both from Priests and other groups in the parish.

- (c) 'Marriage is the only way a man and a woman should live together.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Candidates produced a variety of suggestions reflecting different scenarios of male/ female living arrangements outside of marriage. Many of the candidates mentioned 'flat mates', house sharing, students and even grand-parents who are living with their partners in their response. There seemed to be a general struggle to refer to Christianity within this part of the question. A number of candidates clearly had definite ideas about the benefits of getting to know someone first through living together.

- 3 (a) Describe Roman Catholic teachings about discrimination. [8]

Generally there was a good to very good response to this part of the question with a variety of sources chosen – even Moses appeared in one paper. There was a lot of the Bible teaching that God says all people are equal. There were some candidates that seemed convinced about being 'sent straight to Hell – to Burn!' if they did not comply with the teachings!

- (b) Explain how Roman Catholics might help to fight discrimination. [7]

Unfortunately some candidates still concentrated on the life and works of Martin Luther King and only implied that he might be a good role model. The majority of these responses also stated that not only was he a Catholic but often an ordained Catholic Priest. Some also mentioned Trevor Huddleston in detail. Many candidates showed good understanding of the need for and suitable methods of action. Many candidates mentioned the 'women priests' issue and the better responses did not just refer to the official Church teaching they also challenged that through the role of the 'Marys' in the gospel, Deborah in the Old Testament and Mother Teresa.

- (c) 'Discrimination can be a good thing.'



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Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Many floundered here or waffled or got indignant - how could anyone be so silly as to think that discrimination could ever be positive. Teachings were often repeated from earlier parts of the question to support their arguments. A few saw the point that in order to fight discrimination from the past we may need to positively discriminate in the present.

4 (a) Describe Christian teachings about environmental issues. [8]

The majority of candidates seemed to struggle to find teachings and scripture to support their responses other than '...to rule over all creatures' and '...to look after the earth'. Some candidates majored on deforestation and litter collection; they gave no indication of seeing the relevance of parts of Genesis or the Psalms. Many candidates digressed into the 'how' only to repeat themselves in part (b).

(b) Explain how Roman Catholics might be good stewards of the world. [7]

This was often where candidates were able to pick up marks - clearly they are better at what to do than what the teaching is that underpins what they are to do. The majority of responses described suitable actions; however, many could really have been talking about any responsible citizen. The good responses mentioned not taking more than is needed and replenishing and also talked about raising awareness. Only the very good responses seemed to be willing to explore the power of prayer in this issue

(c) 'Roman Catholics have a duty to leave the world in a better state than they found it.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Generally the candidates seemed to struggle to find references to Christianity. Many included the argument that the world is not just for Roman Catholics so everyone should be responsible.

5 (a) Describe Roman Catholic teachings about looking after the poor and the weak. [8]

This question was popular with many of the candidates. It was good to see that most candidates have moved on from discussing the Good Samaritan in detail and are now also exploring the teachings found in the parables of the Sheep and Goats and Dives and Lazarus. Most picked up on the reward and punishment message rather than seeing Christ in the poor.

(b) Explain how a Roman Catholic might put these teachings into practice. [7]

Candidates produced some excellent accounts of the work of CAFOD, demonstrating an understanding of the short and long term affects of this work. They were also able to give good accounts of what might be done in parishes and schools, with some good descriptions of the work going on in their own schools. A number gave a purely 'social' take on the subject.

(c) 'Charity stops the poor from looking after themselves.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

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This was generally well done but many left out the faith dimension. Some candidates read this question as 'Shops' instead of 'stop...' however, most of them managed to develop their arguments into a good level of response. There were many candidates who gave a good account of the principles of CAFOD and Christian Aid and even used the bucket of fish example but failed to actually mention the charities by name. This was unfortunate as in some cases the cross credit to other parts of the answer might have made a difference to the final mark and in other cases the passages could have been credited as a reference to Christianity.

## 2303/01 - Buddhism

### General Comments:

Overall this was a well answered paper which achieved good differentiation, allowing the most able candidates to shine whilst ensuring that most candidates achieved reasonably well. Candidates were generally well prepared for this exam and it was gratifying to see far more candidates this year who are aware that the Buddha is not regarded as a god. There was ample evidence of good teaching and the overall standard was noticeably better than last year. There were a few centres where incorrect information appeared across the board and this has been addressed in the section on individual questions, however, taken as a whole, the candidates appeared better prepared than last year and were more able to grapple with the spiritual teachings of Buddhism. Some of the most able candidates struggled to finish the paper but this was quite rare and there were very few, if any, rubric infringements.

### Comments on Individual Questions:

1 (a) Describe how a Buddhist might perform puja. [8]

This tended to be well answered with most students achieving well. Some were only able to describe meditation pointing out, correctly, that this is done as part of puja in some instances. Credit was given for this. Others described the objects commonly found on a shrine and sometimes their symbolic meanings but did not describe what was actually done during puja. The most able candidates gave detailed and rounded descriptions including differentiation between approaches to puja in different Buddhist traditions. Overall this question was well answered and candidates achieved good marks.

(b) Explain how performing puja might affect the daily life of a Buddhist. [7]

This question did not score as well as part (a) as far too many candidates did not move beyond describing negative affects such as the fact that puja takes up time and prevents Buddhists from doing other things. These answers did not move beyond level 2. The most able candidates provided some excellent answers considering the contrast between the monastic and lay routines and discussing puja as a means of gaining merit or achieving 'Right Mindfulness'.

(c) 'Meditation is more important than worship.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Buddhism in your answer. [5]

The majority of candidates agreed with the statement noting, correctly, that the Buddha is not considered to be a god and concluding that worship therefore has limited importance. A few did not manage to move beyond this one-sided view point, although they explained it well. The better candidates went on to consider the value of puja as a tool for approaching enlightenment or contrasted Buddhism with other religions such as Christianity. Most candidates reached level 2 quite comfortably on this question with a high proportion achieving level 4.

2 (a) Describe how a Buddhist might celebrate Wesak. [8]

This was generally well answered with most candidates scoring well. A few mixed up what they knew about different festivals, notably New Year, or gave very generalised answers about chanting, bringing offerings to temples, visiting stupas and so on. Those who did give specific answers on Wesak tended to do so very well.

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- (b) Explain how taking part in a festival might help to strengthen the faith of a Buddhist. [7]

This was less well answered with a lot of very generalised answers about getting together with other Buddhists, having fun and, more worryingly, “Feeling closer to Buddha.” Some did give excellent answers, however. The best answers discussed festivals as an opportunity to gain merit, particularly through dana, and taking on extra precepts; and as a chance to refresh their knowledge of the Dharma.

- (c) ‘Festivals are not an important part of Buddhism.’  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Most did well here, with the majority of candidates able to identify two points of view. Many were aware that festivals are not generally considered to be as important in Buddhism as in some other religions and discussed the possibility that they could be unhelpful to a Buddhist by causing attachment. They then discussed the benefits of festivals and came to a balanced conclusion. The majority of candidates managed to achieve a level 4.

- 3 (a) Describe the main features of the Mahayana Path. [8]

Not many candidates attempted this question. This was, in general, answered either very well or very badly. Many candidates described the Eightfold Path, or some other aspect of Buddhist belief. Others were very narrow in their answers describing specifically the path to becoming a Bodhisattva and ignoring all other aspects of Mahayana Buddhism. Those who took this path were credited up to level 4 depending on the quality of their answers as this was considered to be a valid interpretation of the question. It was disappointing to see many able candidates claiming that Bodhisattvas delay their enlightenment and failing to realise the contradiction inherent in this when they go on to claim that there are many Buddhas. Many textbooks do indeed fail to make clear that Bodhisattvas delay only parinirvana. There were also a number of outstanding answers to this question, impressive in both their scope and their depth.

- (b) Explain how trying to achieve the Six Perfections might affect the life of a Buddhist. [7]

Some candidates only gave a description of the Six Perfections and did not therefore move beyond level 2, or occasionally level 3 where a little explanation was added to each point. Others were very negative, concentrating on what Buddhists could not do as a result of trying to follow the Six Perfections. The best answers focussed on the ways in which The Perfections would be helpful to a Buddhist for cultivating the attitudes required for enlightenment. Some made helpful connections with the Eightfold Path and with the concept of merit.

- (c) ‘It does not matter if the Buddha really existed or not.’  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Most managed a good generalised answer to this question. There were a few exceptional answers which provided a comprehensive evaluation of the question, successfully comparing the Mahayan and Theravadan approaches to the Buddha as a historical person.

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- 4 (a) Describe the main features of any new movement in Buddhism which you have studied. [8]

A surprising number of candidates struggled with this question. A few even interpreted the question as being about pilgrimage! Others believed that Tibetan Buddhism or Zen were 'new movements'. Of those who did tackle this question well, most commented on the FWBO. Most did so competently understanding the emphasis on a western lifestyle. The best discussed the different attitude to the sangha in the FWBO and the ways in which Right Livelihood has been interpreted. There were a small number of really excellent answers.

- (b) Explain how belonging to such a movement might affect the life of a Buddhist. [7]

Some candidates gave very generalised answers about belonging to Buddhism in general. A few, predictably, picked up on negatives such as being laughed at, and not being able to drink or go out much. Good answers discussed whether more Western forms of Buddhism were more or less likely to lead to enlightenment. Many discussed the setting up of ethical businesses as a way of putting "Right Livelihood" into practice.

- (c) 'All Buddhists should believe the same things.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Buddhism in your answer. [5]

Most did reasonably well on this question. Most managed to give a two-sided argument and there were a few excellent answers which discussed the Dharma as a raft to be discarded when it has served its purpose. Most were aware of the degree to which Buddhism has adapted to fit different cultures and were able to balance the merits of this with the need to preserve the Dharma. Well answered.

- 5 (a) Describe what Buddhists mean by the term 'enlightenment'. [8]

This question was fairly popular and most candidates managed to answer to at least a basic level. Basic answers talked about the 'meaning of life' and not needing to be reborn (although one or two thought enlightenment guaranteed a good rebirth.) Some candidates described how the Buddha gained enlightenment rather than what it is. Some outstanding answers discussed the concept of nibbana in impressive detail and related it to the Three Poisons and the Wheel of Rebirth, describing how the Buddha's teachings would allow one to reach it. The good answers here were really outstanding.

- (b) Explain how following the Noble Eightfold Path might help a Buddhist to achieve enlightenment. [7]

Some candidates did not move beyond a list (and a few invented some of their own!). The most successful candidates moved beyond a description and related the Eightfold path to the Four Noble Truths and the Three Poisons explaining, often very well, how and why the Eightfold path could offer an escape. Many also discussed various ways in which merit could be gained from following the Eightfold Path. A few included inaccurate information such as the idea of the Eightfold Path as a ladder to be climbed one step at a time.

- (c) 'Only a member of the Sangha can achieve enlightenment.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Buddhism in your answer. [5]

Many candidates managed to reach level 4 on this question. Many realised, correctly, that there are several possible interpretations of 'Sangha' in this context. Very basic answers

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concluded that anyone can reach enlightenment since Buddhists believe everyone is equal. Most of the successful answers suggested that enlightenment was easier for the monks and nuns as they have fewer attachments and distractions, but possible for anyone who follows the Middle Way. A few successfully contrasted the attitudes of Mahayanan and Theravadan Buddhists to this question. Some also discussed whether it was necessary to be a Buddhist in order to be enlightened and of these some did so very successfully.

## 2304/01 - Christianity

### General Comments:

The full range of ability was represented and there were some excellent scripts whilst many of the less able seemed to find the paper accessible. However, many examiners reported that they had a gut feeling that the overall performance was poorer this year.

Candidates from some centres still seem to find it difficult to focus their responses to address the questions, often incorporating explanations in the part (a) which mainly requires the demonstration of knowledge of the topic. Cross accreditation was awarded by examiners where appropriate.

For all three assessment criteria, scripts were marked according to levels of response. It was pleasing to see many scripts displaying breadth and depth of knowledge and of understanding and that candidates are coping better with the questions which examine evaluative skills. In general, more discussions tended to be based on accurate information and most candidates remembered to consider other views and to refer to Christianity. Examiners commented that many candidates demonstrated an awareness of the importance of Christianity to some people's lives.

A number of examiners reported that some candidates had made (a), (b) and (c) into one long essay.

A few candidates ignored the rubric and answered only two questions. Some wrote at too much length on the final parts of each question than is warranted for five marks maximum whilst others wrote too much on their first two questions and, unfortunately, had to rush the last one. On the whole, however, there was not much evidence of candidates running out of time and much to suggest they were using their time effectively.

### Comments on Individual Questions:

1 (a) Describe what is said and done at the baptism of an infant. [8]

The stimulus photographs worked well and most candidates managed to include font, water and priest though some weaker candidates did not know the name for the font and used words like sink, tub, basin and bowl. There were many good detailed accounts which included the promises on behalf of the child and words invoking the names of the Trinity.

(b) Explain the meaning and importance of baptism for Christians. [7]

Candidates were free to explain the significance of infant baptism or of believer's baptism or both rites of passage in general and there were many competent and good responses. Most referred to blessings on the child from God, being accepted by the supportive local church community, joining the whole Christian family of believers, following the example of Jesus, washing away sin and starting a new life but very few thought to make reference to obeying the command to be baptized. Some excellent answers compared the beliefs of different denominations about sacraments though this was not essential for gaining full marks.

(c) Bringing up children in the Christian faith is a difficult task.  
Do you agree? Give reasons for your answer and show that you have thought about different points of view. [5]

There were many different approaches to this question which were equally acceptable and often excellent. Some candidates even managed to bring in the commercialisation of Christmas. The best responses often made reference back to the fact that godparents, the Christian community, the vicar and God were there to help make the task less difficult.

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- 2 (a) Describe how Christians celebrate Good Friday and Easter Sunday. [8]

There were some excellent accounts of services celebrating the crucifixion and resurrection but examiners reported that this question was often badly tackled. Candidates had very little idea of what was done apart from remembering the death of Jesus. Quite a few candidates made reference to the reincarnation of Jesus on Easter Sunday. Some credit was given for Easter eggs and hot cross buns.

- (b) Explain what Christians believe about the Trinity according to the Apostles' Creed. [7]

Again there were some excellent responses from candidates who used the opportunity to quote or paraphrase relevant parts of the Apostles' Creed and explained about belief in the three persons: God the Father, God the Son and God the Holy Spirit but many candidates totally ignored the reference to the Apostles' Creed.

- (c) 'Pentecost (Whitsun) should be as important for Christians as Easter.'  
Do you agree? Give reasons for your answer and show that you have thought about different points of view. [5]

The marking scheme points out that, 'Competent discussions do need, however, to be based on accurate knowledge and understanding of what is being celebrated at Whitsun and Easter'. There were many incompetent discussions. An enormous number of candidates had no idea what Pentecost (Whitsun) is, despite it being itemised in the specification. There were some excellent responses, however, which cited Paul's assertion that, 'If the resurrection did not happen then our faith is pointless.' Other discussions included the importance to Pentecostalists and Charismatics of the gifts of the Spirit and tied the argument to earlier explanations about the Trinity.

- 3 (a) Give an account of the teaching in the Sermon on the Mount about forgiveness. [8]

There was a great deal of waffle about loving your neighbour and only the best candidates had any knowledge of the content of the set passages in Matthew 5-7. Good responses gave specific references such as the comment after the Lord's Prayer 'if you forgive others...God will forgive you ...but if you do not' or used other relevant parts of the Sermon about not judging others or about anger, revenge and love for enemies.

- (b) Explain the importance of the two great commandments (Mark 12:28-34) for Christians. [7]

Some credit was given for quoting the two commandments or placing them in context in the set passage (Mark 12:28-34) but good responses to the question tended to focus on developing an explanation of the importance of each of the two commandments as principles to guide Christian living. Some excellent scripts explained that the two positive principles are a summary of the Ten Commandments. They then connected this passage with other teachings especially the teaching in Matthew 5 where Jesus emphasised the spirit of the law not only the letter of the law. Some candidates from whole centres did badly on this question because they did not know the specified passage and tried to write about two of the Ten Commandments.



- (c) 'It is impossible to live by Christian teachings.'  
Do you agree? Give reasons for your answer and show that you have thought about different points of view. [5]

Some candidates tried to revamp material they had used for Q.1 (c), with various degrees of success. Some candidates gave one-sided views which suggested they saw Christianity as restrictive and others thought there was nothing to discuss because Christianity, compared with other religions, has no rules and teachings. There were some excellent responses, however, arguing how far applying positive principles is easier or harder than obeying negative rules or using material from the set texts in order to debate issues such as whether or not the examples in the Sermon on the Mount are meant to be literally obeyed or are an ideal to aim towards which focuses on intention and positive principles like those in Mark 12:28-34 and whether or not this might be achieved by the enabling power of the Holy Spirit

- 4 (a) Describe how some Christians celebrate the Eucharist. [8]

Some candidates had no idea what the Eucharist is despite it being itemised in the specification. The word 'celebrate' led some to assume it was a festival. Candidates were not asked to name the denomination but in good responses it tended to be obvious. Some candidates described the ways that different denominations celebrate the Eucharist and this was an acceptable approach. Full descriptions tended to place the celebration in the context of the ministry of the Word or the service of the denomination, made clear exactly who officiates and how the sharing of the bread and wine is administered and had some reference to prayers of thanksgiving. Some candidates would have preferred to be asked why Christians celebrated the Eucharist but the better answers used parts of the service such as the reading or prayers to incorporate this information and so made it relevant to the wording of the question. One centre answered so well that the examiner commented in his report that you really felt you were at a Eucharist.

- (b) Explain how a minister might strengthen the life of a Christian community. [7]

There were different interpretations of 'Christian community' thus leading to a variety of acceptable approaches. Some, for example, thought in terms of a local church and explained the role of the priest while others included nominal Christians who do not regularly attend their parish church. It was the perception of many candidates that vicars run coffee mornings and jumble sales and visit the sick. Some candidates wrote thoughtful, more general, responses across denominations about how those in authority might support and sustain the faith of the congregation, practically and spiritually, by encouraging prayer and Bible Study as well as being a good role model in Christian living.

- (c) It does not matter if a Christian minister is male or female.'  
Do you agree? Give reasons for your answer and show that you have thought about different points of view. [5]

This was generally well answered though the main weakness was that many discussions were about sexual equality and human rights with no theological or biblical dimension. Some competent discussions included arguments about tradition and others made comparisons with other faiths.

- 5 (a) Describe a Christian place of pilgrimage and what pilgrims do there. [8]

Some centres seemed not to have covered pilgrimage sites and in others there was some confusion with Hinduism. This was, however, a popular question. The marking scheme suggested that the better responses were likely to be those which chose one of the places suggested in the specification where pilgrims do a variety of specific actions linked to the history or significance of the pilgrimage site and this proved to be true. The most common

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place chosen was Lourdes and there were many excellent responses. Weaker candidates were not certain what pilgrims do but they gained some credit for basic general comments about praying and remembering what happened to Bernadette. Walsingham was the next most popular but there was a tendency to confuse it with other places. Candidates who described school visits to Walsingham or Canterbury tended to write well not only here but in parts (b) and (c) thus creating excellent structured essays. There were some excellent Holy Land responses, especially about Jerusalem, but the weakest were those which simply listed places to go 'to remember' what Jesus did.

- (b) Explain the ways in which going on a pilgrimage might affect the lives of Christians. [7]

As usual in such questions the best responses moved beyond making friends on the actual pilgrimage and miraculous cures to explanations of the long term effects on beliefs, attitudes, moral behaviour, social practices and lifestyles after the pilgrim's return home.

- (c) 'Pilgrimage is not important.'  
Do you agree? Give reasons for your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

There were many excellent responses which considered the motives of the pilgrim as part of the discussion. There were some pointed remarks about the commercialisation of pilgrimage sites.

**2304/02 - Christianity (Roman Catholic)**

**General Comments:**

Overall, candidates were well prepared for this paper and able to show their knowledge and understanding of Catholic teaching and practice. This year many answers were well supported with Bible references. Most students offered different points of view when evaluating the quotation in part (c) but some failed to achieve top marks by not including a reference to Roman Catholic or other Christian views.

Qs.1, 3 and 4 were a popular combination which reflected a sensible choice, as there was a high level of knowledge and understanding on these topics. Those who did choose Qs. 2 and 5 were generally able to offer well-informed answers. Some weaker candidates however did not know what Pentecost was and made some poor guesses, which lead to some very strange part (c) answers.

**Comments on Individual Questions:**

- 1 Picture: The Virgin Mary  
(a) Describe Roman Catholic teachings about the role of Mary. [8]

This was well answered by many students. Almost all knew that the Virgin Mary was specially chosen to be the Mother of the Son of God. In particular many students had very good technical language at their fingertips to describe Catholic teachings on Mary – Immaculate Conception, Assumption, Mediatrix, Intercessor, Mother of the Church, second Eve and many commented on the fact that she was held in high regard rather than worshipped by Catholics. Weaker candidates quoted the Hail Mary and offered some comment on its meaning for Catholics

- (b) Explain how Mary might be a role model for young Roman Catholic women. [7]

Most candidates knew how Mary could be regarded as a role model through her faith and trust in God and obedience to God or as an inspiration to the likes of Mother Teresa. Many saw a call to purity, not having an abortion and her mother's role as inspirational. Weaker candidates rarely rose above a role model for teenage mums and those thinking of sex before marriage.

- (c) 'Saying the Hail Mary makes a person a good Catholic.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Candidates generally did well on this question, many offering other ways to be a good Catholic and the importance of other prayers such as The Lord's Prayer for Catholics. Many took the opportunity to list the many actions that might contribute to making a person a good Roman Catholic.

- 2 (a) Describe Christian teachings about Pentecost (Whitsun). [8]

This was not a popular choice but was well answered by most of those who chose to do it. They were able to offer an excellent description of Pentecost and teachings about this feast day. However, few stated that this day was the birthday of the Church and a significant number confused this celebration with Holy Week.

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- (b) Explain how belonging to the Charismatic Movement might affect the life of a Roman Catholic. [7]

This was generally answered well. Candidates were able to see the benefit of belonging to the Charismatic movement in terms of worship and evangelisation. For weaker candidates this question attracted rather woolly answers, e.g. 'Belonging to a charismatic movement may have a dramatic affect on the life of a Roman Catholic'.

- (c) 'Pentecost is more important than Easter'.  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

On the whole this was well answered with students finding it easy to see both sides of the issue. Some however attempted this question with a good knowledge of Easter but no knowledge or understanding of Pentecost.

- 3 (a) Describe the ways in which Roman Catholics may receive the sacrament of reconciliation. [8]

Many candidates missed the main thrust of the question, which was to describe the 'ways' of receiving reconciliation. As a consequence, those who offered only a description of Reconciliation were not able to gain full marks. Many were able to suggest one or more selections from private prayer to God; Baptism; the penitential rite in Mass; receiving the Eucharist; making amends personally, as one 'way' and the Sacrament of Reconciliation as another. Surprisingly few offered Sacrament of the Sick and even fewer Reconciliation services or the concept of general absolution. Some confused Reconciliation and Communion.

- (b) Explain how receiving the sacrament of reconciliation might affect the life of a Roman Catholic. [7]

Again candidates were well prepared and readily commented on the Catholic experience of fresh start, unburdened conscience and renewed relationship with God. Many were able to offer personal experiences. Some were also able to explore the affect that people who feel forgiven may have on the community.

- (c) 'Asking for forgiveness is seen as a sign of weakness.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Most answers remained at the 'self help book' level of it being difficult but necessary to face up to failings. Some candidates found it difficult to refer to Christianity in their answer and waffled around the topic without any sense of direction; better answers were well able to assess the implications of the issue. In particular some commented on Christ's example of offering and asking for forgiveness and its importance in the Catholic Church as a sign of strength, not weakness. This was well supported with Bible references

- 4 (a) Describe what is said and done at a Mass. [8]

This was probably the best answer for most students. They were well prepared to answer all of the questions on the Mass and even weaker candidates found it relatively easy to make mark-earning comments on the main features of the Mass. Better candidates organised their answers well and focussed on the Liturgy of the Word and Liturgy of the Eucharist. Weaker answers gave a lot of detail about the beginning of the Mass, running out of steam as they

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came to the Liturgy of the Eucharist. There was some confusion that the bread and wine represented the body and blood of Christ.

- (b) Explain how attending Mass might affect the life of a Roman Catholic. [7]

Again candidates were well prepared and readily commented on the positive Catholic experiences of celebrating the Mass. Better candidates commented on the inspiration of the Dismissal. As with Q.3 a significant number of candidates were able to see the link between worship and action in the community.

- (c) 'Roman Catholics must attend Mass every Sunday'.  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Although generally well answered, surprisingly few candidates referred to the Catholic teaching on mass attendance. Some even stated that it was not 'mandatory' and that 'it was not stated anywhere that Catholics should go to Mass on Sunday'. Many seemed to feel a need to justify their own non-attendance.

- 5 (a) Describe the role of the lay ministry in the Roman Catholic Church. [8]

Again, not a popular choice but well answered by those who chose it. Most candidates were able to offer a range of Lay ministry from flower arranging to catechists and Eucharistic Ministers. Only a few chose to answer this question if they did not understand the term 'lay ministry'.

- (b) Explain how the teachings of Liberation Theology might affect the life of a Roman Catholic. [7]

Most candidates knew what Liberation Theology was and offered Oscar Romero as the example of an affected life. Others knew it could involve campaigning for justice and human rights. Very few offered 'preferential option for the poor' and its implications in life. Some confused it with pacifism.

- (c) 'Roman Catholics should always obey the laws of the state.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Some were able to quote Jesus' 'render unto Caesar' as justification of following the law while seeing that Christians might not be able to follow laws if there was a conflict with their religion. Others missed the point of the question and few made links with Liberation Theology.

## 2305/01 - Hinduism

### General Comments:

Some centres had prepared their candidates very well for this paper and there were a number of candidates who performed well beyond the level of GCSE. There was, however, a tendency across many centres to struggle with Q.1 which raises questions as to whether all students had been adequately prepared for this part of the specification. Generally weak answers on this question across many centres slightly depressed the performance of candidates this year although the full range of marks was accessed and the paper generally achieved good differentiation. All other questions were answered reasonably well by the majority of candidates. There were few rubric infringements although a few candidates did not attempt Q.1.

### Comments on Individual Questions:

- 1 (a) Describe the god Krishna and what Hindus believe about him. [8]

This question was not well answered. A worrying number of candidates ignored the stimulus altogether and described deities with four, six or three arms or an elephant's head. Others attempted to use the stimulus but failed to recognise the flute and came up with some very inventive and imaginative explanations as to why Krishna might be carrying a stick! Some managed a basic description of Krishna and were aware of stories to do with his youth. Many confused him with Rama, and while the majority correctly identified Radha as Krishna's consort they went on to explain erroneously, that Krishna and Radha are regarded as the ideal of a married couple. The few who answered this question well did so extremely well, discussing the relationship between Krishna and Brahman, and the way in which Krishna is regarded by different Hindu groups including the ISKCON. One or two discussed the relationship between Krishna and Radha as an allegory about bhakti between Krishna and his devotees.

- (b) Explain how stories about Krishna might affect the life of a Hindu. [7]

Those who struggled with part (a) inevitably struggled here as well. Some gave generally negative answers about worshipping Krishna leaving no time for anything else. Some were aware of the stories of Krishna's mischievous youth and thought this might encourage Hindus to be 'relaxed' or 'laid back', or the children to be naughty. Many went down the blind alley of Krishna as a sort of divine 'marriage counsellor' who might encourage Hindus to be kind and faithful to their husbands or wives. Some considered careers a Hindu might be encouraged to take up as a result of following Krishna with varied results. Again, good answers tended to be very good indeed, considering care for the environment and a discussion of ahimsa in the light of the Bhagavad-Gita.

- (c) 'Devotion to a god is the most important part of Hinduism.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Very few answers indeed picked up on the idea of bhakti as one of a number of different paths to moksha in Hinduism, although again, those that did, did so very well. A much more common approach was to discuss the merits of worship of a particular deity as opposed to Brahman. Those who took this approach generally did so well and were successful. Many suggested other aspects of Hinduism, often karma as more important although they often struggled to explain why. Others suggested things such as festivals, failing to recognise that these also represented devotion to gods. Candidates generally performed better on this question than in (a) or (b) and the full range of marks was used.

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- 2 (a) Describe what Hindus mean by the terms 'samsara' and 'karma'. [8]

This was a popular question and on the whole it was very well answered. Common mistakes were to mistake samsara for samskara, or to answer on only one of the two words. Most candidates, however, managed a good description of both terms linking them to the ideas of dharma and moksha. This was the most popular of the elective questions and candidates had obviously been well prepared for it.

- (b) Explain how belief in moksha might affect the life of a Hindu. [7]

Again there was evidence of good teaching in this question and candidates were clearly well prepared with most managing a good explanation. The weaker answers gave vague ideas about 'being good' and 'helping people' and there was some confusion as to what exactly was meant by moksha (as indeed there is within Hinduism) although this did not affect the marks scored on this question. Better answers gave a thorough analysis of the relationship of karma and dharma to the possibility of reaching moksha, although there was evidence of some confusion between varnashramadharma and sanatana dharma among the most able students.

- (c) 'This life is the only life that is important.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Hinduism in your answer. [5]

Most candidates here gave entirely competent or good answers. There was a general discussion of the effect that believing or not believing in re-incarnation would have on the answer to the question, and the majority contrasted their own beliefs with those of Hinduism. Some of the stronger candidates suggested that a Hindu would also agree with the statement as this is the only life in which we can do anything to affect our fate by earning karma, and we cannot remember past lives.

- 3 (a) Describe how a Hindu might celebrate Holi. [8]

This was also a popular question and most answered reasonably well. Weaker candidates gave a generic description of festivals in general and a very few confused Holi with Diwali. Many were aware that there was a connection between Holi and Krishna but were very confused as to what the connection was. Some were aware of the story of Holika and Prahlad but attempted to re-cast Krishna in the leading role. There were, however, many excellent answers to this question and again there was evidence that the majority of candidates were well prepared for it.

- (b) Explain how taking part in a festival might help to strengthen the faith of a Hindu. [7]

Again, this question was generally answered well. Weaker answers were generic and talked about 'feeling closer to God' and 'having a good time' and the ubiquitous 'relaxing'. Some discussed festivals as a way of gaining karma (although few specifically mentioned bhakti.) and some discussed the usefulness of festivals for teaching children or remembering stories with a religious message. Some answers went on to suggest that festivals had a particularly important part to play for Hindus in Britain as they helped to bring together a more scattered community. Most scored well on this question.

- (c) 'It is easier to feel close to God at a festival than at any other time.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Hinduism in your answer. [5]

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There was generally a good discussion here about the merits of communal versus private devotion. The majority of candidates managed to give a balanced discussion and achieved full marks. Many highlighted the advantages of a festival including communal worship while this was contrasted with the idea that Brahman was everywhere all the time, or that it can be easier to worship in quiet or private. Some good answers suggested that you could feel closer to particular deities during the festivals associated with them whilst you were close to Brahman all the time.

4 (a) Describe how a Hindu might carry out puja in the home. [8]

Most candidates gave a good account of puja and few failed to achieve at least level 3. Few described the symbolism associated with the artefacts used in puja and there was little mention of conch shells. Many were obviously very familiar with puja and achieved well beyond the required standard.

(b) Explain how using statues and pictures might help a Hindu to worship God. [7]

Again, this was tackled well. Many gave basic answers about helping to visualise God and having something to show respect to (although again there was little mention of bhakti.) A few spoke of murtis as vehicles for the deities or of looking at them to remember the attributes of the deities or the stories about them.

(c) 'Hindus should attend a mandir regularly.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Most managed a balanced discussion about the comparative merits of public and private personal devotion. A few of the better answers suggested that Hindus were more likely to visit the mandir during the final ashramas of their lives and that it was more important for them to do so then. One or two also suggested that it was harder for Hindus living in Britain to get to a mandir, contrasting this with the idea that it was still important to do so occasionally as the mandir would have an important social and community role to play in a more scattered British Hindu society. Most candidates who attempted this question achieved level 3 or 4.

5 (a) Describe a Hindu funeral service. [8]

This was not a particularly widely answered question, but those who attempted it generally did so well. Descriptions were detailed and accurate and frequently took account of differences in practice between Indian and British Hindus. Many also explained the reasons for the various actions and the symbolism behind them leading into part (b).

(b) Explain how beliefs about life after death might affect the life of a Hindu. [7]

Given the quality of answers for Q.2, this was a little disappointing. Some answers were quite vague talking about 'being good' or 'doing their dharma' with little elaboration. Better answers mentioned ahimsa, and the best talked about the relationship between karma, dharma and samsara. Some suggested that it might make a Hindu less afraid of death and a couple of candidates suggested that it might make a Hindu less likely to help others as they would assume that people were responsible for their own misfortunes, although they went on to point out that this attitude was counter productive as it led to bad karma. There were some excellent answers but overall fewer candidates than might have been expected achieved the top marks.



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- (c) 'A funeral is the most important samskara (life ceremony).'  
Do you agree? Give reasons to support your answer and show that you have  
thought about different points of view. [5]

Again this was less well answered than could have been expected. Most suggested that funerals were important because they determined what happened after death, then picked another samskara as more or equally important but without giving a reason. Some suggested that all were equally important, but again failed to justify this opinion. Some answers were excellent and displayed a very good level of understanding and evaluation.

## 2306/01 - Islam

### General Comments:

The full range of ability was represented again this year and there continues to be a gradual improvement year by year in the ability of candidates to address the questions thoughtfully and sensitively, often with good usage of specific Islamic terminology. Candidates seemed to enjoy the challenge to demonstrate their skills, the questions differentiated well and some examiners said it was not only overall the best performance yet, indicating excellent teaching and real learning, but also a pleasure to mark.

For all three assessment criteria, scripts were marked according to levels of response. Many candidates are coping better with the questions which examine evaluative skills. More discussions tended to be based on accurate information and candidates remembered to consider other views and to refer to Islam. However, some candidates wrote at too much length on the final parts of each question than is warranted for five marks maximum whilst others wrote too much on their first two questions and, unfortunately, had to rush the last one. On the whole, though, there was not much evidence of candidates running out of time and much to suggest they were using their time effectively.

A few candidates seemed to find it difficult to focus their responses to address the questions, often incorporating explanations in the part (a) which mainly require the demonstration of knowledge of the topic. Cross accreditation was awarded by examiners where appropriate. The least popular question was Q.5.

### Comments on Individual Questions:

1 (a) Describe what Muslims do on Hajj. [8]

There were many excellent responses to this compulsory question from whole centres but the disappointing performance of a few centres seemed to suggest that the Hajj had not been given sufficient coverage on the course despite pilgrimage being on the specification. Most descriptions tended to include what Muslims do at most of the main places named on the stimulus map of the route of the Hajj although a few weaker answers seemed to be following the route backwards, starting from Arafat and ending up at Makkah. Some candidates spent too long on the obligatory preparation of putting on ihram and the most common confusion was of Mount Arafat with Safa/Marwa.

(b) Explain the importance for Muslims of any two places on the Hajj. [7]

Good responses explained the specific significance of the two places and connected the history of places with the present religious meaning for the pilgrims. Some candidates wrote well about stories connected with place but did not get to grips properly with 'the importance for Muslims'. Any two places on the Hajj were acceptable. There was some confusion evident in the weaker answers about which historical figure was connected with which rite, the most common being to link Mina with Moses or Muhammad and Safa/Marwa with Khadijah.

(c) 'The pilgrimage to Makkah is the least important of the Five Pillars.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

There were a variety of equally valid approaches to this quotation. Some discussions developed points made in the earlier parts of the structured question or suggested alternative 'least important' contenders from the other pillars or questioned the type of 'importance'. There were many good answers which went beyond the 'all pillars are equal' formula to evaluate the efforts put into Hajj and its importance as a once in a lifetime event which nevertheless, because of circumstances, might not be achievable for all.

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- 2 (a) Describe how Muslims celebrate Id-ul-Fitr. [8]

Some candidates seem to have studied festivals in general rather than studying the two major festivals from the specification and, inevitably, others confused the Ids. Good descriptions of celebrating the end of Ramadan tended to include not only the waiting for the new moon, the cards, presents, new clothes and feasts but also the services in the mosque or in a large place, the payment of Zakat-ul-Fitr and visiting graves of dead relatives.

- (b) Explain why Muslims keep Ramadan. [7]

Many candidates gave an unnecessary description of Ramadan and, though obviously the benefits of fasting overlap with the reasons why Muslims fast, some wrote more about the benefits of the fast rather than why the fast is done. Some gave very general religious reasons for fasting but good responses were rooted in Islam and explained that sawm is an act of 'ibadah- sincere obedience, submission and worship. Many also wrote about gratitude for the gift of the Qur'an and that Muhammad ﷺ linked this pillar with zakah so Muslims are reminded to be grateful and to consider others in the ummah. Some candidates, however, concentrated totally on empathy for the poor.

- (c) 'A fast is more important than a festival.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Islam in your answer. [5]

Some candidates wrote very generally about fasts and feasts. The better candidates discussed the issues with arguments based on what they had written about Ramadan and Id-ul-Fitr. A majority of thoughtful answers evaluated the link between the festival and the fast and the importance of both. Some candidates were hindered in presenting their case by a lack of knowledge and understanding of the religious significance of the festival.

- 3 (a) Describe how the body of a Muslim is prepared for burial and buried. [8]

This was a popular question. Many candidates were determined to write about the time before death and did so irrespective of the wording of the question. Apart from the few who did not persevere until the body was actually buried, most candidates who chose this option gave fairly full descriptions e.g. ritual washing, ghusl, prayers, anointing, three sheets of white cloth (five for women), carried to cemetery, head turned so facing Makkah, burial in earth (in West often open inverted coffin), simple name not elaborate tombstone.

- (b) Explain how beliefs about the afterlife might affect the way Muslims live. [7]

Some credit was given for descriptions of beliefs but a few candidates wasted a lot of time and effort on scenarios of life in heaven and even more on recounting the terrors of hell. Good responses tended to be those which made the wording of the question the focus of the explanation and gave examples of how these beliefs might affect attitudes and behaviour, long term and/or short term, in daily life. Weaker answers simply kept repeating general ideas on the lines of 'Muslims will try to be good.'

- (c) 'It is a waste of time thinking about life after death.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Islam in your answer. [5]

Examiners reported that there were many interesting thoughtful responses to this question. Some candidates were so caught up in analysing whether or not there is life after death that they forgot to refer to Islam in their answer. Many competent responses developed points made in the earlier parts of the structured question and tried to balance concerns about this life and the next.

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- 4 (a) Describe how Muslims show respect for the Qur'an. [8]

Most candidates acquitted themselves well in responding to this very popular question. Some of the required knowledge and understanding could have been applied to address either a or b parts of the question. Examiners reported, however, much cross accreditation was needed on the weaker scripts whilst good candidates happily placed their material in the most appropriate places and wrote copiously. There was much detail about cleanliness and practical aspects of respect as well as the use of the Qur'an in worship at home but rather less on the use of the Qur'an in worship in the mosque and the application of the teaching to daily life. Some centres confused Islam and Sikhism and, in effect, described how respect is shown to the Guru Granth Sahib Ji. Some contrasted the respect shown to the Qur'an with that shown to books in other faiths. The respectful attitude of Muslims to the Qur'an in not translating the Arabic was used by some excellent candidates to link into the second part of the question.

- (b) Explain why the Qur'an is a sacred text for Muslims. [7]

Most candidates began well by identifying the Qur'an as the word(s) of Allah. How they then proceeded with their answer differentiated between the candidates. Some leapt at the opportunity to tell a long narrative about how Muhammad **ﷺ** received the Qur'an, some referred to the lyrical beauty that melts the heart, whilst others developed the explanation that the status and authority of the Qur'an is not only as the revelation given from Allah to Muhammad **ﷺ** by Jibrail but also as the actual words of Allah and that the Qur'an is so sacred that the Arabic words cannot be translated, and Allah intended it as a handbook for living and the final revelation after previous ones were corrupted.

- (c) 'Islam could not exist without the Qur'an.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Examiners reported that some arguments were one-sided, repetitive and circular and some speculated on historical and global factors and very few made reference to the Sunnah of the prophet, but the best candidates pulled all the strands of the question together and some even distinguished between 'would not' and 'could not'. The consensus of opinion among the best candidates seemed to be that Islam could not exist as we know it without the Qur'an but ultimately the significant factor is that Islam would not and could not exist without Allah.

- 5 (a) Describe how Muslims might use special objects (artefacts) to help them pray to Allah. [8]

The specification refers to artefacts in private worship, particularly beads and prayer mats but any Muslim prayers with reference to any relevant helpful artefacts was acceptable including wearing topi, using clocks and compasses and having sinks or fountains containing running water necessary for purification. This was not a popular question but candidates who attempted it had no difficulty in suggesting special objects, including the Imam.

- (b) Explain the meaning of the movements during prayer. [7]

This was less well addressed. The best candidates concentrated on explanations of the symbolism of the movements in the rakahs e.g standing to acknowledge the greatness of Allah, bowing in respect and prostrating in total submission through to turning head to right and to left to bless fellow worshippers or to greet the two angels.

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- (c) 'People need to have set times for prayer.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Islam in your answer.  
[5]

All possible interpretations of the statement were acceptable but there were some very weak one sided responses, vaguely pro prayer in general terms. Good arguments were based on accurate knowledge e.g. about the timing for salah set out in the Qur'an. Some competent discussions considered the value of regular prayer times as opposed to the danger of such religious practices becoming habitual and shallow. The best answers commented that this makes niyyah (intention) all the more important.

## 2307/01 - Judaism

### General Comments

Candidates attempting this paper had once again been thoroughly prepared. Whilst the full range of abilities was present, there was clear evidence of outstanding teaching, and significant commitment from teachers and candidates alike. Many candidates were able to demonstrate a useful knowledge of Hebrew terminology. Distinctions were often made between beliefs and practices within the Orthodox and Progressive communities. In some questions this worked well, but some candidates were inclined to suggest that being a Progressive Jew involves very minimal commitment. Very few candidates misinterpreted the rubric for this paper, and good use was made of the time available. There were still a small, but significant, number of students who spent time drafting plans for each response, and it is questionable that this was a good strategy given the time available. No questions provided insurmountable problems, though inevitably some were better answered than others, as the following observations should make clear. As a compulsory question, it is worth noting that The High Holy Days seemed to provide more problems than in previous years when candidates understanding of Kashrut and Shabbat were examined.

### Comments on Individual Questions:

- 1 (a) Describe how Jews celebrate Rosh Hashanah (New Year). [8]

The most able candidates provided detailed and ordered accounts of the key events of Rosh Hashanah, using Hebrew terminology. Candidates were well informed as to the build up to the festival, and the key events both at home and in the synagogue. The less able were inclined to make more generalised statements that could apply to most Jewish festivals. Inevitably, there was a tendency amongst some to confuse the two festivals. Reference to the Days of Returning were welcome in any, or all, parts of this question.

- (b) Explain the importance of Yom Kippur (Day of Atonement) for the Jewish community. [7]

Many candidates demonstrated a fine understanding of the importance of the festival. Reference was made to the fast, the idea of scapegoat, Kol Nidre and key readings. There was a range of valid interpretations of the question, though confusion between the two festivals remained. Some candidates did confuse Yom Kippur with either Pesach or Shabbat, but most were well informed. There was a tendency for some responses to be too descriptive in nature, without looking at the impact of the festival on the community. A small number of candidates seemed to have mistakenly explained the importance of Yom Hashoah.

- (c) 'Yom Kippur is the most important day in the Jewish calendar.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Students are generally well prepared for the evaluation sections of each question, and often achieve relatively high marks. To that end, many candidates produced balanced and informed responses that considered the merits of the different festivals. Needless to say, there was no preferred conclusion, but the importance of Yom Kippur was generally recognised. Some candidates chose to discuss events like funerals and marriage, which could not justly be interpreted as fixtures on the calendar.

- 2 (a) Describe what Jews do when a family member dies. [8]

This tended to be a popular and very well answered question. Detailed and ordered descriptions were provided, and many candidates demonstrated an impressive grasp of the

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appropriate terminology. Some candidates tended to focus on the funeral, whilst others spent more time outlining the key practices during shiva, but both approaches were credited, and the best did both.

- (b) Explain what Jews believe about life after death. [7]

There were some excellent responses to this question that acknowledged the general belief in an afterlife, and went on to make reference to the Messianic Age and beliefs about the resurrection of the body. The best acknowledged the lack of clear doctrinal statements, and several impressive references were made to Maimonides' Thirteen Principles. Less able candidates tended to explain notions about reincarnation, or to outline more specifically Christian beliefs. The brevity of some responses did not necessarily detract from their quality and the best bore witness to a number of sources.

- (c) 'Jewish mourning rituals are helpful to the mourner'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Many candidates produced well balanced and informed responses that focussed on the extent to which a structured and intense mourning period would prove beneficial to the bereaved in the long term. This question seemed to lend itself to a balanced discussion of the merits of Jewish mourning ritual, with particular reference to practices during shiva. As well as providing a balanced response, candidates increasingly included explicitly religious content in their discussions leading to high marks.

- 3 (a) Describe what Jews believe about G-d. [8]

The majority of students who undertook this question performed very well. Some responses were quite philosophical, making reference to the Thirteen Principles, especially ideas like creator, omnipotence, omniscience and so on. The questions that examine Jewish beliefs tend to be answered by the more able candidates, and this was no exception. This is a topic that lends itself to a systematic description of the key beliefs about G-d, and the best answers broke down the beliefs, and avoided more rambling and less structured passages.

- (b) Explain what Jews believe about covenant [7]

Most candidates who attempted this question were clearly informed in their explanations of the covenant. A small number were unclear, and some referred to the Ark of the Covenant. More mention was made of Abraham than of Moses, and some responses focussed entirely on circumcision. The best responses mentioned all of the above, and also explored the impact of the covenant relationship on the life of a Jew and the idea of a 'chosen people'.

- (c) 'Jews have good reasons to believe in G-d.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

In general this question was well answered, with candidates providing examples to support the quotation and strong counter arguments. Typically most candidates gave examples from Jewish history, like the exodus, where the Jewish nation believed it experienced G-d. The counter view was generally based on reference to the Holocaust, or a more general appeal to scientific explanations for the origins of the universe.

- 4 (a) Describe the main features of a synagogue. [8]

As ever the topic of the synagogue was a popular choice, and one on which candidates performed well. They were generally able to describe the key features, focussing on the ark, bimah and ner tamid, however, many other features were also referred to. The best

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responses sometimes linked the layout of the synagogue to that of the Temple. It was also noticeable that some candidates had had the opportunity to visit a synagogue, and this only had a beneficial impact on their descriptions.

- (b) Explain why daily prayer is important for a Jew. [7]

This question was not generally as well answered as the previous one. There was often an understanding of the reasons for prayer and its perceived benefits. The more able candidates knew why Jews pray three times daily and why they face Jerusalem. Others successfully referred to the ritual dress that might be worn by a Jew. Good use was also made of an understanding of the importance of the Shema. Some candidates did not explain any aspects of prayer that might be seen as specific to Judaism.

- (c) 'A Jewish community does not need a synagogue.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

This was another very well answered evaluation question. The best responses often discussed the relative merits of the home, as opposed to the synagogue. Almost all candidates recognised some of the significance of the question, and were able to explore the role that the synagogue has within a Jewish community. Particular emphasis was placed on the reading of the Torah, the support of the rabbi and the importance of worshipping with other people for a sense of solidarity and community.

- 5 (a) Describe what Jews mean by the 'Tenakh'. [8]

This was the least popular of all the optional questions. Those who answered it tended to know what the Tenakh is, but there was a tendency on the part of some to focus almost exclusively on the Torah. The best answers were well balanced and detailed, supplementing the descriptions of the contents of the three sections with information about how they are used and what is believed about them.

- (b) Explain the importance of the Talmud for Jews. [7]

This question was not as well answered in general. Some candidates did not know what the Talmud is, whilst others who did were not always clear about its importance. Weaker candidates were inclined to confuse the Talmud with the Written Torah. The best responses placed the Talmud into some kind of historical context, and provided an account of its importance, using examples of its application. Added depth was provided by reference to the views of different Jewish groups.

- (c) 'The Tenakh is out of date.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Questions of this sort tend to work well on the Judaism paper and this was no exception. A small number of students confused the Tenakh and Talmud, but most were able to provide well-informed and balanced responses with significant religious content. Once again, good use was made of contrasting the attitudes of Orthodox and Progressive Jews.



## 2308/01 – Sikhism

### General Comments

Responses to the paper were generally good, with the majority of candidates demonstrating a sound knowledge of the topics studied. Weaker candidates demonstrated at least a basic knowledge. Section (b) answers still show that many candidates find it hard to relate belief to practice and need to consider the effects of belief upon action with more empathy

### Comments on Individual Questions:

1 (a) Describe how Sikhs celebrate Divali. [8]

Most candidates could give details of how the festival is celebrated, including lights, Gurdwara activities and fireworks etc. Better answers related the origin of the festival (the release of Guru Hargobind Ji), and some explained the link with the Hindu festival. Weaker candidates gave generic descriptions of festivals. A few confused it with the Hindu festival and related stories about Rama and Sita.

(b) Explain how the celebration of Gurpurbs might strengthen the Sikh Community. [7]

Some candidates linked these only to the birthdays of the Gurus but better candidates were able to make the link to the death and martyrdom of some Gurus. A number of specific examples were given. The idea of community and common purpose was understood by the majority of candidates. Shared history was also mentioned by many. A few candidates had no idea of what the Gurpurbs were and gave weak answers about festivals in general.

(c) 'Religious people should live for today and forget the past.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Sikhism in your answer. [5]

Some candidates related the question to the idea that faith comes from history and therefore cannot be valid without remembering the past. Others took the view that the past cannot be changed and therefore should be forgotten. Better candidates were able to comment on both viewpoints, whilst some found it hard to relate specifically to Sikhism.

2 (a) Describe what is meant by sewa (service for others). [8]

All candidates could describe sewa as selfless service to others. Most described sewa as related to the langar but better candidates described tan, man and dhan with good examples.

(b) Explain how sewa might affect the life of a Sikh. [7]

Many considered the benefit of earning good karma, and the fact that service to others gives a good feeling. A number of answers dwelt on the negative aspects – too little time, not enough money to perform sewa adequately.

(c) 'Being a Sikh is mainly about helping others.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Candidates had no problem in answering from both sides of this statement. Better answers agreed that being a Sikh does involve helping others, but that there is a lot more to the faith

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than this one aspect. Some responses included the idea that sewa is a way of helping oneself as well as others.

3 (a) Describe a Sikh funeral service. [8]

There were many excellent responses to this question. Most candidates could describe the rituals associated with death and the variations between rituals in Britain and in India. All candidates who attempted this question had at least a basic knowledge of a funeral ceremony and the associated mourning rituals.

(b) How might belief in rebirth affect the life of a Sikh? [7]

Good answers considered the need to be 'gurmukh' rather than 'manmukh' and the efforts to achieve good karma. Many were also able to relate their answers to samsara, karma and mukti. Weaker answers considered the need to do well to avoid a bad reincarnation. Some candidates considered the possibility of rebirth as an object –possibly as a result of inaccuracies in some texts.

(c) 'Religious people should not be afraid of dying.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Sikhism in your answer. [5]

All candidates could offer a response to this. Many related it to Sikh beliefs about the afterlife. The most common response was that many people are afraid of the unknown, but that for some belief helped to overcome that fear.

4 (a) Describe the Sikh initiation ceremony (Khalsa). [8]

Many candidates described the first formation of the Khalsa that took place on Baisakhi day. Some only related this historical event. Credit was given for any aspects that related to the initiation ceremony itself. Better answers combined the historical event with initiation today. The majority of candidates who did this had a sound knowledge of all details of the ceremony.

(b) Explain how a Sikh initiation ceremony might affect the life of a believer. [7]

Many mentioned the responsibility felt by an initiate and that an initiate has to live by a stricter code than others. Some dwelt on negative aspects but most saw it as a positive affirmation of faith.

(c) 'Going through a religious ceremony does not make a person religious.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Sikhism in your answer. [5]

Generally there was a good response from candidates centring around the idea that faith comes from inside rather than outside a person

5 (a) Describe how Guru Nanak Dev Ji started Sikhism. [8]

This was a straightforward question for the majority of candidates. Many could offer a variety of events in the life of Guru Nanak Dev Ji. Weaker answers were unable to link events with dates or places. Better answers included the spread of the faith as a result of the journeys made by Guru Nanak Dev Ji.

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- (b) Explain how Sikhs might show respect for the teachings of the Gurus in their daily lives. [7]

Candidates had no problems with this question. Most considered a variety of ways respect is shown to the Guru Granth Sahib Ji, and many considered how Sikhs follow the teaching of the Gurus, as well as the celebration of Gurburbs and the wearing of the five Ks.

- (c) 'All the Gurus are equally important.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

This was answered well by all candidates. Responses included the idea of equality on the one hand with a consideration of the importance of specific Gurus on the other.

## 2309/01 - Religion, the Media and Entertainment

### General Comments

There were many excellent answers seen for this paper. There was very little evidence to show that candidates did not have adequate time to complete the paper. Some candidates demonstrated the ability to write copiously in the time allowed. Weaker candidates who gave limited answers obviously finished very early.

There were limited references to the media and the types available. Few responses used film or the Internet as a form of media.

Some candidates who addressed the questions from two religions were at times hindered in their attempts because they tended just to repeat themselves. However the better candidates were able to contrast the different religious views to good effect.

On the whole, the paper was accessible to all candidates.

### Comments on Individual Questions:

- 1 Describe the teachings in the religion(s) you have studied about spreading the faith. [8]

Some candidates found this a difficult question to answer. A number of candidates missed the fact that the question stated 'spreading the faith' and not just 'faith'. Many answers were purely what the followers of a religion believed in. Candidates also missed the word 'teachings' and consequently there was a lack of both teaching and references in the answers. Many good answers mentioned that Jesus told his disciples to go out and spread the word, and also there were several responses using the Holy Spirit and Pentecost. Again the better answers referred to evangelising, missionaries and Christianity being a proselytising religion. Quite a lot of the candidates discussed the various forms of media in which the religion could be spread.

- 2 Look at Source A. Describe the attitude of the religion(s) you have studied towards music and sport. [8]

Whilst attitudes were acceptable with or without references from scripture, a number of candidates pursued one attitude or concentrated on a range of negative attitudes. Relatively few combined positive and negative attitudes. There were some references to one's body being God's temple and as such we should aim to keep it fit. Some candidates talked only of music in religion – church services etc., some failed to write about sport at all. Some candidates discussed the way in which both sport and music could be used to raise money for good causes.

- 3 Explain the attitudes of the religion(s) you have studied towards sex and violence in the media. [7]

Some candidates adopted a similar approach to Q. 3 as they had in Q.2. They targeted the words 'sex' and 'violence' and wrote copiously on these topics. Some candidates misinterpreted 'sex' as 'sexism'. Where candidates had read the question properly, many answers were based on soap operas and violence tended to be based around the conflict in Iraq. Answers scored well when reference was made to the media and media types. A few candidates discussed the impact of the violence within the film 'The Passion of Christ' promoting the view that it either was a misuse of violence or the violence was used to good effect.

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- 4 Look at Source B. Explain why working in the media might affect a person's religious life and beliefs. [7]

This question was generally well answered with a good range of understanding. Many candidates wrote thoughtful and perceptive responses. However, again, candidates tended to focus on the negative effects of working in the media on a person's religious life and beliefs, and tended to focus on the non-ability to attend services or that people working in the media might be susceptible to doubt in their own beliefs or that they might be tempted into breaking commandments such as idol worship or the seven deadly sins. Good candidates discussed both negative and positive aspects suggesting that someone working in the media could use it to evangelise.

- 5 'All the people involved in making a religious programme or film should be believers in that faith.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to the religion(s) you have studied in your answer. [10]

Generally candidates performed well on this question with a high proportion scoring good marks. Evaluative skills were much in evidence. Even those candidates who scored modestly by expressing only one point of view usually went on to justify the view. It was felt generally that this was a good question drawing out the candidates own views and those of different denominations/faiths. Weaker answers often only gave one point of view with no reference to religion, but they did support their view. However some candidates focussed only on the phrase 'religious programme' and thereby missed the point of the question. Better candidates used specific examples of films in their answers such as 'The Passion of Christ' and 'The Messenger'. There were also references to the different types of people who work in the film industry with the view that perhaps the camera crew etc. did not need to be religious.

## **2310 - Coursework**

### **General Comments**

Work for this component continues to be of a very high standard. Also the standard of marking and administration by Centres was mostly excellent.

Almost all of the work submitted was on approved titles.

Very few centres had their marking adjusted. The main difficulty was the number of centres who had not submitted Centre Authentication Statements with the coursework – these are now a requirement and must be sent when work is submitted for moderation.

Nevertheless, teachers who are inevitably under great pressure must be commended for their work and expertise. The use of the Internet as a source of information seems now almost universal as does the word-processing of coursework. Both of these are highly commendable though students may need to be reminded that books can also be used as reference material and that the use of a dozen different fonts with complex page layouts does not help improve poorly prepared work in any way.

Again, the increasing maturity of the candidates' responses should be noted as should the degree of humanity which so often appears in the work submitted.

**General Certificate of Secondary Education Religious Studies A 1030**

**June 2005 Assessment Session**

**Unit Threshold Marks**

Unit		Maximum Mark	A*	a	b	c	d	e	f	g	u
2391	Raw	43	38	33	28	23	19	15	12	9	0
	UMS	43	34	30	26	22	18	14	10	6	0
2392A	Raw	43	39	34	29	24	20	16	12	8	0
	UMS	43	34	30	26	22	18	14	10	6	0
2392B	Raw	43	37	32	27	23	19	16	13	10	0
	UMS	43	34	30	26	22	18	14	10	6	0
2393	Raw	43	40	35	30	26	22	18	15	12	0
	UMS	43	34	30	26	22	18	14	10	6	0
2394A	Raw	43	42	35	30	25	20	16	12	8	0
	UMS	43	34	30	26	22	18	14	10	6	0
2394B	Raw	43	37	32	28	25	20	16	12	8	0
	UMS	43	34	30	26	22	18	14	10	6	0
2395	Raw	43	41	35	31	27	22	17	13	9	0
	UMS	43	34	30	26	22	18	14	10	6	0
2396	Raw	43	40	35	30	25	21	17	14	11	0
	UMS	43	34	30	26	22	18	14	10	6	0
2397	Raw	43	38	32	26	21	17	13	10	7	0
	UMS	43	34	30	26	22	18	14	10	6	0
2398	Raw	43	42	36	31	26	20	15	10	5	0
	UMS	43	34	30	26	22	18	14	10	6	0
2399	Raw	43	34	30	26	22	18	14	10	6	0
	UMS	43	34	30	26	22	18	14	10	6	0
2400	Raw	43	<b>N</b>	<b>O</b>		<b>E</b>	<b>N</b>	<b>T</b>	<b>R</b>	<b>Y</b>	0
	UMS	43	34	30	26	22	18	14	10	6	0

### Specification Aggregation Results

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	<b>Maximum Mark</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>U</b>
<b>1030</b>	86	68	60	52	44	36	28	20	12	0

The cumulative percentage of candidates awarded each grade was as follows:

	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>U</b>	<b>Total Number of Candidates</b>
<b>1030</b>	6.8	19.2	37.4	56.4	73.6	86.0	94.0	98.2	100	21366



**General Certificate of Secondary Education Religious Studies A 1930**

**June 2005 Assessment Session**

**Unit Threshold Marks**

Unit		Maximum Mark	A*	a	b	c	d	e	f	g	u
2301	Raw	64	61	54	47	41	33	25	18	11	0
	UMS	64	56	50	44	38	32	26	20	14	0
2302A	Raw	64	56	49	42	35	29	23	17	11	0
	UMS	64	56	50	44	38	32	26	20	14	0
2302B	Raw	64	59	53	47	41	34	28	22	16	0
	UMS	64	56	50	44	38	32	26	20	14	0
2303	Raw	64	58	51	45	40	33	26	19	12	0
	UMS	64	56	50	44	38	32	26	20	14	0
2304A	Raw	64	61	54	47	41	34	27	20	13	0
	UMS	64	56	50	44	38	32	26	20	14	0
2304B	Raw	64	62	55	48	42	35	28	21	14	0
	UMS	64	56	50	44	38	32	26	20	14	0
2305	Raw	64	63	57	50	44	36	29	22	15	0
	UMS	64	56	50	44	38	32	26	20	14	0
2306	Raw	64	63	57	49	42	35	28	21	14	0
	UMS	64	56	50	44	38	32	26	20	14	0
2307	Raw	64	62	54	47	41	33	25	18	11	0
	UMS	64	56	50	44	38	32	26	20	14	0
2308	Raw	64	63	57	50	44	36	29	22	15	0
	UMS	64	56	50	44	38	32	26	20	14	0
2309	Raw	43	42	39	34	29	25	21	17	13	0
	UMS	32	28	25	22	19	16	13	10	7	0
2310	Raw	64	62	54	45	36	28	21	14	7	0
	UMS	64	56	50	44	38	32	26	20	14	0

*Report on the Units taken in June*

**Specification Aggregation Results**

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	<b>Maximum Mark</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>U</b>
<b>1930</b>	160	140	125	110	95	80	65	50	35	0

The cumulative percentage of candidates awarded each grade was as follows:

	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>U</b>	<b>Total Number of Candidates</b>
<b>1930</b>	9.0	26.9	50.2	70.2	84.7	93.4	97.7	99.3	100	23678



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