

Religious Studies A

GCSE 1930

GCSE Short Course 1030

Mark Schemes for the Units

June 2006

1930/1030/MS/R/06

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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:

AO1	recall, select, organise and deploy knowledge of the specification content;	[40%]
AO2	describe, analyse and explain the relevance and application of a religion or religions;	[35%]
AO3	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

Mark Weighting	Level 1	Level 2	Level 3	Level 4
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]	An attempt 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]	A valid attempt 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]	A competent attempt to answer the question. Selection of some relevant material with appropriate development.
Level 4 [7-8]	A good response 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]	An attempt 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]	A valid attempt 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]	A competent attempt 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]	A good response 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]	An attempt to answer the question. A statement of the obvious, a one-sided judgement with little or no argument.
Level 2 [3]	A valid attempt to answer the question. 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]	A competent attempt to address the question. 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]	A good response to the question. 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. Reference must be made to the religion studied.

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. '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 2006

Unit 2391: Christianity through a study of either Mark or Luke.**Section A. Luke.***Picture stimulus.*

- 1 (a) From Luke's gospel, describe the birth of Jesus in Bethlehem, including the visit of the shepherds. **[8]**

Description of the events at the birth of Jesus. Luke 2:1-20. The best answers might include all the main details of the event by quotation or paraphrase. The Census; the journey to Bethlehem, Jesus born and laid in a manger, no room at the inn, the angel's message to the shepherds, the angel host singing praises, the shepherds' visit to Bethlehem.

- (b) Explain why Luke's story of the birth of Jesus is important to Christians today. **[7]**

The best answers might show selection and organisation from a number of reasons, especially religious ones, why the birth stories are important. The story is the basis of Christmas celebrations; e.g. carol services, nativity plays, giving presents, to remember the birth of Jesus as special, God incarnate. O.T. prophecies were fulfilled. The stories are evidence of the Messiahship of Jesus. For some, the evidence of the virgin birth is important and the role of Mary is emphasised and exalted. The account of the visit of the shepherds shows Luke's emphasis on the universal nature of the Saviour. Some Christians do discount the importance of the birth stories and if candidates explain this it should be rewarded.

- (c) 'Only Christians should celebrate Christmas.'
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. **[5]**

Views in favour of the statement might be that Christmas is not an important festival to those who do not have Christian beliefs. There is hypocrisy in celebrating Christmas from those who do not recognise Christianity at other times etc. Balanced arguments might oppose the statement with views about Christmas as a public holiday – so people should celebrate. Value of family gatherings and giving presents. Universal nature of Christ as Saviour/Prophet is recognised by other religions. Influence of Christmas is beneficial to society etc. Different points of view should be offered to attain level 4.

- 2 (a) Describe the Parable of the Good Samaritan **[8]**

Description of the parable from Luke 10 v 25-37. Good answers will contain, either by quotation or paraphrase, all the main details of the parable. The best answers should also refer to the lawyer's question and Jesus' comments afterwards.

- (b) Explain how the Parable of the Good Samaritan might influence the lives of Christians.

Explanation of the teaching in the parable about prejudice and pre-judgement – the Samaritan acted more charitably than the Priest or the Levite etc **and /or** other teachings which might be developed to apply to life today. Examples of attitudes and actions to resist prejudice and stereotyping might be given. The best answers might provide examples of how the teachings should be put into practice by Christians today.

- (c) 'Christianity is only about loving your neighbour.'
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. **[5]**

Evaluation of Christian principles being just about community life, charity and caring for others which might be balanced by a view of the importance of other aspects of religious life such as contemplation, worship and festivals. All valid comments should be credited. Different points of view should be offered too attain level 4.

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

Description of Luke 9:28-36. The best answers will include, either by quotation or paraphrase, all the main details of the event. Important elements of the story which might be included are the disciples, Peter, James and John, the change in Jesus' appearance, the appearance of Moses and Elijah, Jesus conversation with Moses and Elijah about his death, the disciples' reactions, the words of the voice from the cloud.

- (b) Explain how Christians might show that they are disciples of Jesus. **[7]**

Explanation of interpretations of discipleship. Candidates may use the lives of real Christians to illustrate their points or demonstrate qualities and actions in a general way. The best answers might include aspects of worship and good works. Some candidates might explain the commitment needed for a religious vocation or examples of courage and even martyrdom in the defence of faith etc.

- (c) 'All Christians should read Luke's gospel.'
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. **[5]**

Evaluation of the value of the gospel as a guide to Christian life. The best answers might comment on Luke's special interests as a moral guide but also be aware that other gospels and biblical passages play an important part in Christian life and worship. Another balanced view might be that many Christians have only sketchy knowledge of Luke as an individual gospel but are still aware of the gospel accounts as combined stories.

- 4 (a) Describe what Jesus teaches about prayer in Luke's gospel. **[8]**

Description and selection from the prescribed text from Luke 11: 1-13. The Lord's Prayer is included in this section in verses 1-4, most candidates will refer to this by quotation or paraphrase and select and describe the reason prayers are answered from v 5-13 the 'friend at midnight' and 'knock and the door will be opened' and/or 'how much more will your Father in Heaven' etc. Luke 11:5-13. However, full mark answers might be achieved without reference to all the details in this long passage.

- (b) Explain why Jesus' teaching might encourage Christians to pray. **[7]**

Explanation of the lessons in this teaching that there should be persistence in prayer and that prayer is more effective if the Christian has faith that it will be answered. The passage contains assurances that prayers will be answered. Explanation might be made of the Father/Son analogy in the text. Examples might be given of instances and reasons why Christians use prayer.

- (c) 'Caring for others is more important than praying.'
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 of worship in Christian life. Responses might be a discussion that praying is of important spiritual benefit to Christians but is not just an isolated/ individual activity. Praying for others is a practical application of 'caring' just as much as sharing wealth or caring for physical needs etc. Weaker answers might not see a connection between the two. Different points of view should be offered to attain level 4.

Section B. Mark.

- 5 (a) *Picture stimulus*

From Mark's gospel, give an account of Jesus' entry into Jerusalem, beginning with the preparations. **[8]**

Description of Mark 11 v 1-10. The best answers will include all the main details of the instructions to the disciples, their subsequent actions and the crowd's reaction to Jesus as he rode into Jerusalem. In Mark's account the crowd spread cloaks and branches and the words of the crowd include 'Hosanna'. Blessed is he...etc. The account might be in paraphrase or quotation.

- (b) Explain why it is important to Christians that Jesus was the Messiah. **[7]**

Explanation of the Christian belief in Jesus as the Messiah, not as a warrior king, which was a first century Jewish concept. Christian ideas of Jesus are of a peaceful non-violent Saviour who fulfilled his divine destiny by dying on the cross etc. making his example the perfect one to follow. The best responses will explain the importance of this belief as the central one of Christianity which involves fulfilment of O.T. scripture, proof of Jesus as the Son of God, forgiveness of sins etc.

- (c) 'Jesus' teaching was more important than his death.'
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. **[5]**

Evaluation of the purpose of both the ministry of Jesus and the crucifixion story in the gospel. This may be approached in a variety of ways. The teachings were proof of Jesus as Son of God/Messiah and the beginning of a new religious code, however, the crucifixion and resurrection were the climax of his ministry. Some answers may discuss whether all Christians believe in the crucifixion and resurrection stories. Some candidates might refer to the miracles in Mark. All valid comment should be rewarded. Different views should be offered to attain level 4.

- 6 (a) Describe what Jesus said when he was accused of being possessed by Beelzebul. **[8]**

Description of Mark 3 :20-27. The best answers might relate the main details of the event and the 'parables' in verses 23-27, either by quotation or paraphrase.

- (b) Explain why there was conflict between Jesus and the Pharisees. **[7]**

Explanation from the passages in Mark where Jesus is criticised by the Pharisees and the reasons why they began to plot against him. Good responses might refer to the healing on the Sabbath, the paralysed man incident and/or show how Jesus corrected the over-zealous interpretations of the law carried out by the Pharisees. Some candidates may show awareness that Mark describes the encounters vividly to show the difference between Jesus and religious Jews and to emphasise the unique character of Jesus for Christians. Candidates might refer to one or two specific events or write an explanation of a more general nature.

- (c) 'A Christian life is too strict for most people.'
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 strength and satisfaction which can be gained from living a life according to Jesus' teaching and the teaching of the church compared with the personal demands of self-discipline and living by Christian principles. Some weaker answers may discuss only 'going to Church/Sunday School' when other activities are more attractive etc. All relevant comments should be rewarded. Different points of view should be offered to achieve level 4.

- 7 (a) Describe the Transfiguration of Jesus. **[8]**

Description of Mark 9 v 2-8. The best answers will include, either by quotation or paraphrase, all the main details of the event. Important elements of the story which might be included are the disciples, Peter, James and John, the change in Jesus' appearance, the appearance of Moses and Elijah, the disciples' reactions, the words of the voice from the cloud.

- (b) Explain how Christians might show that they are disciples of Jesus. **[7]**

Explanation of interpretations of discipleship. Candidates may use the lives of real Christians to illustrate their points or demonstrate qualities and actions in a general way. The best answers might include aspects of worship and good works in their answer. Some candidates might explain the commitment needed for a religious vocation or examples of courage and even martyrdom in the defence of faith etc.

- (c) 'All Christians should read Mark's gospel.'
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. **[5]**

Evaluation of the value of the gospel as a guide to Christian life. The best answers might comment on Mark's dramatic stories or special interest in Jesus as the Messiah and as a moral guide but also be aware that other gospels and biblical passages play an important part in Christian life and worship. Another balanced view might be that many Christians have only sketchy knowledge of Mark as an individual gospel but are aware of a combination of stories from the gospels.

- 8 (a) From Mark's gospel, describe what happened when the women discovered the empty tomb. [8]

Description of Mark 16: 1-8. The best answers might include, either by quotation or paraphrase, all the main details of the event i.e. the women's conversation on the way to the tomb, the stone rolled away, the young man, his declaration of the resurrection, the women's reaction. Some candidates may include material from :9-13 which can be credited, as happening on the same day, later material from :14-20 is outside the remit of the question.

- (b) Explain how belief in the resurrection of Jesus might influence the lives of Christians. [7]

Explanation of the importance in Christian belief of the resurrection of Jesus. The best answers might explain that the resurrection is a cornerstone belief, which should influence the way in which Christians live and worship. Easter celebration might be mentioned. The focus of the answer should be on the resurrection rather than the death of Jesus. The resurrection was evidence of eternal life and the fulfilment of God's promise also proof of Jesus as the Son of God. The message of the resurrection influences Christians to live a life by Christian principles. Some may make a link with baptism etc. Some candidates may refer to the individual hope of 'going to heaven' etc. and this should be rewarded appropriately.

- (c) 'Only Christians should celebrate Easter.'

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

This evaluation might involve a discussion about whether celebrating/having a public holiday at Easter is appropriate for non-Christians. Views in agreement with the statement might develop points about the importance of Easter for Christians. To balance the argument, good responses might agree with the statement from the point of view of non-Christians i.e. those of another religion or none. Another view might be that the message of Christ was meant to be universal and marking Easter in any way brings the meaning of the festival to more people etc. all valid comment should be rewarded. Different points of view should be offered for level 4.

Mark Scheme 2392/01
June 2006

Unit 2392/01 Christian Perspectives

1 Headline from a local newspaper

‘MAN ATTACKED FOR LOOKING ‘FOREIGN’

- (a) Describe the teachings which Christians might use in a discussion about the issue of race. **[8]**

Candidates might refer to teachings such as:

Everyone is created equal in God’s sight

Parable of the Good Samaritan.

Jesus attitude and actions towards the outcasts of society

No distinction between Jew and Gentile

Second Vatican Council ‘Church in the Modern World’ – ‘Discrimination is incompatible with God’s design.’

- (b) Explain how Christians might work to overcome discrimination **[7]**

Candidates may refer to:

A general account of examples of Christian action or of possible action.

Direct or indirect action.

Work within the Church

Christian support for anti discriminatory practices and policies.

Christian activity within Government and organisations to promote equality

A description of the work of a well know Christian or of several Christians- e.g. M L King or D Tutu.

The question is intended to elicit responses, which focus on the work to overcome discrimination, hence the best responses will be more than biography.

- (c) ‘You can’t be a Christian and be prejudiced.’

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

Candidates may offer:

Agree

Christians are law abiding and therefore will not be prejudiced.

Christianity teaches against prejudice

Disagree

Examples from the past – Segregation in the USA, Dutch reformed Church in S Africa.

Religion can cause conflict between races and cultural groups leading to prejudice.

Hidden racism and prejudice is found in Christian organisation through, for example the lack of black priest and members.

- 2 (a) Describe Christian teachings, which might help a Christian couple who are having problems in their marriage. [8]

Candidates might refer to teachings such as:
 The texts detailed in the specification.
 Marriage is for life.
 Self-giving love as central to the marriage relationship.
 The marriage vows.
 Jesus' words about 'let no man put asunder'.
 The 10 commandments.

- (b) Explain Christian teachings the relationship between children and parents. [7]

Candidates might offer:
 General ideas about love (agape) and care within the family
 Specific reference to the texts referred to in the specification
 Ideas of honouring parents and of parents respecting their children
 The expectation that parents will fulfil vows taken at the baptism of the child to encourage them in the faith.
 Understanding of the different aspects of relationships as the children grow and mature.

- (c) 'Divorced people who want to get married should not be allowed a Christian marriage ceremony.'

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

Candidates may offer:

Agree

The couple made vows before God and making them a second time is making a mockery of them.

It is never right to divorce in the first place

Marriage cannot be dissolved so any remarriage is adultery and a sin.

Disagree

Being realistic, humans fail and ought to given a second chance. As the church believes in forgiveness it ought to operate a forgiving approach to remarriage.

One remarriage is OK but not more than one.

A re marriage with the blessing of the church might help to heal the wounds and support a new family.

Why should the innocent party in a divorce be prevented from making promises again?

- 3 (a) Describe Christian teachings about how wives and husbands should treat each other. [8]

Candidates might refer to teachings such as:
 The texts detailed in the specification.
 General principles of self-giving love as fundamental to the marriage relationship.
 Description of Biblical teaching and possibly of its relevance today.
 Importance of equality and respect.

- (b) Explain how being brought up in a Christian family might affect a child's attitudes and behaviour. **[7]**

Candidates might offer responses such as:

Children may be encouraged to attend Church and Sunday school for the inculcation of Christian attitudes and virtues.

The family may pray and worship at home.

The parents will set a Christian example, for example through giving to charity and pursuing work and careers in line with Christian principles which will influence the children.

- (c) 'Christian teachings about family life are not relevant in the 21st century.'

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

Candidates may offer:

Agree

Ideas, which fitted in with the world of the 1st Century just can't be appropriate today, as the world has changed. Families are smaller, the relationships between members are more equal and everyone has rights, so children can't be forced to be religious.

Disagree

There is nothing new under the sun, and people have not changed and the teachings are as relevant now as ever. Strong family life is at the core of a good society and the principles behind Christian family life supports and encourages them.

- 4 (a) Describe the Christian teachings which might be used in a discussion about fertility treatment. **[8]**

Candidates might offer:

General ideas such as sanctity of life, 'playing God', unknown consequences of actions, disposal of potential life through the destruction of the spare embryos.

More specific reasons related to particular Christian views.

Reference to the texts in the specification.

It is wrong to create life artificially.

- (b) Explain how Christian teachings might support Christians who are caring for people who are terminally ill. **[7]**

Candidates might offer:

General ideas about how Christian attitudes to life after death and the value of human life would affect them.

Jesus' example in caring for the sick.

Christians would show love and support for the person.

They would not seek their early death.

They might support and work with the Hospice Movement.

- (c) 'Every woman has the right to have a child.'

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 offer:

Agree

Artificial methods enable women to have the babies they want. It helps to fulfil a crucial purpose of marriage. It opens up the possibility of wanted children being brought up in loving families that would not otherwise have existed.

We accept medical intervention in other natural processes, so why not in this area.

Disagree

People should accept the will of God either to be able to have children or not.

Artificial means could lead to designer babies. It also interferes with nature and thus the will of God.

Mark Scheme 2392/02
June 2006

2392/02 Christian Perspectives (Roman Catholic)

Stimulus: Picture of two wedding rings

- 1 (a) Describe Roman Catholic teaching about prejudice. **[8]**

Most candidates will recognise that the Roman Catholic Church believes that all forms of prejudice are wrong. They may base their arguments on the teachings that we are all equal as we are made in the image of God. Others may focus on specific actions or teachings from the gospels; for example, the story of Mary washing the feet of Jesus or the way that Jesus treats Zachaeus. Others may describe more modern teachings such as those found in various Church encyclicals.

- (b) Explain how the work of one well known Christian has helped to overcome prejudice. **[7]**

As this question is generally Christian rather than specifically Roman Catholic, candidates may choose to demonstrate all they know about Martin Luther King. They may explore those who use political means to bring about change and those who used various kinds of protest. If a candidate describes a non-Christian, such as Nelson Mandela, they cannot be given full marks but may be given credit for a description of those characteristics which may also be found in Christianity. Any relevant Christian the candidates choose should be credited at the appropriate level of response.

- (c) 'Fighting prejudice is the most important thing a Roman Catholic can do.'

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 command to love others may lead to the kind of conclusion found in the statement. Others may look to worship or caring for the poor as more important. Some may argue, along with St. Paul, that all the parts of the body are equally important and necessary for the body to function properly. All relevant arguments should be credited at the appropriate level of response.

- 2 (a) Describe Roman Catholic teaching about abortion. **[8]**

Candidates may begin this question by describing the Churches teaching on 'sanctity of life' and then exploring the question of when life begins. They may be aware that the Church takes it as read that life begins at conception. Some may compare this teaching with that of viability while others may also explore the nature of double effect. Credit should not be given to those candidates who simply list different methods of abortion.

- (b) Explain why the Roman Catholic Church is against the use of embryos. **[7]**

Candidates may build on their answer to the first part of the question by looking at research on aborted embryos. Others may look at the issues surrounding IVF as well as the question of whether or not embryo's can be given the same rights as human beings as their humanity is often argued. Some candidates may explore the reasons that the Roman Catholic Church teaches that human life begins at conception; others may be able to raise reasons that others may object to these teachings.

- (c) 'Every woman has the right to a child.'

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 look at the many dangers of this kind of licence, while being aware of the many different sufferings which could be relieved by this kind of research. Some may for example look at the extremes of research which may be used if the 'right to a child' becomes a priority, for example the use of eggs from aborted foetuses. Alternatively others may look at the rising number of infertile couples and talk about the suffering that this can bring, leading to intolerable strains on a marriage in some cases. All relevant arguments should be credited at the appropriate level of response.

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

Candidates may use the marriage ceremony itself as a way into this question. Others may begin by talking about fidelity and commitment. Some may discuss the teachings about marriage as a witness which emphasises the importance of marrying in the church community and not just living together. Some may also explore the teachings on the need to want children, particularly those who have looked on to part (b). Alternatively some may begin by exploring Jesus' teaching on divorce and the importance of being married forever.

- (b) Explain why Roman Catholics believe that having children is important. **[7]**

Candidates are likely to highlight the Churches teaching that the desire to have children and bring them up in the faith as central to the Churches understanding about marriage. Central in terms of the 'vocation' to parenthood and to the belief that the family is the best way to nurture children. Credit may also be given to those explore the need for the Church to have young people for ministry as well as evangelisation.

- (c) 'A life-long commitment to another person is no longer possible.'

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 explore both sides of this argument; for example 'we are now living longer and the commitment is too much', as against the idea that stability is essential for family life, particularly for the nurturing of children and grandchildren. All relevant arguments should be credited at the appropriate level of response.

- 4 (a) Describe Roman Catholic teaching about euthanasia. **[8]**

Candidates may begin by exploring the teaching which lead to Roman Catholics believing that all life is sacred. They may then go on to outline the Roman Catholic Church's teaching on active and passive euthanasia: making a clear distinction between killing someone and allowing them to die. Candidates may alternatively look at some of the scriptural text and events on which some of these teaching are based, going on to demonstrate knowledge of Church encyclicals which teach about this area.

- (b) Explain how a Roman Catholic might use these teachings when looking after someone who is terminally ill. **[7]**

Candidates may begin by looking at the ways that someone who is terminally ill may be supported both medically and sacramentally by a Roman Catholic nurse, doctor or priest. Others may look at the ways that the 'active/passive' teaching may be put into practice and the kinds of circumstance where these teachings might be appropriately used. Credit may also be given to those who describe the aims and work of a Roman Catholic hospice.

- (c) 'Only God has the right to end a human life.'

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 give arguments for or against this position; for example they may agree that we have no right to interfere in what is seen to be the actions of God and therefore despite great suffering life should be prolonged as much as possible. Alternatively candidates may argue that Christian compassion would lead us to the conclusion that some suffering is more than anyone should be asked to go through.

Mark Scheme 2393
June 2006

Unit 2393: Buddhism

- 1 (a) Describe how Buddhists might use a rupa (image of the Buddha) in their worship. **[8]**

Answers may focus on the different Buddha images and their meanings and symbolism on the proportions and symbolism of the images, including mudras; or on the use of the image during puja. Better answers may explain that the image is not actually being worshiped, but is helping the Buddhist's spiritual progress to bring them closer to their ideal. Answers from any Buddhist tradition should be credited.

- (b) Explain how learning about the life of the Buddha might help Buddhists in their daily lives. **[7]**

Candidates may consider ways in which Buddhists might benefit from the example of the Buddha's life and how they could derive help or encouragement from this in difficult times. Others may discuss the teachings attributed to the Buddha during his life (for example the Noble Eightfold Path or the Four Noble Truths) and the ways in which Buddhists might find these helpful on their path to enlightenment.

- (c) 'Buddhists should not worship the Buddha.' Do you agree? Give reasons to support your answer and show that you have thought about different points of view. **[5]**

Simple answers are likely to agree with the statement, or to point out that to all appearances Buddhists do in fact worship the Buddha. Better answers may engage in a discussion of the extent to which Buddhists could be said to worship the Buddha. Answers may compare and contrast the different approaches taken to the person of the Buddha in various traditions.

- 2 (a) Describe the ceremony of ordination into the Sangha. **[8]**

Accurate answers from any Buddhist tradition should be credited. They may include details of preparation for ordination, (receiving the appropriate teaching, preparing robes etc.) as well as the ceremony itself. They may mention the recitation of the precepts and monastic rules (Patimokkha) and the officiating of a senior monk.

- (b) Explain how the Sangha might affect the lives of Buddhists who are not monks. **[7]**

Answers might include the idea of the inter-dependence of the Sangha and the laity. They might discuss the part played by monks in the rites of passage or ritual life of the lay community, and their teaching role. Mention may also be made of the opportunity for lay Buddhists to gain merit through dana to the monks.

- (c) 'The Sangha is the most important of the Three Refuges'. Do you agree? Give reasons to support your answer and show that you have thought about different points of view. **[5]**

Answers are likely to discuss the idea that the Sangha is the only place where the Dharma can be fully followed. They may emphasise its importance in passing on the Dharma and may go on to consider that the Sangha are necessary in helping lay Buddhists towards enlightenment. On the other hand, many candidates may suggest that the Buddha is more important as without him neither the Dharma nor the Sangha would exist. Some may argue that the Dharma is most important as it points the way to enlightenment.

- 3 (a) Describe Buddhist beliefs about rebirth. [8]

Candidates may give a general description of the idea of rebirth, and particularly of the ideas of samsara and of karma as a way of escaping from it. They may discuss the idea of karma as a way of ensuring a good rebirth or enlightenment. Better answers will be aware of the differences from a “Hindu” understanding of rebirth. They may discuss the Three Universal Truths and so the desirability of escaping from samsara. Good answers will be aware of the issue of whether there is actually anything that “lives on” in Buddhist thought and may discuss the idea of karmic seeds or the “lighting of the lamp” analogy.

- (b) Explain why kamma is important to Buddhists. [7]

If they have not done so in part a, candidates may give a brief explanation of the idea of karma, and the ways in which it can be acquired in Buddhist thought, (for example through following the dharma, generosity to the sangha and so on.) Better answers will then go on to discuss its importance in escaping from samsara. Some may describe the Tibetan ideas about death and dying, (particularly the bardo and the realms) and the role played by kamma in these processes.

‘This life is all that matters.’

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 may decide that since this life is all that is knowable we should not worry about anything else. Others may consider that this life matters most as it will determine what happens next, while some may decide that this life is less important as it is merely a preparation for nibbana. Some may say that it is dangerous to become too attached to this life as this encourages tanha.

- 4 (a) Describe the Three Universal Truths. [8]

Answers are likely to list the Three Marks (Anicca, Anatta and Dukkha) and to give an explanation of their meanings. Some answers may then go on to consider the implications and significance of these to Buddhists and their relationship to the Four Noble Truths and the Noble Eightfold Path.

- (b) Explain how the Four Noble Truths might help a Buddhist to find enlightenment. [7]

Answers are likely to describe the Four Noble Truths and may then go on to suggest that these are crucial in the search for enlightenment as it is necessary to accept them before any progress can be made towards enlightenment. (You must know what is wrong with you before you can find a cure.) Some candidates may then go on to relate this to the Noble Eightfold Path as the solution to the problem of the Three Marks of Existence and the way to enlightenment.

- (c) ‘The Buddha is the only way to 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]

Answers may consider the comparative benefits of the three refuges as paths to enlightenment and may consider the view that they are all interdependent. Negative answers may point out that the Buddha himself only achieved enlightenment because he rejected the teachings of others and found his own way, and that he advised everyone to test his teachings for themselves. Positive answers are likely to stress the importance of tradition or experience. Many have found the Buddha's teachings helpful so they are worth following. They may suggest that the Dharma would not exist without the Buddha and that therefore the Buddha is essential for achieving Enlightenment.

Mark Scheme 2394/01
June 2006

Unit 2394/01: Christianity

- 1 (a) Describe the main features of a Christian place of worship. **[8]**

Description of a Christian place of worship. Candidates have not been asked to name the denomination but in good responses it is likely to be identifiable from the description. Credit exterior as well as interior features. The specification refers to font, altar, crucifix, cross and lectern as examples of artefacts and furnishings but accept any accurate items such as windows and furniture including pews or seats.

- (b) Explain why Sunday is important for many Christians. **[7]**

Credit any feasible reasons why Sunday might be important for Christians. Good responses are likely to refer to the first day of the week as the day of the resurrection as well as being observed as the sabbath resting day. Candidates might explain that the observing of Sunday rather than Saturday became a distinctive feature of the early church and the distinguishing mark used in persecutions by Roman authorities.

- (c) 'Sunday is the most important festival for Christians.'
Do you agree? Give reasons for your answer and show that you have thought about different points of view. **[5]**

Candidates are free to come to any conclusion or to attempt some sort of compromise position. Consideration of important for whom or for what purpose might signify an attempt to consider another point of view. Not all Christians regard Sunday in the same way, so there may be different but equally acceptable approaches to this question. Many candidates are likely to contrast weekly practices with annual festivals from the specification.

- 2 (a) Describe Christian private worship. **[8]**

There are likely to be several different but equally valid approaches to this question. Candidates might write about family or individual prayers, various types of prayer or the Lord's Prayer and meditation and about the use of symbols and artefacts as well as the use of the Bible.

- (b) Explain why some Christians celebrate the Eucharist. **[7]**

Good responses are likely to refer to the Last Supper command and the significance of the bread and wine. Good explanations might be from one particular denomination or might address the question generally across denominations.

- (c) 'It is better to worship God with other people than by yourself.'
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]**

Good discussions are likely to bring together points raised in the earlier parts of the question in trying to reach a balanced conclusion and might quote Christian teachings about prayer and worship as well as injunctions for two or three to gather together in the name of Jesus Christ.

- 3 (a) Describe what is said and done at a Christian funeral. **[8]**
- A funeral service from any denomination may be used. Both what is said and what is done should be described though not necessarily in equal proportions. Good responses are likely to be appropriate to the denomination and include some significant details as well as general material about eulogies etc.
- (b) Explain how beliefs about life after death might affect the way Christians live. **[7]**
- Some credit may be given for the beliefs but good responses will explain the effects of Christian beliefs about the afterlife on behaviour, values and attitudes. Candidates may approach this question from one denomination or may cover the range of different beliefs and their effects e.g. comfort for the bereaved, lack of fear of dying or fear of last judgement etc.
- (c) 'Christianity is more concerned with this life than the next.'
Do you agree? Give reasons for your answer and show that you have thought about different points of view. **[5]**
- Candidates are free to argue for or against the stimulus quotation or to try to reach a compromise solution as to the extent to which Christians should or do apply their beliefs to long term and short term individual and global issues in the present world as well as consider the potential fate of believers and non-believers in the hereafter.
- 4 (a) Give an account of the teachings in the Sermon on the Mount about people who are blessed. **[8]**
- Candidates are being asked to quote or to paraphrase the beatitudes in Matthew 5:1-12 which are the introduction to the Sermon on the Mount and which are about true values and real happiness. Good candidates are likely to know that each of the eight types of people receive a promise as part of the blessing.
- (b) Explain the attitude that Christians should have towards possessions according to the Sermon on the Mount. **[7]**
- Some credit may be given for relevant general Christian teaching but appropriate responses should reflect actual textual material from Matthew chapters 5-7. e.g. giving to the needy- and not hypocritically, praying for daily bread and storing up treasure in heaven not on earth, which are all developments of the themes in the beatitudes. Candidates might also point out that Christians are told not to worry about material things (see 6:25-34) because it shows lack of faith in God, worrying cannot change things, it makes the situation worse and worrying in advance about what might happen tomorrow is a waste of time and energy.
- (c) 'The Sermon on the Mount makes life more difficult for Christians.'
Do you agree? Give reasons for your answer and show that you have thought about different points of view. **[5]**
- Good discussions are likely to develop and balance points made earlier about seeking first the kingdom and getting priorities in place and putting things in perspective. Candidates might point out that Jesus did not come to destroy the Law. In some ways the emphasis on intentions as well as actions might be seen as difficult to fulfil. However, general positive principles might be considered easier to apply than the rigid observance of a law code and Christian teachings include the power of the Holy Spirit. Another area for debate might be how far the Sermon is an ideal to aim towards or is meant to be taken literally e.g. turn the other cheek.

Mark Scheme 2394/02
June 2006

Unit 2394/02: Christianity (Roman Catholic)

Picture of a penitent receiving absolution

- 1 (a) Describe Roman Catholic teachings about forgiveness. **[8]**

Candidates will be able to choose from a variety of teachings such as the parable of the prodigal son or teachings about turning the other cheek. Some may, alternatively, describe the teachings which support the Churches practice of reconciliation. Some may also explore the teachings on this subject found in the 'Our Father'. Credit may also be given to those candidates who demonstrate an awareness of the developing understanding of the sacrament itself; from the early days when it could only be received once, through tariffed penance to the modern understanding of reconciliation.

- (b) Explain how receiving forgiveness might strengthen the faith of a Roman Catholic. **[7]**

There are a number of approaches that candidates may take to this question. Some may look at the formal process of reconciliation and they way this helps develop a personal relationship with God. Alternatively they may explore they way that personal sin can be destructive of a community and therefore the way that forgiveness, as a two way process, can help both the individual and the community to grow in there faith.

- (c) 'Evil people need punishment not forgiveness.'

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 may be tempted to agree with this quotation though they would be hard pushed to agree from a Christian perspective. Most will argue that evil actions do not necessarily mean evil people and that Christian teaching indicates that anyone who is sorry can be forgiven. All relevant arguments should be given credit.

- 2 (a) Describe the main features of a Roman Catholic church. **[8]**

Candidates will have a large number of features from which they can choose; any feature that they consider to be 'main' should be given credit – whether that is the way the seating is arranged to facilitate worship, the altar or the sanctuary lamp. Others may look at aids to the sacraments such as the confessionals or baptismal font. The number of features they choose to describe is less important than the level of response to the question.

- (b) Explain the different ways a Roman Catholic church may be used by the community. **[7]**

As well as the Mass, candidates may well begin with the traditional baptism, marriage and funerals as a way of using the buildings. Some may explore the way different festivals and saints days are celebrated in the building; others may look at services such as benediction or its use during Lent and Advent for penance services. Alternatively, some may explore the way the building might be used by various parish groups for their meetings and activities.

- (c) 'Going to church is the most important thing a Roman Catholic can do.'
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 may explore other activities, such as fund raising, teaching or working in developing countries as more important than going to Church. Others may begin by arguing that going to Church is where we receive the grace to work at these other things. All relevant arguments should be credited at the appropriate level of response.

- 3 (a) Describe a Roman Catholic baptism. **[8]**

Candidates may begin by outlining the ceremony and the main people involved in initiating the child or adult into the Church, the Priest or Deacon, the parents and Godparents. They may then go on to describe the significant symbols which are used; the water washing away sin, the white garment indicating purity and the candle representing the light of Christ coming into the life of the baptised child or adult.

- (b) Explain why baptism is important to Roman Catholics. **[7]**

Candidates may begin by describing baptism as the first of the sacraments of initiation. The service also reminds the faithful of the teaching about original sin and the belief that the grace received in this sacrament are necessary for the growth and sustenance of their faith.

- (c) 'Only adults should be baptised'

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 tend to have a good understanding of both sides of this issue. They may argue, for example, that joining a Church is a personal decision and therefore should only be made by adults. Alternatively they may build on an argument about grace from part (b) leading to a conclusion that it is important for children to be nurtured in the faith. All relevant arguments should be credited at the appropriate level of response.

- 4 (a) Describe Roman Catholic teaching about Salvation. **[8]**

Candidates may approach this question from a variety of angles. They may use their knowledge of the Easter Vigil to explore the history of salvation through scripture; demonstrating knowledge of the Judaeo Christian view of salvation. Alternatively they may start by looking at Christ and the sacrifice he made and its implications for Christians.

- (b) Explain why the Ten Commandments are important to Roman Catholics. **[7]**

Candidates may explore the implications for Roman Catholics of the Ten Commandments as a whole; or they may take two or three of them and demonstrate why they are still relevant today. Approaching the question generally may lead to a discussion of rules being necessary for a smooth running society or an encouraged route to heaven. Alternatively they may just explore examples such as the destructiveness of adultery, theft and murder.

- (c) 'The Ten Commandments should never be broken'

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

[5]

Candidates may build on their answers to part (b) and explore mankind's needs for rules if they are to function in a community or society. Alternatively they may argue that rules stifle creativity and individuality. It is arguable that a both these positions need to be held for society to work. All relevant arguments should be credited at the appropriate level of response.

Mark Scheme 2395
June 2006

Unit 2395: Hinduism

- 1 (a) Describe Hindu beliefs about the god Ganesha. **[8]**

Answers may use the stimulus material to describe the Ganesha murti and the ways in which it gives Hindus an insight into the personality and characteristics of the god. Others may discuss the stories about Ganesha or the times when he is particularly worshipped. The status of Ganesha as a god of new beginnings particularly invoked at weddings or the beginnings of new enterprises may be discussed; as may his importance as the remover of obstacles.

- (b) Explain why performing puja is important to Hindus. **[7]**

Simple answers may talk about “feeling close” to God or not wanting to displease the deity. Some may discuss the importance of a daily routine or the importance of tradition or dharma. Better answers may focus on the importance of darshan in the religious life of some Hindus, or the acquisition of karma through the performance of religious duties. Others may talk about family or temple puja as a chance to strengthen the religious community. Good answers might talk about the importance of developing a personal relationship with the deity in the bhakti tradition.

- (c) ‘People do not need pictures or statues to help them 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]

The discussion may focus on the omnipresence of God and the validity of all prayer; some may discuss the problems of containing the idea of God in an image. Against this, candidates may consider ideas such as the status of the murti as a vehicle in which the deity is actually present, and the significance of installation ceremonies. Others may consider the usefulness of having something visible on which to focus one’s thoughts.

- 2 (a) Describe Hindu beliefs about dharma. **[8]**

Candidates may discuss varnashramadharma and the effects which it might have on the life style of a Hindu at various times. They may talk about examples of dharma set by the various deities or in scriptures. Others may concentrate on sanatana dharma and the significance and effect of principles such as ahimsa. Many will explain the significance of dharma to Hindus as a way of gaining karma and so of gaining a good rebirth or progressing towards moksha.

- (b) Explain the problems a Hindu might have in following the teaching about ahimsa (non-violence). **[7]**

Candidates may explain what is meant by ahimsa if they have not already done so in part (a). They may then explore some of the implications of this in daily life. Some answers may concentrate on issues to do with animal welfare such as vegetarianism or the treatment in India of animals such as cows. Others may look at issues to do with personal morality such as war, or the choice of career.

- (c) 'Everyone should be treated equally'
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 are likely to link to ideas about the caste system and the fairness or otherwise of the caste system and other features of varnashramadharma. Answers in the positive may suggest that it is self-evident that everyone is equal. Stronger answers may discuss the idea that all living beings have a soul (atman) that is part of God and so equal. Very simple answers in the negative may focus on criminals and suggest that such people do not deserve equal treatment. Answers in the negative may discuss gender or caste roles and may speculate that status in this life is dependent on karma from a past life and so is deserved.

- 3 (a) Describe how some Hindus perform puja (worship). **[8]**

Answers are likely to include descriptions of the puja tray, murtis, conch shells etc. Better answers may go on to describe some of the ways in which these objects are used, or their symbolic associations, such as with the elements or the senses representing the offering of the whole person or the whole created world. Answers may describe the actions performed during puja, for example the arti ceremony, the ringing of a bell and the offering of gifts to the deities and might discuss the significance of these.

- (b) Explain how visiting a Mandir might help to strengthen a Hindu's faith. **[7]**

Answers may focus on the importance of darshan or the importance of communal worship. Some may consider the importance of the mandir as a social nexus, particularly for Hindu communities outside India. Candidates may consider various ways in which the mandir is used by the community, for example to celebrate festivals and weddings or for teaching. Some may also discuss the importance of regular worship for upholding faith in difficult times and for developing a personal relationship with God.

- (c) 'Hindus need to worship together.'
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. **[5]**

Positive answers may focus on the importance of community feeling while negative responses may make reference to Hinduism as an essentially family based religion in which all puja can be carried out at home, (although, of course, family worship is still worshipping together). Good answers may consider the relative importance of temple worship to people in the different ashramas; or contrast the importance of communal worship with the need for a personal relationship with God.

- 4 (a) Describe a Hindu marriage ceremony **[8]**

Candidates are likely to give an account of a typical ceremony. Credit should also be given for mention of the preparations for the wedding (such as the priest consulting a horoscope for the couple) and the likely venues for the occasion. The importance of the ceremony as a uniting of two families may also be considered. Candidates may describe various elements of the ceremony such as the seven steps, the scarf which joins the couple, the mandap, the bride stepping on a rock, the blessings and others. Some candidates may quote part of the liturgy or the vows and strong candidates may discuss the significance of this.

- (b) Explain how Hindu beliefs about marriage might help to strengthen a Hindu family.

[7]

Candidates may consider attitudes to families which are prevalent in Hindu teaching and society. The example of well known figures (such as Rama and Sita) may be considered. Some candidates may be aware of teachings in the Laws of Manu and the effect they would have on Hindu family life. Better candidates may consider the traditional roles of men and women in Hindu society and discuss whether or not these would strengthen a family. The woman's role in household puja may also be considered in the context of varnashramadharma.

- (c) 'Marriage is the most important life-ceremony (samskara).'
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 are likely to centre on the ideas of varnashramadharma and the value of the householder stage. They may discuss the idea that it is during this stage that Hindus have children and are most productive in society. This may be contrasted with the renunciate and sanyasin stages where candidates may argue that it is easier to achieve moksha, and that these stages are therefore more important than the householder.

Mark Scheme 2396
June 2006

Unit 2396: Islam

- 1 (a) Describe how a mosque is used for worship. [8]

Credit any accurate usage. Good responses are likely to select and deploy information in the context of use for worship and might include e.g. the call to worship from the minaret and use of facilities for washing as essential preparation for praying as well as describing the worship in the prayer room facing the mihrab in qiblah wall etc.

- (b) Explain why there are no pictures of Allah or Muhammadﷺ in a mosque. [7]

Good explanations will include both Allah and Muhammadﷺ and might make reference to Abraham's beliefs or to the Mosaic commandments. Credit any relevant explanations e.g. from the beginning Islam has been against idolatry – when Muhammadﷺ rode into Makkah in 629 CE he destroyed the idols of wood and stone; only Allah is to be worshipped; to make an image or picture or any representation would be shirk; Allah is beyond imagining; Allah is too great to be portrayed by humans; Allah is the creator so no living creature can be portrayed etc.

- (c) 'Allah knows everything so there is no need to pray.'
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Discussions are likely to begin by acknowledging that Allah is omniscient before exploring the purpose of prayer. Other points of view do not have to be diametrically opposed to each other. A shift of stance, looking at prayer from another angle, is sufficient to represent a different point of view.

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

Credit general activities at festivals- prayers, new clothes, feasting, sharing etc. Good responses are likely to show awareness of link with Hajj sacrifice on 10th of Dhul Hijjah at Mina. One family or a small community may offer a lamb, a sheep or a goat. Seven families may offer a cow or a camel. One third of the meat is for family and friends; the rest is shared with the poor.

- (b) Explain the importance of Id-ul-Fitr for Muslims. [7]

Good responses are likely to be those which explain the meaning and significance of Id-ul-Fitr e.g. it celebrates the successful completion of Ramadan which is one of the Five Pillars and keeping the Id is itself an act of obedience. Credit explanations of activities which are made relevant such as paying Zakat-ul-Fitr as an act of gratitude and visiting graves of the dead who at the Day of Judgement will also be rewarded for having kept Ramadan etc.

- (c) 'Festivals are **not** a very important part of religious life for Muslims.'
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Candidates might suggest other aspects of Islam as more important or might conclude that the whole structure hangs together as one entity as the festivals serve a purpose within ummah and tend to be linked with something important e.g. pillars such as the fast of Ramadan or the Hajj.

- 3 (a) Describe the Five Pillars of Islam. [8]

Good responses are likely to identify all five, possibly with some of the Muslim names, with a brief essential description e.g. Shahadah (Declaration of Faith) - There is no god but Allah; Muhammad is the messenger of Allah / Salah (Prayer) - five times a day / Zakah (Purification of wealth by payment of annual welfare due - any equivalent word) - usually 2 ½ % annually / Hajj (Pilgrimage) to Makkah and Arafat - once in a lifetime at least by all who are physically and mentally able / Sawm (Fasting) - in the month of Ramadan during daylight hours.

- (b) Explain how keeping **one** of the Five Pillars might affect the life and beliefs of a Muslim. [7]

Credit any feasible effect that might be the result of practising whichever Pillar is selected. Good responses will have considered both life and beliefs and are likely to move beyond appropriate but negative effects and disadvantages to more positive effects relevant to the practice of the particular Pillar or of all acts of ibadah, obedience and worship, on the development of an individual's spiritual life and sense of solidarity with ummah.

- (c) 'All the Five Pillars are of equal importance to a Muslim.'

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

Good discussions might develop points made earlier in the structured question. Most candidates are likely to point out that the Five Pillars as a whole are said to support the faith of Islam and so could be argued to be equally important. However, a case could be made for Shahadah to be the central idea of the faith and the starting point of Muslim belief or for any other Pillar being more important or less important depending on the context of the word 'equal'.

- 4 (a) Describe the ceremonies which take place at the start of a Muslim baby's life. [8]

Good descriptions are likely to include most of the following with details: washed, call to prayer in right ear, command to worship in left ear; named; head shaved; equivalent weight of hair in money to poor; males circumcised; goats or sheep sacrificed.

- (b) Explain what Muslims believe about dying and life after death. [7]

Good explanations are likely to explain that for Muslims dying is a stage in life not the end because the permanent life is akhirah. At death two angels of justice Munkar and Nakir visit the person, record their good and bad deeds and ask questions. Until the Day of Judgement Azra'il the angel of death takes the dead to barzakh. Then on the Day of Judgement the good will be rewarded by Paradise (al-Jannah) and the rest will suffer hell (Jahannam).

- (c) 'Ceremonies at a birth are more important than ceremonies at a 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]**

Candidates may come to a conclusion in favour of or against the stimulus quotation or attempt a compromise but should try to provide a balanced discussion. There are a number of different approaches possible. In referring to Islam, candidates are likely to refer back to the previous parts of the question by linking the fact that the first and last things a Muslim hears is the name of Allah.

Mark Scheme 2397
June 2006

Unit 2397: Judaism

1 Picture of a seder dish

- (a) Describe how Jews celebrate Pesach (Passover). **[8]**

Candidates may describe the preparation for the festival in removing chametz, and some of the traditions associated with it. They may refer to the Seder meal and the way it proceeds, including the use of symbolic food – matzah, wine, egg, bone, parsley, charoset, salt water, afikomen - and the involvement of children. Candidates might refer to the important role of the haggadah.

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

Candidates may explain the origins of the festival in the Exodus, how this has been reflected in subsequent Jewish experience and how the ritual leads to empathy and strengthens the community. Particular reference may be made to the Holocaust and the theme of persecution. Candidates may be aware of the key themes of freedom and new life, and how they are expressed in the traditions of the festival. They might show an understanding of the Messianic hopes that are present.

- (c) 'Festivals encourage children to follow a religion ' **[5]**

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.

Candidates may argue for either or both sides of the debate. They may give examples of how Pesach and other festivals have aspects that are inclined to involve children – hunting for chametz, asking questions. Alternatively they may argue that festivals are antiquated and that they might actually put children off following a religion by imposing seemingly senseless traditions. Reference might be made to other festivals that may be less accessible to children.

- (a) Describe what happens when a boy becomes Bar Mitzvah. **[8]**

Candidates might describe how a Jewish boy prepares for the ceremony by learning about ritual dress and preparing for the sidra that he is due to read. Reference might be made to the role of the rabbi, or the child's parents in this process. Details about the service might be outlined, such as the reading, the sermon and the celebrations that follow.

- (b) Explain why the celebration of Bar Mitzvah is important for Jews. **[7]**

Candidates might explain why the preparation for the ceremony is so important. The boy will learn to read Hebrew, wear the tefillin and become part of the minyan. He will take on responsibility for his own actions in future, instead of his father, and may be called on to read the Torah. He will also be expected to fast and to continue his study of the religion.

- (c) 'There is no set age for becoming an adult.' **[5]**

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.

Candidates may argue for either or both sides of the debate. They may argue that the Jewish approach is traditional and has worked for generations and providing a focus for Jewish boys, encouraging them to study and learn about their religion and their part within it. Alternatively they may take the view that a child should decide when they will take on a full role in the faith, or that people mature at different times. Reference might be made to the different age for Bat Mitzvah.

- 3 (a) Describe the ritual dress worn by Jews. **[8]**

Candidates might describe the skull cap, when and how it is worn. They may refer to the tallit – its colours, the tzitzit, how it is worn. The tefillin might be referred to – how it is worn, made and what it contains. Some candidates may be able to describe other articles, like the kittel, and clothes that are worn at certain times, like the white worn at Yom Kippur. Some knowledge of differences in dress between more and less traditional Jews may be demonstrated.

- (b) Explain why the mezuzah is important for Jews. **[7]**

Candidates might explain what the mezuzah actually is, in terms of the container and the parchment. They may explain the contents of the parchment, and why this is such an important passage. An understanding of how the mezuzah is used might be demonstrated, and they may go on to explain the impact that a mezuzah might have on the daily life of a Jew, as a constant reminder of the mitzvot, G-d's presence and their religious identity.

- (c) 'What you wear should show what you believe.' **[5]**

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.

Candidates may argue for either or both sides of the debate. They may give general examples of how religious dress manifests itself in society, and what its significance is. In terms of Judaism, they may indicate that the clothes worn often have a basis in the teachings in the Torah, and that one should be proud of one's faith. Alternatively, they might argue that there are obvious differences in perception within the Jewish community, or that religious belief is a private matter.

- 4 (a) Describe the ways that Jews show respect for the Sefer Torah (scrolls). **[8]**

Candidates may describe the effort made in the writing of the scroll by a scribe, and the importance of accuracy. They may go on to describe the decoration of the scrolls, including the bells, mantle, yad, crown, binder and so on. Candidates may describe how the scroll is stored in the ark, and the way that it is treated in worship. Credit should also be given for a description of how the Torah is respected by obedience to the mitzvot.

- (b) Explain the importance of the Torah for the Jewish community. **[7]**

Candidates may begin by showing how the Torah will affect the life of the Jewish community. Candidates might discuss the impact of food laws and the beliefs associated with relationships. They may indicate key differences in attitude between the Orthodox and Progressive traditions. Candidates may explain how the Torah would enable the community to solve problems and answer questions, and explore its impact on the rituals and festivals with which they might be involved.

- (c) 'All Jewish laws (mitzvot) are equally important' **[5]**

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

Candidates may argue for either or both sides of the debate. They might take the more Orthodox view that all mitzvot, since they come from G-d, are essentially equal and humans should not question what He has set down. Alternatively, they may take a more Progressive view, arguing that the ethical mitzvot take priority over the ritual, or point out some that seem anachronistic.

Mark Scheme 2398
June 2006

Unit 2398: Sikhism

1 Picture of interior of a gurdwara

- (a) Describe the main features of a gurdwara.
- [8]**

Answers should cover the main features such as: the Guru Granth Sahib Ji, the dais, chanani [canopy], chauri [fan], Khanda [symbol of Sikhism], Nishan Sahib [flag], and langar).

- (b) Explain the importance of a gurdwara for the Sikh community.
- [7]**

Candidates should consider the sharing of prayer and other aspects of worship as well as the importance of the langar. They may also comment on how the gurdwara strengthens the Sikh community in countries such as Britain or the particular uses which a gurdwara serves in India and Pakistan.

- (c) 'Worshipping together is
- not**
- an important part of Sikh life.'

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

Although there is no specific teaching about communal worship in Sikhism and it is therefore possible for Sikhs to worship primarily on their own, most are likely to comment on the advantages of worshipping together, in particular listening to readings from the Guru Granth Sahib Ji, the ragis and the langar.

- 2 (a) Describe what Sikhs mean by samsara.
- [8]**

There is a divine spark – part of God – in each person and this spark or soul is taken back to God when a person reaches mukti and is finally released from the cycle of rebirth or samsara. Sikhs believe that there are 8 400 000 different forms of life and that many souls have to travel through a large number of these before they can finally reach God - Waheguru. Each time something dies the soul is reborn. It is only humans who can know the difference between right and wrong and so it is only when the soul is in a human being that the cycle can be broken.

- (b) Explain how Sikhs might try to reach mukti.
- [7]**

Sikhs work to reach mukti by devoting their lives to sewa and observing the Sikh rules of conduct: There is only one God, worship and pray to God alone, and remember God at all times.

Always work hard, and share with others.

Live a truthful life.

Remember that men and women are equal in God's eyes.

The whole human race is one. Distinctions of caste, colour, class and religion are wrong.

Idols, magic, omens, fasts, marks on the face and sacred threads are banned.

Dress simply and modestly.

Khalsa Sikh women should not wear the veil. Neither women nor men should make holes in their ears and noses.

Live a married life.

Put your faith in the Guru Granth Sahib Ji.

Avoid lust, anger, greed, attachment to worldly things and arrogance.

Live a humble and simple life.

- (c) 'Sewa (service for others) is the most important aspect of Sikhism.'
Do you agree? Give reasons to support your opinion and show that you have thought about different points of view. **[5]**

Based on their answers to (a) and (b) candidates should be able to discuss the importance of Sewa and its centrality to Sikh life. It is possible to argue that belief and trust in God is nevertheless more important.

- 3 (a) Describe how Sikhs celebrate Baisakhi. **[8]**
Baisakhi is the wheat harvest in the Punjab. The festival is on 13 April and marks the Sikh New Year. The Nishan Sahib (Sikh flag) is changed at Baisakhi. During the festival, the Akhand Path is read and initiation ceremonies (amrit) are held.

- (b) Explain the importance of Baisakhi for Sikhs. **[7]**

Many will explain that in 1699 Guru Gobind Singh Ji founded the Khalsa at Baisakhi which is now a central part of Sikh life and belief. Others will add that Sikhs also remember 1919 when 400 Sikhs (many of them women and children) were killed by British soldiers who had been ordered to stop their Baisakhi celebrations at Jallianwala Bagh in Amritsar.

- (c) 'Festivals are the best way to learn about a religion.'

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

Candidates are free to argue this from either point of view. Some may conclude that Festivals are a good way whilst others may say that they are just single days and that people learn about their faith from the scriptures and from others every day.

- 4 (a) Describe the Five Ks. **[8]**

Kesh = uncut hair; symbolising devotion & a gift from God; kangha = comb & discipline; kirpan = sword to fight for justice; kachhs = shorts for moral purity or readiness to fight for justice; kara = steel bangle, symbolising unity with God and the Khalsa, & eternity & strength. Wearing the 5Ks encourages unity, a sense of identity, etc.

- (b) Explain the importance of the Five Ks to Sikhs. **[7]**

The Five Ks, as well as the ideas which they represent are also constant reminders to Sikhs of who they are. This is especially important when Sikhs are living in communities where they are in a minority.

- (c) 'People need symbols to strengthen their faith.'

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

This can be argued from either point of view. Some people feel that symbols are helpful as a constant reminder of Sikh life and belief whilst others, particularly, from other faiths, might suggest that they serve no purpose and may indeed confuse belief.

Mark Scheme 2400
June 2006

Unit 2400: Jewish Studies 2006 Mark scheme

- 1 (a) Describe the role of the fish in the story of Jonah. **[8]**

Candidates may write about the fish as being G-d's agent which can be seen as its central role. Some may wish to draw on its symbolic nature and the way in which its role has been interpreted by later writers. Others may draw on the textual nuances of the passage and consider whether there were, in fact, two fishes or one.

- (b) Explain what the Book of Jonah teaches about repentance. **[7]**

Answers are likely to consider Jonah's plea for forgiveness and G-d's forgiveness of him, and also G-d's attitude of forgiveness towards Nineveh. The concept of repentance in the story is very closely tied to that of forgiveness and this is likely to be the focus of many responses.

- (c) 'No-one should try to hide from G-d.'

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]**

The story of Jonah would suggest that this statement is true. The statement is only valid of course if the person believes in G-d and believes that G-d is omniscient and omnipresent. Candidates may argue either way though it is likely that they will eventually agree with the statement as perhaps only an atheist could defend it on the grounds that it is meaningless.

- 2 (Hebrew)

Remember the Sabbath day to sanctify it. Six days shall you work and accomplish all your work, but the seventh day is Sabbath to HASHEM, your G-d, you shall not do any work — you, your son, your daughter, your slave, your maidservant, your animal, and your convert within your gates — for in six days HASHEM made the heavens and the earth, the sea and all that is in them, and He rested on the seventh day. Therefore, HASHEM blessed the Sabbath day and sanctified it.

(Exodus 20:8-11)

- (a) What does this passage teach about the ways in which Jews should celebrate the Sabbath? **[8]**

The most important teachings here are keeping (remembering) the Sabbath, the ways in which this should be done and the reasons for this observance i.e. because G-d orders it and also because of the connection with the Creation. Candidates are likely to expand this to consider the specific detail within the commandment and how this is implemented.

- (b) Explain the ideas about G-d found in this passage. **[7]**

The passage stresses that the rules given come from G-d and must therefore be observed and kept. They may comment on G-d's creation and goodness and also on the establishment of the Sabbath and its sanctification by G-d and the rules G-d requires to be followed on it.

- (c) 'The Sabbath is the most important Jewish 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 Judaism in your answer. **[5]**

Candidates are, of course, free to argue against the statement that people need a weekly day of rest and may point to examples of people who do not. In argument they are likely to say that the Sabbath is a religious injunction and therefore needs to

observed anyway. They are likely to weight the importance of the Sabbath against other festivals (any are acceptable including those not on the specification).

3 (Hebrew)

HASHEM G-d said, "It is not good that man be alone; I will make him a helper corresponding to him."... So HASHEM G-d cast a deep sleep upon the man and he slept, and He took one of his sides and He filled in flesh in its place. Then HASHEM G-d fashioned the side that He had taken from the man into a woman, and He brought her to the man. And the man said, "This time it is bone of my bones and flesh of my flesh. This shall be called Woman, for from man was she taken." Therefore a man shall leave his father and his mother and cling to his wife and they shall become one flesh.

(Genesis 2:18, 21-24)

(a) Give an account of the teachings found in this passage. **[8]**

The important teachings in the passage are that G-d recognised that man needed a partner and therefore created the woman to fulfill this role. Men and women are designed to be together and to form a partnership and relationship.

(b) Explain what this passage suggests about the creation of humanity. **[7]**

The passage stresses that men and women are to be in a relationship and are to leave their parents to be together. However, it can also be seen as suggesting that there is a subservience in the relationship because woman was created from man in order to fulfill his need. Candidates may contrast this with the other account of the creation of humanity in Genesis 1.

(c) 'The account of Creation in Genesis must be true because it came from G-d.'

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

Clearly this can be argued in either way. Many may wish to defend the story as being part of revelation and, therefore, by definition true. Others may wish to argue that the account is a myth and is incompatible with modern science.

4 (Hebrew)

I am HASHEM, your G-d, Who has taken you out of the land of Egypt, from the house of slavery. You shall not recognize the Gods of others in My presence. You shall not make yourself a carved image nor any likeness of that which is in the heavens above or on the earth below or in the water beneath the earth. You shall not prostrate yourself to them nor worship them, for I am HASHEM, your G-d — a jealous G-d, Who visits the sin of fathers upon children to the third and fourth generations, for My enemies; but Who shows kindness for thousands [of generations] to those who love Me and observe My commandments.

(Exodus 20:2–6)

(a) Give an account of the teachings found in this commandment. **[8]**

Candidates will probably consider the identification of G-d with the god of the ancestors who made covenants with Abraham and led the Israelites from slavery and the stress on the need to worship only this one god. They may also write about carved images and G-d's justice.

(b) Explain how the teachings of these Commandments might affect the lives and beliefs of Jews. **[7]**

Answers are likely to stress the centrality of the Ten Commandments as laws given directly by G-d, their basis for all future life, possibly their first version in the Noachide code, and the way in which they inform all moral life.

- (c) 'The laws of Judaism need to be updated for the 21st century.'

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

[5]

Clearly this can be argued in either way. Answers are almost certainly going to be in agreement that rules are necessary, especially for Judaism. Differing views are likely to be about how far laws, or the interpretation of laws, can or should be updated; or perhaps which, if any, could or should be updated. Some candidates may argue that if laws are changed then they are no longer the Commandments as given by G-d.

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:

AO1	recall, select, organise and deploy knowledge of the specification content;	[40%]
AO2	describe, analyse and explain the relevance and application of a religion or religions;	[35%]
AO3	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

Mark Weighting	Level 1	Level 2	Level 3	Level 4
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]	An attempt 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]	A valid attempt 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]	A competent attempt to answer the question. Selection of some relevant material with appropriate development.
Level 4 [7-8]	A good response 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]	An attempt 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]	A valid attempt 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]	A competent attempt 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]	A good response 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]	An attempt to answer the question. A statement of the obvious, a one-sided judgment with little or no argument.
Level 2 [3]	A valid attempt to answer the question. 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]	A competent attempt to address the question. 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]	A good response to the question. 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. Reference must be made to the religion studied.

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. '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 2006

Unit 2301: Christianity through a study of either Mark or Luke.**Section A. Luke.**1 *Picture stimulus.*

- (a) Describe the birth of Jesus in Bethlehem, including the visit of the shepherds. [8]

Description of the events at the birth of Jesus. Luke 2:1-20. The best answers might include all the main details of the event by quotation or paraphrase. The Census; the journey to Bethlehem, Jesus born and laid in a manger, no room at the inn, the angel's message to the shepherds, the angel host singing praises, the shepherds' visit to Bethlehem.

- (b) Explain why Luke's story of the birth of Jesus is important to Christians today. [7]

The best answers might show selection and organisation from a number of reasons, especially religious ones, why the birth stories are important. The story is the basis of Christmas celebrations; e.g. carol services, nativity plays, giving present, to remember the birth of Jesus as special, God incarnate. O.T. prophecies were fulfilled. The stories are evidence of the Messiahship of Jesus. For some, the evidence of the virgin birth is important and the role of Mary is emphasised and exalted. The account of the visit of the shepherds shows Luke's emphasis on the universal nature of the Saviour. Some Christians do discount the importance of the birth stories and if candidates explain this it should be rewarded.

- (c) Only Christians should celebrate Christmas.

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

Views in favour of the statement might be that Christmas is not an important festival to those who do not have Christian beliefs. There is hypocrisy in celebrating Christmas from those who do not recognise Christianity at other times etc. Balanced arguments might oppose the statement with views about Christmas as a public holiday – so people should celebrate. Value of family gatherings and giving presents. Universal nature of Christ as Saviour/Prophet is recognised by other religions. Influence of Christmas is beneficial to society etc. Different points of view should be offered to attain level 4.

- 2 (a) Describe the Parable of the Good Samaritan. [8]

Description of the parable from Luke 10 v 25-37. Good answers will contain, either by quotation or paraphrase, all the main details of the parable. The best answers might refer to the lawyer's question and Jesus' comments afterwards.

- (b) Explain how the Parable of the Good Samaritan might influence the lives of Christians. [7]

Explanation of the teaching in the parable against prejudice and pre-judgement – the Samaritan acted more charitably than the Priest or the Levite etc **and /or** other teachings which might be developed to apply to life today. Examples of attitudes and actions to resist prejudice and stereotyping might be given. The best answers might provide examples of how the teachings should be put into practice by Christians today.

- (c) 'Christianity is only about loving your neighbour.'
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. **[5]**

Evaluation of Christian principles being just about community life, charity and caring for others which, might be balanced by a view of the importance of other aspects of religious life such as contemplation, worship and festivals. All valid comments should be credited. Different points of view should be offered to attain level 4.

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

Description of Luke 9 v:28 –36. The best answers will include, either by quotation or paraphrase, all the main details of the event. Important elements of the story which should be included are the disciples Peter, James and John, change in Jesus' appearance, the appearance of Moses and Elijah, Jesus conversation with Moses and Elijah, the disciples' reactions, the words of the voice from the cloud.

- (b) Explain how Christians might show that they are disciples of Jesus. **[7]**

Explanation of present day interpretations of discipleship. Candidates may use the lives of real Christians to illustrate their points or demonstrate qualities and actions in a general way. The best answers might include aspects of worship and good works in their answer. Some candidates might explain the commitment needed for a religious vocation or examples of courage and even martyrdom in the defence of faith etc.

- (c) 'All Christians should read Luke's gospel.'
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. **[5]**

Evaluation of the value of the gospel as a guide to Christian life. The best answers might comment on Luke's special interests as a moral guide but also be aware that other gospels and biblical passages play an important part in Christian life and worship. Another balanced view might be that many Christians have only sketchy knowledge of Luke as an individual gospel but are still aware of the gospel accounts as combined stories.

- 4 (a) Describe what Jesus teaches about prayer in Luke's gospel. **[8]**

Description and selection from the prescribed text from Luke 11:1-13. The Lord's Prayer is included in this section in verses 1-4, most candidates will refer to this by quotation or paraphrase and select and describe the reason prayers are answered from v 5-13 the 'friend at midnight' and 'knock and the door will be opened' and/or 'how much more will your Father in Heaven' etc. Luke 11:5-13. However, full mark answers might be achieved without reference to all the details in this long passage.

- (b) Explain why Jesus' teaching might encourage Christians to pray. **[7]**

Explanation of the lessons in this teaching that there should be persistence in prayer and that prayer is more effective if the Christian has faith that it will be answered. The passage contains assurances that prayers will be answered. Explanation might be made of the father/son analogy in the text. Examples might be given of instances and reasons why Christians use prayer.

- (c) 'Caring for others is more important than praying.'
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 of worship in Christian life. Responses might be a discussion that praying is of important spiritual benefit to Christians but is not just an isolated/ individual activity. Praying for others is a practical application of 'caring' just as much as sharing wealth or caring for physical needs etc. Weaker answers might not see a connection between the two. Different points of view should be offered to attain level 4.

- 5 (a) Give an account of the Parable of the Great Banquet. [8]

The best answers will include, either by quotation or paraphrase, all the main details of the parable from the prescribed text Luke 14:15-24.. Good responses will be those which demonstrate knowledge of the guests and their excuses and the master's instructions to the servant and the final comment in verse 24 that none of those invited will taste the banquet.

- (b) How might Jesus' teachings on the Kingdom of God influence Christians? [7]

Candidates might use the teaching in (a) and/or other references from the gospel to explain that Christians should be storing up riches in Heaven etc and that material wealth is of less importance than spiritual goals. Good responses might give examples of the practical application of Christian ideals and behaviour related to the teaching. Some candidates might use the concept of the hope of life after death as the focus of their answer and its influence on lifestyle and principles.

- (c) 'Luke's gospel teaches that it is wrong to be rich.'
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

The best responses should offer a balanced discussion based upon points raised in the earlier parts of the question. Candidates might show awareness of Luke's special interest and emphasis on the poor and outcast as more deserving (as in the Great Banquet, Dives and Lazarus etc.) However, the teachings are about the way in which some rich people behave rather than against wealth. Different points of view should be offered for level 4.

Section B. Mark.

- 6 (a) *Picture stimulus.*

From Mark's gospel, give an account of Jesus' entry into Jerusalem, beginning with the preparations. [8]

Description of Mark 11:1-11. The best answers will include all the main details of the instructions to the disciples, their subsequent actions and the crowd's reaction to Jesus as he rode into Jerusalem. In Mark's account the crowd spread cloaks and branches and the words of the crowd include 'Hosanna'. Blessed is he...etc. The account might be in paraphrase or quotation.

- (b) Explain why it is important to Christians that Jesus was the Messiah. [7]

Explanation of the Christian belief in Jesus as the Messiah, not as a warrior king, which was a first century Jewish concept. Christian ideas of Jesus are of a peaceful non-violent Saviour who fulfilled his divine destiny by dying on the cross etc. make his example the perfect one to follow. The best responses will explain the importance of this belief as the central one of Christianity which involves fulfilment of O.T. scripture, proof of Jesus as the Son of God, forgiveness of sins etc.

- (c) 'Jesus' teaching was more important than his death.'
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Evaluation of the purpose of both the ministry of Jesus and the crucifixion story in the gospel. This may be approached in a variety of ways. The teachings were proof of Jesus as Son of God/Messiah and the beginning of a new religious code, however, the crucifixion and resurrection were the climax of his ministry. Some answers may discuss whether all Christians believe in the crucifixion and resurrection stories. Some candidates might refer to the miracles in Mark. All valid comment should be rewarded. Different views should be offered to attain level 4.

- 7 (a) Describe the story of the Faith of a Syro-Phoenician Woman. [8]

Description of the event from Mark 7: 24-30. The best answers will include, either by quotation or paraphrase, all the main details of the event. Jesus' meeting with the woman, her request for the healing of her daughter, Jesus' reply and her answer, the conclusion that the daughter would be healed.

- (b) Explain how the story of the Faith of a Syro-Phoenician woman might influence the lives of Christians. [7]

Explanation of the teaching in the above story **and/or** other teachings about prejudice and pre-judgement, which might be developed to apply to life today. Examples might be given of attitudes and actions to resist prejudice and stereotyping. Good responses might explain with practical examples how Christians, like Jesus, might go out of their way to ensure they care for those who are the victims of prejudice. The best answers might provide examples of how the teachings should be put into practice by Christians today.

- (c) 'Christianity is only about loving your neighbour.'
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Evaluation of Christian principles being just about community life, charity and caring for others which, might be balanced by a view of the importance of other aspects of religious life such as contemplation, worship and festivals. All valid comments should be credited. Different points of view should be offered too attain level 4.

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

Description of Mark 9 v 2-8. The best answers will include, either by quotation or paraphrase all the main details of the event. Important elements of the story which should be included are Jesus' appearance, the appearance of Moses and Elijah, the disciples' reactions, the words of the voice from the cloud.

- (b) Explain how Christians might show that they are disciples of Jesus. **[7]**

Explanation of interpretations of discipleship. Candidates may use the lives of real Christians to illustrate their points or demonstrate qualities and actions in a general way. The best answers might include aspects of worship and good works in their answer. Some candidates might explain the commitment needed for a religious vocation or examples of courage and even martyrdom in the defence of faith etc.

- (c) 'All Christians should read Mark's gospel.'

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

Evaluation of the value of the gospel as a guide to Christian life. The best answers might comment on Mark's dramatic stories or special interest in Jesus as the Messiah and as a moral guide but also be aware that other gospels and biblical passages play an important part in Christian life and worship. Another balanced view might be that many Christians have only sketchy knowledge of Mark as an individual gospel but are aware of a combination of stories from the gospels.

- 9 (a) Describe what happened when Jesus healed a Paralytic (paralysed man). **[8]**

Description of the healing of the Paralytic. Mark 2 : 1-12. The best answers might include all the main details of the event, by quotation or paraphrase. The main details might be; the actions of the friends, Jesus initial words to the man indicating forgiveness of sins, the reaction of the Pharisees and teachers of the Law, Jesus' response to them, the change in words in Jesus' instruction to the man and the completion of the healing.

- (b) Explain what this miracle might teach Christians about faith. **[7]**

This is a fairly open question. There may be a variety of answers at different levels of interpretation, all equally valid. Candidates might explain that Mark's story illustrates Jesus' ability to heal and forgive sins and (for Christians) proves, in his response to the attitude of the Pharisees, that he is the Son of God on earth. There are lessons about persistence and faith, in the actions of the friends. Examples might be given of importance of faith in times of sickness/ or forgiveness etc. Some may just, focus on the lessons of faith in the contrasting actions of the man's friends and the Pharisees and how these lessons might be applied in Christian life today.

- (c) 'Sick people should have faith in doctors, not religion.'

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 value of religious faith in times of illness and whether it is of any use or not. A balanced view might be that confidence in medical doctors is important and that is the way people are cured/helped, however, some Christians might find comfort/help in their faith and it might affect their ability to deal with treatment etc, in a positive way. All valid comment should be rewarded. Different points of view should be offered to attain level 4.

- 10 (a) From Mark's gospel, describe what happened when the women discovered the empty tomb. [8]

Description of Mark 16 :1-8. The best answers might include, either by quotation or paraphrase, all the main details of the event i.e. the women's conversation on the way to the tomb, the stone rolled away, the young man, his declaration of the resurrection, the women's reaction. Some candidates may include material from verses 9-13 which can be credited, as happening on the same day, later material from verses 14-20 is outside the remit of the question.

- (b) Explain how belief in the resurrection of Jesus might influence the lives of Christians. [7]

Explanation of the importance in Christian belief of the resurrection of Jesus. The best answers might explain that the resurrection is a cornerstone belief, which should influence the way in which Christians live and worship. Easter celebration might be mentioned. The focus of the answer should be on the resurrection rather than the death of Jesus. The resurrection is seen by Christians as evidence of eternal life and the fulfilment of God's promise it might also be seen as proof of Jesus as the Son of God. The message of the resurrection influences Christians to live a life by Christian principles. Some may make a link with baptism etc. Some candidates may refer to the individual hope of 'going to heaven' etc. and this should be rewarded appropriately.

- (c) 'Only Christians should celebrate Easter.'

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

This evaluation might involve a discussion about whether celebrating/having a public holiday at Easter is appropriate for non-Christians. Views in agreement with the statement might develop points about the importance of Easter for Christians. To balance the argument, good responses might agree with the statement from the point of view of non-Christians i.e. those of another religion or none. Another view might be that the message of Christ was meant to be universal and marking Easter in any way brings the meaning of the festival to more people etc. All valid comment should be rewarded. Different points of view should be offered for level 4.

Mark Scheme 2302/01
June 2006

Unit 2302/01 Christian Perspectives

1 Headline from a local newspaper

‘MAN ATTACKED FOR LOOKING ‘FOREIGN’

- (a) Describe the teachings which Christians might use in a discussion about the issue of race. **[8]**

Candidates might refer to teachings such as:

Everyone is created equal in God’s sight

Parable of the Good Samaritan.

Jesus attitude and actions towards the outcasts of society

No distinction between Jew and Gentile

Second Vatican Council ‘Church in the Modern World’ – ‘Discrimination is incompatible with God’s design.’

- (b) Explain how Christians might work to overcome discrimination **[7]**

Candidates may refer to:

A general account of examples of Christian action or of possible action.

Direct or indirect action.

Work within the Church

Christian support for anti discriminatory practices and policies.

Christian activity within Government and organisations to promote equality

A description of the work of a well know Christian or of several Christians- e.g. M L King or D Tutu.

The question is intended to elicit responses, which focus on the work to overcome discrimination, hence the best responses will be more than biography.

- (c) ‘You can’t be a Christian and be prejudiced.’

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

Candidates may offer:

Agree

Christians are law abiding and therefore will not be prejudiced.

Christianity teaches against prejudice

Disagree

Examples from the past – Segregation in the USA, Dutch reformed Church in S Africa.

Religion can cause conflict between races and cultural groups leading to prejudice.

Hidden racism and prejudice is found in Christian organisation through, for example the lack of black priests and members.

- 2 (a) Describe Christian teachings, which might help a Christian couple who are having problems in their marriage. **[8]**

Candidates might refer to teachings such as:
 The texts detailed in the specification.
 Marriage is for life.
 Self-giving love as central to the marriage relationship.
 The marriage vows.
 Jesus' words about 'let no man put asunder'.
 The 10 commandments.

- (b) Explain Christian teachings the relationship between children and parents. **[7]**

Candidates might offer:
 General ideas about love (agape) and care within the family
 Specific reference to the texts referred to in the specification
 Ideas of honouring parents and of parents respecting their children
 The expectation that parents will fulfil vows taken at the baptism of the child to encourage them in the faith.
 Understanding of the different aspects of relationships as the children grow and mature.

- (c) 'Divorced people who want to get married should not be allowed a Christian marriage ceremony.'

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

Candidates may offer:

Agree

The couple made vows before God and making them a second time is making a mockery of them.

It is never right to divorce in the first place

Marriage cannot be dissolved so any remarriage is adultery and a sin.

Disagree

Being realistic, humans fail and ought to given a second chance. As the church believes in forgiveness it ought to operate a forgiving approach to remarriage.

One remarriage is OK but not more than one.

A re marriage with the blessing of the church might help to heal the wounds and support a new family.

Why should the innocent party in a divorce be prevented from making promises again?

- 3 (a) Describe the Christian teachings which might be used in a discussion about fertility treatment. **[8]**

Candidates might offer:

General ideas such as sanctity of life, 'playing God', unknown consequences of actions, disposal of potential life through the destruction of the spare embryos.

More specific reasons related to particular Christian views.

Reference to the texts in the specification.

It is wrong to create life artificially.

- (b) Explain how Christian teachings might support Christians who are caring for people who are terminally ill. **[7]**

Candidates might offer:

General ideas about how Christian attitudes to life after death and the value of human life would affect them.

Jesus' example in caring for the sick.

Christians would show love and support for the person.

They would not seek their early death.

They might support and work with the Hospice Movement.

- (c) 'Every woman has the right to have a child.'

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 offer:

Agree

Artificial methods enable women to have the babies they want. It helps to fulfil a crucial purpose of marriage. It opens up the possibility of wanted children being brought up in loving families that would not otherwise have existed.

We accept medical intervention in other natural processes, so why not in this area.

Disagree

People should accept the will of God either to be able to have children or not.

Artificial means could lead to designer babies. It also interferes with nature and thus the will of God.

- 4 (a) Describe Christian teachings about stewardship of the environment. **[8]**

Candidates might offer:

Reference to texts in the specification.

General ideas about caring for the world and for the future of the world and for future generations.

Specific Christian teaching about stewardship.- the world is 'on loan' – entrusted to people by God and needs to be looked after and used wisely.

Specific teaching based on the Christian doctrine of creation.

- (b) Explain the reasons a Christian might give for fighting in a war. **[7]**

Candidates might refer to:

The idea of a Just War or to the various conditions of the just war theory.

Self defence

War may be the lesser of two evils

The Bible has plenty of references to war

Holy war

- (c) 'Christians should take the lead in dealing with issues like war or the environment.'
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. **[5]**

Candidates may offer:

Agree

Christians have a duty of stewardship, which means they must get involved in the 'big issues' if they are to put their faith into practice. Not only that, they are God's people and should be in the forefront of any action.

Disagree

Warfare and environmental issues are part of a wider problem of human nature and Christians should be involved in 'people change' as much as in practical aspects of the matter. They should concentrate on changing people rather than taking a particular stand on issues.

Not everyone can do something, but they may be able to offer support through prayer rather than action, thus they may not take the lead, but they will do what they can.

- 5 (a) Describe Christian teachings about helping poor people. **[8]**

Candidates might offer:

Reference to the texts in the specification.

General ideas about being responsible for other people's welfare.

The example and teaching of Jesus.

The example of the Church throughout the centuries in helping the poor.

The idea that we are all God's children – brothers & sisters needing support.

The central idea of Christian love.

- (b) Explain how one Christian aid organisation puts Christian teaching into practice. **[7]**

Candidates may offer a description of the work of one of the organisations referred to in the specification. Any other Christian organisation will be acceptable. Responses may refer in detail to one aspect of the work e.g. emergency aid, or to several aspects more briefly.

- (c) 'Christians should not help the poor in countries where the government wastes money on war.'
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. **[5]**

Candidates may offer:

Agree

They should be helping their own people rather than waging wars.

Money should go to education and health rather than defence spending.

If religious believers refuse to help, these governments might be forced to change their priorities.

Disagree

It is not the fault of the people, but of the governments and the people probably have no power to influence the government.

Christians cannot stand by and ignore the needs of others.

Aid could come with conditions about reducing spending on weapons.

Developing countries have as much right to have weapons to defend themselves as any other countries.

Mark Scheme 2302/02
June 2006

2302/02 Christian Perspectives (Roman Catholic)

1 Stimulus: Two wedding rings

- (a) Describe Roman Catholic teachings about marriage. **[8]**

Candidates may use the marriage ceremony itself as a way into this question. Others may begin by talking about fidelity and commitment. Some may discuss the teachings about marriage as a witness which emphasises the importance of marrying in the church community and not just living together. Some may also explore the teachings on the need to want children, particularly those who have looked on to part (b). Alternatively some may begin by exploring Jesus' teaching on divorce and the importance of being married forever.

- (b) Explain why Roman Catholics believe that having children is important. **[7]**

Candidates are likely to highlight the Churches teaching that the desire to have children and bring them up in the faith as central to the Churches understanding about marriage. Central in terms of the 'vocation' to parenthood and to the belief that the family is the best way to nurture children. Credit may also be given to those explore the need for the Church to have young people for ministry as well as evangelisation.

- (c) A life-long commitment to another person is no longer possible.'

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 explore both sides of this argument; for example 'we are now living longer and the commitment is too much', as against the idea that stability is essential for family life, particularly for the nurturing of children and grandchildren. All relevant arguments should be credited at the appropriate level of response.

- 2 (a) Describe Christian teachings about pacifism. **[8]**

Some candidates may argue that while war is a last resort Christian teachings do not support pacifism in all circumstances. Others may look at teachings such as 'turn the other cheek' or the actions of Jesus in the garden of Gethsemane; arguing, for example, that Jesus' refused to fight when he could have and therefore we should follow his example. Some may use their knowledge of Just War Theory to explain why pacifism would not be acceptable to most Roman Catholics.

- (b) Explain why some Roman Catholics might support going to war. **[7]**

Candidates may develop arguments based on their knowledge of Just War theory to explain why Roman Catholics believe that war is sometimes necessary, for example protecting the weak in society or the world. Some make explore ideas of proportionate response. Others may explore justifications developed from theories of self defence either in terms of our families or in more modern rhetoric – defending 'our way of life'.

- (c) 'Christians should only use non-violent protest.'

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 have studied examples of successful and unsuccessful non-violent protest. Credit may also be given for non-Christian examples such as Gandhi provided they are used to explore a Christian context. They may argue both sides of this issue or they may put forward different points of view from one side. All relevant arguments should be credited at the appropriate level of response.

- 3 (a) Describe Roman Catholic teaching about abortion. **[8]**

Candidates may begin this question by describing the Churches teaching on 'sanctity of life' and then exploring the question of when life begins. They may be aware that the Church takes it as read that life begins at conception. Some may compare this teaching with that of viability while others may also explore the nature of double effect. Credit should not be given to those candidates who simply list different methods of abortion.

- (b) Explain why the Roman Catholic Church is against the use of embryos. **[7]**

Candidates may build on their answer to the first part of the question by looking at research on aborted embryos. Others may look at the issues surrounding IVF as well as the question of whether or not embryo's can be given the same rights as human beings as their humanity is often argued. Some candidates may explore the reasons that the Roman Catholic Church teaches that human life begins at conception; others may be able to raise reasons that others may object to these teachings.

- (c) 'Every woman has the right to a child.'

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 look at the many dangers of this kind of licence, while being aware of the many different sufferings which could be relieved by this kind of research. Some may for example look at the extremes of research which may be used if the 'right to a child' becomes a priority, for example the use of eggs from aborted foetuses. Alternatively others may look at the rising number of infertile couples and talk about the suffering that this can bring, leading to intolerable strains on a marriage in some cases. All relevant arguments should be credited at the appropriate level of response.

- 4 (a) Describe Roman Catholic teaching about poverty. **[8]**

Some candidates may take a scriptural approach to this question, outlining some of the things Jesus did or said in this area. They may for example quote the beatitudes or parables such as the 'sheep and the goats'. Credit should be given for an awareness of Roman Catholic social teaching.

- (b) Explain how Roman Catholics might respond to poverty in their own community. **[7]**

Some candidates may build on their answers to part (a); others may look more specifically at organisations such as the SVP or the Knights of St. Columba. They may also describe the fund raising activities which go on in their own schools and the kind of organisations these funds go towards helping. Others may describe other kinds of needs/poverty, for example some schools run holidays or trips to Lourdes for handicapped children.

- (c) 'Christians should look after their own family before others.'

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 will recognise that looking after the poor and our own families are not incompatible activities. While our own families should be important to us, helping the poor is something which can be done by individuals, families or groups. All relevant arguments should be credited at the appropriate level of response.

- 5 (a) Describe Roman Catholic teaching about prejudice. **[8]**

Most candidates will recognise that the Roman Catholic Church believes that all forms of prejudice are wrong. They may base their arguments on the teachings that we are all equal as we are made in the image of God. Others may focus on specific actions or teachings from the gospels; for example, the story of Mary washing the feet of Jesus or the way that Jesus treats Zachaeus. Others may describe more modern teachings such as those found in various Church encyclicals.

- (b) Explain how the work of one well known Christian has helped to overcome prejudice. **[7]**

As this question is generally Christian rather than specifically Roman Catholic, candidates may choose to demonstrate all they know about Martin Luther King. They may explore those who use political means to bring about change and those who used various kinds of protest. If a candidate describes a non-Christian, such as Nelson Mandela, they cannot be given full marks but may be given credit for a description of those characteristics which may also be found in Christianity. Any relevant Christian the candidates choose should be credited at the appropriate level of response.

- (c) 'Fighting prejudice is the most important thing a Roman Catholic can do.'

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 command to love others may lead to the kind of conclusion found in the statement. Others may look to worship or caring for the poor as more important. Some may argue, along with St. Paul, that all the parts of the body are equally important and necessary for the body to function properly. All relevant arguments should be credited at the appropriate level of response.

Mark Scheme 2303
June 2006

Unit 2303: Buddhism

- 1 (a) Describe how Buddhists might use a rupa (image of the Buddha) in their worship. **[8]**

Answers may focus on the different Buddha images and their meanings and symbolism on the proportions and symbolism of the images, including mudras; or on the use of the image during puja. Better answers may explain that the image is not actually being worshiped, but is helping the Buddhist's spiritual progress to bring them closer to their ideal. Answers from any Buddhist tradition should be credited.

- (b) Explain how learning about the life of the Buddha might help Buddhists in their daily lives. **[7]**

Candidates may consider ways in which Buddhists might benefit from the example of the Buddha's life and how they could derive help or encouragement from this in difficult times. Others may discuss the teachings attributed to the Buddha during his life (for example the Noble Eightfold Path or the Four Noble Truths) and the ways in which Buddhists might find these helpful on their path to enlightenment.

'Buddhists should not worship the Buddha.'

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

Simple answers are likely to agree with the statement, or to point out that to all appearances Buddhists do in fact worship the Buddha. Better answers may engage in a discussion of the extent to which Buddhists could be said to worship the Buddha. Answers may compare and contrast the different approaches taken to the person of the Buddha in various traditions.

- 2 (a) Describe the main features of Tibetan Buddhism. **[8]**

Answers may include a discussion of the history of Buddhism in Tibet and its syncretism with the Bon religion. The status of Tibetan Buddhism as a Mahayana tradition may be mentioned and explained along with its comparatively mythological nature and its emphasis on the importance of enlightened teachers and the relationship between life and death. Visualisation and Tantric ideas may be discussed and the use of images to express different ideas. Worship may be discussed, especially the use of vajras, mudras and mantras.

- (b) Explain why Bodhisattvas are important to Tibetan Buddhists. **[7]**

Answers are likely to explain what a Bodhisattva is (one who has delayed enlightenment out of compassion) and to explain their importance in Mahayana and particularly Tibetan Buddhism. Candidates may then go on to describe particular Bodhisattvas and what can be learnt from each one which may help a Buddhist on the path to enlightenment. Some candidates may describe images of the Bodhisattvas and how they are used for teaching and in meditation or visualisation. Strong candidates may discuss issues such as whether Bodhisattvas could be said to have salvic powers.

- (c) 'Buddhism should change to fit in with different countries.'

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

Positive answers are likely to refer to the Buddha's own description of his teachings as a "raft" which serves a purpose and can then be discarded. They may point out the huge variation of beliefs and practises within Buddhism and why some forms are better suited to different cultures. Particular mention may be made the role of the Sangha in different societies. Negative answers may refer to the importance of preserving and passing on the original teachings of the Buddha so that they are not lost, as these provide a tried and tested way to enlightenment. Good answers may consider the question of whether ultimate truths can be changed and adapted.

- 3 (a) Describe the main features of samatha meditation. **[8]**

Candidates may give a general description of meditation in general including postures and positions. Better answers will then go on to give a specific description of Samatha meditation, concentrating on a single thing, often breathing patterns in order to free the mind. Candidates may explain that this is often seen as the easiest form of meditation and the kind most likely to be practised by non Buddhists or members of the laity.

- (b) Explain why Buddhists meditate. **[7]**

Simple answers may talk about relaxation and time to think. Better answers may discuss the amount of time Buddhists, and particularly members of the sangha, spend in meditation and see this as a reflection of its importance. They may focus on meditation as a way of distancing oneself from the material world and therefore from craving, or as a way of coming to see things as they "really are" and so as a necessary step on the way to enlightenment. Mention may also be made of the idea of using meditation to cultivate metta (loving kindness) or compassion for all beings. The connection of meditation to the Noble Eightfold Path may also be discussed.

- (c) 'Meditation is a waste of 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 Buddhism in your answer. **[5]**

Answers in the negative may describe meditation as just sitting doing nothing and may describe the amount of time that monks in particular spend doing this as wasting their life. Some may give the opinion that Buddhists sacrifice too much time in this life as a way of getting a good rebirth. Better answers may talk about the comparative benefits of meditating (for example the metta-bhavana) and working to change the world or following moral guidelines such as the Five Precepts. Good answers in the positive may consider the usefulness of meditation for seeing the world as it is and moving towards enlightenment; or for gaining benefits such as metta.

- 4 (a) Describe the Three Universal Truths. **[8]**
- Answers are likely to list the Three Marks (Anicca, Anatta and Dukkha) and to give an explanation of their meanings. Some answers may then go on to consider the implications and significance of these to Buddhists and their relationship to the Four Noble Truths and the Noble Eightfold Path.
- (b) Explain how the Four Noble Truths might help a Buddhist to find enlightenment. **[7]**
- Answers are likely to describe the Four Noble Truths and may then go on to suggest that these are crucial in the search for enlightenment as it is necessary to accept them before any progress can be made towards enlightenment. (You must know what is wrong with you before you can find a cure.) Some candidates may then go on to relate this to the Noble Eightfold Path as the solution to the problem of the Three Marks of Existence and the way to enlightenment.
- (c) 'The Buddha is the only way to enlightenment.'
- Do you agree? Give reasons to support your answer and show that you have thought about different points of view. **[5]**
- Answers may consider the comparative benefits of the three refuges as paths to enlightenment and may consider the view that they are all interdependent. Negative answers may point out that the Buddha himself only achieved enlightenment because he rejected the teachings of others and found his own way, and that he advised everyone to test his teachings for themselves. Positive answers are likely to stress the importance of tradition or experience. Many have found the Buddha's teachings helpful so they are worth following. They may suggest that the Dharma would not exist without the Buddha and that therefore the Buddha is essential for achieving Enlightenment.
- 5 (a) Describe the ceremony of ordination into the Sangha. **[8]**
- Accurate answers from any Buddhist tradition should be credited. They may include details of preparation for ordination, (receiving the appropriate teaching, preparing robes etc.) as well as the ceremony itself. They may mention the recitation of the precepts and monastic rules (Patimokkha) and the officiating of a senior monk.
- (b) Explain how the Sangha might affect the lives of Buddhists who are not monks. **[7]**
- Answers might include the idea of the inter-dependence of the Sangha and the laity. They might discuss the part played by monks in the rites of passage or ritual life of the lay community, and their teaching role. Mention may also be made of the opportunity for lay Buddhists to gain merit through dana to the monks.
- (c) 'The Sangha is the most important of the Three Refuges'.
- Do you agree? Give reasons to support your answer and show that you have thought about different points of view. **[5]**
- Answers are likely to discuss the idea that the Sangha is the only place where the Dharma can be fully followed. They may emphasise its importance in passing on the Dharma and may go on to consider that the Sangha are necessary in helping lay Buddhists towards enlightenment. On the other hand, many candidates may suggest that the Buddha is more important as without him neither the Dharma nor the Sangha would exist. Some may argue that the Dharma is most important as it points the way to enlightenment.

**Mark Scheme 2304/01
June 2006**

Unit 2304/01: Christianity

- 1 (a) Describe the main features of a Christian place of worship. **[8]**

Description of a Christian place of worship. Candidates have not been asked to name the denomination but in good responses it is likely to be identifiable from the description. Credit exterior as well as interior features. The specification refers to font, altar, crucifix, cross and lectern as examples of artefacts and furnishings but accept any accurate items such as windows and furniture including pews or seats.

- (b) Explain why Sunday is important for many Christians. **[7]**

Credit any feasible reasons why Sunday might be important for Christians. Good responses are likely to refer to the first day of the week as the day of the resurrection as well as being observed as the sabbath resting day. Candidates might explain that the observing of Sunday rather than Saturday became a distinctive feature of the early church and the distinguishing mark used in persecutions by Roman authorities.

- (c) 'Sunday is the most important festival for Christians.'

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

Candidates are free to come to any conclusion or to attempt some sort of compromise position. Consideration of important for whom or for what purpose might signify an attempt to consider another point of view. Not all Christians regard Sunday in the same way, so there may be different but equally acceptable approaches to this question. Many candidates are likely to contrast weekly practices with annual festivals from the specification.

- 2 (a) Give an account of the work of a Christian religious community. **[8]**

Accept any Christian religious community, large or small, including those which might be from the study of ecumenism such as Taizé. Good accounts are likely to identify the origins of the organisation, any denominational links, the long-term and short-term aims as well as describing what is done and where.

- (b) Explain Christian teachings about charity and concern for others. **[7]**

Any appropriate Christian teaching is worth some credit. Loving your neighbour is likely to feature. Teaching about charity and concern for others is part of the revised specification. Good responses might also quote or paraphrase these set passages or draw out some point about the relationship of faith and works.

Luke 3:11 John answered, 'The man with two tunics should share with him who has none, and the one who has food should do the same.'

James 2:14-17 'What good is it, my brothers, if a man claims to have faith but has no deeds? Can such faith save him? Suppose a brother or sister is without clothes and daily food. If one of you says to him 'Go, I wish you well; keep warm and well fed,' but does nothing about his physical needs, what good is it? In the same way, faith by itself, if it is not accompanied by action, is dead.'

- (c) 'How people behave is more important than what they believe.'
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]**

Candidates might continue to develop points made in the first two parts of the question in trying to reach a balanced conclusion. The discussion is likely to be about the relationship of faith and works. (see above: Luke 3:11 and James 2: 14-17.)

- 3 (a) Describe what is said and done at a Christian marriage service. **[8]**

A marriage service from any denomination may be used. Both what is said and what is done should be described though not necessarily in equal proportions. Good responses will get beyond the meringue wedding dresses to significant parts of the service e.g. the words of the celebrant about the purpose of marriage, the content of the vows etc.

- (b) Explain how teachings about marriage might affect the life of a Christian couple. **[7]**

The explanations are likely to link this part of the question with the previous part, making some attempt to apply the teachings and vows and/or show how they reflect Christian attitudes and beliefs. Good responses might contain other relevant specific Biblical and church teachings with some understanding of the effect on relationships and might be from one particular denomination or might address the question generally across denominations.

- (c) 'Only people who attend a Christian place of worship regularly should be allowed to be married there.'
Do you agree? Give reasons for your answer and show that you have thought about different points of view. **[5]**

Candidates are likely to develop points made in the first two parts of the question and might argue in favour of the stimulus or against it. Discussions need to be based on accurate information and might go in different directions depending on the denomination of the Christian place of worship. Consideration of the definition of 'regularly' might indicate another point of view.

- 4 (a) Give an account of the teachings in the Sermon on the Mount about people who are blessed. **[8]**

Candidates are being asked to quote or to paraphrase the beatitudes in Matthew 5:1-12 which are the introduction to the Sermon on the Mount and which are about true values and real happiness. Good candidates are likely to know that each of the eight types of people receive a promise as part of the blessing.

- (b) Explain the attitude that Christians should have towards possessions according to the Sermon on the Mount. **[7]**

Some credit may be given for relevant general Christian teaching but appropriate responses should reflect actual textual material from Matthew chapters 5-7. e.g. giving to the needy - and not hypocritically, praying for daily bread and storing up treasure in heaven not on earth, which are all developments of the themes in the beatitudes. Candidates might also point out that Christians are told not to worry about material things (see 6:25-34) because it shows lack of faith in God, worrying cannot change things, it makes the situation worse and worrying in advance about what might happen tomorrow is a waste of time and energy.

- (c) 'The Sermon on the Mount makes life more difficult for Christians.'
Do you agree? Give reasons for your answer and show that you have thought about different points of view. **[5]**

Good discussions are likely to develop and balance points made earlier about seeking first the kingdom and getting priorities in place and putting things in perspective. Candidates might point out that Jesus did not come to destroy the Law. In some ways the emphasis on intentions as well as actions might be seen as difficult to fulfil. However, general positive principles might be considered easier to apply than the rigid observance of a law code and Christian teachings include the power of the Holy Spirit. Another area for debate might be how far the Sermon is an ideal to aim towards or is meant to be taken literally e.g. turn the other cheek.

- 5 (a) Describe Christian private worship. **[8]**

There are likely to be several different but equally valid approaches to this question. Candidates might write about family or individual prayers, various types of prayer or the Lord's Prayer and meditation and about the use of symbols and artefacts as well as the use of the Bible.

- (b) Explain why the Bible is a sacred text for Christians. **[7]**

Candidates might explain something about the contents of the Bible including that the New Testament contains the life of Jesus Christ in the Gospels as well as the letters of the early Christians. Good candidates are likely also to show some understanding of the authority of the Bible for Christians as the inspired word of God and to explain also how it provides guidance for belief and practice in daily Christian life.

- (c) 'All parts of the Bible are important for Christians.'

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

Candidates are likely to develop points made in the first two parts of this structured question and there may be many different equally acceptable approaches to the discussion depending on which 'parts' are considered and the arena for 'importance' but arguments need to be based on accurate knowledge and understanding of the nature of the Bible, the types of literature it contains and the role of the Old and New Testaments.

Mark Scheme 2304/02
June 2006

Unit 2304/02: Christianity (Roman Catholic)

Picture of a penitent receiving absolution

- 1 (a) Describe Roman Catholic teachings about forgiveness. **[8]**

Candidates will be able to choose from a variety of teachings such as: the parable of the prodigal son or teachings about turning the other cheek. Some may, alternatively, describe the teachings which support the Church's practice of reconciliation. Some may also explore the teachings on this subject found in the 'Our Father'. Credit may also be given to those candidates who demonstrate an awareness of the developing understanding of the sacrament itself; from the early days when it could only be received once, through tariffed penance to the modern understanding of reconciliation.

- (b) Explain how receiving forgiveness might strengthen the faith of a Roman Catholic. **[7]**

There are a number of approaches that candidates may take to this question. Some may look at the formal process of reconciliation and the way this helps develop a personal relationship with God. Alternatively they may explore the way that personal sin can be destructive of a community and therefore the way that forgiveness, as a two way process, can help both the individual and the community to grow in their faith.

- (c) 'Evil people need punishment not forgiveness.'

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 may be tempted to agree with this quotation though they would be hard pushed to agree from a Christian perspective. Most will argue that evil actions do not necessarily mean evil people and that Christian teaching indicates that anyone who is sorry can be forgiven. All relevant arguments should be given credit.

- 2 (a) Describe the main features of a Roman Catholic church. **[8]**

Candidates will have a large number of features from which they can choose; any feature that they consider to be 'main' should be given credit – whether that is the way the seating is arranged to facilitate worship, the altar or the sanctuary lamp. Others may look at aids to the sacraments such as the confessionals or baptismal font. The number of features they choose to describe is less important than the level of response to the question.

- (b) Explain the different ways a Roman Catholic church may be used by the community. **[7]**

As well as the Mass, candidates may well begin with the traditional baptism, marriage and funerals as a way of using the buildings. Some may explore the way different festivals and saints days are celebrated in the building; others may look at services such as benediction or its use during Lent and Advent for penance services. Alternatively, some may explore the way the building might be used by various parish groups for their meetings and activities.

- (c) 'Going to church is the most important thing a Roman Catholic can do.'
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 may explore other activities, such as fund raising, teaching or working in developing countries as more important than going to Church. Others may begin by arguing that going to Church is where we receive the grace to work at these other things. All relevant arguments should be credited at the appropriate level of response.

- 3 (a) Describe a Roman Catholic baptism. **[8]**

Candidates may begin by outlining the ceremony and the main people involved in initiating the child or adult into the Church, the Priest or Deacon, the parents and Godparents. They may then go on to describe the significant symbols which are used; the water washing away sin, the white garment indicating purity and the candle representing the light of Christ coming into the life of the baptised child or adult.

- (b) Explain why baptism is important to Roman Catholics. **[7]**

Candidates may begin by describing baptism as the first of the sacraments of initiation. The service also reminds the faithful of the teaching about original sin and the belief that the grace received in this sacrament are necessary for the growth and sustenance of their faith.

- (c) 'Only adults should be baptised'

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 tend to have a good understanding of both sides of this issue. They may argue, for example, that joining a Church is a personal decision and therefore should only be made by adults. Alternatively they may build on an argument about grace from part b. leading to a conclusion that it is important for children to be nurtured in the faith. All relevant arguments should be credited at the appropriate level of response.

- 4 (a) Describe Roman Catholic teachings about Advent and Christmas. **[8]**

Candidates may begin by describing ideas of penance as part of preparing ourselves to celebrate the incarnation. They may also talk about the rites used during the 4 Sundays of Advent, the lighting of the 4 candles and the use of advent carols as opposed to Christmas carols. Some may then go onto the importance, for many, of attending the Midnight Mass and the giving of presents as a reminder of that we are celebrating Christ's birthday.

- (b) Explain the importance of the Epiphany for Roman Catholics. **[7]**

Many candidates may begin by exploring ideas of the Christian message being demonstrated as for all men right from the beginning. Credit may also be given to those candidates who are aware of parts of the Christian world where the Epiphany is more important than Christmas itself. Others may concentrate on the gifts brought by the wise men and their significance to Christian teachings about Christ.

- (c) 'The real meaning of the Christmas season has been lost.'
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. **[5]**

Some candidates may build on their answer to part (a) and argue that many Christians still prepare for and celebrate the feast of the incarnation in an appropriately religious way. Others may look at the way it has become a 'party and present' season with little or no recognition that it has any thing to do with Christ's birth.

- 5 (a) Describe Roman Catholic teaching about Salvation. **[8]**

Candidates may approach this question from a variety of angles. They use their knowledge of the Easter Vigil to explore the history of salvation through scripture; demonstrating knowledge of the Judaeo Christian view of salvation. Alternatively they may start by looking at Christ and the sacrifice he made and its implications for Christians.

- (b) Explain why the Ten Commandments are important to Roman Catholics. **[7]**

Candidates may explore the implications for Roman Catholics of the Ten Commandments as a whole; or they may take two or three of them and demonstrate why they are still relevant today. Approaching the question generally may lead to a discussion of rules being necessary for a smooth running society or an encouraged route to heaven. Alternatively they may just explore examples such as the destructiveness of adultery, theft and murder.

- (c) 'The Ten Commandments should never be broken'
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. **[5]**

Candidates may build on their answers to part b and explore mankind's needs for rules if they are to function in a community or society. Alternatively they may argue that rules stifle creativity and individuality. It is arguable that a both these positions need to be held for society to work. All relevant arguments should be credited at the appropriate level of response.

Mark Scheme 2305
June 2006

Unit 2305: Hinduism

- 1 (a) Describe Hindu beliefs about the god Ganesha. **[8]**

Answers may use the stimulus material to describe the Ganesha murti and the ways in which it gives Hindus an insight into the personality and characteristics of the god. Others may discuss the stories about Ganesha or the times when he is particularly worshipped. The status of Ganesha as a god of new beginnings particularly invoked at weddings or the beginnings of new enterprises may be discussed; as may his importance as the remover of obstacles.

- (b) Explain why performing puja is important to Hindus. **[7]**

Simple answers may talk about “feeling close” to God or not wanting to displease the deity. Some may discuss the importance of a daily routine or the importance of tradition or dharma. Better answers may focus on the importance of darshan in the religious life of some Hindus, or the acquisition of karma through the performance of religious duties. Others may talk about family or temple puja as a chance to strengthen the religious community. Good answers might talk about the importance of developing a personal relationship with the deity in the bhakti tradition.

- (c) ‘People do not need pictures or statues to help them 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]**

The discussion may focus on the omnipresence of God and the validity of all prayer; some may discuss the problems of containing the idea of God in an image. Against this, candidates may consider ideas such as the status of the murti as a vehicle in which the deity is actually present, and the significance of installation ceremonies. Others may consider the usefulness of having something visible on which to focus one’s thoughts.

- 2 (a) Describe the main beliefs of the International Society for Krishna Consciousness (ISKCON). **[8]**

Answers are likely to focus on the pre-eminence of the god Vishnu/Krishna and the importance of the Bhagavad-Gita. Some may mention the commune style of living adapted by many followers of this tradition. Others may mention the importance of personal devotion to Krishna (the bhakti tradition) and the saving power of the “Hare Krishna” chant. Some candidates may discuss the fact that it is this area of Hinduism which has proved popular in the West among people who are not Indian.

- (b) Explain why it might be difficult for Hindus to follow their religion in Britain. **[7]**

There are many possible answers here. Examples include issues to do with arranged marriages and issues of family conflict over culture clashes. Others may consider problems facing communities such as having to travel large distances to a mandir or feelings of isolation. Problems concerned with living a Hindu lifestyle in a non Hindu country may also be discussed, for example issues to do with ahimsa or vegetarianism, or the ease with which one can fulfil one’s place in varnashramadharm.

- (c) 'All Hindus 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]

Many candidates will draw attention to the huge variation within Hinduism with the best answers perhaps questioning whether it is accurate to refer to Hinduism as a religion at all. Others may suggest that the varying ideas within Hinduism can in fact be reconciled if the deities are considered as aspects of Brahman. Simple answers may suggest that Hindus all worship the same God in the end so variety does not matter. The importance of personal choice may be emphasised.

- 3 (a) Describe Hindu beliefs about dharma. [8]

Candidates may discuss varnashramadharma and the effects which it might have on the life style of a Hindu at various times. They may talk about examples of dharma set by the various deities or in scriptures. Others may concentrate on sanatana dharma and the significance and effect of principles such as ahimsa. Many will explain the significance of dharma to Hindus as a way of gaining karma and so of gaining a good rebirth or progressing towards moksha.

- (b) Explain the difficulties a Hindu might have in following the teaching about ahimsa (non-violence). [7]

Candidates may explain what is meant by ahimsa if they have not already done so in part (a). They may then explore some of the implications of this in daily life. Some answers may concentrate on issues to do with animal welfare such as vegetarianism or the treatment in India of animals such as cows. Others may look at issues to do with personal morality such as war, or the choice of career.

- (c) 'Everyone should be treated equally'

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 are likely to link to ideas about the caste system and the fairness or otherwise of the caste system and other features of varnashramadharma. Answers in the positive may suggest that it is self-evident that everyone is equal. Stronger answers may discuss the idea that all living beings have a soul (atman) that is part of God and so equal. Very simple answers in the negative may focus on criminals and suggest that such people do not deserve equal treatment. Answers in the negative may discuss gender or caste roles and may speculate that status in this life is dependent on karma from a past life and so is deserved.

- 4 (a) Describe a Hindu marriage ceremony. [8]

Candidates are likely to give an account of a typical ceremony. Credit should also be given for mention of the preparation for the wedding (such as the priest consulting a horoscope for the couple) and the likely venues for the occasion. The importance of the ceremony as a uniting of two families may also be considered. Candidates may describe various elements of the ceremony such as the seven steps, the scarf which joins the couple, the mandap, the bride stepping on a rock, the blessings and others. Some candidates may quote part of the liturgy or the vows and strong candidates may discuss the significance of this.

- (b) Explain how Hindu beliefs about marriage might help to strengthen a Hindu family. [7]

Candidates may consider attitudes to families which are prevalent in Hindu teaching and society. The example of well known figures (such as Rama and Sita) may be considered. Some candidates may be aware of teachings in the Laws of Manu and the effect they would have on Hindu family life. Better candidates may consider the traditional roles of men and women in Hindu society and discuss whether or not these would strengthen a family. The woman's role in household puja may also be considered in the context of varnashramadharma.

- (c) 'Marriage is the most important life-ceremony (samskara).'

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 are likely to centre on the ideas of varnashramadharma and the value of the householder stage. They may discuss the idea that it is during this stage that Hindus have children and are most productive in society. This may be contrasted with the renunciate and sanyasin stages where candidates may argue that it is easier to achieve moksha, and that these stages are therefore more important than the householder.

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

Any place of pilgrimage or Holy River might be mentioned and better answers will be specific about actions which take place at the specific site chosen (e.g. bathing in the Ganges). General answers might mention the idea of darshan, or walking around the shrine of a god or goddess. Many will discuss the importance of pilgrimage for feeling close to a particular deity associated with that site, or for gaining karma which can help with rebirth or to achieve moksha (for example why many are keen to die by the Ganges if they can.)

- (b) Explain how going on a pilgrimage might strengthen the faith of a Hindu. [7]

Simple answers may include general ideas such as meeting others and worshiping together; gaining refreshment and encouragement, etc. Better candidates may speak of darshan or karma. Answers may make reference to specific practices associated with particular sites and how these may be seen to improve karma.

- (c) 'Hindus need to worship together'.

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

Positive answers may focus on the importance of community feeling while negative responses may make reference to Hinduism as an essentially family based religion in which all puja can be carried out at home, (although, of course, family worship is still worshiping together). Good answers may consider the relative importance of temple worship to people in the different ashramas; or contrast the importance of communal worship with the need for a personal relationship with God.

Mark Scheme 2306
June 2006

Unit 2306: Islam

- 1 (a) Describe how Muhammad Δ was given the Qur'an. **[8]**

Description probably starting from call when MuhammadΔ was aged 40 on Night of Power-Laylat-ul-Qadr- in 610 CE (or 611) on Mount Hirah (later called Nur- mountain of light) in Ramadan by Gibrail (Jibril) (Gabriel) to 'recite' (see Surah 96); possibly in the context of the situation in Makkah (idolatry etc.) or personal situation (e.g. married to Khadijah who encouraged Muhammad Δ). Further occasions may be cited but are not essential.

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

That it was given by Gibrail is 'special' and worthy of credit but good explanations are likely to include the concept of the final uncorrupted revelation of the words of Allah in Arabic and some indication of the content of the monotheistic message.

- (c) 'Holy books should never be translated.'

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]**

Arguments might differentiate between the usage of texts e.g. for use in worship or for academic study by believers and non-believers. Candidates are free to come to any conclusion but discussions need to be rooted in a sound understanding of Muslim attitudes to the Qur'an as revelation and distinct from interpretation.

- 2 (a) Describe how Muslims prepare for prayer. **[8]**

Full description of preparations is likely to include e.g. 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 why there are no pictures of Allah or MuhammadΔ in a mosque. **[7]**

Good explanations will include both Allah and MuhammadΔ and might make reference to Abraham's beliefs or to the Mosaic commandments. Credit any relevant explanations e.g. from the beginning Islam has been against idolatry – when MuhammadΔ rode into Makkah in 629 CE he destroyed the idols of wood and stone; only Allah is to be worshipped; to make an image or picture or any representation would be shirk; Allah is beyond imagining; Allah is too great to be portrayed by humans; Allah is the creator so no living creature can be portrayed etc.

- (c) 'Allah knows everything so there is no need to pray.'

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

Discussions are likely to begin by acknowledging that Allah is omniscient before exploring the purpose of prayer. Other points of view do not have to be diametrically opposed to each other. A shift of stance, looking at prayer from another angle, is sufficient to represent a different point of view.

- 3 (a) Describe how Muslims celebrate Id-ul-Adha. **[8]**

Credit general activities at festivals- prayers, new clothes, feasting, sharing etc. Good responses are likely to show awareness of link with Hajj sacrifice on 10th of Dhul Hijjah at Mina. One family or a small community may offer a lamb, a sheep or a goat. Seven families may offer a cow or a camel. One third of the meat is for family and friends; the rest is shared with the poor.

- (b) Explain why Muslim communities in non-Muslim countries may find it difficult to celebrate Id-ul-Adha. [7]

Cross accreditation is likely as candidates explain how families need to observe the halal rules for sacrifice of animals. Candidates are likely to use the United Kingdom as an example but this is not necessary. British law says that animals must be slaughtered in an abattoir by a specially licensed person. Also celebrations at Id-ul-Adha might be seen in a negative way by non-Muslim neighbours. Candidates might contrast the comparative ease with which Id-ul-Fitr is celebrated but this is not essential for full marks.

- (c) 'Festivals are **not** a very important part of religious life for Muslims.'

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

Candidates might suggest other aspects of Islam as more important or might conclude that the whole structure hangs together as one entity as the festivals serve a purpose within ummah and tend to be linked with something important e.g. pillars such as the fast of Ramadan or the Hajj.

- 4 (a) Describe the Five Pillars of Islam. [8]

Good responses are likely to identify all five, possibly with some of the Muslim names, with a brief essential description e.g. Shahadah (Declaration of Faith) - There is no god but Allah; Muhammad is the messenger of Allah / Salah (Prayer) - five times a day / Zakah (Purification of wealth by payment of annual welfare due - any equivalent word) - usually 2 ½ % annually / Hajj (Pilgrimage) to Makkah and Arafat - once in a lifetime at least by all who are physically and mentally able / Sawm (Fasting) - in the month of Ramadan during daylight hours.

- (b) Explain how keeping **one** of the Five Pillars might affect the life and beliefs of a Muslim. [7]

Credit any feasible effect that might be the result of practising whichever Pillar is selected. Good responses will have considered both life and beliefs and are likely to move beyond appropriate but negative effects and disadvantages to more positive effects relevant to the practice of the particular Pillar or of all acts of ibadah, obedience and worship, on the development of an individual's spiritual life and sense of solidarity with ummah.

- (c) 'All the Five Pillars are of equal importance to a Muslim.'

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

Good discussions might develop points made earlier in the structured question. Most candidates are likely to point out that the Five Pillars as a whole are said to support the faith of Islam and so could be argued to be equally important. However,

a case could be made for Shahadah to be the central idea of the faith and the starting point of Muslim belief or for any other Pillar being more important or less important depending on the context of the word 'equal'.

- 5 (a) Describe the ceremonies which take place at the start of a Muslim baby's life. **[8]**

Good descriptions are likely to include most of the following with details: washed, call to prayer in right ear, command to worship in left ear; named; head shaved; equivalent weight of hair in money to poor; males circumcised; goats or sheep sacrificed.

- (b) Explain what Muslims believe about dying and life after death. **[7]**

Good explanations are likely to explain that for Muslims dying is a stage in life not the end because the permanent life is akhirah. At death two angels of justice Munkar and Nakir visit the person, record their good and bad deeds and ask questions. Until the Day of Judgement Azra'il the angel of death takes the dead to barzakh. Then on the Day of Judgement the good will be rewarded by Paradise (al-Jannah) and the rest will suffer hell (Jahannam).

- (c) 'Ceremonies at a birth are more important than ceremonies at a 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]**

Candidates may come to a conclusion in favour of or against the stimulus quotation or attempt a compromise but should try to provide a balanced discussion. There are a number of different approaches possible. In referring to Islam, candidates are likely to refer back to the previous parts of the question by linking the fact that the first and last things a Muslim hears is the name of Allah.

Mark Scheme 2307
June 2006

Unit 2307: Judaism

1 Picture of a seder dish

- (a) Describe how Jews celebrate Pesach (Passover). **[8]**

Candidates may describe the preparation for the festival in removing chametz, and some of the traditions associated with it. They may refer to the Seder meal and the way it proceeds, including the use of symbolic food – matzah, wine, egg, bone, parsley, charoset, salt water, afikomen - and the involvement of children. Candidates might refer to the important role of the haggadah.

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

Candidates may explain the origins of the festival in the Exodus, how this has been reflected in subsequent Jewish experience and how the ritual leads to empathy and strengthens the community. Particular reference may be made to the Holocaust and the theme of persecution. Candidates may be aware of the key themes of freedom and new life, and how they are expressed in the traditions of the festival. They might show an understanding of the Messianic hopes that are present.

- (c) 'Festivals encourage children to follow a religion' **[5]**

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.

Candidates may argue for either or both sides of the debate. They may give examples of how Pesach and other festivals have aspects that are inclined to involve children – hunting for chametz, asking questions. Alternatively they may argue that festivals are antiquated and that they might actually put children off following a religion by imposing seemingly senseless traditions. Reference might be made to other festivals that may be less accessible to children.

- 2 (a) Describe what happens when a boy becomes Bar Mitzvah. **[8]**

Candidates might describe how a Jewish boy prepares for the ceremony by learning about ritual dress and preparing for the sidra that he is due to read. Reference might be made to the role of the rabbi, or the child's parents in this process. Details about the service might be outlined, such as the reading, the sermon and the celebrations that follow.

- (b) Explain why the celebration of Bar Mitzvah is important for Jews. **[7]**

Candidates might explain why the preparation for the ceremony is so important. The boy will learn to read Hebrew, wear the tefillin and become part of the minyan. He will take on responsibility for his own actions in future, instead of his father, and may be called on to read the Torah. He will also be expected to fast and to continue his study of the religion.

- (c) 'There is no set age for becoming an adult.' **[5]**

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.

Candidates may argue for either or both sides of the debate. They may argue that the Jewish approach is traditional and has worked for generations and providing a focus for Jewish boys, encouraging them to study and learn about their religion and their part within it. Alternatively they may take the view that a child should decide when they will take on a full role in the faith, or that people mature at different times. Reference might be made to the different age for Bat Mitzvah.

- 3 (a) Describe the ritual dress worn by Jews. **[8]**

Candidates might describe the skull cap, when and how it is worn. They may refer to the tallit – its colours, the tzitzit, how it is worn. The tefillin might be referred to – how it is worn, made and what it contains. Some candidates may be able to describe other articles, like the kittel, and clothes that are worn at certain times, like the white worn at Yom Kippur. Some knowledge of differences in dress between more and less traditional Jews may be demonstrated.

- (b) Explain why the mezuzah is important for Jews. **[7]**

Candidates might explain what the mezuzah actually is, in terms of the container and the parchment. They may explain the contents of the parchment, and why this is such an important passage. An understanding of how the mezuzah is used might be demonstrated, and they may go on to explain the impact that a mezuzah might have on the daily life of a Jew, as a constant reminder of the mitzvot, G-d's presence and their religious identity.

- (c) 'What you wear should show what you believe.' **[5]**

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.

Candidates may argue for either or both sides of the debate. They may give general examples of how religious dress manifests itself in society, and what its significance is. In terms of Judaism, they may indicate that the clothes worn often have a basis in the teachings in the Torah, and that one should be proud of one's faith. Alternatively, they might argue that there are obvious differences in perception within the Jewish community, or that religious belief is a private matter.

- 4 (a) Describe the ways that Jews show respect for the Sefer Torah (scrolls). **[8]**

Candidates may describe the effort made in the writing of the scroll by a scribe, and the importance of accuracy. They may go on to describe the decoration of the scrolls, including the bells, mantle, yad, crown, binder and so on. Candidates may describe how the scroll is stored in the ark, and the way that it is treated in worship. Credit should also be given for a description of how the Torah is respected by obedience to the mitzvot.

- (b) Explain the importance of the Torah for the Jewish community. **[7]**

Candidates may begin by showing how the Torah will affect the life of the Jewish community. Candidates might discuss the impact of food laws and the beliefs associated with relationships. They may indicate key differences in attitude between the Orthodox and Progressive traditions. Candidates may explain how the Torah would enable the community to solve problems and answer questions, and explore its impact on the rituals and festivals with which they might be involved.

- (c) 'All Jewish laws (mitzvot) are equally important' **[5]**

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

Candidates may argue for either or both sides of the debate. They might take the more Orthodox view that all mitzvot, since they come from G-d, are essentially equal and humans should not question what He has set down. Alternatively, they may take a more Progressive view, arguing that the ethical mitzvot take priority over the ritual, or point out some that seem anachronistic.

- 5 (a) Describe the main differences between Orthodox and Progressive Jews. **[8]**

Candidates might describe the basis of the differences between the groups as lying in their attitude to the revelation of the Torah. They may give examples of how this manifests itself in ritual, for example, the length of Shabbat services. Some may refer to differences in observance, such as their practices during the Sabbath. Reference may be made to the role of women and the structure of the synagogue, in terms of the balcony and the bimah.

- (b) Explain why some Jews are Zionist. **[7]**

Candidates might explain the concept, perhaps providing a definition, and may go on to outline some of the key events in its development. They may explain how Israel is seen as a refuge from persecution, especially since 1948, and how it is believed to have been promised to their ancestors as part of the covenant between G-d and the Jews. Candidates might refer to how Jews support Israel today in financial, spiritual and political ways, and how it has formed an important part of the liturgy.

- (c) 'All Jews should share the same beliefs' **[5]**

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

Candidates may argue for either or both sides of the debate. They may take the view that religion is blighted by infighting, and that unity within any movement is an asset. Candidates may be able to give examples from Judaism where differences in belief and practice have caused problems. Alternatively they may take the view that belief is a private matter that cannot be imposed on people, or that Judaism is essentially a religion of observance, rather than doctrine.

Mark Scheme 2308
June 2006

Unit 2308: Sikhism

Picture of interior of a gurdwara

- 1 (a) Describe the main features of a gurdwara. **[8]**

Answers should cover the main features such as: the Guru Granth Sahib Ji, the dais, chanani [canopy], chauri [fan], Khanda [symbol of Sikhism], Nishan Sahib [flag], and langar).

- (b) Explain the importance of a gurdwara for the Sikh community. **[7]**

Candidates should consider the sharing of prayer and other aspects of worship as well as the importance of the langar. They may also comment on how the gurdwara strengthens the Sikh community in countries such as Britain or the particular uses which a gurdwara serves in India and Pakistan.

- (c) 'Worshipping together is **not** an important part of Sikh life.'

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

Although there is no specific teaching about communal worship in Sikhism and it is therefore possible for Sikhs to worship primarily on their own, most are likely to comment on the advantages of worshipping together, in particular listening to readings from the Guru Granth Sahib Ji, the ragis and the langar.

- 2 (a) Describe a Sikh marriage ceremony. **[8]**

The ceremony itself begins with the singing of the morning hymn Asa di var and the Ardas. Any Sikh may officiate at a wedding. They explain to the couple the Sikh ideal of marriage which is not just a social contract but a joining together of two souls. The bride and groom bow to the Guru Granth Sahib. This shows that they consent to be married and to spend the rest of their lives supporting one another in a spiritual journey. The father of the bride sometimes places a garland of flowers over the holy book. The father of the bride passes one end of the groom's scarf to the bride. This is a sign that she is now leaving her father and joining her new husband.

- (b) Explain why marriage is important for Sikhs. **[7]**

Marriage is very important in Sikhism. Some marriages are arranged but the couple both have the right to reject the partner chosen for them. A marriage is seen as the uniting of two families and it is important that families can get along with each other.

- (c) 'It is important that children are brought up to follow their religion.'

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]**

Candidates will need to consider the possible effects of bringing up a child in the faith. Most of these are likely to be positive though some may argue that children should be left to decide for themselves or that too much pressure may lead them to reject the faith later.

- 3 (a) Describe what Sikhs mean by samsara. [8]

There is a divine spark – part of God – in each person and this spark or soul is taken back to God when a person reaches mukti and is finally released from the cycle of rebirth or samsara. Sikhs believe that there are 8 400 000 different forms of life and that many souls have to travel through a large number of these before they can finally reach God - Waheguru. Each time something dies the soul is reborn. It is only humans who can know the difference between right and wrong and so it is only when the soul is in a human being that the cycle can be broken.

- (b) Explain how Sikhs might try to reach mukti (release). [7]

Sikhs work to reach mukti by devoting their lives to sewa and observing the Sikh rules of conduct: There is only one God, worship and pray to God alone, and remember God at all times.

Always work hard, and share with others.

Live a truthful life.

Remember that men and women are equal in God's eyes.

The whole human race is one. Distinctions of caste, colour, class and religion are wrong.

Idols, magic, omens, fasts, marks on the face and sacred threads are banned.

Dress simply and modestly.

Khalsa Sikh women should not wear the veil. Neither women nor men should make holes in their ears and noses.

Live a married life.

Put your faith in the Guru Granth Sahib Ji.

Avoid lust, anger, greed, attachment to worldly things and arrogance.

Live a humble and simple life.

- (c) 'Sewa (service for others) is the most important aspect of Sikhism.'

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

Based on their answers to (a) and (b) candidates should be able to discuss the importance of Sewa and its centrality to Sikh life. It is possible to argue that belief and trust in God is nevertheless more important.

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

Baisakhi is the wheat harvest in the Punjab. The festival is on 13 April and marks the Sikh New Year. The Nishan Sahib (Sikh flag) is changed at Baisakhi. During the festival, the Akhand Path is read and initiation ceremonies (amrit) are held.

- (b) Explain the importance of Baisakhi for Sikhs. [7]

Many will explain that in 1699 Guru Gobind Singh Ji founded the Khalsa at Baisakhi which is now a central part of Sikh life and belief. Others will add that Sikhs also remember 1919 when 400 Sikhs (many of them women and children) were killed by British soldiers who had been ordered to stop their Baisakhi celebrations at Jallianwala Bagh in Amritsar.

- (c) 'Festivals are the best way to learn about a religion.'

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

Candidates are free to argue this from either point of view. Some may conclude that Festivals are a good way whilst others may say that they are just single days and that people learn about their faith from the scriptures and from others every day.

- 5 (a) Describe the Five Ks. **[8]**

Kesh = uncut hair; symbolising devotion & a gift from God; kangha = comb; & discipline; kirpan = sword to fight for justice; kachs = shorts for moral purity or readiness to fight for justice; kara = steel bangle, symbolising unity with God and the Khalsa, & eternity & strength. Wearing the 5Ks encourages unity, a sense of identity, etc.

- (b) Explain the importance of the Five Ks to Sikhs. **[7]**

The Five Ks, as well as the ideas which they represent are also constant reminders to Sikhs of who they are. This is especially important when Sikhs are living in communities where they are in a minority.

- (c) 'People need symbols to strengthen their faith.'

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

This can be argued from either point of view. Some people feel that symbols are helpful as a constant reminder of Sikh life and belief whilst others, particularly, from other faiths, might suggest that they serve no purpose and may indeed confuse belief.

Mark Scheme 2309
June 2006

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:

AO1	recall, select, organise and deploy knowledge of the specification content;	[40%]
AO2	describe, analyse and explain the relevance and application of a religion or religions;	[35%]
AO3	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**

Mark Weighting	Level 1	Level 2	Level 3	Level 4
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]	An attempt 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]	A valid attempt 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]	A competent attempt to answer the question. Selection of some relevant material with appropriate development.
Level 4 [7-8]	A good response 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]	An attempt 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]	A valid attempt 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]	A competent attempt 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]	A good response 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]	An attempt to answer the question. A statement of the obvious, a one-sided judgment with little or no argument.
Level 2 [4-6]	A valid attempt to answer the question. 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]	A competent attempt to address the question. 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]	A good response to the question. 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. Reference must be made to the religion studied.

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. '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.

Unit 2309: Religion, the Media and Entertainment

- 1 Describe the attitudes of the religion(s) you have studied towards the way religion is shown in the media. **[8]**

Responses may deal with any type of media. Good responses will probably give the advantages and disadvantages of using the media for evangelism and proselytising. Mention may also be made of acts of worship being shown for all to participate in. References may be made to the media being used to 'poke fun' at religion (The Vicar of Dibley and Father Ted for example) or to educate.

- 2 Look at Source A. What are the teachings in the religion(s) you have studied about spending money? **[8]**

Responses may include accounts of obvious general prohibitions such as resorting to illegal or 'sinful' means of earning a living and not spending in ways which might be considered to be wrong (e.g. gambling) or in ways which are wasteful, selfish or extravagant. References should be appropriate to the religion(s) studied. Good responses are likely to quote actual teachings and to move beyond negative rules to positive concepts such as stewardship of resources and helping others.

- 3 Explain how the religion(s) you have studied use the media for evangelism. **[7]**

Whichever religion or religions the candidate has studied, good responses are likely to reflect the appropriate commissions about evangelising and the motive for witness and will make clear (even if implicitly) the attitude towards proselytising and missionary endeavour, though the focus is on the method. Good explanations are likely to be balanced in that they cover the range of attitudes and of use within religion(s) towards different types of material or activities (from billboards to tele-evangelism and car stickers; Sunday schools and Madrassahs) or whatever is appropriate and considered useful and acceptable in evangelism.

- 4 Look at Source B. How might people in the religion(s) you have studied react to the way religious people are shown in the media? **[7]**

Accept any sensible suggestions. Good responses are likely to give examples of reactions from the religion(s) studied and develop religious aspects, e.g. though programmes can be devotional, interesting and educational about founders, there is anxiety that a faith might be misinterpreted or inaccurate not only because of the need to enhance and make sense of a story but because of the need to edit and select – which inevitably becomes an interpretation; it is a genuine concern, not always simple bigotry.

- 5 Look at Source C. 'Religion can be better expressed by some types of media than by others.'

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]**

This part should bring all the preceding parts together as a whole and should elicit a structured essay. Besides considering the relative advantages and disadvantages of various media for religious topics (for example, the radio, where the listener provides the imagination), good discussions are likely to consider purpose, motive and desired effect on the target audience in terms appropriate to the religion(s) studied. Such considerations – for different purposes, worship or for education or proselytisation, might serve to constitute different points of view in the discussion.

**General Certificate of Secondary Education
Religious Studies A: World Religions Short Course (1030)
June 2006 Assessment Series**

Unit Threshold Marks

Unit		Maximum Mark	a*	a	b	c	d	e	f	g	u
2391	Raw	43	40	35	30	26	22	18	14	10	0
	UMS	43	34	30	26	22	18	14	10	6	0
2392/0 1	Raw	43	36	31	26	22	18	14	11	8	0
	UMS	43	34	30	26	22	18	14	10	6	0
2392/0 2	Raw	43	40	35	30	25	22	19	16	13	0
	UMS	43	34	30	26	22	18	14	10	6	0
2393	Raw	43	41	35	29	24	20	16	13	10	0
	UMS	43	34	30	26	22	18	14	10	6	0
2394/0 1	Raw	43	36	32	28	25	21	17	13	9	0
	UMS	43	34	30	26	22	18	14	10	6	0
2394/0 2	Raw	43	38	34	30	26	22	18	14	10	0
	UMS	43	34	30	26	22	18	14	10	6	0
2395	Raw	43	42	37	32	28	23	18	13	8	0
	UMS	43	34	30	26	22	18	14	10	6	0
2396	Raw	43	41	36	31	27	22	18	14	10	0
	UMS	43	34	30	26	22	18	14	10	6	0
2397	Raw	43	39	34	29	25	21	17	14	11	0
	UMS	43	34	30	26	22	18	14	10	6	0
2398	Raw	43	42	40	34	28	23	18	14	10	0
	UMS	43	34	30	26	22	18	14	10	6	0
2399	Raw	43	38	34	30	26	21	17	13	9	0
	UMS	43	34	30	26	22	18	14	10	6	0
2400	Raw	43	38	34	30	26	21	17	13	9	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)

	Maximum Mark	A*	A	B	C	D	E	F	G	U
1030	86	68	60	52	44	36	28	20	12	0

The cumulative percentage of candidates awarded each grade was as follows:

	A*	A	B	C	D	E	F	G	U	Total No. of Cands
1030	7.2	18.2	34.6	51.8	67.6	80.4	89.4	95.7	100.0	21540

21540 candidates were entered for aggregation this series

For a description of how UMS marks are calculated see;
www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp

Statistics are correct at the time of publication

**General Certificate of Secondary Education
Religious Studies A: World Religions (1930)
June 2006 Assessment Series**

Unit Threshold Marks

Unit		Maximum Mark	a*	a	b	c	d	e	f	g	u
2301	Raw	64	62	56	48	40	32	24	17	10	0
	UMS	64	56	50	44	38	32	26	20	14	0
2302/0 1	Raw	64	55	48	41	34	28	22	16	10	0
	UMS	64	56	50	44	38	32	26	20	14	0
2302/0 2	Raw	64	61	55	49	43	36	30	24	18	0
	UMS	64	56	50	44	38	32	26	20	14	0
2303	Raw	64	60	53	46	39	32	25	18	11	0
	UMS	64	56	50	44	38	32	26	20	14	0
2304/0 1	Raw	64	57	51	45	39	32	25	19	13	0
	UMS	64	56	50	44	38	32	26	20	14	0
2304/0 2	Raw	64	58	52	46	41	34	28	22	16	0
	UMS	64	56	50	44	38	32	26	20	14	0
2305	Raw	64	63	56	49	42	33	25	17	9	0
	UMS	64	56	50	44	38	32	26	20	14	0
2306	Raw	64	62	55	48	42	35	28	21	14	0
	UMS	64	56	50	44	38	32	26	20	14	0
2307	Raw	64	61	55	49	43	36	29	22	15	0
	UMS	64	56	50	44	38	32	26	20	14	0
2308	Raw	64	63	59	53	48	41	35	29	23	0
	UMS	64	56	50	44	38	32	26	20	14	0
2309	Raw	43	39	34	29	24	19	15	11	7	0
	UMS	32	28	25	22	19	16	13	10	7	0
2310	Raw	64	63	54	45	36	28	21	14	7	0
	UMS	64	56	50	44	38	32	26	20	14	0

Specification Aggregation Results

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	A*	A	B	C	D	E	F	G	U
1930	160	140	125	110	95	80	65	50	35	0

The cumulative percentage of candidates awarded each grade was as follows:

	A*	A	B	C	D	E	F	G	U	Total No. of Cands
1930	8.3	24.9	47.6	67.6	82.5	91.3	96.0	98.3	100.0	24707

24707 candidates were entered for aggregation this series

For a description of how UMS marks are calculated see;
www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp

Statistics are correct at the time of publication

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