

GCSE

Religious Studies A

GCSE 1930

GCSE Short Course 1030

Mark Schemes for the Units

June 2008

1930/1030/MS/R/08

OCR (Oxford, Cambridge and RSA Examinations) is a unitary awarding body, established by the University of Cambridge Local Examinations Syndicate and the RSA Examinations Board in January 1998. OCR provides a full range of GCSE, A level, GNVQ, Key Skills and other qualifications for schools and colleges in the United Kingdom, including those previously provided by MEG and OCEAC. It is also responsible for developing new syllabuses to meet national requirements and the needs of students and teachers.

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

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

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

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2008

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

CONTENTS

GCSE Religious Studies A (1930) GCSE Short Course Religious Studies A (1030)

MARK SCHEMES FOR THE UNITS

Unit/Content	Page
Instructions For Examiners	1
Short Course	4
2391 Paper 1 – Christianity through a study of either Luke or Mark	5
2392 Paper 2A – Christian Perspectives on Personal, Social and World Issues	11
2392 Paper 2B – Christian (Roman Catholic) Perspectives on Personal, Social and World Issues	16
2393 Paper 3 - Buddhism	19
2394 Paper 4A - Christianity	22
2394 Paper 4B - Christianity (Roman Catholic)	25
2395 Paper 5 - Hinduism	28
2396 Paper 6 - Islam	32
2397 Paper 7 - Judaism	35
2398 Paper 8 - Sikhism	38
2399 Jewish Studies	41
2400 Jewish Texts	44
2301 Paper 1 – Christianity through a study of either Luke or Mark	47
2302 Paper 2A – Christian Perspectives on Personal, Social and World Issues	55
2302 Paper 2A – Christian (Roman Catholic) Perspectives on Personal, Social and World Issues	61
2303 Paper 3 - Buddhism	65
2304 Paper 4A - Christianity	69
2304 Paper 4B - Christianity (Roman Catholic)	73
2305 Paper 5 - Hinduism	77
2306 Paper 6 - Islam	81
2307 Paper 7 - Judaism	85
2308 Paper 8 - Sikhism	89
2309 Paper 9 - Religion, the Media and Entertainment	93
Grade Thresholds	95

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

- All scripts must be marked in red, except for those initially marked in pencil prior to the Standardisation Meeting.
- Each page of a script must display some indication that it has been seen and read by the Examiner.
- 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.
- 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.
- Examiners must not exceed the total marks allowable for the Level achieved or the total allowable for the part of the question.
- 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. '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.

Full Course

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.

Short Course

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.

2391 Paper 1 – Christianity through a study of either Luke or Mark

Section A - Luke.

- 1 (a) Describe the occasion when Jesus was tempted three times by the devil. [8]

Description of Luke 4:1-13, the Temptations in the desert.

Answers are likely to include, by quotation or paraphrase the main details of the three temptations. Jesus was led by the spirit into the desert, where for forty days he was tempted by the devil. Son of God, tell this stone to become bread. It is written Man does not live by bread alone. High place – all the kingdoms of the world – I will give you (all their authority/splendour) (I can give it to anyone I want) so if you worship me it will all be yours. Worship the Lord your God and serve him only. Jerusalem, highest point of Temple. If you are Son of God, throw yourself down...angels will lift you up/save you (verses 10 & 11 summary/paraphrase etc.). Do not put the Lord your God to the Test.

- (b) Explain how the story of Jesus resisting temptation might help Christians to follow their beliefs. [7]

Answers might use the text from Luke 4:1-13 to explain that Jesus' strength of character and faith, as shown by his answers to the devil, might be a source of inspiration and resourcefulness for Christians today. Some candidates might show understanding of the temptations as symbolising physical needs/riches/power/worship of wealth/etc. and make references to such temptations today. Some candidates might comment on Jesus' replies to the devil as important lessons for Christians in resisting temptation. Worship only God/do not test God etc. Some responses might interpret the text as example/encouragement as to the way Christians should act today to follow their beliefs.

- (c) 'There are more temptations today than in the time of Jesus.' Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Answers might show evaluation of (Christian) expectations about behaviour and attitude and the temptation to do wrong/or the inability to resist temptation today in a society of conflicting material and peer pressures. Some candidates, however, might also offer a balanced view that the temptations of Jesus time were just the same and are still reflected in our society today and that temptation to do evil is timeless etc.

- 2 (a) Describe what happened when Jesus healed the Man with Leprosy. [8]

Description of Luke 5:12-16. The Man with Leprosy.

Candidates are likely to include, by quotation or paraphrase, the main details of the event. Man fell face to ground. Lord, if you are willing you can make me clean. Jesus reached out and touched the man. I am willing...be clean. The leprosy left Him. Jesus' instructions, do not tell anyone...show yourself to the priest; offer sacrifices etc. (News spread all the more).

- (b) **Explain how Jesus' actions of caring for sick people might influence the actions of Christians today.** [7]

Candidates might refer to the event in (a) or make wider references, for equal Credit. Some responses might explain the significance of Jesus caring for the sick/outcasts in 1st Century Palestine as part of his healing ministry. Candidates might refer to the connection between sin and sickness, healing and forgiveness. Some candidates might explore the influences on actions in terms of compassionate attitudes towards sick people. Practical help/healing. Vocations, careers in medicine.

- (c) **'Miracles only happen to religious people.'**
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]

Answers might assess the attitudes toward miracles in society. Some candidates might approach the question in a straightforward way and assess whether religious faith is needed for miracles to happen e.g. with reference to Christianity. Others might argue the definition of miracles and assess that there might be more than one definition and more than one sector of society to whom they might happen.

- 3 (a) **Give an account of the parable of The Rich Man and Lazarus.** [8]

Description of the Rich Man and Lazarus, Luke 16:19-31.

This is a long parable and answers may not necessarily include all the conversations in detail. Responses are likely to include, by quotation or paraphrase, the main details of the parable. There was a rich man living in luxury and a beggar, covered in sores and hungry, lying at his gate. Both died, the rich man went to hell and Lazarus to heaven. The rich man asked Abraham to send Lazarus to him to give him water but Abraham said no because the rich man had not helped Lazarus when they were both alive. Also, those who die cannot move from heaven to hell or vice versa. The rich man then asked if Lazarus could go and warn his brothers but Abraham said no, they should listen to Moses and the Prophets, if they did not listen then not even someone raised from the dead would convince them. Candidates are also likely to include the end of the parable from verses 30 & 31 where there is reference to someone rising from the dead.

- (b) **Explain how the parables in Luke might help Christians to understand Jesus' teaching about the Kingdom of God.** [7]

Candidates may refer to just the parable in (a) or make wider references to text they have studied, for equal credit. In the time allowed, more than one parable is likely to be referred to only briefly. Answers might comment on the picture/story created in the parable(s) and how Christians might relate to the everyday situations and illustrations etc. Candidates may also make reference to themes in the parable(s) e.g. judgement, punishment and reward, forgiveness, willingness to hear/accept etc.

- (c) **'Parables are the best way to teach about Christianity.'**
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Evaluation of the effectiveness of parables as a way of teaching religious ideas/truth. A balanced view might compare/contrast parables with other teachings in the gospel e.g. healing miracles, more direct instructions, and the example of Jesus. Or, in Christian practice e.g. reading the bible, attending religious services/festivals, Sunday School etc.

- 4 (a) **Describe what happened on the road to Emmaus.** [8]

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

Responses are likely to include, by quotation or paraphrase, the main details of the event, from the following: -

Disciples going to Emmaus. They did not recognise Jesus. Jesus' question. Answer about happenings in Jerusalem - the crucifixion, empty tomb. Jesus' explains the Scriptures. Jesus stays with them – breaks the bread. Recognition of Jesus. Returned to Jerusalem and told eleven.

Some answers might contain all the main details but not necessarily all the details of the conversations.

- (b) **Explain why celebrating the Resurrection at Easter is important for Christians.** [7]

Candidates might demonstrate some understanding of the importance of the Easter festival as well as the resurrection. Responses might show understanding of the resurrection as fulfilment of prophecy/promise. Proof of Jesus as the Son of God. Promise of eternal life etc. Also the influence the expectation of judgement might have on attitudes/actions in life. It is likely that most answers will concentrate on the importance of the resurrection for the majority of the answer and this will be credited accordingly. However, might also refer to the festival to some degree e.g. timing of Easter Sunday, three days after the crucifixion etc. Or, Easter as being a time of year Christians are encouraged to attend Church/pilgrimage and/or participate in the Eucharist to remember the death and resurrection etc.

- (c) **'The Resurrection is the most important event in 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 importance of the Resurrection stories in Luke's gospel and/or Christianity. Candidates might examine this from an objective or subjective point of view in terms of the Resurrection being the climax in Luke with two chapters devoted to it. However, there might be an issue of the credibility (for the reader/Christian) of all the stories, which contain some confusing details or contradictions. Some responses might make a comparison with the importance of the crucifixion or the moral issues/ethics, which are a special interest in Luke.

Section B - Mark.

- 5 (a) From Mark's gospel, describe the trial of Jesus before Pilate, the Roman Governor. [8]**

Description of Mark 15:1-15. Jesus before Pilate.

Answers are likely to include, by quotation or paraphrase, the main details of the event, from the following:

Chief Priests, elders and teachers of the Law/Sanhedrin, bound Jesus turned him over to Pilate. Are you the King of the Jews? Jesus' reply, yes it is as you say. Chief Priests accusations of many things – Pilate's question Aren't you going to answer? Jesus made no reply. Pilate amazed. Custom to release prisoner. Pilate offered to release The King of the Jews. The Chief Priests stirred up crowd to have Pilate release Barabbas. Pilate's question - What shall I do with the King of the Jews? Crucify him! - dialogue between Pilate and the crowd (verses 12-14). Barabbas released, Jesus flogged and handed over for crucifixion.

Some responses might, but not necessarily, describe the main events with some accurate dialogue **and/or** Pilate's awareness in the text of the mood of the Jews as in knowing of the envy of the Jews (verse 10) or wanting to satisfy the crowd (verse 15).

- (b) Explain how Jesus' courage before his enemies might influence Christians in their lives. [7]**

Explanation of how/why Jesus' refusal to weaken before the accusations of his Enemies might influence Christians in their attitudes/actions. Answers may focus on the trial described in (a) or on other stories from Mark, for equal credit. Answers are likely to explain how Christians might follow the example of Jesus by non-violent response when threatened for their faith. Some responses might focus on the bravery and courage of individual Christians. Others might comment on peer pressure or the courage Christians need to stand up for their beliefs in an increasingly secular society/world etc.

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

Evaluation of whether the death of Jesus was the point of beginning a (new?) religion. There might be a number of interpretations of the question, all equally valid. Some responses might argue that it was the resurrection that convinced the disciples and therefore preaching began etc. Some may argue for the birth/baptism of Jesus as the beginning of his ministry. Arguments in support of the statement might use the evidence of the Temple veil/breaking down of barrier between God and man etc.

- 6 (a) Describe the teaching in Mark's gospel about the Son of Man. [8]**

Answers might be taken from Mark 8:31-33 Jesus' predicts his Death. Or Mark 10:35-45 The Request of James and John. Some candidates may answer in general terms including the background to the Son of Man title. One of the events above, or a combination of both or a general answer on how the Son of Man is described in Mark could be the focus of the answer, for equal credit.

- (b) **Explain how the parables in Mark might help Christians to understand Jesus' teaching about the Kingdom of God.** [7]

Candidates may refer to just the parable in (a) or make wider references to parables in the text they have studied, for equal credit. In the time allowed, more than one parable is likely to be referred to only briefly. Answers might comment on the picture/story created in the parable(s) and how Christians might relate to the everyday situations and illustrations etc. Some candidates might make some reference to themes in the parable(s) in Mark e.g. the growth of the Kingdom, willingness to hear/accept, the obstacle of wealth.

- (c) **'Parables are the best way to teach about Christianity.'**
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Evaluation of the effectiveness of parables as a way of teaching religious ideas/truth. A balanced view might compare/contrast parables with other teachings in the gospel e.g. healing miracles, more direct instructions, and the example of Jesus. Or, in Christian practice e.g. reading the bible, attending religious services/festivals, Sunday School etc.

- 7 (a) **Describe Jesus' teaching on the Greatest Commandment and the conversation with the teacher of the Law.** [8]

Description from Mark 12:28-34 the Greatest Commandment.

Answers are likely to include by quotation or paraphrase, the main details of the teaching etc., from the following:

Teacher of the Law asks which is the most important commandment.

Jesus answer: Hear O Israel...Love the Lord your God...etc.

The second is this; love your neighbour as yourself...etc.

There is no commandment greater than these.

The teacher's reply: Well said...more important than burnt offerings and sacrifices.

When Jesus saw he had answered wisely: You are not far from the Kingdom of God.

Some responses might include the main details and most aspect of the question/ conversation with the teacher of the law.

- (b) **Explain how Christians might follow the teachings in the Greatest Commandment.** [7]

Explanation of how the teachings of Love God/Love your Neighbour as yourself might influence the attitudes and actions of Christians. Answers might explain the first part of the commandment as the central Christian belief of monotheism and the implications for this in worship and living an ethical life. The second commandment, Love your neighbour etc. might be explained in terms of caring for others, lack of prejudice, universalism etc. Some candidates might comment on the way in which obedience to the whole of The 10 Commandments. Some responses might explain that practising the second part of the Greatest Commandment (Love your Neighbour) is also showing love of God etc. and vice versa.

- (c) **'Christians need more detailed rules than the Greatest Commandment.'**
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Evaluation of whether the Greatest Commandment is sufficient to ensure that Christians lead a spiritual/righteous life. Some candidates might argue in favour of the statement and assess that general rules such as the commandments need more

detail and clarification in keeping with the type of society in which people live. However, another argument might be about the all-encompassing nature of the two great commandments (as seen in (b) above) and the 10 Commandments. Some responses might consider that Christians also have their conscience which is an additional moral compass to the commandments etc.

- 8 (a) **Describe what happened when Jesus appeared to the eleven disciples for the last time and when he was taken up to heaven.** [8]

Description of Mark 16:14-18.

Answers are likely to include, by quotation or paraphrase, the main details of the resurrection appearance to the Eleven and the Ascension from the longer ending of Mark. Jesus appeared to the eleven (as they were eating). Rebuked them for their lack of faith and refusal to believe. Instruction – Go into the world etc. Whoever believes and is baptised will be saved. Non-believers condemned. Signs (verses 17-18). Some candidates might include... after Jesus had spoken he was taken up into heaven, sat at the right hand of God. Disciples went out and preached.

- (b) **Explain why celebrating the Resurrection at Easter is important for Christians.** [7]

Candidates might demonstrate some understanding of the importance of the Easter festival as well as the resurrection. Answers might show some understanding of the resurrection as fulfilment of prophecy/promise. Belief in the Resurrection is at the centre of the Christian message. Good triumphs over evil. Proof of Jesus as the Son of God. Promise of eternal life etc. Also, perhaps, the influence the hope of life after death/judgement might have on attitudes/actions in life. It is likely that most answers will concentrate on the importance of the resurrection for the majority of the answer and this will be credited accordingly. However, some candidates might also refer to the festival to some degree e.g. timing of Easter Sunday, three days after the crucifixion etc. Or, Easter as being a time of year Christians are encouraged to attend Church/pilgrimage and/or participate in the Eucharist to remember the death and resurrection etc.

- (c) **'The Resurrection is the most important event in 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 feasibility/credibility of the Resurrection being an important event in Mark. Candidates might approach this question in a variety of ways, as relevant only to Mark or as relevant to Christianity in a wider sense. Some might examine the confusion created by the short and longer ending and the credibility of the additional verses. Some responses might focus on Mark's gospel as being important as a description of the ministry of Jesus, miracles, messianic secret etc. Some candidates might consider the passion story complete after the crucifixion, and discuss the relevance of the ending.

2392 Paper 2A – Christian Perspectives on Personal, Social and World Issues

- 1 (a) Describe Christian teaching about the roles of family members. [8]

Candidates may respond with:

- General responses about love within the family
- Simple statements about family members having respect for each other and fair treatment
- Reference to Agape love as fundamental to guide the conduct of all Christians and therefore family members – this may be developed with reference to specific examples of teaching

Descriptions of the teaching in the specification, for example:

- Exodus 20:12 - honour father and mother
- Colossians 3:20-21 - children obey parents, fathers do not provoke children so they are not discouraged
- 1 Timothy 5:8 – failure to provide for one's own, worse than an unbeliever
- Matthew 18:21-22 – forgive 70 times 7
- Ephesians 5:28-33 – love between husband and wife
- Any other relevant Biblical teachings or Church sources
- Reference to the vows taken at a child's baptism.

- (b) Explain why Christians have different opinions about divorce. [7]

Candidates may respond with:

- Knowledge and explanation of the texts in the specification and how these can lead to different interpretations.
- Matthew 5:31-32 – But I tell you that anyone who divorces his wife, except for marital unfaithfulness, causes her to become an adulteress
- Mark 10:2-12 - Anyone who divorces his wife and marries another woman commits adultery against her
- Knowledge and explanation of the views of Christian denominations and explanation of why they hold the views.
- For Roman Catholic Christians, marriage is an indissoluble union. This view based partly on the words of Jesus (Mark 10 - Therefore what God has joined together, let man not separate) as well as the sacramental nature of marriage.
- Similarly for many other Christians, promises made before God cannot be broken, therefore divorce is impossible. Only annulment of the marriage is a possibility in some special cases.
- Jesus' words however are not unambiguous in the view of other Christians. Many Protestant Christians take the view that human frailty inevitably leads to some marital relationships breaking down. The life long union is something to aspire to, but surely no one should be condemned to a life without love, in a marriage which has died.
- The Christian faith is about forgiveness and Agape which must lead to allowing some couples to divorce so that they can make a new life for themselves. Divorce therefore is the loving (agape) thing.

- (c) **‘Being able to forgive is the most important thing in any relationship.’
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 respond with views such as:

- We all make mistakes and upset each other and it is impossible for a relationship to work without give and take - forgiveness. Without this, a relationship will break down. Hence the ability to forgive is the basis of the relationship and is the most important thing
- Jesus showed forgiveness and Christians are exhorted to forgive 70 times 7 times if necessary.
- Forgiveness is an aspect of love and will strengthen the bonds of the relationship.
- Other things are more important than forgiveness, such as having things in common, showing agape love, concern and compassion for the other person.
- Forgiveness is important to a relationship’s success, but some things cannot be forgiven, just forgotten. This has to happen sometimes if the relationship is to carry on after a serious crisis.

- 2 (a) **Describe Christian teaching about equality.** [8]

Candidates may respond with:

- General ideas about all people being created by God and therefore should be treated equally.
- We are all human and therefore the same and no one is better than another.
- Descriptions of the teaching in the specification:
- Leviticus 19:33-34 – treatment of foreigners
- Deuteronomy 24:14-22 – behaviour towards others, fair treatment
- Luke 10:25-37 – the Good Samaritan, who is my neighbour?
- Galatians 3:26-28 – all one in Christ, neither Jew nor Greek
- Description of the views of well-known Christians (such as the teachings of Martin Luther King) or of statements from the Churches.

- (b) **Explain how Christian beliefs might affect the way Christians deal with prejudice in society.** [7]

Candidates may respond with:

- Knowledge and explanation of the texts in the specification and any other relevant Biblical teachings and how these would lead Christians to think/act in a particular way
- Leviticus 19:33-34 – treatment of foreigners
- Deuteronomy 24:14-22 – behaviour towards others, fair treatment
- Luke 10:25-37 – the Good Samaritan, who is my neighbour?
- Galatians 3:26-28 – all one in Christ, neither Jew nor Greek
- For example, the words of St Paul about there being neither Jew nor Greek, will lead many Christians to value and hence deal with all nationalities/peoples equally.
- Knowledge and explanation of the views of Christian denominations and of how these are put into practice to ensure that prejudice is eliminated e.g. in the anti-discriminatory policies of Church schools or the support given to helping the outcasts of society through Christian charities.
- Knowledge and explanation of the way Christians have fought against prejudice and their reasons for doing so e.g. King/Tutu/Liberation Theology.

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

Candidates may respond with views such as:

- The teachings are an ideal but you have to be a special person, like Jesus to get anywhere near putting them into practice. This is because we all have fears about people who are different, have prejudices against them and have to look after ourselves in a very imperfect world. It could be too costly personally – look at what happened to people such as Martin L King and Oscar Romero.
- It is difficult, but not impossible to put the teachings into practice. Christians must keep trying to do this and whilst they may not be able to follow the teachings all the time, they must make every attempt to do so. They need support from other Christians and leadership – but if you look at how much has been achieved in equality legislation in the last 50 years, the teachings are being put into practice.
- Changes in attitudes and the laws that have been passed in recent years make it easier for Christians in Britain to follow the teaching.

- 3 (a) **Describe Christian teaching which might be used in a discussion about contraception.** [8]

Candidates may respond with:

- General response about how some Christians think it is wrong to prevent life being formed, whilst others believe contraception helps to limit family size so children can have a better future.
- The idea that it is irresponsible to have more children than you can reasonably look after, which is expressed in 'Humanae Vitae'

Descriptions of the teaching in the specification about the birth/sanctity of life issues:

- Genesis 1:26-27 – creation of humanity, life as 'God given'
- Jeremiah 1:5 – known before birth
- Psalm 139:13 - created by God
- 1 Corinthians 3:16-17 – the body is a temple
- Any other relevant Biblical teachings
- Description of the attitudes of different Christian denominations, including their views about natural and artificial methods of contraception. Candidates may refer to the views (possibly stereotypically) of Roman Catholics and the Protestant Churches.

- (b) **Explain how Christian teaching might affect a Christian's attitude to abortion.** [7]

Candidates may respond with:

- Knowledge and explanation of the texts in the specification and how these and any other relevant Biblical teachings would lead Christians to act in a particular way.
- Genesis 1:26-27 – creation of humanity, life as 'God given'
- Jeremiah 1:5 – known before birth
- Psalm 139:13 - created by God
- 1 Corinthians 3:16-17 – the body is a temple
- Candidates may draw upon knowledge expressed in a) but the assessment objective is to show the relevance and application of the religion. Responses, which just rehearse the arguments about abortion, whilst gaining some credit will not meet the objective fully.
- Responses which show how, because of Christian beliefs, Christians might see a purpose and value to abortion – for medical, health and even social reasons,

whilst other Christians see it as murder as the foetus is a human with potential, will be much more successful in fulfilling the objective.

- Explanation of how the difference of view about when life begins is the basis for different attitudes to abortion. If life begins at conception then whatever that life is like physically, or whatever life it may have, it is fully human. Abortion therefore is murder and is wrong. However if the embryo is not fully human until another stage in development, it is possible to weigh the potential life against other factors (social and medical) and lives such as that of the mother.

- (c) **‘Religion has no place in discussions about birth and 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 Christianity in your answer. [5]**

Candidates may respond with views such as:

- These are personal issues and religious belief is only relevant to the individual.
- The issues are just practical medical matters and religion just gets in the way in a discussion because not everyone shares the beliefs.
- Religion should not dictate morality and religious organisations should not be allowed to tell non believers what is right or wrong or how to live.
- In a secular society, religion should be kept out of discussions about this sort of thing.
- These are moral and ethical issues and religions have a great deal to say about these.
- It does not mean that everyone is going to accept the religious viewpoints, but they must be heard.
- As religions such as Christianity value human life so highly, it is particularly important that the religious opinions are part of the debate.

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

Candidates may respond with:

- General responses about life being God given and that it is wrong to mess about with it.
- Descriptions of the teaching in the specification about the birth/sanctity of life issues.
- Genesis 1:26-27 – creation of humanity, life as ‘God given’
- Jeremiah 1:5 – known before birth
- Psalm 139:13 – created by God
- 1 Corinthians 3:16-17 – the body is a temple
- Any other relevant Biblical teachings
- The possibility of cures coming as a result of the research is surely good and God given.
- Embryos are not fully human until the cell division has begun to allow organs to form. Therefore no ethical issues arise until after about 14 days.
- A human life is present from the moment sperm and egg unite, therefore all research is like using a fully grown human and is wrong.
- The embryo can’t give consent to any research experiments on it.
- As it is a human life it must not just be thrown away once it has been used.

- (b) **Explain how a Christian's beliefs might affect their attitude towards people who have attempted suicide.** [7]

Candidates may respond with:

- Knowledge and explanation of the texts in the specification and any other relevant Biblical teachings and how these and general Christian beliefs would lead Christians to develop their attitudes and possibly their actions.
- Genesis 1:26-27 – creation of humanity, life as 'God given'
- Jeremiah 1:5 – known before birth
- Psalm 139:13 – created by God
- 1 Corinthians 3:16-17 – the body is a temple
- Candidates may refer to the compassion which Christians will have towards someone who has been driven to the edge of despair.
- Christian love (Agape) will lead Christians to want to care for and support the person to ensure they value themselves and their life.
- Other Christians may see the attempt to destroy oneself as a violation of God's creation and take the view that people who attempt suicide are evil and need to seek forgiveness from God rather than help from other people.
- Candidates may refer to the work of organisations such as the Samaritans which give Christians the opportunity to support people contemplating suicide – putting Christian attitudes into practice.

- (c) **'Christian beliefs should never stand in the way of medical research.' Do you agree? Give reasons to support your answer and show that you have thought about different points of view.** [5]

Candidates may respond with views such as:

- In the past, Christian beliefs have held back research.
- All knowledge is God given and if it is used for a good purpose surely this is all to the good.
- The last thing researchers need is the interference of Christians with their outdated views.
- Research is not neutral and there should be a consideration of the moral and ethical aspects (which involves religious responses) of it before it is conducted.
- Religion and particularly Christianity with its emphasis on the sanctity of life and the value of all humans – even the damaged ones – has a very significant contribution to make to the assessment of the value and morality of research.
- Research without a moral framework can lead to evils such as the experiments in eugenics and the use of certain types of people for research by Nazi doctors.

2392 Paper 2B – Christian (Roman Catholic) Perspectives on Personal, Social and World Issues

- 1 (a) **Describe what the Roman Catholic Church teaches about the roles of family members.** [8]

Candidates may begin with some of the teachings found in the marriage ceremony when describing these issues; for example, they may look at the call to fidelity as a foundation for family life.

They may go on to describe Roman Catholic teachings on the importance of children, both from the teaching to 'go forth and multiply' and from the belief that children can be the binding factor in family life.

They may also describe the teachings from the scriptures, for example the teachings of St. Paul found in Paul to the Ephesians Chapters 5 and 6.

- (b) **Explain Roman Catholic teaching about divorce and annulment.** [7]

Candidates may begin by pointing out that divorce is not allowed under any circumstances within the Roman Catholic Church.

They may discuss the reasons for the call to fidelity and commitment which is part of the marriage ceremony; this may build on points they have made in part (a) of this question.

They may then go onto discuss the meaning of annulment and the reasons that the Roman Catholic Church teaches that certain behaviours would lead to the belief that a marriage was not valid.

For higher level marks the candidates must explain these teachings and not just describe them.

- (c) **'Sometimes it would be kinder to allow Roman Catholics to divorce.' 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]

By this point in the answer candidates will have made it clear why the church teaches what it does about divorce.

They may at this point argue for or against these teachings or indeed explore both sides of this issue, particularly in the light of the increasing number of divorces among Roman Catholics.

The important issue is that they explore different points of view which include Christian teachings.

- 2 (a) **Describe the work of one well-known Christian who has helped to overcome prejudice and discrimination.** [8]

Candidates may describe the work of any Christian they have studied who has worked against prejudice and discrimination. It is important that they refer to a Christian, though many may erroneously describe Nelson Mandela.

Those who do describe a non-Christian may gain some marks if they describe the kinds of activities a Christian may be expected to do but they cannot achieve the highest marks.

Many candidates will use their knowledge of Martin Luther King in their answers, however, again for higher marks they need to go beyond detailed descriptions of the bus protest.

(b) Explain Christian teaching about looking after neighbours. [7]

There are a number of teachings candidates may choose from in answering this question; for example the Good Samaritan or teachings within the Sermon on the Mount.

Some candidates may use some of the material they described in part (a) and discuss the meaning of 'neighbour' for Christians.

It is essential that candidates do explain these teachings and do not just describe sayings or actions of Jesus.

For example, if they chose the story of the Sheep and Goats, they must go beyond description and explain the implications of this story for Christians.

(c) 'It is impossible to put teachings about discrimination into practice.' 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 answer this question with arguments about how we can put these teachings into practice.

Some may explore whether or not these teachings could be seen as too idealistic.

Whichever route they choose it is important that they both refer to Christianity and demonstrate thought about different points of view.

3 (a) Describe Roman Catholic teachings which might be used in a discussion about contraception. [8]

Candidates may approach this question from the Roman Catholic Church's views on the sanctity of life; specifically the view that life begins at conception.

Some candidates may discuss the different kinds of contraception and be aware that methods such as the coil or the morning after pill in fact cause abortions and are not therefore contraceptives.

Candidates should be able to discuss the distinction between natural birth control and artificial contraceptives.

Some candidates may be able to describe the Roman Catholic Church's views on responsible parenthood, and not having more children than can be looked after, which is found in *Humanae Vitae*.

(b) Explain why the Roman Catholic Church is against abortion. [7]

While candidates may have described teachings about sanctity of life in part (a), in this question it is important that they explain why the Roman Catholic Church holds this view.

They may, for example, explore the implications of the teaching '...I knew you in the womb...'. This may lead to a discussion of whether or not only God has the right to decide who should live and who should die.

Candidates should be clear that the Roman Catholic Church is against abortion in all circumstances.

Some candidates may be aware that an abortion which happens as a secondary effect, for example during a life saving hysterectomy is allowed; the distinction being that the intention is to save a life not to procure an abortion.

- (c) **‘Artificial contraception is always wrong.’**
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 argue both sides of this issue.

Some will take the Roman Catholic Church’s view that contraception is always wrong and may support this with some understanding of the natural law basis for this teaching.

Others may use arguments based on a developing understanding of the importance of sexual intercourse in a relationship which may not yet be ready for the responsibility of children.

Whichever route candidates take they must demonstrate that they have thought about different points of view and that they have referred to Christianity in their answer.

- 4 (a) **Describe Roman Catholic teachings which might be used in a discussion about the use of embryos.** [8]

Candidates are likely to begin with a discussion of where life begins in Roman Catholic teaching.

Some may demonstrate knowledge of the texts used in the specification with reference to this question.

Some candidates may outline the nature of the gift of life, which they might wish to develop in part (b).

Some candidates may describe the process of test tube fertilization as against Roman Catholic teaching and the high number of fertilized eggs which are discarded.

- (b) **Explain why the Roman Catholic Church teaches that life is sacred.** [7]

Some candidates may begin by interpreting the passage from Jeremiah – ‘..I knew you in the womb...’

Others might explain why the Roman Catholic Church describes life as a gift from God and not a right.

Some may explore the teachings in some of the papal encyclicals they have studied.

- (c) **‘Roman Catholic beliefs should never stand in the way of medical research.’**
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 both sides of this issue while others may use arguments put together from only one side of the argument.

For example some may develop an argument based on what they have said in earlier answers and disagree with the statement saying that we should not play God with lives.

Others may argue that the ability to do this research is itself a gift from God and we should make full use of all the gifts he gives us.

2393 Paper 3 - Buddhism

- 1 (a) **Describe the main features of a stupa and what Buddhists might do there. [8]**

Candidates may include:

Descriptions of stupas from any appropriate Buddhist tradition. The development of the stupa from a burial mound and its consequent domed shape in the Theravadan tradition.

Descriptions of the surroundings of a stupa, for example the meditation room, shrine room, dagoba, bo tree etc.

The activities associated with the stupa, such as circumambulation and the symbolism associated with this.

Descriptions of the more elaborate stupas found within the Tibetan tradition and the symbolism associated with these (for example as symbolic descriptions of the elements and the chakras leading to enlightenment.)

- (b) **Explain how visiting a stupa might help a Buddhist. [7]**

Candidates may include:

General answers concerned with encouragement or the strengthening of faith through the effort of making a visit, or the opportunity to mix with other Buddhists.

They may explain how it might be encouraging to see for oneself places associated with the Buddha, where stupas might be built, or to be in the presence of the relics of influential Buddhists. The meditative circumambulation of the stupa and the symbolism associated with it (such as thinking about the key points in the life of the Buddha or the process of enlightenment) and the ways in which a Buddhist might find these helpful. The idea of gaining merit for oneself or others.

- (c) **'You can be a good Buddhist without visiting a stupa.'**
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Candidates may include:

The personal nature of Buddhism and the importance of meditation which may be done on one's own and anywhere.

The idea that visiting a stupa could be perceived as negative as it could encourage unhelpful attachment to earthly things.

The idea of merit associated with pilgrimage to a stupa or the effect of being in the presence of relics of the Buddha.

- 2 (a) **Describe the lifestyle of a bhikkhu or bhikkuni. [8]**

Candidates may include:

The rules and guidelines pertaining to monks and nuns and the ways in which these might affect daily life (for example the ten precepts - particularly the last five which apply exclusively to the ordained Sangha - and the six paramitas).

The monastic discipline as described in the vinaya.

The duties of the monks and nuns, particularly on special occasions when they might be involved in teaching or preaching in the local community.

Credit should also be given to any candidates who describe the different ways in which the monastic life is interpreted in different countries and traditions.

Descriptions of a "day in the life" of a monk or nun and the traditional possessions which a monk owns along with their symbolic values.

- (b) **Explain how bhikkhus and bhikkunis might help Buddhists who are not monks or nuns.** [7]

Candidates may include:

The ways in which monks may help the lay community through preaching or explaining the Dhamma.

The liturgical help which may be given at festivals or in key life ceremonies.

The ways in which the Sangha can help the laity to amass merit, through listening to the repetition of the scriptures or through the offering of gifts (dana) to the monks.

More “practical” ways in which the Sangha may help the community, such as by providing a community centre, school, “bank” or hostel.

- (c) **‘Only members of the Sangha can follow the teachings of the Buddha properly.’
Do you agree? Give reasons to support your answer and show that you have thought about different points of view.** [5]

Candidates may include:

The argument that the Sangha alone allows people to cultivate the degree of attachment needed for enlightenment.

The argument that the teachings of the Buddha were aimed at members of the Sangha.

The fact that the laity far outnumber the Sangha which could not survive without them.

As there is a two-way exchange of kamma and services it could be argued that the two are entirely interdependent.

The fact that individuals may enter and leave the Sangha several times during the course of their lives.

- 3 (a) **Describe what Buddhists do during Rain Retreats.** [8]

Candidates may include:

Descriptions of the origins of the Rain Retreats in the rainy season.

The activities and teachings concerned with specific days during the Rain Retreat (such as Asala, the first day of Vassa and Kathina).

The main activities of the Rain Retreats in study and meditation as well as the celebrations which mark its end.

The ways in which the Rain Retreats mark the differences between the Sangha and the laity and of the fact that members of the laity may join the Sangha for the period of the retreat.

- (b) **Explain how taking part in the Rain Retreats might affect the life of a Buddhist.** [7]

Candidates may include:

The different significance of the Retreats for laity and Sangha.

The importance of spending time away from ordinary routine in order to cultivate detachment and work towards enlightenment.

Explanations of how members of the laity may join the Sangha temporarily during the retreat and the ways in which this might help them, such as by gaining kamma, benefiting from the teaching and wisdom of the monks and perhaps making the decision to join the Sangha for a longer period of time.

- (c) **‘Special days are not important to Buddhists.’
Do you agree? Give reasons to support your answer and show that you have thought about different points of view.** [5]

Candidates may include:

The suggestion that festival days cause attachment which is not helpful.

The idea that Buddhism does not emphasise festivals but rather calmness, acceptance and following the Dhamma.

The argument that since members of the Sangha are forbidden to attend activities where there is dancing, singing or entertainment that such things are at best tolerated and at worst discouraged within Buddhism.

The emphasis on teaching and recitation of scriptures at Buddhist festivals as an important help.

The opportunity for the community to come together and encourage each other.

- 4 (a) **Describe the main features of metta bhavana meditation.** [8]

Candidates may include:

General descriptions of meditation (breathing exercises, relaxation, clearing the mind etc.).

The practice of visualising metta (compassion) spreading to all beings.

The use of mantras and the process of building up in stages from expressing compassion for oneself to expressing compassion for one’s enemies.

The other Brahma Viharas in the context of metta and visualisation.

- (b) **Explain how performing metta bhavana meditation might help a Buddhist to achieve enlightenment.** [7]

Candidates may include:

An explanation of how cultivating the habit of compassion can rid the Buddhist of unhelpful emotions to which they may be attached and help to free them from the Three Poisons, thus helping them to reach enlightenment.

The positive effect of cultivating compassion on the Buddhist community or on society in general.

The usefulness of the practice of metta bhavana meditation for generating positive kamma in the world.

- (c) **‘Buddhists try to avoid attachment so they do not care about other people.’
Do you agree? Give reasons to support your answer and show that you have thought about different points of view.** [5]

Candidates may include:

The argument that as Buddhists wish to cultivate detachment and serenity they do not care about the people around them and are only concerned with their own release from samsara.

The argument that there is a difference between caring for someone and destructively clinging to them.

The numerous ways in which Buddhism has been “socially engaged” in the world.

2394 Paper 4A - Christianity

- 1 (a) Describe what is said and done in a service of baptism. [8]

Candidates may respond from any denominational point of view. Candidates may refer to:

- any preparation for the service and/or reasons why Christians baptise;
- objects used, for example, water, font, baptistery, candle;
- description of people present;
- words said by clergyman, person being baptised, parents/godparents, congregation;
- actions performed, example sprinkling of water, total immersion, sign of the cross, chrism.

- (b) Explain how parents might carry out the promises they made at baptism. [7]

Candidates might consider:

- that the parents promise to bring the child up in the Christian faith so that it may decide later to reaffirm the promises in Confirmation;
- the various ways in which parents ensure the child is brought up in the Christian faith, for example, encouragement to worship publicly and privately, adopting a Christian lifestyle based on the teachings of Jesus and the Early Church Fathers, follow the beliefs and practices of Christianity, for example, family prayer, Bible readings, observance of festivals.

- (c) 'Only people who have been baptised can be called Christian.' 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 sort of conclusion. They may or may not offer a personal opinion. They may approach the answer from a denominational point of view or from a number of points of view. In support of the statement candidates may refer to baptism as being one of the two sacraments observed by the majority of Christians and how it was ordained by Jesus himself. They may refer to how Jesus himself was baptised. Some candidates may argue against the statement by showing how not all Christians practise baptism, e.g. Salvation Army, Society of Friends. They may refer to the fact that it is how a person lives his or her life that is important, not ceremonies or rituals.

- 2 (a) Describe how Christians celebrate the main events of Holy Week up to and including Holy Saturday. [8]

Candidates may respond from any denominational point of view. Candidates may refer to Christian worship/observances on:

- Palm Sunday (palm crosses, processions);
- Maundy Thursday (Eucharist, Maundy money, foot-washing ceremonies, vigils);
- Good Friday (Stations of the Cross, fasting/not eating meat, vigils/quiet prayer, passion plays, no decoration in churches, black/purple as symbolic colours);
- Holy Saturday (vigils/quiet prayer, preparing churches).

(b) Explain why the events of Good Friday are important to Christians. [7]

Candidates might consider:

- the death of Jesus as a sacrifice (links with Passover sacrificial lamb);
- that Christians believe that Jesus' death was the means by which their sins can be forgiven – redemption;
- that Jesus' death was a token of the love of God; Jesus was prepared to suffer and die for the sake of all people and yet was still able to forgive those who killed him;
- Jesus death was another sign that he was the Messiah (reference to Messianic prophecy).

(c) 'Pentecost (Whitsun) should be more important than Christmas to 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 sort of conclusion. They may or may not offer a personal opinion. In support of the statement candidates may consider the fact that Christmas and Pentecost both celebrate the coming of an aspect of the Trinity to earth and that without either event it is unlikely Christianity would have developed into a global religion. Alternatively, candidates may consider the merits of one festival over the other.

3 (a) Describe what is said and done during the celebration of the Eucharist. [8]

Candidates may respond from any denominational point of view. Candidates may refer to:

- the reason why Christians celebrate the Eucharist (Last Supper) and the Eucharist as a sacrament;
- the frequency of the service in the specified church(es);
- the Ministry of Communion as following the Ministry of the word;
- the actions done and words said during the celebration;
- the form the bread and wine takes;
- the way the congregation receive the bread and wine;
- the fact the whole of the Easter story from Palm Sunday to Easter Sunday is retold in the Eucharistic service.

(b) Explain why worshipping with others is important to Christians. [7]

Candidates might consider:

- that some rituals, e.g. Eucharist, can only take place if more than one person is present;
- that the early Christians followed the Jewish tradition of meeting regularly to worship;
- that it is a shared experience and brings the community closer to God;
- that Christians believe they are part of a fellowship with sharing of beliefs and practices being important;
- that Christians can share experiences which may then strengthen the faith of others.

- (c) **'You can never stop being a Christian.'**
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 sort of conclusion. They may or may not offer a personal opinion. In agreement, candidates might consider that if a person has been baptised then they are Christians for life, even if they do not practice Christianity. They may also explain how being a Christian is something they do all the time, not just occasionally – it is a lifestyle. Opposing points of view may include how some Christians lose their faith or may convert to another religion or ideology. They may say Christians are able to do so without fear of reprisals or condemnation as all have free will.

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

Candidates may respond from any denominational point of view. Both what is said and what is done should be described though not necessarily in equal proportions. Candidates may refer to:

- the purpose of marriage as expressed in the marriage service;
- what is said by the clergy;
- what is said by the couple - the vows;
- the giving of the ring;
- the role of the key people in the service;
- the use of symbolic objects.

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

Candidates are likely to link the answer to this question to that of 4a). Candidates may respond from any denominational point of view. They may try to apply Biblical and church teachings and how these teachings reflect attitudes and beliefs. Candidates may:

- refer to the vows and how they may be put into practise during married life;
- the implications of breaking the vows;
- refer to teachings about divorce and the impact that may have on couples.

- (c) **'Only practising Christians should be allowed to marry in church.'**
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 sort of conclusion. They may or may not offer a personal opinion. Candidates are likely to refer to their answers in sections a) and b) of this question. They may spend some time discussing the word "practising". Candidates may respond from any denominational point of view. Candidates may discuss the validity of making vows in the presence of God for those who have no belief. They may consider the fact that all people within a parish have the right to be married in their Anglican parish church even if they are not baptised nor attend church.

2394 Paper 4B - Christianity (Roman Catholic)

- 1 (a) Describe what is said and done at a Roman Catholic marriage ceremony. [8]

Candidates may begin with the 'Welcome' and describe the ceremony in chronological order, within the context of a Mass, or as a ceremony which stands on its' own.

Others may focus towards the vows which a couple make and build their answer from that context.

Some candidates may use the symbols of the ceremony such as the rings as a beginning point and then go onto the prayers and promises.

Whichever direction the candidate takes they must look at both the actions and words if they are to achieve the highest marks.

- (b) Explain how the teachings about marriage found in this ceremony might affect the lives of Roman Catholic couples. [7]

Candidates may begin by focusing on the vows taken during the marriage ceremony and discuss the effects of a life long commitment to another person.

Some may explore the difficulties raised by living in a culture where divorce has become an easy option for many.

Others may explore the promise to accept children as gifts from God and discussing both the binding effects children may have as well as the strains they can put on a relationship.

It is important that candidates do discuss the effects and not just describe the ceremony again.

- (c) 'Only married couples should have children'.
Do you agree? Give reasons to support your answers and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Many candidates are likely to argue that the best environment to bring up children is within a family formed by both a mother and father.

Others may discuss the success which couples have had outside of the married state in bringing up children.

Whichever route they take, they must be able to root the discussion within Christian teaching, recognizing that the Roman Catholic Church sees a valid marriage as the only way to have children.

- 2 (a) Describe what the 'Hail Mary' teaches about the role of Mary. [8]

Some candidates may begin by writing out the 'Hail Mary', however if they only go this far it should be seen as a low level response.

Some may describe the idea of being 'full of grace' and the special place this places Mary among human kind.

The may then describe the teaching involved in Mary being the Mother of Jesus the Saviour and Redeemer.

They may then describe the role of Mary as 'intercessor' for the human race.

- (b) **Explain how following the example of Mary might affect the life of a young Roman Catholic.** [7]

There are a number of approaches to this question which could be seen as valid. They may for example explore the meaning of Mary's complete acceptance of her role as the Mother of Jesus from the moment of the Annunciation. This may lead to a discussion of the challenge of a number of vocations to which the young may be called. Others may look at the suffering that Mary endured and the comfort those who suffer might receive from her example and intercession.

- (c) **'Mary is too difficult a role model to follow.'**
Do you agree? Give reasons to support your answers and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Candidates are likely to build on their answers to part (b) but may argue from either or both sides of this question. They may for example argue that it is only with the grace Mary received that she was able to achieve what she did and that it is too hard for anyone else. Alternatively they may point to the help anyone can receive from the Church and argue that following Mary's example is within any committed Christians grasp.

- 3 (a) **Describe how Roman Catholics celebrate Holy Week.** [8]

Candidates may begin by describing the celebrations on Palm Sunday and include the first reading of the Passion during Holy Week. Weaker answers are likely to introduce pancakes and Ash Wednesday to Holy Week for which they should be given no credit. Many candidates may accurately describe the two main services on Holy Thursday; the Chrism Mass in the Cathedral of each diocese, which includes the blessing of the Holy Oils used throughout the coming year, and the Mass of the Lord's Supper in local parishes that evening. Candidates may then describe the Good Friday Service which follows the Lord's Passion and includes the reception of Holy Communion prepared before that day. Finally the candidates may describe the Vigil Mass on Holy Saturday which ends Holy Week and begins the celebration of Easter and the Resurrection.

- (b) **Explain why Sunday is an important day for Roman Catholics.** [7]

Candidates may begin by describing the significance of a weekly celebration of the sacrifice of Christ and his Resurrection. Others may explore the idea of a day of rest; credit may also be given to those who recognise the importance of Sabbath throughout world religions. Candidates may also discuss the idea of giving part of their lives over to a consideration of how or where God is in their lives.

- (c) **'Easter Sunday is the most important day in the Roman Catholic calendar.'**
Do you agree? Give reasons to support your answers and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Some candidates may argue that indeed without the resurrection there would be no Christianity and therefore it is very important to all Roman Catholics.

Others may argue that without Christmas there would have been no Christ and therefore no-one to be resurrected, therefore Christmas is at least as important if not more important.

Others may explore the feast of Pentecost as the birthday of the Church.

Whichever route they chose credit should be given to any relevant argument.

- 4 (a) **Describe the ways a Roman Catholic might receive the sacrament of the sick.** [8]

Some candidates may begin by describing a type of service which is becoming popular in parishes where the sick are brought together for a joint anointing.

Others may talk about describe how a hospital chaplain might anoint those who are confined to a hospital.

Some candidates may describe the way sick people might be anointed at home and the form this kind of service takes.

- (b) **Explain how receiving the sacrament of the sick might help a Roman Catholic.** [7]

Some candidates might discuss the idea of the help given by receiving grace in the sacrament.

Some candidates may know about public services of this sacrament where the long term sick may receive personal and family support in their illness.

Other candidates may discuss the idea in the theology of this sacrament that in their illness the sick person is in part sharing in the suffering of Christ.

- (c) **'Roman Catholic sacraments are meaningless in today's society' Do you agree? Give reasons to support your answers and show that you have thought about different points of view. You must refer to Christianity in your answer.** [5]

Some candidates may simply look at society today and find ways of agreeing with this statement; for example they might explore the growth of new age practices as an alternative to traditional religion.

Others may look at all or some of the sacraments and argue their intrinsic relevance today, for example:

- Sacraments of Initiation are still seen as important rituals, marking stages of growth and entrance into the Roman Catholic Community.
- Marriage is seen as a public witness of love and commitment.
- Holy Orders are seen as a public declaration of intent to serve the Roman Catholic Church.

2395 Paper 5 - Hinduism

- 1 (a) Describe what Hindus might do at Dassehra (the tenth night of Durgapuja). [8]

Candidates may include:

Accurate information about Navaratri in general.

It should be noted that Dassehra is celebrated differently in different parts of India and again care must be taken to credit any accurate information (for example about the worship of Rama and Sita and the celebration of their defeat of Ravana and their safe return to Ayodhya).

In response to the stimulus it is likely that most candidates will link the festival to the worship of Durga and may describe the story of her victory over the demon and evil generally.

Description of the worship of Durga (and sometimes Lakshmi and Saraswati) in the days leading up to Dassehra. This may include the construction of large murtis which are worshipped before being immersed in water at Dassehra.

The festivities of the season (special food, gifts etc.) as well as the special place of women in this festival.

The fact that Dassehra is an auspicious time to make new beginnings may also be mentioned.

- (b) Explain how taking part in Durgapuja might strengthen a Hindu community. [7]

Candidates may include:

The benefits of coming together as a community to encourage each other.

The special role of women in this festival and the effect that this may have within the family or in the wider community.

The mythological significance of the story of Durga (or indeed Rama) as a metaphor for overcoming evil in the world or within oneself and may wish to explain that celebrating Dassehra and learning about the stories associated with it can help to make Hindus into better people and to bring them closer to the gods.

- (c) 'Gods are more important than goddesses for Hindus'.
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Candidates may include:

The idea that men are dominant traditionally in Hindu families and society and that this is reflected in the stories of the gods.

Examples of ways in which goddesses demur to or are forced to be subjugated to the gods in the stories.

Examples (such as that of Durga) of positive "role-models" in the goddesses and of the implications this has for society and for Hinduism in general.

The goddesses as the "Shakti" or dynamic energy of the gods without which they are helpless so that both are needed.

The idea that since all deities are ultimately One there is no real division between gods and goddesses who are, ultimately, different aspects of the same reality.

- 2 (a) **Describe the samskaras (life ceremonies) which might take place when a Hindu baby is born.** [8]

Candidates may include:

The fact that samskaras are only performed for boys in most places.

Descriptions of any and all of the samskaras associated with early childhood (jatakarma, namakarana, annaprashana, mundan and kanavedha) with the activities which take place on these occasions and the symbolic meanings associated with them.

For example they may describe the touching of honey to the baby's tongue by the father with a jewel at jatakarma as a wish for the baby to taste the sweetness of the scriptures.

The idea that for boys of the top three castes childhood ends with the samskara of upanayana (the sacred thread ceremony) although they are not expected to describe this in detail.

- (b) **Explain how these samskaras might strengthen a Hindu family.** [7]

Candidates may include:

Explanations of the childhood samskaras in particular, but credit should be given for any and all samskaras, not just those associated with childhood.

The symbolism of the samskaras and the way in which they emphasise the importance of varnashramadharma.

The idea of the samskaras as a "good start" in life and of the importance of religion and piety from the beginning as the baby is presented to the moon (representing the gods). Some ceremonies, such as the mundan are designed to give the baby the best possible start in life (in this case as cutting the hair represents removing karma from a previous life to allow the baby a new start).

The way in which samskaras show the high regard with which children are held in Hindu families and the importance assigned to them. In general the samskaras emphasise the importance of children, the stability of the family and the relationships within it.

The importance of dharma in general and varnashramadharma in particular.

- (c) **'Children should always obey their parents.'**
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Hinduism in your answer. [5]

Candidates may include:

The argument that parents are not always right and that sometimes disobeying them may be the "right" thing to do.

This may be contrasted with ideas taken from the principles of varnashramadharma or the laws of Manu emphasising the duties of the child towards the parents (although some may wish to point out that parents also have responsibilities towards the child).

The argument that obedience to parents as a general principle should be upheld, although there may be particular circumstances where it should be overruled by other priorities.

- 3 (a) **Describe what Hindus believe about life after death.** [8]

Candidates may include:

The ideas of re-incarnation, samsara, karma and moksha.

Descriptions of how these principles are believed to operate and the relationship between these different terms.

A description of the relationship between karma and dharma (including varnashramadharma) as part of a generalised description of the law of karma phala.

A description of the belief that it is possible to be reborn as an animal or to spend time in heaven or hell in order to “use up” accumulated karma although these conditions are not believed to be permanent.

- (b) **Explain why Hindus might believe that following varnashramadharma will help them after they die.** [7]

Candidates may include:

A description of the general principles associated with varnashramadharma along with specific descriptions of the duties associated with each ashrama and varna.

An explanation of how following varnashramadharma will enable Hindus to accumulate karma and so ensure a good rebirth, or, in some systems of thought, moksha.

Some candidates may explain that as varnashramadharma can be said to encourage attachment to earthly systems and structures it can make it more difficult to break out of samsara into moksha although it encourages a good rebirth.

They may therefore suggest that the ascetic traditions which reject varnashramadharma are actually more helpful after death. If and when this opinion occurs it should be fully credited.

- (c) **‘Rebirth is more important to Hindus than reaching moksha.’ 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]

Candidates may include:

The argument that the samskaras and many Hindu rituals are concerned with amassing karma which is necessary for a good rebirth.

The idea that most Hindus do not particularly concern themselves with moksha as it is seen as unattainable to most.

The fact that most Hindus do not progress beyond the householder stage and remain concerned with artha and kamma rather than Jnana.

The fact that sanyasins are held in high regard suggests that most do hold moksha as a worthy goal.

The idea that moksha is available to all through the grace of God (in the bhakti tradition).

- 4 (a) **Describe what Hindus believe about Hanuman.** [8]

Candidates may include:

A general description of Hanuman and his attributes.

They may relate him to the story of Rama and Sita, which they are likely to describe.

His status as the ideal devotee and friend.

His importance as an intercessor, and as one who can achieve the impossible.

- (b) Explain how the stories about Hanuman might help a Hindu. [7]

Candidates may include:

Explanations of how learning about and worshiping gods bringing them closer to the divine and amassing karma.

They may also explain the value of Hanuman as an example to be followed in life and his qualities as being worth cultivating.

Learning stories about him may encourage them to be good and loyal friends and not to give up in the face of obstacles which may at first seem difficult to overcome.

- (c) **'Hindus should follow the examples of the gods and goddesses.'**
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Candidates may include:

The question of whether the gods do, in fact, always set an achievable (or even good) example.

The argument that stories about the gods encourage strict adherence to dharma which may or may not be conducive to moksha depending on one's point of view.

They may question whether the same standards should be applicable to both gods and men.

They may question the moral worth of the gods under certain circumstances.

They may suggest that following the examples given to us by the gods is obviously a good way to please them.

2396 Paper 6 - Islam

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

The specification refers to the use of artefacts in private worship, particularly beads and prayer mats but also to artefacts in general in the introduction section and in connection with the mosque so any prayers and relevant artefacts are acceptable. Credit any sensible special objects including the Qur'an, minarets, clocks, compasses, shoe racks, washing facilities and the mihrab in the qiblah wall etc. Good responses are likely to be those which address the use of the specific artefacts in the context of prayer or preparations for prayer.

- (b) **Explain the meaning and importance of Muslim preparations for prayer.** [7]

Meaning and importance are likely to overlap and might be addressed separately or together.

Candidates might describe the preparations in order to address the significance and importance or to explain meaning and symbolism as to why Muslims ritually wash, cover head, remove shoes, use prayer mats and face Makkah etc.

Good responses might include the importance of making niyyah (intention) and general theological concepts about purity in the presence of Allah.

- (c) **'Giving to the poor is the most important religious practice.'**
Do you agree? Give reasons for your answer and show that you have thought about different points of view. You must refer to Islam in your answer. [5]

Candidates might develop points made earlier in the structured question about the importance of prayer and argue that submission to Allah is the purpose of Islam. Some candidates might refer to salah and to zakah and consider which is the most important or might respond about the interdependence of the Five Pillars. Some might consider intention to be the key to the most important religious practice whilst others might try to balance the value of both faith and works.

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

Credit what Muslims do including wearing Ihram, saying prayers and mixing with Muslims from all over the world. Pilgrimage is not dealt with in detail on the short course. The Hajj is on the specification as one of the Five Pillars.

A good description cannot be expected to be comprehensive but is likely to include what Muslims do at some main places on the route of the pilgrimage:

Makkah - circling Ka'bah seven times anticlockwise, trying to touch the black stone, praying near Maqam Ibrahim, walking briskly seven times between the hills of Safa and Marwa, visiting the Zamzam well etc. and camping at Mina.

Day 2 before sunrise to plain of Arafat for the stand before Allah; collecting stones at Muzdalifah.

Day 3 Mina - stone three pillars, sacrifice animal, last tawaf of Ka'bah.

- (b) **Explain why Id-ul-Adha is important for Muslims.** [7]

Accept any feasible explanations about tradition, identity, involvement, sharing, common to all festivals.

Id-ul-Adha commemorates Ibrahim rejecting Satan's temptation not to sacrifice Ishmael. Animals (goats, sheep, cows or camels) are sacrificed to remember Allah

was testing obedience and willingness to submit to Allah's will and the eventual sacrifice of a sheep instead of Ishmail. During Id ul-Adha, Muslims also remember the farewell sermon.

Good responses are likely to include some reference to Id ul-Adha being the greater Id and the worldwide celebration of those who completed Hajj reinforces solidarity of Ummah and the opportunity to share food or money with the poor.

- (c) **'Religious services held every week are more important in Islam than annual festivals.'**

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

Candidates might continue using Salat-ul-Jumu'ah and Id-ul-Adha but they are free to incorporate other Muslim festivals.

The discussions are likely to consider for whom they might be more important, the individual, the family, the community or for Ummah and for what religious reasons. Some might argue that the connection with Hajj might make Id ul-Adha special for a Hajji whilst others might, for various theological reasons, support the opinion that all parts of Islam are equally significant.

- 3 (a) **Give an account of the teaching of Muhammad ﷺ.** [8]

Some candidates might start from Muhammad ﷺ meditating on the Night of Power - Laylat-ul-Qadr - in 610 CE (or 611) on Mount Hira (later called Nur - mountain of light) in Ramadan and being called by Gibrael (Jibril) (Gabriel) to 'recite'.

Others might start by placing the teaching in the context of the situation in Makkah (idolatry etc.) and might identify the message as the final uncorrupted revelation of the words of Allah in Arabic.

Good responses are likely to demonstrate some knowledge of the actual content of the monotheistic message with which Muhammad ﷺ challenged his contemporaries, basically the declaration: 'there is no god but Allah...' and its implications – that believers should live in submission to Allah etc.

- (b) **Explain why the life of Muhammad ﷺ is a good example for Muslims to follow.** [7]

Credit any areas of the life of Muhammad ﷺ from being an orphan, though his time with Abu Talib, marriage to Khadijah and to later wives in Madinah.

Accept any valid examples drawn about his behaviour, relationships, beliefs and attitudes, however simple.

Good answers are likely to select a variety of characteristics appropriate for emulation by Muslims. They might explain that the Sunnah is the example of

Muhammad ﷺ, his sayings and actions, recorded in collections of Hadith; though this is not essential for full marks because the Sunnah and Hadith are not specified on the short course.

- (c) **'It is impossible for Muslims in the modern world to follow the example of Muhammad ﷺ.'**
Do you agree? Give reasons for your answer and show that you have thought about different points of view. You must refer to Islam in your answer. [5]

Discussions are likely to develop from points made in earlier parts of the structured question but might go in a variety of equally valid directions.

Candidates are free to agree or disagree or come to some sort of compromise.

Some might consider practical situations in the modern world whilst others might

focus the discussion on the unique role of Muhammad ﷺ.

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

- 4 (a) **What do Muslims believe about the day of Judgement and life after death? [8]**

Both day of Judgement and life after death are to be addressed for full marks but not necessarily in equal proportions. Good answers are likely to know that, for Muslims, dying is a stage in life not the end because the permanent life is akhirah.

The day of Judgement is described in Surah 39. The text describes the sound of a trumpet, people falling down as if unconscious, the trumpet sounding again, heaven and earth being transformed and the dead rising to join the living. The Qur'an warns that it will be too late for people to repent. The truth will be so obvious that there will be no opportunity to choose to believe with one's own freewill in Allah.

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 name might have various spellings) the angel of death takes the dead to barzakh. On the day of Judgement the good will be rewarded by Paradise (al-Jannah), the rest will suffer fires of hell (Jahannam). The Qur'an describes both places quite graphically.

- (b) **Explain how ceremonies at the birth of a child show Muslim beliefs. [7]**

Credit explanations of any accurate customs e.g. things like sweets which are more cultural than religious.

Candidates might explain some religious beliefs, which might be explicit or implicit, about rites of passage as a whole and of birth ceremonies in particular.

Good responses are likely to include Muslim beliefs reflected in most of the following practices: after the child is washed, the call to prayer in the right ear, command to worship in the left ear. The child is named; head is shaved and equivalent weight of hair in money is given to the poor. Males are circumcised. Goats/sheep sacrificed.

- (c) **'In Islam the family is more important than the community.'**
Do you agree? Give reasons for your answer and show that you have thought about different points of view. [5]

Some candidates might develop points made earlier about the meaning of rites of passage to support the importance of the family unit as basis of Ummah and might consider for whom or for what purpose either is more important.

Other candidates might cite community activities e.g. worship in the mosque, pilgrimage, festivals, fasts etc. to illustrate the solidarity and importance of the community. Candidates are free to interpret 'community' as the local community or/and the worldwide Ummah.

Many candidates might be of the opinion that all parts of Islam are inter-related and family and community are equally important.

2397 Paper 7 - Judaism

- 1 (a) Describe the features of a synagogue. [8]

Candidates may describe:

- the Ark, scrolls, Ner Tamid, Bimah, decalogue and so on
- less obvious features like the prayers for the royal family and state of Israel, or the yahrzeit board
- differences between orthodox and progressive, highlighting features like the gallery or direction of the Bimah
- the mikveh and classrooms.

- (b) Explain the importance of a synagogue to a Jewish community. [7]

Candidates may explain:

- the synagogue as place of worship where communal prayer takes place and the Torah can be heard
- the role of the synagogue in various festivals like Shabbat and Yom Kippur
- important rituals like Bar Mitzvah or marriage
- the synagogue as a place of study and learning may be stressed
- the practical role of 'a place of assembly'
- cheder, schools and access to the rabbi
- the use of a mikveh by an orthodox woman.

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

Candidates may argue for either or both sides of the debate. They may argue:

- the individual, family and community may benefit from worshipping as a group
- this is clearly an expectation in the religion, particularly for daily prayer important rites of passage and major festivals
- this might not be possible or desirable
- people may be ill or geographically remote from the synagogue, or not religious
- worship is personal, and people have individual needs and preferences.

- 2 (a) Describe how Jews celebrate Sukkot (Tabernacles). [8]

Candidates may describe:

- how a sukkah might be constructed, and some of the traditions associated with its use
- the four species (etrog, willow, myrtle and palm)
- what they are and how they might be used in the synagogue
- celebrations in the synagogue during the festival
- Simchat Torah as following Sukkot.

- (b) Explain why Sukkot (Tabernacles) is a joyful festival. [7]

Candidates may explain:

- the origins of Sukkot in liberation from Egypt
- the festival helps Jews to empathise with their ancestors during their sojourn in the wilderness

- connections could be made between Sukkot and the other Pilgrim Festivals and their historical significance
- how ideas of harmony, hospitality and harvest are reflected in the festivities
- how the festival might interest and involve younger members of the community
- celebrations during Simchat Torah.

- (c) **‘All religious festivals should be serious occasions’**
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 may argue for either or both sides of the debate. They may argue:

- solemn festivals like Yom Kippur
- the serious nature of the covenant
- festivals having important messages for the Jewish community that might be lost if there is not a period for serious contemplation
- the many joyful celebrations within the Jewish calendar
- these often being designed to involve and educate children
- religion being a source of joy to believers.

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

Candidates may describe:

- various articles and rituals involved. These may include the chuppah, the ketubah, blessings, the ring, fasting, breaking the glass and role of the rabbi
- aspects of the preparation and planning for the wedding.
- the most common days for weddings
- the most common venues
- differences between progressive and orthodox
- statements from the service.

- (b) **Explain why marriage is important for the Jewish community.** [7]

Candidates may explain:

- that marriage is important to Jews as it has its origins in the Torah
- it is frequently referred to in the Talmud
- marriage is an expectation for Jews
- there is no tradition of celibacy as there is in Christianity
- that as a religion that is based largely on the family, marriage is an integral part
- that Judaism is perpetuated through the raising of children and this is based on marriage, particularly since the Shoah.

- (c) **‘Only religious Jews should be married in a synagogue.’**
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Candidates may argue for either or both sides of the debate. They may argue:

- the wedding is a religious occasion and that it would therefore be hypocritical for a non-believer to participate in the ceremony in a place of worship
- there are references to religious beliefs in the service
- being Jewish does not rely on religious belief
- the Jewish community includes a wide spectrum of belief
- there are different parts of the ceremony that are not explicitly religious.

4 (a) Describe the role of a rabbi. [8]

Candidates may describe:

- the role he/she performs in worship
- his/her importance to various rites of passage
- his/her duty to teach, offer pastoral support and resolve problems of Jewish Law
- credit should be given for distinguishing between the rabbi as a teacher and the role of a priest
- the process by which a person becomes a rabbi
- differences between different Jewish groups.

(b) Explain why daily prayer is important for the Jewish community. [7]

Candidates may explain:

- different reasons for prayer – praise, forgiveness, petitions and so on
- the way that prayer may affect the relationship a Jew has with G-d
- the origins of prayer times in Temple times
- that Jews believe in a personal relationship with G-d, and that prayer is important for praising G-d and when in need
- daily prayer recalling the Temple
- the importance of ritual dress
- some specific prayers like the Shema
- that prayer might be enhanced by praying in the synagogue.

**(c) 'Prayer 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 Judaism in your answer. [5]**

Candidates may argue for either or both sides of the debate. They may argue:

- that many people do not believe in a god
- there have obviously been occasions, such as the Holocaust, when people's prayers have gone unanswered
- that it helps their personal relationship with G-d
- it gives them the opportunity for praise, petition, repentance and so on.

2398 Paper 8 - Sikhism

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

Many candidates might explain that Guru Gobind Singh Ji instigated the festival in the year after the formation of the khalsa (1699CE).
 Hola Mohalla coincided with Holi (do not accept Krishna in the Sikh festival).
 The celebrations are marked by sporting activities and competitions to remind Sikhs of the initial purpose of the festival – as a military training exercise (originally archery, wrestling etc.).

- (b) Explain why Gurburbs are an important part of the Sikh faith. [7]

Gurburbs are holy days in honour of a Guru, usually in connection with their birth or death.

Candidates may refer to the four most commonly celebrated gurburbs (the birth of Guru Nanak Dev Ji and Guru Gobind Singh Ji, the martyrdom of Guru Arjan Dev Ji and Tegh Bahadur Ji) or the installation of the Guru Granth Sahib Ji.

Gurburbs help believers to remember the examples of others, to meet together and celebrate and to strengthen their faith. They are a time to tell of important events which might help younger believers to understand their faith. They might encourage Sikhs to keep firm in their faith, following the example of earlier leaders.

Answers that use examples of **how** the gurburbs are celebrated without explaining **why** they are important are unlikely to access the full range of marks.

- (c) 'Festivals are an essential part of a 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 might suggest that a festival provides a focus for the faith community, strengthening and reinforcing key beliefs, or that it enables believers to meet, celebrate and learn about faith.

On the other hand answers might suggest that festivals are simply parties to enjoy and serve no real purpose. Other elements of religious practice might be cited as being more worthwhile and better for the believer.

Some candidates might suggest that festivals are good but not essential.

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

A Sikh naming ceremony is usually held about two weeks after the birth of a baby. Parents will take the baby to the gurdwara in order to present him/her before the Guru Granth Sahib Ji. Often family and friends will make a point of attending the service at this time.

The naming ceremony itself occurs towards the end of the service. The Ardas prayer will be said. The granthi will pray for a blessing for the child.

The Granth is then opened at random emphasising that the choice of the name is left in part to God. The top section of the left hand page is read aloud and the first letter of the first word becomes the initial letter of the child's name.

When the name is announced to the congregation, Kaur is added for a girl and Singh for a boy.

The Anand Sahib may then be sung. Prayers are said and amrit is shared, with the baby being given a taste of the amrit from the tip of the khanda.

The parents will present the gurdwara with a romalla and may pay for food in the langar after the ceremony.

Candidates may not include all the detail in their answer.

- (b) Explain why the Amrit Sanskar is an important ceremony for some Sikhs. [7]**

Candidates should concentrate on **why this is important** rather than describe the ceremony in detail.

The ceremony can be seen to be important as it shows dedication to the faith, requiring extra commitment. Candidates may refer to the fact that the original members were ready to die for their faith.

The initiation is a personal commitment and marks an increased devotion on the part of the believer.

The initiation itself reminds those who take part of their obligations and the ceremony includes verbal and symbolic acceptance of this.

- (c) 'Religious ceremonies do not strengthen the faith of a believer.' Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Sikhism in your answer. [5]**

Some answers might disagree, suggesting that an outward sign, in the form of a ceremony, encourages a believer to keep to their faith.

Others might say that actions and inner conviction are more important.

Reference might be made to the Amrit Sanskar or to a rite of passage in the Sikh faith, and candidates might refer to what they have said in a or b.

- 3 (a) Describe how Guru Nanak Dev Ji started the Sikh faith. [8]**

Candidates might give detail about the life of Guru Nanak Dev Ji. They do not need to give information about his early life.

Many will describe the experience he had at about the age of 30, when he went missing from his home and was believed to have drowned. The events that occurred at this time had a profound effect on Guru Nanak Dev Ji, who began teaching and preaching, thus starting the faith of Sikhism.

The first Sikh community was founded in about 1520CE in the Punjab.

- (b) Explain how and why Sikhs might show respect for the Gurus. [7]**

A variety of possible answers can be expected and candidates need to address the **how and why** of the question.

Some may explain how and why details about the commemoration of important events in the lives of the Gurus might demonstrate respect (festivals and gurdwaras). Some details may be given here as examples.

Some may explain that remembering the actions of the Gurus might show that a Sikh has respect and Sikhs might use the examples of their actions in their everyday life. Some may explain that Sikhs who study the lives of the Gurus also show respect.

- (c) 'Religious leaders are born not made.' 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]**

One point of view might be that a leader can be trained and can learn from others. Others might postulate that a leader is chosen by God and is therefore destined for their role from birth.

Candidates might give examples of any religious leaders who are seen by faith adherents to be chosen by God.

Answers might refer to Guru Nanak Dev Ji from either side of the argument.

- 4 (a) **Describe the Nishan Sahib and what the symbols on it represent.** [8]

This is the flag which flies outside every gurdwara. It consists of a saffron background with the khanda on it.

The central symbol of the khanda – from which it takes its name – is the double-edged sword.

The chakra (circle) shows the eternal nature of God, having no beginning or end. The circle also forms an enclosed area, symbolising that Sikhs should try to live within the rule of God.

Two kirpans represent the fact that Sikhs should try to defend their faith when required to do so.

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

Prashad is given to the Sangat after a service in the gurdwara. It is symbolic of the abundance and sustenance that Sikhs receive from the Guru, and that everything given to a Sikh is the Guru's gift (prashad) and is therefore sweet.

The recipe is said to have originally been made by Guru Gobind Singh Ji.

Guru Nanak Dev Ji first initiated the tradition of distribution of prashad, to eliminate the class distinctions among members of his congregation by having everyone served from the same bowl. Thus prashad demonstrates equality among believers.

- (c) **'Symbols do not help Sikhs to understand their faith.'**
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Some candidates may suggest that symbols help to concentrate thoughts on worship, thus assisting a believer and may (but not require to be specific) give examples – Hindu meditation on a symbol or Christian Orthodox icons, for example. Others might suggest that symbols serve to distract a believer and are, therefore, not helpful.

They may cite the Society of Friends, who do not have any symbols in their worship. Sikhs do not rely on the use of symbols in their belief but symbols are used in the religion. Examples may be given using information from (a).

2399 Jewish Studies

Stimulus: *They broke into weeping again, and Orpah kissed her mother-in-law farewell. But Ruth clung to her. So she said, "See, your sister-in-law has returned to her people and her gods. Go follow your sister-in-law." But Ruth replied, "Do not urge me to leave you, to turn back and not follow you. For wherever you go, I will go; wherever you lodge, I will lodge; your people shall be my people, and your G-d my G-d.*

(Ruth 1:14-16)

- 1 (a) **Describe how and why Jews celebrate Shavuot.** [8]

Candidates may answer that Shavuot is also known as the Feast of Weeks or Pentecost and is one of the three Pilgrim Festivals. The others are Pesach and Sukkot.

They may place it in late spring, seven weeks after Pesach in the month of Sivan.

Responses may say that it was originally a thanksgiving for the grain harvest.

Candidates may say that it is associated with the giving of the Law on Mount Sinai.

They may mention that the Book of Ruth is read in the synagogue and that both the synagogue and the home are decorated with fruit and flowers and that a dairy meal, symbolizing milk and honey is eaten.

- (b) **Explain how celebrating Shavuot may help strengthen the beliefs of Jews.** [7]

Candidates may explain how a regular annual reminder of a festival can strengthen belief.

They may mention the coming together of the family and the community to celebrate a festival.

They may consider the remembrance of the Giving of the Law as a key event in the faith.

Some may consider the importance of the teachings of the Book of Ruth about faith and family loyalty.

- (c) **'Shavuot is the least important of the Pilgrim Festivals.'**
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

It is unlikely that candidates will agree with the statement, some may argue that the Giving of the Law makes Shavuot the most important.

Some answers are likely to be either that Pesach is the most important of the three festivals or else that they are all of equal importance.

- 2 (a) **Describe the Covenant G-d made with Noah.** [8]

Answers are likely to focus on G-d's actions immediately after the flood in Genesis.

After the waters had fallen and the ark was safe, G-d promised to Noah that never again would he destroy creation in that way and the promise of this was his bow fixed in the sky – a rainbow.

Answers may also lead on to the Noachide Code and offer a description of this.

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

Candidates might explain that the Noachide Code precedes the Ten Commandments and was the first occasion on which G-d gave people a full set of instructions by which to live.

The Code itself is not spelt out in the same way as the Ten Commandments and, in its clearest form, is found in the Talmud.

It is a set of seven rules, very similar to the Ten Commandments, and is now seen as a rule for life by which any non-Jew can live according to G-d's will.

- (c) **'The Noachide Code is essential for understanding the relationship between Jews and non-Jews.'**
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Candidates should be able to explain that, according to Jewish teaching, observing the Noachide Code is all that G-d requires of people who are not born Jewish.

It is only Jews who are required to observe the 613 mitzvot.

Rather than arguing against the statement, candidates are likely to consider the actual importance of the Code in relation to non-Jews and whether it continues to be of importance in the 21st century.

- 3 (a) **Describe what happens on Yom Ha'Shoah.** [8]

Candidates may say that Yom Ha'Shoah ve Hagevurah (Holocaust Remembrance and Heroism Day) takes place on the 27th of Nisan.

In Israel a siren is blown at 11am which begins a two minute silence. Holocaust-related programmes are broadcast on radio and television and places of entertainment are closed for the day in remembrance of the victims.

In the Diaspora survivors and their descendants light six candles in remembrance of the six million victims. Memorial prayers and Kaddish are said.

- (b) **Explain how the Twentieth-Century Holocaust has challenged Jewish belief.** [7]

Some candidates may give simple explanations of Post-Holocaust Theology and are likely to consider some of the main ideas:

- G-d was in Auschwitz
- G-d was not in Auschwitz
- G-d died in Auschwitz

Some may write more generally about the pain of the Holocaust and the way in which it has challenged traditional belief.

- (c) **'The establishment of the State of Israel is the most important result of the Holocaust.'**

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 may pick up on the suggestion in the question that the establishment of the State of Israel is more important than the events of the Holocaust and argue this. Most will probably see the establishment of the State as a 'smile on the face of G-d' and as a positive outcome after so many years in the Diaspora. Others may argue that the Holocaust was too high a price to pay.

- 4 (a) **Describe one of the Covenants which G-d made with Abraham.** [8]

Candidates may be aware that the Scriptures detail three separate Covenants with Abraham. However, the specification and the question only refer to one and candidates must be awarded on this basis.

The first Covenant was the promise of the land and the generations of descendants.

The second Covenant is of Circumcision.

The Third Covenant is of the Cutting.

- (b) **Explain why the Covenants which G-d made with Abraham are still important to Jews.** [7]

Again the response here depends on which Covenant the candidates choose in their response.

They may argue that the Promise of the Land is important because Israel has always been viewed as the Jewish homeland and the establishment of the State of Israel reflects this.

They could also discuss the Covenant of Circumcision and consider its importance as an ongoing sign in the flesh for all male Jews.

They could explain the significance of the Covenant of the Cutting.

- (c) **Jews should worship G-d and not expect anything in return.'**
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

The Jewish Scriptures command worship of G-d and obedience to G-d's laws.

Candidates may argue that fulfilling these requirements is sufficient for happiness and that people should not look to G-d for any favours in return.

On the other hand, they could suggest that, in the Covenants, G-d made promises about how the Jews would be cared for.

2400 Jewish Texts

Stimulus: *He said to them, "Pick me up and heave me into the sea and the sea will calm down from upon you; for I know that it is because of me that this great tempest the sea is upon you." [Nevertheless,] the men rowed hard to return to the shore, but they could not, because the sea was growing stormier upon them. They called out to Hashem, and said, "Please, Hashem, let us not perish now on account of this man's soul and do not reckon it against us as innocent blood, for You, Hashem, as You wished, so have You done." So they lifted Jonah and heaved him into the sea, and the sea stopped its raging. Then the men felt a great fear of Hashem; they slaughtered a sacrifice to Hashem and took vows.*

(Jonah 1:12-16)

- 1 (a) Describe the teachings found in this passage. [8]**

Candidates may describe the storm and why G-d caused it.
Some candidates may consider the actions of both Jonah in offering to be thrown overboard and also of the men for trying to save him.
Some candidates may say that although Jonah was unwilling to carry out G-d's wishes, the sailors were god-fearing and tried to make their peace with G-d.

- (b) Explain how the teachings in this passage might affect the life of a Jew. [7]**

Candidates may suggest that the passage shows Jews that they must obey G-d's instructions and that they cannot hide from G-d.
Some may comment on the men's actions and suggest that people should always worship G-d.
Candidates might suggest that the passage shows people that they should be prepared to sacrifice themselves for others.

- (c) 'The story of Jonah is not an account of a real event.' 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 might argue that the statement is probably true as the details of the story seem unlikely.
Some may argue that it must be a real event because it is in the Jewish Scriptures.
Some candidates may conclude that it makes no difference whether the events happened or not, the importance is the teachings found in the story.

Stimulus: *In the beginning of G-d's creating the heavens and the earth — when the earth was astonishingly empty, with darkness upon the surface of the deep, and the Divine Presence hovered upon the surface of the waters — G-d said, "Let there be light," and there was light. G-d saw that the light was good, and G-d separated between the light and the darkness. G-d called to the light. "Day," and to the darkness He called: "Night." And there was evening and there was morning, one day.*

(Genesis 1:1-5)

- 2 (a) **Describe the story of Creation as found in Genesis 1. [8]**

Candidates should be able to give a fairly detailed account of the story of creation. The question asks for the account as found in Genesis 1 and candidates should be clear that they are not including material from the different account found in Genesis 2 & 3.

Some may look into the text in more detail and some may include rabbinical interpretations and glosses which should be credited.

- (b) **Explain how this passage might influence the beliefs and attitudes of Jews. [7]**

Candidates may suggest that this passage and its continuation would influence Jews because it shows the power of G-d.

Candidates may explain that it shows an all-powerful and all-benevolent G-d who makes the world and then creates the gift of life for animals and people.

- (c) **'The story of Creation is about religious ideas, not about facts.'**
Do you agree? Give reasons to support your opinion and show that you have thought about different points of view. You must refer to Judaism your answer. [5]

Some candidates will say that the story is true simply because it is in the Torah. Some may consider that the story is a myth and that the truths about G-d which it contains are what are important, not whether or not G-d did actually create the world in six days or in six periods of time.

Some candidates may say that science has proved the creation story to be untrue.

Stimulus: *"Thus the heaven and the earth were finished, and all their array. By the seventh day G-d completed His work which He had done, and He abstained on the seventh day from all His work which He had done. G-d blessed the seventh day and sanctified it because on it He abstained from all His work which G-d created to make.*

(Genesis 2:1-3)

- 3 (a) **Describe the teachings found in this passage. [8]**

Candidates may describe the teachings as showing the glory and power of G-d.

It is possible that candidates could ask why an all-powerful G-d needed to rest.

Some may point out that G-d had finished the creation not just of the earth but also of heaven and may also remark on 'and all their array'.

Many may focus simply on the establishment of the Sabbath as being the key point of the passage.

- (b) **Explain why the Jews were given the Sabbath. [7]**

Candidates may explain that as well as being established in Genesis the importance of the Sabbath is stressed and expanded upon in the Ten Commandments.

Candidates may comment on the religious importance of the Sabbath as an ordained day of worship.

Some may comment on the fact that the Sabbath is a day of rest as well as of worship.

Some candidates may discuss the idea that ‘the Sabbath has saved the Jews’.

- (c) **‘The seventh day was the most important day of Creation.’
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]

Some candidates might argue that the seventh day was the most important because it was the day on which Creation was finished and the first Sabbath.

Some may say that the most important day was the creation of humanity.

Some candidates may, of course, say that all the days of Creation were important or even that the first day is most important because it was when life began with the beginning of the creation of the earth.

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

Candidates might identify the Tenakh as the Hebrew Bible, and break it down into Torah (law), Neviim (prophets) and Ketuvim (writings), describing what constitutes each section.

Credit should be given for reference to important stories and teachings found in the Bible that have helped to shape the Jewish faith.

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

Candidates may explain what the Talmud is, and how it is viewed as the definitive collection of the Oral Law.

They may explain how it was created and how it might be used to solve problems of interpretation and understanding the Written Torah.

Most able candidates may give examples of its impact on everyday Jewish life, such as dietary laws or Bar Mitzvah.

- (c) **‘The Tenakh is out of date.’
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Judaism in your answer.** [5]

On the one hand candidates may argue that the Tenakh will always have meaning for the Jews as it is seen as inspired by G-d, or that without it the faith of Judaism would not exist.

They might argue, however, that the years that have passed since that time have led to parts becoming outdated or corrupted.

Candidates may refer to the different perspectives of orthodox and progressive Jews.

2301 Paper 1 – Christianity through a study of either Luke or Mark

Section A - Luke.

- 1 (a) Describe the occasion when Jesus was tempted three times by the devil. [8]

Description of Luke 4:1-13, the Temptations in the desert.

Candidates are likely to include, by quotation or paraphrase the main details of the three temptations. Jesus was led by the spirit into the desert, where for forty days he was tempted by the devil. Son of God, tell this stone to become bread. It is written Man does not live by bread alone. High place – all the kingdoms of the world – I will give you (all their authority/splendour) (I can give it to anyone I want) so if you worship me it will all be yours. Worship the Lord your God and serve him only. Jerusalem, highest point of Temple. If you are Son of God, throw yourself down...angels will lift you up/save you (verses 10 & 11 summary/paraphrase etc.). Do not put the Lord your God to the Test. Devil left him.

- (b) Explain how the story of Jesus resisting temptation might help Christians to follow their beliefs. [7]

Good answers might use the text from Luke 4:1-13 to explain that Jesus' strength of character and faith, as shown by his answers to the devil, might be a source of inspiration and resourcefulness for Christians today. Some candidates might show understanding of the temptations as symbolising physical needs/riches/power/worship of wealth/etc. and make references to such temptations today. Some candidates might comment on Jesus' replies to the devil as important lessons for Christians in resisting temptation. Worship only God/Do not test God etc. Answers might interpret the text, as example/encouragement as to the way Christians should act today to follow their beliefs.

- (c) 'There are more temptations today than in the time of Jesus.' Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Answers might show evaluation of (Christian) expectations about behaviour and attitude and the temptation to do wrong/or the inability to resist temptation today in a society of conflicting material and peer pressures. Candidates, however, might also offer a balanced view that the temptations of Jesus' time were just the same and are still reflected in our society today and that temptation to do evil is timeless etc.

- 2 (a) Describe what happened when the Centurion showed faith in Jesus. [8]

Description of Luke 7:1-10. The Faith of the Centurion.

Responses are likely to include, by quotation or paraphrase, the main details of the event. Centurion's servant sick. Sent (elders of the Jews) to Jesus. Centurion built synagogue. Friends sent to Jesus – 'Do not trouble yourself...not worthy etc.' Recognises Jesus' authority. Servant healed. Answers are likely to have all the main details and also refer to Jesus' comments about the Centurion's faith. Answers which refer to the Centurion at the crucifixion should be credited.

- (b) **Explain how Jesus' actions of caring for sick people might influence the actions of Christians today.** [7]

Candidates might refer to the event in (a) or make wider references, for equal Credit. Answers might explain the significance of Jesus caring for the sick/outcasts in 1st Century Palestine as part of his healing ministry. Candidates might refer to the connection between sin and sickness, healing and forgiveness. Candidates might explore the influences on actions in terms of compassionate attitudes towards sick people. Practical help/healing. Vocations, careers in medicine.

- (c) **'Miracles only happen to religious people.'**
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]

Answers might assess the attitudes toward miracles in society. Some candidates might approach the question in a straightforward way and assess whether religious faith is needed for miracles to happen e.g. with reference to Christianity. Others might argue the definition of miracles and assess that there might be more than one definition and more than one sector of society to whom they might happen.

- 3 (a) **Give an account of the parable of The Rich Man and Lazarus.** [8]

Description of the Rich Man and Lazarus Luke 16:19-31.

This is a long parable and answers may not necessarily include all the conversations in detail. Responses are likely to include, by quotation or paraphrase, the main details of the parable. There was a rich man living in luxury and a beggar, covered in sores and hungry, lying at his gate. Both died, the rich man went to hell and Lazarus to heaven. The rich man asked Abraham to send Lazarus to him to give him water but Abraham said no because the rich man had not helped Lazarus when they were both alive. Also, those who die cannot move from heaven to hell or vice versa. The rich man then asked if Lazarus could go and warn his brothers but Abraham said no, they should listen to Moses and the Prophets, if they did not listen then not even someone raised from the dead would convince them. Candidates are also likely to include the end of the parable from verses 30 & 31 where there is reference to someone rising from the dead.

- (b) **Explain how the parables in Luke might help Christians to understand Jesus' teaching about the Kingdom of God.** [7]

Candidates may refer to just the parable in (a) or make wider references to parables in the text they have studied, for equal credit. In the time allowed, more than one parable is likely to be referred to only briefly. Answers might comment on the picture/story created in the parable(s) and how Christians might relate to the everyday situations and illustrations etc. Some responses may also make reference to the themes in the parable(s) e.g. judgement, punishment and reward, forgiveness, willingness to hear etc.

- (c) **'Parables are the best way to teach about Christianity.'**
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Evaluation of the effectiveness of parables as a way of teaching religious ideas/truth. A balanced view might compare/contrast parables with other teachings in the gospel e.g. healing miracles, more direct instructions and the example of Jesus. Or, in Christian practice e.g. reading the bible, attending religious services/festivals, Sunday School etc.

- 4 (a) **Describe what happened on the road to Emmaus.** [8]

Description of Luke 24: 13-35, On the Road to Emmaus. Responses are likely to include, by quotation or paraphrase, the main details of the event, from the following: Disciples going to Emmaus. They did not recognise Jesus. Jesus' question. Answer about happenings in Jerusalem - the crucifixion, empty tomb. Jesus explains the Scriptures. Jesus stays with them – breaks the bread. Recognition of Jesus. Returned to Jerusalem and told Eleven. Answers might contain all the main details but not necessarily all the details of the conversations.

- (b) **Explain why celebrating the Resurrection at Easter is important for Christians.** [7]

Candidates might demonstrate some understanding of the importance of the Easter festival as well as the resurrection. Responses might show some understanding of the resurrection as fulfilment of prophecy/promise. Belief in the resurrection is at the centre of the Christian message. Good triumphs over evil. Proof of Jesus as the Son of God. Promise of eternal life etc. Also, perhaps, the influence the hope of life after death/judgement might have on attitudes/actions in life. It is likely that most answers will concentrate on the importance of the resurrection for the majority of the answer and this will be credited accordingly. However, some candidates might also refer to the festival to some degree e.g. timing of Easter Sunday, three days after the crucifixion etc. Or, Easter as being a time of year Christians are encouraged to attend Church/pilgrimage and/or participate in the Eucharist to remember the death and resurrection etc.

- (c) **'The Resurrection is the most important event in 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 importance of the Resurrection stories in Luke's gospel and/or Christianity. Candidates might examine this from an objective or subjective point of view in terms of the Resurrection being the climax in Luke with two chapters devoted to it. However, there might be an issue of the credibility (for the reader/Christian) of all the stories, which contain some confusing details or contradictions. Some responses might make a comparison with the importance of the crucifixion or the moral issues/ethics, which are a special interest in Luke.

- 5 (a) Describe what happened to the disciples at Pentecost. [8]

Description of Acts 2:1-15, 37-41. The Holy Spirit Comes at Pentecost. (Peter's speech, verses 16-36, is not part of the prescribed text). Answers are likely to include, by quotation or paraphrase, the main details of what is a very long description of the event. Gathered together. Wind. Tongues of fire. Filled with Holy Spirit, began to speak in tongues. The crowd were bewildered, heard them speaking in their own native language. Are not these men from Galilee? What does it mean? Made fun of them...too much wine. Some responses are likely to include the events both inside and outside the house and Peter's exhortation to baptism and that 3000 or 'many' baptisms were carried out.

- (b) Explain why belief in the Holy Spirit is important to Christians. [7]

Some candidates might explain that Christians celebrate the giving of the Holy Spirit at Whitsuntide. It is regarded as the birthday of the Christian Church. Candidates might also explain how/why Christians believe that the Holy Spirit has always been at work in the world and continues to work in the world, giving hope, faith, guidance and spiritual strength to follow the teachings/example of Jesus etc. Some responses might focus on the power of the Holy Spirit to inspire people. Reference might be made to charismatic gifts such as the ability to preach, teach, heal, prophesy and speak in tongues etc.

- (c) 'Without Pentecost there would have been no early church.'
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Evaluations of the importance to the early church, and therefore, Christianity of the events in the upper room. This was the first time the disciples (Peter) taught openly about Jesus and was the beginning of baptism (in the name of the Holy Spirit) for conversion. Some responses might discuss Whitsuntide as the birthday of the Church. From this day the apostles began to spread the word more widely etc. Views against, or to balance the statement might discuss whether the early church would have formed without Pentecost and the gift of the Spirit, in that at the Ascension Jesus instructed his disciples to preach and spread the word and this might have happened. Some might question the events of Pentecost.

Section B - Mark

- 6 (a) From Mark's gospel, describe the trial of Jesus before Pilate, the Roman Governor. [8]**

Description of Mark 15:1-15. Jesus before Pilate.

Answers are likely to include, by quotation or paraphrase, the main details of the event, from the following:

Chief Priests, elders and teachers of the Law/Sanhedrin, bound Jesus turned him over to Pilate. Are you the King of the Jews? Jesus' reply, yes it is as you say. Chief priests accusations of many things – Pilate's question Aren't you going to answer? Jesus made no reply. Pilate amazed. Custom to release prisoner. Pilate offered to release The King of the Jews. The Chief priests stirred up crowd to have Pilate release Barabbas. Pilate's question - What shall I do with the King of the Jews? Crucify him! - dialogue between Pilate and the crowd (verses 12-14). Barabbas released, Jesus flogged and handed over for crucifixion.

Some responses might, but not necessarily, describe the main events with some accurate dialogue **and/or** Pilate's awareness in the text of the mood of the Jews as in knowing of the envy of the Jews (verse 10) or wanting to satisfy the crowd (verse 15).

- (b) Explain how Jesus' courage before his enemies might influence Christians in their lives. [7]**

Explanation of how/why Jesus' refusal to weaken before the accusations of his Enemies might influence Christians in their attitudes/actions. Answers may focus on the trial described in (a) or on other stories from Mark, for equal credit. Answers are likely to explain how Christians might follow the example of Jesus by non-violent response when threatened for their faith. Some responses might focus on the bravery and courage of individual Christians. Others might comment on peer pressure or the courage Christians need to stand up for their beliefs in an increasingly secular society/world etc.

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

Evaluation of whether the death of Jesus was the beginning of a (new?) religion. There might be a number of interpretations of the question, all equally valid. Some responses might argue that it was the resurrection that convinced the disciples and therefore preaching began etc. Some may argue for the birth/baptism of Jesus as the beginning of his ministry. Arguments in support of the statement might use the evidence of the Temple veil/breaking down of barrier between God and man etc. All valid comments should be rewarded. Different points of view should be offered to achieve level 4.

- 7 (a) **Describe the occasion when Jesus walked on the water.** [8]

Description from Mark 6:45-52. Jesus Walks on the Water.

Good/best answers are likely to include, by quotation or paraphrase the main details of the event. Disciples in boat. Jesus went to pray. Evening, the boat was in the middle of the lake. On land, Jesus saw them straining at the oars. Wind was against them. Fourth watch of the night he went out to them. Walking on the Lake. Disciples though he was a ghost – terrified. He spoke to them (v.50). Climbed into the boat. Wind died down. The disciples were completely amazed. Some of the best answers might refer to verse 52 and the comment that the disciples had not understood about the loaves/their hearts were hardened.

- (b) **Explain why stories of Jesus saving the disciples from a storm might be important to Christians.** [7]

Explanation of the meaning to Christians of the nature miracle(s) as in (a) or with wider reference to the calming of the storm etc. Answers might explain why it is important to Christians to believe that Jesus had power over nature as proof that he was the Son of God. God, the Creator controls nature. Candidates might explain the practical application or influence in life of believing that God can intervene in times of danger or natural disaster e.g. praying, keeping faith in times of famine, flood earthquake etc. Some responses might also make comment on the fact that Jesus intervened to save the disciples and that the implications of this compassionate act for Christians is as relevant today in times of persecution or personal/spiritual distress as at the time of the disciples.

- (c) **‘Christianity no longer needs miracles.’
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/effectiveness of miracles. Answers might argue from a number of perspectives. In support of the statement, arguments might be that miracles, as in the gospel stories, were relevant only to the story of the life and ministry of Jesus and to prove Jesus was the Son of God/Messiah etc. Christianity is established, miracles are no longer needed/believable. Other views might be that if miracles come from God, there is no choice. Miracles still happen, healings, birth, supernatural phenomena etc. For some Christians, belief in miracles is a part of faith etc.

- 8 (a) **Give an account of the parables of the Growing Seed and the Mustard Seed.** [8]

Responses are likely to include, by quotation or paraphrase the main details of the two parables. Mark 4: 26-29 The Growing Seed. The Kingdom of God is like....Man scatters seed. Night and Day it grows (whether he sleeps or gets up). The seed sprouts and grows though he does not know how. By itself the soil produces cord (stalk, ear, full grain). As soon as the grain is ripe, he puts the sickle to it, the harvest has come. Mark 4: 30-34 The Mustard Seed. What shall we say the Kingdom of God is like? The mustard seed is the smallest seed planted in the ground. Grows, becomes largest of all garden plants. Such big branches that the birds of the air can perch in its shade.

- (b) **Explain how the parables in Mark might help Christians to understand Jesus' teaching about the Kingdom of God.** [7]

Candidates may refer to just the parable in (a) or make wider references to parables in text they have studied, for equal credit. In the time allowed, more than one parable is likely to be referred to only briefly. Answers might comment on the picture/story created in the parable(s) and how Christians might relate to the everyday situations and illustrations etc. Some candidates might make reference to themes in the parable(s) in Mark e.g. the growth of the Kingdom, willingness to hear/accept, the obstacle of wealth etc.

- (c) **'Parables are the best way to teach about Christianity.'**
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Evaluation of the effectiveness of parables as a way of teaching religious ideas/truth. A balanced view might compare/contrast parables with other teachings in the gospel e.g. healing miracles, more direct instructions, and the example of Jesus. Or, in Christian practice e.g. reading the bible, attending religious services/festivals, Sunday School etc.

- 9 (a) **Describe the occasion when Jesus healed a boy possessed by an evil spirit.** [8]

Description from Mark 9:17-26. The Healing of a boy with an Evil Spirit. Verses 17-26 do not include the part played by the disciples before and after the healing. Answers are likely to include, by quotation or paraphrase, the main details of the long account of this event. A man brought his son to Jesus. The son was possessed by a spirit (from childhood), he could not speak, had seizures and was thrown to the ground, foamed at the mouth, gnashed his teeth and became rigid. The disciples had been asked to drive the spirit out but they could not. As soon as the spirit saw Jesus it threw the boy into convulsions. The man asked for pity. Jesus replies that everything is possible for those who believe. The boy's father said that he believed. When a crowd was approaching Jesus rebuked the spirit and told him to leave the boy. The spirit did and the boy looked as though he was dead but Jesus lifted him up.

- (b) **Explain how Jesus' actions of healing people possessed by evil spirits might influence the actions of Christians today.** [7]

Candidates might refer to the event in (a) or make wider references, for equal credit. Candidates might explain the significance of Jesus caring for the sick/mentally ill who were outcasts in 1st Century Palestine as part of his healing ministry. Candidates might refer to the connection between sin and sickness, healing and forgiveness. They might explore the influences on actions in terms of compassionate attitudes towards sick/mentally ill people. Practical help and healing. The role of faith and prayer. The conflict between good and evil.

- (c) **'Miracles only happen to religious people.'**
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]

Answers might assess the attitudes toward miracles in society. Some candidates might approach the question in a straightforward way and assess whether religious faith is needed for miracles to happen e.g. with reference to Christianity. Others

might argue the definition of miracles and assess that there might be more than one definition and more than one sector of society to whom they might happen.

- 10 (a) **Describe what happened when Jesus appeared to the eleven disciples for the last time and when he was taken up to heaven.** [8]

Description of Mark 16:14-18. Answers are likely to include, by quotation or paraphrase, the main details of the resurrection appearance to the Eleven from the longer ending of Mark. Jesus appeared to the eleven (as they were eating). Rebuked them for their lack of faith and refusal to believe. Instruction – Go into the world etc. Whoever believes and is baptised will be saved. Non-believers condemned. Signs (verses 17-18). Some candidates might include but this is not essential to attain level 4, ...after Jesus had spoken he was taken up into heaven, sat at the right hand of God. Disciples went out and preached.

- (b) **Explain why celebrating the Resurrection at Easter is important for Christians.** [7]

Candidates might demonstrate some understanding of the importance of the Easter festival as well as the resurrection. Answers might show some understanding of the resurrection as fulfilment of prophecy/promise. Belief in the resurrection is at the centre of the Christian message. Good triumphs over evil. Proof of Jesus as the Son of God. Promise of eternal life etc. Also, perhaps, the influence the hope of life after death/judgement might have on attitudes/actions in life. It is likely that most answers will concentrate on the importance of the resurrection for the majority of the answer and this will be credited accordingly. However, some responses might also refer to the festival to some degree e.g. timing of Easter Sunday, three days after the crucifixion etc. Or, Easter as being a time of year Christians are encouraged to attend Church/pilgrimage and/or participate in the Eucharist to remember the death and resurrection etc.

- (c) **‘The Resurrection is the most important event in Mark’s gospel.’ 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 feasibility/credibility of the resurrection being an important event in Mark. Candidates might approach this question in a variety of ways, as relevant only to Mark or as relevant to Christianity in a wider sense. Some might examine the confusion created by the short and longer ending and the credibility of the additional verses. Some responses might focus on Mark’s gospel as being important as a description of the ministry of Jesus, miracles, messianic secret etc. Some candidates might consider the passion story complete after the crucifixion.

2302 Paper 2A – Christian Perspectives on Personal, Social and World Issues

1 (a) Describe Christian teaching about the roles of family members. [8]

Candidates may respond with:

- General responses about love within the family
- Simple statements about family members having respect for each other and fair treatment
- Reference to Agape love as fundamental to guide the conduct of all Christians and therefore family members – this may be developed with reference to specific examples of teaching
- Descriptions of the teaching in the specification, for example:
- Exodus 20:12 - honour father and mother
- Colossians 3:20-21 - children obey parents, fathers do not provoke children so they are not discouraged
- 1 Timothy 5:8 – failure to provide for one's own, worse than an unbeliever
- Matthew 18:21-22 – forgive 70 times 7
- Ephesians 5:28-33 – love between husband and wife
- Any other relevant Biblical teachings or Church sources
- Reference to the vows taken at a child's baptism.

(b) Explain why Christians have different opinions about divorce. [7]

Candidates may respond with:

- Knowledge and explanation of the texts in the specification and how these can lead to different interpretations.
- Matthew 5:31-32 – But I tell you that anyone who divorces his wife, except for marital unfaithfulness, causes her to become an adulteress
- Mark 10:2-12 - Anyone who divorces his wife and marries another woman commits adultery against her
- Knowledge and explanation of the views of Christian denominations and explanation of why they hold the views.
- For Roman Catholic Christians, marriage is an indissoluble union. This view based partly on the words of Jesus (Mark 10 - Therefore what God has joined together, let man not separate) as well as the sacramental nature of marriage.
- Similarly for many other Christians, promises made before God cannot be broken, therefore divorce is impossible. Only annulment of the marriage is a possibility in some special cases.
- Jesus' words however are not unambiguous in the view of other Christians. Many Protestant Christians take the view that human frailty inevitably leads to some marital relationships breaking down. The life long union is something to aspire to, but surely no one should be condemned to a life without love, in a marriage which has died.
- The Christian faith is about forgiveness and Agape which must lead to allowing some couples to divorce so that they can make a new life for themselves. Divorce therefore is the loving (agape) thing.

- (c) **'Being able to forgive is the most important thing in any relationship.'**
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 respond with views such as:

- We all make mistakes and upset each other and it is impossible for a relationship to work without give and take - forgiveness. Without this, a relationship will break down. Hence the ability to forgive is the basis of the relationship and is the most important thing
- Jesus showed forgiveness and Christians are exhorted to forgive 70 times 7 times if necessary.
- Forgiveness is an aspect of love and will strengthen the bonds of the relationship.
- Other things are more important than forgiveness, such as having things in common, showing agape love, concern and compassion for the other person.
- Forgiveness is important to a relationship's success, but some things cannot be forgiven, just forgotten. This has to happen sometimes if the relationship is to carry on after a serious crisis.

- 2 (a) **Describe Christian teaching about equality.** [8]

Candidates may respond with:

- General ideas about all people being created by God and therefore should be treated equally.
- We are all human and therefore the same and no one is better than another.
- Descriptions of the teaching in the specification:
- Leviticus 19:33-34 – treatment of foreigners
- Deuteronomy 24:14-22 – behaviour towards others, fair treatment
- Luke 10:25-37 – the Good Samaritan, who is my neighbour?
- Galatians 3:26-28 – all one in Christ, neither Jew nor Greek
- Description of the views of well-known Christians (such as the teachings of Martin Luther King) or of statements from the Churches.

- (b) **Explain how Christian beliefs might affect the way Christians deal with prejudice in society.** [7]

Candidates may respond with:

- Knowledge and explanation of the texts in the specification and any other relevant Biblical teachings and how these would lead Christians to think/act in a particular way
- Leviticus 19:33-34 – treatment of foreigners
- Deuteronomy 24:14-22 – behaviour towards others, fair treatment
- Luke 10:25-37 – the Good Samaritan, who is my neighbour?
- Galatians 3:26-28 – all one in Christ, neither Jew nor Greek
- For example, the words of St Paul about there being neither Jew nor Greek, will lead many Christians to value and hence deal with all nationalities/peoples equally.
- Knowledge and explanation of the views of Christian denominations and of how these are put into practice to ensure that prejudice is eliminated e.g. in the anti-discriminatory policies of Church schools or the support given to helping the outcasts of society through Christian charities.
- Knowledge and explanation of the way Christians have fought against prejudice and their reasons for doing so e.g. King/Tutu/Liberation Theology.

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

Candidates may respond with views such as:

- The teachings are an ideal but you have to be a special person, like Jesus to get anywhere near putting them into practice. This is because we all have fears about people who are different, have prejudices against them and have to look after ourselves in a very imperfect world. It could be too costly personally – look at what happened to people such as Martin L King and Oscar Romero.
- It is difficult, but not impossible to put the teachings into practice. Christians must keep trying to do this and whilst they may not be able to follow the teachings all the time, they must make every attempt to do so. They need support from other Christians and leadership – but if you look at how much has been achieved in equality legislation in the last 50 years, the teachings are being put into practice.
- Changes in attitudes and the laws that have been passed in recent years make it easier for Christians in Britain to follow the teaching.

- 3 (a) **Describe the teachings which Christians might use in a discussion about violent and non-violent protest.** [8]

Candidates may respond with:

- General responses about how Christians, following the perceived pacifist approach of Jesus would always opt for non-violence.
- Descriptions of the teaching in the specification about violence, war and peace:
- Matthew 5:9 – Blessed are the peacemakers
- Matthew 26:47-52 – living and dying by the sword
- Romans 12:17-21 – live at peace
- Micah 4:1-4 – a time of peace
- Description of the views and actions of well-known Christians (e.g. Martin Luther King) or of statements from the Churches.
- Description of the ideas of Liberation Theology and the views of those Christians who believe that direct violent action is right in the pursuit of a good cause.
- The 'Just War' theory.
- Any other relevant Biblical teachings.

- (b) **Explain how Christian beliefs might affect attitudes to a 'holy war'.** [7]

Candidates may respond with:

- Knowledge and explanation of the texts in the specification and how these and any other relevant Biblical teachings would lead Christians to act in a particular way regarding a war or a Holy War:
- Exodus 15:1-3 – a holy war
- Matthew 5:9 – Blessed are the peacemakers
- Matthew 26:47-52 – living and dying by the sword
- Romans 12:17-21 – live at peace
- Micah 4:1-4 – a time of peace
- Much of the Old Testament appears to suggest that wars can be fought on behalf of God and the idea of holy war is present in some Christian history (e.g. the Crusades). This might lead Christians to believe that if the faith is under threat, a 'holy war' is acceptable.
- Using the teaching developed in a) candidates might show how Jesus brought a new understanding and differed from the Old Testament with ideas such as

'turning the other cheek' and Agape. The idea of holy war is therefore completely against the fundamentals of the Christian faith.

- For many Christians, any war is immoral, so a holy war is inconceivable.

(c) **'Wars cause more problems than they solve.'**

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 respond with views such as:

- Wars by definition must have winners and losers, and the resentment of the losers is bound to lead to further trouble.
- The damage wars cause and the suffering is not worth the outcome. Peace cannot be forced on people.
- War is so much against Christian principles about the sanctity of life that any war is wrong, even if it seems to be a short cut to peace.
- Any peace brought about by war is tainted by the evils of war, is not just and will not last.
- The result of a war may be that a secure peace is possible with the enemies dealt with once and for all. It depends how the peace after a war is handled.
- If the war is fought justly then Christian principles are preserved – we would be doing the best we can in an imperfect world. If a forgiving approach is taken towards the losers, like it was after the Second World War, then the conflict will lead to fewer problems than before it happened.
- Christians must stand up for what is right, and that may mean fighting for it.
- Letting things go and taking the easy way out avoiding a war will lead to evil triumphing over good.
- A just war will lead to a better world because right and goodness have been vindicated.

4 (a) **Describe Christian teaching which might be used in a discussion about contraception.** [8]

Candidates may respond with:

- General response about how some Christians think it is wrong to prevent life being formed, whilst others believe contraception helps to limit family size so children can have a better future.
- The idea that it is irresponsible to have more children than you can reasonably look after, which is expressed in 'Humanae Vitae'
- Descriptions of the teaching in the specification about the birth/sanctity of life issues:
- Genesis 1:26-27 – creation of humanity, life as 'God given'
- Jeremiah 1:5 – known before birth
- Psalm 139:13 - created by God
- 1 Corinthians 3:16-17 – the body is a temple
- Any other relevant Biblical teachings
- Description of the attitudes of different Christian denominations, including their views about natural and artificial methods of contraception. Candidates may refer to the views (possibly stereotypically) of Roman Catholics and the Protestant Churches.

(b) Explain how Christian teaching might affect a Christian's attitude to abortion.**[7]**

Candidates may respond with:

- Knowledge and explanation of the texts in the specification and how these and any other relevant Biblical teachings would lead Christians to act in a particular way.
- Genesis 1:26-27 – creation of humanity, life as 'God given'
- Jeremiah 1:5 – known before birth
- Psalm 139:13 - created by God
- 1 Corinthians 3:16-17 – the body is a temple
- Candidates may draw upon knowledge expressed in a) but the assessment objective is to show the relevance and application of the religion. Responses, which just rehearse the arguments about abortion, whilst gaining some credit will not meet the objective fully.
- Responses which show how, because of Christian beliefs, Christians might see a purpose and value to abortion – for medical, health and even social reasons, whilst other Christians see it as murder as the foetus is a human with potential, will be much more successful in fulfilling the objective.
- Explanation of how the difference of view about when life begins is the basis for different attitudes to abortion. If life begins at conception then whatever that life is like physically, or whatever life it may have, it is fully human. Abortion therefore is murder and is wrong. However if the embryo is not fully human until another stage in development, it is possible to weigh the potential life against other factors (social and medical) and lives such as that of the mother.

(c) 'Religion has no place in discussions about birth and 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 Christianity in your answer.

[5]

Candidates may respond with views such as:

- These are personal issues and religious belief is only relevant to the individual.
- The issues are just practical medical matters and religion just gets in the way in a discussion because not everyone shares the beliefs.
- Religion should not dictate morality and religious organisations should not be allowed to tell non believers what is right or wrong or how to live.
- In a secular society, religion should be kept out of discussions about this sort of thing.
- These are moral and ethical issues and religions have a great deal to say about these.
- It does not mean that everyone is going to accept the religious viewpoints, but they must be heard.
- As religions such as Christianity value human life so highly, it is particularly important that the religious opinions are part of the debate.

5 (a) Describe the teachings which Christians might use in a discussion about caring for disadvantaged people.**[8]**

Candidates may respond with:

- General response about loving one's neighbour and the importance of Agape.
- Description of the teaching in the specification in this section, including allusion to accounts of, the parables of the Sheep and the Goats and the Rich Man and Lazarus.
- Amos 8:4-6 – cheating the poor
- Matthew 25:31-46 – the Sheep and the Goats

- Luke 16:19-31 – indifference towards the poor (the Rich Man and Lazarus)
- Luke 6:20-21 – the place of the poor in the kingdom of God
- Any other relevant Biblical teachings
- Description of other teachings of the church about helping disadvantaged people.
- Description of the aims of a Christian aid agency.
- Description of relevant actions of Jesus and well known Christian figures

(b) Explain how Christian teaching might affect a Christian's attitude to environmental issues. [7]

Candidates may respond with:

- Knowledge and explanation of the texts in the specification and any other relevant Biblical teachings and how these would lead Christians to have certain attitudes or to act in a particular way.
- Genesis 1:26-31 – stewardship
- Psalm 19:1-10 – the glory of Creation
- Psalm 8:1,3-6 – the place of humanity in the world
- Psalm 24:1-2 – the world as belonging to God
- For example the creation story and the responsibilities placed on mankind by God as recorded in the book of Genesis might lead Christians to support environmental organisations and to get involved in them.
- The idea of stewardship will also encourage a positive attitude to the environment and to sorting out the issues.
- Doing to others as you would have done to you, means looking after the environment for future generations.

**(c) 'Rich Christians should give all their wealth to help the poor.'
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]**

Candidates may respond with views such as:

- Jesus said it was easier for a camel, so being rich and a Christian just do not go together. You should give it up to help the poor.
- Jesus implied that worldly riches should be abandoned in favour of the kingdom of heaven. Christians who do not do this cannot be very good Christians or perhaps are not Christians at all.
- Jesus never meant that riches were a bad thing. He just meant that we should not be obsessed by them and should use them responsibly.
- Giving all your wealth away would mean you join the ranks of the poor and in a short time everybody is worse off and then you cannot help anyone at all.
- Certainly the rich should give some of their wealth away, but not all of it.

2302 Paper 2A – Christian (Roman Catholic) Perspectives on Personal, Social and World Issues

- 1 (a) **Describe Roman Catholic teaching which might be used in a discussion about human rights.** [8]

Candidates may begin by describing some of the scriptural texts they have studied. Others may use some more recent church teachings such as papal encyclicals to begin their discussions.

Some candidates may use some of their studies of Liberation Theology and explore the work of theologians such as Gutierrez, Boff or Segundo.

Others may compare Roman Catholic teaching with that of the United Nations declaration of human rights.

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

While some candidates may discuss the Roman Catholic belief in Just War theory, their response should focus on pacifism rather than war.

They may for example discuss the belief in the sanctity of life and argue that only God has the right to take life away.

Others may use scriptural texts they have studied which would argue for peaceful resolution of conflicts.

- (c) **'Wars can never be holy.'**
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

The specification refers to Exodus here, however candidates are free to use any of the teachings they may have studied in answering this question.

Candidates are also free to argue from either side of this position provided they can academically justify their view with relevant discussion.

- 2 (a) **Describe what the Roman Catholic Church teaches about the roles of family members.** [8]

Candidates may begin with some of the teachings found in the marriage ceremony when describing these issues; for example, they may look at the call to fidelity as a foundation for family life.

They may go on to describe Roman Catholic teachings on the importance of children, both from the teaching to 'go forth and multiply' and from the belief that children can be the binding factor in family life.

They may also describe the teachings from the scriptures, for example the teachings of St. Paul found in Paul to the Ephesians Chapters 5 and 6.

- (b) **Explain Roman Catholic teaching about divorce and annulment.** [7]

Candidates may begin by pointing out that divorce is not allowed under any circumstances within the Roman Catholic Church.

They may discuss the reasons for the call to fidelity and commitment which is part of the marriage ceremony; this may build on points they have made in part (a).

They may then go onto discuss the meaning of annulment and the reasons that the Roman Catholic Church teaches that certain behaviours would lead to the belief that a marriage was not valid.

- (c) **‘Sometimes it would be kinder to allow Roman Catholics to divorce.’
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]

By this point in the answer candidates will have made it clear why the church teaches what it does about divorce.

They may at this point argue for or against these teachings or indeed explore both sides of this issue, particularly in the light of the increasing number of divorces among Roman Catholics.

The important issue is that they explore different points of view which include Christian teachings.

- 3 (a) **Describe the work of a Roman Catholic aid organisation.** [8]

Candidates are likely to have studied the work of Cafod or Trocaire but any Roman Catholic aid organisation may be used in this answer.

Candidates may begin by describing the different fund raising activities these organisations are involved in.

Some may, relevantly, describe some of the fund raising activities they are involved in through their schools which contribute to the work of these organisations. They should be aware that activities like Comic Relief are relevant to this answer.

They may look at the kind of work these organisations do in developing countries.

Many are likely to use the quotation: ‘Give a man a fish and you feed him for a day, teach him to fish and you feed him for life.’

- (b) **Explain why the Roman Catholic Church teaches that looking after the poor is important.** [7]

Some candidates may explain the meaning of some scriptural texts in terms of Jesus’ teachings in this area.

For example the candidates may use the passage about the ‘sheep and the goats’ to explore the importance for ourselves of looking after the poor. Alternatively, they may use the story of the rich man and Lazarus.

Others may be aware of the wealth of Roman Catholic teachings in this area which can be found in papal encyclicals.

- (c) **‘Praying is more important than looking after the poor.’
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer.** [5]

Candidates are likely to argue both sides of this question.

Some may explore the idea that it is only in prayer that Roman Catholics find the grace needed to work for the poor therefore you cannot have one without the other. Others may explore the growing awareness of needs in this country and developing countries and the urgency to help resolve these problems.

Whichever route they take, it is important that they place their arguments within the context of Christian teachings.

- 4 (a) **Describe the work of one well-known Christian who has helped to overcome prejudice and discrimination.** [8]

Candidates may describe the work of any Christian they have studied who has worked against prejudice and discrimination. It is important that they refer to a Christian, though many may erroneously describe Nelson Mandela.

Those who do describe a non-Christian may gain some marks if they describe the kinds of activities a Christian may be expected to do but they cannot achieve the highest marks.

Many candidates will use their knowledge of Martin Luther King in their answers, however, again for higher marks they need to go beyond detailed descriptions of the bus protest.

- (b) **Explain Christian teaching about looking after neighbours.** [7]

There are a number of teachings candidates may choose from in answering this question; for example the Good Samaritan or teachings in the Sermon on the Mount. Some candidates may use some of the material they described in part (a) and discuss the meaning of 'neighbour' for Christians.

It is essential that candidates do explain these teachings and do not just describe sayings or actions of Jesus.

For example, if they chose the story of the Sheep and Goats, they must go beyond description and explain the implications of this story for Christians.

- (c) **'It is impossible to put teachings about discrimination into practice.' 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 answer this question with arguments about how we can put these teachings into practice.

Some may explore whether or not these teachings could be seen as too idealistic. Whichever route they choose it is important that they both refer to Christianity and demonstrate thought about different points of view.

- 5 (a) **Describe Roman Catholic teachings which might be used in a discussion about contraception.** [8]

Candidates may approach this question from the Roman Catholic Church's views on the sanctity of life; specifically the view that life begins at conception.

Some candidates may discuss the different kinds of contraception and be aware that methods such as the coil or the morning after pill in fact cause abortions and are not therefore contraceptives.

Candidates should be able to discuss the distinction between natural birth control and artificial contraceptives.

Some candidates may be able to describe the Roman Catholic Church's views on responsible parenthood, and not having more children than can be looked after, which is found in *Humanae Vitae*.

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

While candidates may have described teachings about sanctity of life in part (a), in this question it is important that they explain why the Roman Catholic Church holds this view.

They may, for example, explore the implications of the teaching ‘...I knew you in the womb...’. This may lead to a discussion of whether or not only God has the right to decide who should live and who should die.

Candidates should be clear that the Roman Catholic Church is against abortion in all circumstances.

Some candidates may be aware that an abortion which happens as a secondary effect, for example during a life saving hysterectomy is allowed; the distinction being that the intention is to save a life not to procure an abortion.

- (c) **‘Artificial contraception is always wrong.’**
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 argue both sides of this issue.

Some will take the Roman Catholic Church’s view that contraception is always wrong and may support this with some understanding of the natural law basis for this teaching.

Others may use arguments based on a developing understanding of the importance of sexual intercourse in a relationship which may not yet be ready for the responsibility of children.

Whichever route candidates take they must demonstrate that they have thought about different points of view and that they have referred to Christianity in their answer.

2303 Paper 3 - Buddhism

- 1 (a) **Describe the main features of a stupa and what Buddhists might do there. [8]**

Candidates may include:

Descriptions of stupas from any appropriate Buddhist tradition.

The development of the stupa from a burial mound and its consequent domed shape in the Theravadan tradition.

Descriptions of the surroundings of a stupa, for example the meditation room, shrine room, dagoba, bo tree etc.

The activities associated with the stupa, such as circumambulation and the symbolism associated with this.

Descriptions of the more elaborate stupas found within the Tibetan tradition and the symbolism associated with these (for example as symbolic descriptions of the elements and the chakras leading to enlightenment).

- (b) **Explain how visiting a stupa might help a Buddhist. [7]**

Candidates may include:

General answers concerned with encouragement or the strengthening of faith through the effort of making a visit, or the opportunity to mix with other Buddhists.

They may explain how it might be encouraging to see for oneself places associated with the Buddha, where stupas might be built, or to be in the presence of the relics of influential Buddhists.

The meditative circumambulation of the stupa and the symbolism associated with it (such as thinking about the key points in the life of the Buddha or the process of enlightenment) and the ways in which a Buddhist might find these helpful.

The idea of gaining merit for oneself or others.

- (c) **“You can be a good Buddhist without visiting a stupa.”
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]**

Candidates may include:

The personal nature of Buddhism and the importance of meditation which may be done on one's own and anywhere.

The idea that visiting a stupa could be perceived as negative as it could encourage unhelpful attachment to earthly things.

The idea of merit associated with pilgrimage to a stupa or the effect of being in the presence of relics of the Buddha.

- 2 (a) **Describe the lifestyle of a bhikkhu or bhikkuni. [8]**

Candidates may include:

The rules and guidelines pertaining to monks and nuns and the ways in which these might affect daily life (for example the ten precepts - particularly the last five which apply exclusively to the ordained Sangha - and the six paramitas).

The monastic discipline as described in the vinaya.

The duties of the monks and nuns, particularly on special occasions when they might be involved in teaching or preaching in the local community.

Credit should also be given to any candidates who describe the different ways in which the monastic life is interpreted in different countries and traditions.

Descriptions of a “day in the life” of a monk or nun and the traditional possessions which a monk owns along with their symbolic values.

- (b) Explain how bhikkhus and bhikkunis might help Buddhists who are not monks or nuns. [7]**

Candidates may include:

The ways in which monks may help the lay community through preaching or explaining the Dhamma.

The liturgical help which may be given at festivals or in key life ceremonies.

The ways in which the Sangha can help the laity to amass merit, through listening to the repetition of the scriptures or through the offering of gifts (dana) to the monks.

More “practical” ways in which the Sangha may help the community, such as by providing a community centre, school, “bank” or hostel.

- (c) ‘Only members of the Sangha can follow the teachings of the Buddha properly.’
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]**

Candidates may include:

The argument that the Sangha alone allows people to cultivate the degree of attachment needed for enlightenment.

The argument that teachings of the Buddha were aimed at members of the Sangha.

The fact that the laity far outnumber the Sangha which could not survive without them.

As there is a two-way exchange of kamma and services it could be argued that the two are entirely interdependent.

The fact that individuals may enter and leave the Sangha several times during the course of their lives.

- 3 (a) Describe what Buddhists do during Rain Retreats. [8]**

Candidates may include:

Descriptions of the origins of the Rain Retreats in the rainy season.

The activities and teachings concerned with specific days during the Rain Retreat (such as Asala, the first day of Vassa and Kathina).

The main activities of the Rain Retreats in study and meditation as well as the celebrations which mark its’ end.

The ways in which the Rain Retreats mark the differences between the Sangha and the laity and of the fact that members of the laity may join the Sangha for the period of the retreat.

- (b) Explain how taking part in the Rain Retreats might affect the life of a Buddhist. [7]**

Candidates may include:

The different significance of the Retreats for laity and Sangha.

The importance of spending time away from ordinary routine in order to cultivate detachment and work towards enlightenment.

Explanations of how members of the laity may join the Sangha temporarily during the retreat and the ways in which this might help them, such as by gaining kamma, benefiting from the teaching and wisdom of the monks and perhaps making the decision to join the Sangha for a longer period of time.

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

Candidates may include:

The suggestion that festival days cause attachment which is not helpful.

The idea that Buddhism does not emphasise festivals but rather calmness, acceptance and following the Dhamma.

The argument that since members of the Sangha are forbidden to attend activities where there is dancing, singing or entertainment that such things are at best tolerated and at worst discouraged within Buddhism.

The emphasis on teaching and recitation of scriptures at Buddhist festivals as an important help.

The opportunity for the community to come together and encourage each other.

- 4 (a) **Describe the main features of metta bhavana meditation.** [8]

Candidates may include:

General descriptions of meditation (breathing exercises, relaxation, clearing the mind etc).

The practice of visualising metta (compassion) spreading to all beings.

The use of mantras and the process of building up in stages from expressing compassion for oneself to expressing compassion for one's enemies.

The other Brahma Viharas in the context of metta and visualisation.

- (b) **Explain how performing metta bhavana meditation might help a Buddhist to achieve enlightenment.** [7]

Candidates may include:

An explanation of how cultivating the habit of compassion can rid the Buddhist of unhelpful emotions to which they may be attached and help to free them from the Three Poisons, thus helping them to reach enlightenment.

The positive effect of cultivating compassion on the Buddhist community or on society in general.

The usefulness of the practice of metta bhavana meditation for generating positive kamma in the world.

- (c) **'Buddhists try to avoid attachments so they do not care about other people.'**
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Candidates may include:

The argument that as Buddhists wish to cultivate detachment and serenity they do not care about the people around them and are only concerned with their own release from samsara.

The argument that there is a difference between caring for someone and destructively clinging to them.

The numerous ways in which Buddhism has been "socially engaged" in the world.

- 5 (a) **Describe each of the Five Precepts.** [8]

Candidates may include:

Description of the Five Precepts.

The various ways in which a Buddhist may attempt to put them into practice in his or her life.

The different ways in which the Precepts are understood as either positive guidelines or negative injunctions.

The fact that they are not rules, but guidelines which may be used in the quest towards enlightenment.

- (b) **Explain why a Buddhist might find it difficult to follow the Five Precepts.** [7]

Candidates may include:

The suggestion that it is easier to follow the negative injunctions than the positive Precepts as the latter requires a high level of compassion and detachment from the material world.

Particular examples to do with, in particular the second and third Precepts, focussing on attitudes to sex and aggression.

The suggestion that while it is comparatively easy not to hit someone it can be harder to treat them with the same concern as you would yourself and not manipulate them for your own ends.

Mention of vegetarianism, military service etc.

- (c) **'If there is no rebirth, there is no point in trying to be good.'**
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 include:

The idea that there is no certainty of reward or punishment in another life so there is no reason not to enjoy this life as fully as possible.

The argument that Buddhists believe in life after death or that the kamma and consequences of actions in this life affect this life as much as the next and can make us happier or more miserable.

The suggestion that Buddhists are unhealthily concerned with life after death.

The idea that Buddhism is primarily concerned with happiness and contentment in this life believing that following the Dhamma is the right way to achieve this.

2304 Paper 4A - Christianity

- 1 (a) **Describe what Christians might do at a place of pilgrimage.** [8]

Candidates may respond from any denominational point of view. Candidates might refer to a specific place of pilgrimage (e.g. Bethlehem, Nazareth, Jerusalem, Galilee, Rome, Lourdes, Walsingham, Knock, Iona, Lindisfarne, Santiago de Compostela) or more generally.

Christians may:

- follow rituals associated with healing, for example, taking water, baptism;
- follow a set litany, for example, Stations of the Cross;
- follow rituals of repentance e.g. walking barefoot;
- reflect on the historical importance of the place visited and how it might increase their understanding of the events which took place there;
- reflect on the spiritual/theological significance of the events which took place in the place visited in order to strengthen their beliefs;
- reflect on the biblical passages that are associated with the place visited in order to gain greater understanding.
- worship (public or private).

- (b) **Explain how a visit to a Christian place of pilgrimage may strengthen a Christian's faith.** [7]

Candidates might consider that a pilgrimage may:

- deepen a Christian's understanding of the event or the people associated with the place;
- strengthen their faith through their experiences during the visit;
- feel physically renewed from visiting a place associated with healing miracles;
- be physically and spiritually refreshed through taking a break from their everyday lives to concentrate on spiritual development and growth.

- (c) **'There is no need for Christians to go on a Pilgrimage.'**
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 sort of conclusion. They may or may not offer a personal opinion. Candidates are likely to develop points made in a) and b). To support the answer candidates might consider the fact that pilgrimage is not a requirement in Christianity unlike other religions. They may consider the concept of life as a pilgrimage therefore an actual pilgrimage is not necessary. They may also consider other ways in which Christians may express their beliefs in everyday life. Other points of view may consider the spiritual and physical benefits of going on a pilgrimage.

- 2 (a) **Describe how Christians celebrate the main events of Holy Week up to and including Holy Saturday.** [8]

Candidates may respond from any denominational point of view. Candidates may refer to Christian worship/observances on:

- Palm Sunday (palm crosses, processions);
- Maundy Thursday (Eucharist, Maundy money, foot-washing ceremonies, vigils);

- Good Friday (Stations of the Cross, fasting/not eating meat, vigils/quiet prayer, passion plays, no decoration in churches, black/purple as symbolic colours);
- Holy Saturday (vigils/quiet prayer, preparing churches).

(b) Explain why the events of Good Friday are important to Christians. [7]

Candidates might consider:

- the death of Jesus as a sacrifice (links with Passover sacrificial lamb);
- that Christians believe that Jesus' death was the means by which their sins can be forgiven – redemption;
- that Jesus' death was a token of the love of God; Jesus was prepared to suffer and die for the sake of all people and yet was still able to forgive those who killed him;
- Jesus death was another sign that he was the Messiah (reference to Messianic prophecy).

(c) 'Pentecost (Whitsun) should be more important than Christmas to 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 sort of conclusion. They may or may not offer a personal opinion. In support of the statement candidates may consider the fact that Christmas and Pentecost both celebrate the coming of an aspect of the Trinity to earth and that without either event it is unlikely Christianity would have developed into a global religion. Alternatively, candidates may consider the merits of one festival over the other.

3 (a) Describe what is said and done in a service of baptism. [8]

Candidates may respond from any denominational point of view. The majority of candidates will refer to Infant Baptism but descriptions of Believers' Baptism are equally appropriate. Candidates may refer to:

- any preparation for the service and/or reasons why Christians baptise;
- objects used, for example, water, font, baptistery, candle;
- description of people present;
- words said by clergyman, person being baptised, parents/godparents, congregation;
- actions performed, example sprinkling of water, total immersion, sign of the cross, chrism.

(b) Explain how parents might carry out the promises they made at baptism. [7]

Candidates might consider:

- that the parents promise to bring the child up in the Christian faith so that it may decide later to reaffirm the promises in Confirmation;
- the various ways in which parents ensure the child is brought up in the Christian faith, for example, encouragement to worship publicly and privately, adopting a Christian lifestyle based on the teachings of Jesus and the Early Church Fathers, follow the beliefs and practices of Christianity, for example, family prayer, Bible readings, observance of festivals.

- (c) **‘Only people who have been baptised can be called Christian.’
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 sort of conclusion. They may or may not offer a personal opinion. In support of the statement candidates may discuss the issues of how some people follow a Christian lifestyle without observing any sacraments, for example, Society of Friends, Salvation Army. They may consider how people may fulfil Jesus’ commands to love God and your neighbour without the need to be baptised. Some may argue for the statement by considering how Jesus commanded the disciples to baptise people and how Christians should follow Christ’s example. They may discuss sacraments as an outward reflection of an inner faith. They may discuss the need for the washing away of sins and a new start in the church.

- 4 (a) **Describe what is said and done during the celebration of the Eucharist.** [8]

Candidates may respond from any denominational point of view. Candidates may refer to:

- the reason why Christians celebrate the Eucharist (Last Supper) and the Eucharist as a sacrament;
- the frequency of the service in the specified church(es);
- the Ministry of Communion as following the Ministry of the word;
- the actions done and words said during the celebration;
- the form the bread and wine takes;
- the way the congregation receive the bread and wine;
- the fact the whole of the Easter story from Palm Sunday to Easter Sunday is retold in the Eucharistic service.

- (b) **Explain why worshipping with others is important to Christians.** [7]

Candidates might consider:

- that some rituals, e.g. Eucharist, can only take place if more than one person is present;
- that the early Christians followed the Jewish tradition of meeting regularly to worship;
- that it is a shared experience and brings the community closer to God;
- that Christians believe they are part of a fellowship with sharing of beliefs and practices being important
- that Christians can share experiences which may then strengthen the faith of others.

- (c) **‘You can never stop being a Christian.’
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 sort of conclusion. They may or may not offer a personal opinion. In agreement candidates might consider that if a person has been baptised then they are Christians for life, even if they do not practice Christianity. They may also explain how being a Christian is something they do all the time, not just occasionally – it is a lifestyle. Opposing points of view may include how some Christians do lose their faith or may convert to another religion or ideology. They may say Christians are able to do so without fear of reprisals or condemnation as all have free will.

5 (a) Describe what is said and done at a Christian funeral. [8]

Candidates may respond from any denominational point of view. Both what is said and what is done should be described though not necessarily in equal proportions. Candidates may include:

- the role of the clergy in the service;
- the role of the family in the service, e.g. Eulogy;
- the words used as laid down in the litany for the service;
- respect paid to the dead;
- rites by the graveside/crematorium.

(b) Explain how the beliefs expressed in the funeral service help Christians cope with death. [7]

Candidates may consider this statement from the point of view of the dying or the relatives who are left behind or both. Candidates might consider:

- what Christians believe about life after death and how Christians believe they can achieve Heaven after death;
- that Jesus' resurrection was proof of a life after death;
- that living a Christian lifestyle, for example by following Jesus' teaching and following the Two Great Commandments would help Christians to achieve salvation;
- that God has promised an eternal life for those who believe;
- that those who mourn will be blessed.

(c) "The only reason Christians do good is to get into Heaven." 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 sort of conclusion. They may or may not offer a personal opinion. Candidates may relate their answer to opinions expressed in 5b). Candidates may consider the reason why Christians behave as they do in this life. They may consider whether putting their faith into action is a way to salvation or a way of fulfilling Christ's commandment to "Love your Neighbour." Candidates may discuss whether Christ's teachings about how to treat others are more important to Christians than how they prepare themselves for the afterlife. They may conclude they are one and the same.

2304 Paper 4B - Christianity (Roman Catholic)

- 1 (a) Describe what is said and done at a Roman Catholic marriage ceremony. [8]

Candidates may begin with the 'Welcome' and describe the ceremony in chronological order, within the context of a Mass, or as a ceremony which stands on its own.

Others may focus towards the vows which a couple make and build their answer from that context.

Some candidates may use the symbols of the ceremony such as the rings as a beginning point and then go onto the prayers and promises.

Whichever direction the candidate takes they must look at both the actions and words if they are to achieve the highest marks.

- (b) Explain how the teachings about marriage found in this ceremony might affect the lives of Roman Catholic couples. [7]

Candidates may begin by focusing on the vows taken during the marriage ceremony and discuss the effects of a life long commitment to another person.

Some may explore the difficulties raised by living in a culture where divorce has become an easy option for many.

Others may explore the promise to accept children as gifts from God and discussing both the binding effects children may have as well as the strains they can put on a relationship.

It is important that candidates do discuss the effects and not just describe the ceremony again.

- (c) 'Only married couples should have children.'
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 are likely to argue that the best environment to bring up children is within a family formed by both a mother and father.

Others may discuss the success which couples have had outside of the married state in bringing up children.

Which ever route they take, they must be able to route the discussion within Christian teaching, recognising that the Roman Catholic Church sees a valid marriage as the only way to have children.

- 2 (a) Describe what the 'Hail Mary' teaches about the role of Mary. [8]

Some candidates may begin by writing out the 'Hail Mary', however if they only go this far it should be seen as a low level response.

Some may describe the idea of being 'full of grace' and the special place this places Mary among human kind.

They may then describe the teaching involved in Mary being the Mother of Jesus the Saviour and Redeemer.

They may then describe the role of Mary as 'intercessor' for the human race.

- (b) **Explain how following the example of Mary might affect the life of a young Roman Catholic.** [7]

There are a number of approaches to this question which could be seen as valid. They may for example explore the meaning of Mary's complete acceptance of her role as the Mother of Jesus from the moment of the Annunciation.

This may lead to a discussion of the challenge of a number of vocations to which young people may be called.

Other may look at the suffering that Mary endured and the comfort those who suffer might receive from her example and intercession.

- (c) **'Mary is too difficult a role model to follow.'**
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 build on their answers to part (b) but may argue from either or both sides of this question.

They may for example argue that it is only with the grace Mary received that she was able to achieve what she did and that it is too hard for anyone else.

Alternatively they may point to the help anyone can receive from the Church and argue that following Mary's example is within any committed Christians grasp.

- 2 (a) **Describe the main similarities and differences between Roman Catholic and Protestant Christians.** [8]

Some candidates may begin by contrasting the importance of the 'Word of God' in some Protestant churches as against the sacraments in Roman Catholic tradition. Others might look at the similarities of organization and liturgy between Roman Catholics and the higher Protestant traditions.

They should be able to recognise that there are several different churches within the Protestant tradition and not just write a black and white description of the Roman Catholic Church and the 'Protestant church'.

Most will be able to point to the leadership within the Roman Catholic Church and the issues of Papal infallibility.

For a full response candidates must refer to both similarities and differences.

- (b) **Explain the importance of ecumenism to the Roman Catholic Church.** [7]

Some candidates may begin this answer by explaining what ecumenism means.

Some candidates may be aware of, and make use of, the many recent things Pope Benedict has had to say about ecumenism.

Some may address the feeling that ecumenism for Roman Catholics is often seen as an attempt to encourage every Christian to return to Rome.

Some candidates may be able to explain the roots of the ecumenical movement in a Missionary meeting in Edinburgh 1910, where the problem of neighboring missions in Africa all proclaiming to have 'the truth' was causing problems for evangelization.

- (c) **'Ecumenism weakens people's beliefs'.
Do you agree? Give reasons to support your answers and show that you have thought about different points of view. You must refer to Christianity in your answer.** [5]

Candidates are free to argue from either side of this statement provided they demonstrate an understanding of more than one point of view.

They may, for example, argue that debate deepens a Christian's understanding of his or her own faith.

Alternatively, it may lead Christians to question their originally deeply held beliefs.

- 4 (a) **Describe how Roman Catholics celebrate Holy Week.** [8]

Candidates may begin by describing the celebrations on Palm Sunday and include the first reading of the Passion during Holy Week.

Weaker answers are likely to introduce pancakes and Ash Wednesday to Holy Week for which they should be given no credit.

Many candidates may accurately describe the two main services on Holy Thursday; the Chrism Mass in the Cathedral of each diocese, which includes the blessing of the Holy Oils used throughout the coming year, and the Mass of the Lord's Supper in local parishes that evening.

Candidates may then describe the Good Friday Service which follows the Lord's Passion and includes the reception of Holy Communion prepared before that day. Finally the candidates may describe the Vigil Mass on Holy Saturday which ends Holy Week and begins the celebration of Easter and the Resurrection.

- (b) **Explain why Sunday is an important day for Roman Catholics.** [7]

Candidates may begin by describing the significance of a weekly celebration of the sacrifice of Christ and his Resurrection.

Others may explore the idea of a day of rest; credit may also be given to those who recognise the importance of Sabbath throughout world religions.

Candidates may also discuss the idea of giving part of their lives over to a consideration of how or where God is in their lives.

- (c) **'Easter Sunday is the most important day in the Roman Catholic calendar'.
Do you agree? Give reasons to support your answers and show that you have thought about different points of view. You must refer to Christianity in your answer.** [5]

Some candidates may argue that indeed without the resurrection there would be no Christianity and therefore it is very important to all Roman Catholics.

Others may argue that without Christmas there would have been no Christ and therefore no-one to be resurrected, therefore Christmas is at least as important if not more important.

Others may explore the feast of Pentecost as the birthday of the Church.

Whichever route they chose credit should be given to any relevant argument.

- 5 (a) **Describe the ways a Roman Catholic might receive the sacrament of the sick.** [8]

Some candidates may begin by describing a type of service which is becoming popular in parishes where the sick are brought together for a joint anointing. Others may describe how a hospital chaplain might anoint those who are confined to a hospital.

Some candidates may describe the way sick people might be anointed at home and the form this kind of service takes.

- (b) **Explain how receiving the sacrament of the sick might help a Roman Catholic.** [7]

Some candidates might discuss the idea of the help given by receiving grace in the sacrament.

Some candidates may know about public services of this sacrament where the long term sick may receive personal and family support in their illness.

Other candidates may discuss the idea in the theology of this sacrament that in their illness the sick person is in part sharing in the suffering of Christ.

- (c) **'Roman Catholic sacraments are meaningless in today's society.'**
Do you agree? Give reasons to support your answers and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Some candidates may simply look at society today and find ways of agreeing with this statement; for example they might explore the growth of new age practices as an alternative to traditional religion.

Others may look at all or some of the sacraments and argue their intrinsic relevance today, for example:

- Sacraments of Initiation are still seen as important rituals, marking stages of growth and entrance into the Roman Catholic Community.
- Marriage is seen as a public witness of love and commitment.
- Holy Orders are seen as a public declaration of intent to serve the Roman Catholic Church.

2305 Paper 5 - Hinduism

- 1 (a) **Describe what Hindus might do at Dassehra (the tenth night of Durgapuja). [8]**

Candidates may include:

Accurate information about Navaratri in general.

It should be noted that Dassehra is celebrated differently in different parts of India and again care must be taken to credit any accurate information (for example about the worship of Rama and Sita and the celebration of their defeat of Ravana and their safe return to Ayodhya).

In response to the stimulus most candidates will link the festival to the worship of Durga and may describe the story of her victory over the demon and evil generally. Description of the worship of Durga (and sometimes Lakshmi and Saraswati) in the days leading up to Dassehra. This may include the construction of large murtis which are worshipped before being immersed in water at Dassehra.

The festivities of the season (special food, gifts etc) as well as the special place of women in this festival.

The fact that Dassehra is an auspicious time to make new beginnings may also be mentioned.

- (b) **Explain how taking part in Durgapuja might strengthen a Hindu community. [7]**

Candidates may include:

The benefits of coming together as a community to encourage each other.

The special role of women in this festival and the effect that this may have within the family or in the wider community.

The mythological significance of the story of Durga (or indeed Rama) as a metaphor for overcoming evil in the world or within oneself and may wish to explain that celebrating Dassehra and learning about the stories associated with it can help to make Hindus into better people and to bring them closer to the gods.

- (c) **'Gods are more important than goddesses for Hindus'. Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]**

Candidates may include:

The idea that men are dominant traditionally in Hindu families and society and that this is reflected in the stories of the gods.

Examples of ways in which goddesses demur to or are forced to be subjugated to the gods in the stories.

Examples (such as that of Durga) of positive "role-models" in the goddesses and of the implications this has for society and for Hinduism in general.

The goddesses as the "Shakti" or dynamic energy of the gods without which they are helpless so that both are needed.

The idea that since all deities are ultimately One there is no real division between gods and goddesses who are, ultimately, different aspects of the same reality.

- 2 (a) **Describe the samskaras (life ceremonies) which might take place when a Hindu baby is born. [8]**

Candidates may include:

The fact that samskaras are only performed for boys in most places.

Descriptions of any and all of the samskaras associated with early childhood (jata karma, namakarana, annaprashana, mundan and kanavedha) with the activities

which take place on these occasions and the symbolic meanings associated with them.

For example they may describe the touching of honey to the baby's tongue by the father with a jewel at jatakarma as a wish for the baby to taste the sweetness of the scriptures.

The idea that for boys of the top three castes childhood ends with the samskara of upanayana (the sacred thread ceremony) although they are not expected to describe this in detail.

(b) Explain how these samskaras might strengthen a Hindu family. [7]

Candidates may include:

Explanations of the childhood samskaras in particular, but credit should be given for any and all samskaras, not just those associated with childhood.

The symbolism of the samskaras and the way in which they emphasise the importance of varnashramadharma.

The idea of the samskaras as a "good start" in life and of the importance of religion and piety from the beginning as the baby is presented to the moon (representing the gods). Some ceremonies, such as the mundan are designed to give the baby the best possible start in life (in this case as cutting the hair represents removing karma from a previous life to allow the baby a new start.)

The way in which samskaras show the high regard with which children are held in Hindu families and the importance assigned to them. In general the samskaras emphasise the importance of children, the stability of the family and the relationships within it.

The importance of dharma in general and varnashrama dharma in particular.

**(c) 'Children should always obey their parents.'
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Hinduism in your answer. [5]**

Candidates may include:

The argument that parents are not always right and that sometimes disobeying them may be the "right" thing to do.

This may be contrasted with ideas taken from the principles of varnashramadharma or the laws of Manu emphasising the duties of the child towards the parents (although some may wish to point out that parents also have responsibilities towards the child.)

The argument that obedience to parents as a general principle should be upheld, although there may be particular circumstances where it should be overruled by other priorities.

3 (a) Describe what Hindus believe about life after death. [8]

Candidates may include:

The ideas of re-incarnation, samsara, karma and moksha.

Descriptions of how these principles are believed to operate and the relationship between these different terms.

A description of the relationship between karma and dharma (including varnashramadharma) as part of a generalised description of the law of karma phala.

A description of the belief that it is possible to be reborn as an animal or to spend time in heaven or hell in order to "use up" accumulated karma although these conditions are not believed to be permanent.

- (b) **Explain how Hindus might believe that following varnashramadharma will help them after they die.** [7]

Candidates may include:

A description of the general principles associated with varnashramadharma along with specific descriptions of the duties associated with each ashrama and varna.

An explanation of how following varnashramadharma will enable Hindus to accumulate karma and so ensure a good rebirth, or, in some systems of thought, moksha.

Some candidates may explain that as varnashramadharma can be said to encourage attachment to earthly systems and structures it can make it more difficult to break out of samsara into moksha although it encourages a good rebirth.

They may therefore suggest that the ascetic traditions which reject varnashramadharma are actually more helpful after death. If and when this opinion occurs it should be fully credited.

- (c) **'Rebirth is more important to Hindus than reaching moksha.'**
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]

Candidates may include

The argument that the samskaras and many Hindu rituals are concerned with amassing karma which is necessary for a good rebirth.

The idea that most Hindus do not particularly concern themselves with moksha as it is seen as unattainable to most.

The fact that most Hindus do not progress beyond the householder stage and remain concerned with artha and kamma rather than Jnana

The fact that sanyasins are held in high regard suggests that most do hold moksha as a worthy goal.

The idea that moksha is available to all through the grace of God (in the bhakti tradition).

- 4 (a) **Describe what Hindus believe about Rama.** [8]

Candidates may include:

A description of the events of the Ramayana.

A description of the attributes and personal qualities of Rama as an ideal husband, friend, son, warrior and king.

The status of Rama as an avatar of Vishnu and the implications of this for Hindus.

The role of Rama as an upholder of dharma.

- (b) **Explain how studying the Ramayana might help a Hindu in their daily life.** [7]

Candidates may include:

An explanation of the importance of Rama as a role model and guide for how to live their lives, particularly in view of his divine status.

How his story helps them to work out their dharma in every day life, particularly when it may appear contradictory.

How reading the Ramayana can, in and of itself, generate karma.

How it acts as a comfort and encouragement since it promises that the universe is, despite appearances, under benign divine control and that good will always ultimately overcome evil.

- (c) **'Hindus should follow the examples of the gods and goddesses.'**
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Candidates may include:

The question of whether the gods do, in fact, always set an achievable (or even good) example.

The argument that stories about the gods encourage strict adherence to dharma which may or may not be conducive to moksha depending on one's point of view.

They may question whether the same standards should be applicable to both gods and men.

They may question the moral worth of the gods under certain circumstances.

They may suggest that following the examples given to us by the gods is obviously a good way to please them.

- 5 (a) **Describe what Hindus believe about the Bhagavad Gita.** [8]

Candidates may include:

A brief description of the contents and major teachings of the Bhagavad Gita, for example as a discourse on dharma and on the different ways in which moksha can be attained.

The special status which the Bhagavad Gita has enjoyed in some areas of Hinduism. The status of the Bhagavad Gita as sruti (that which is remembered) and the implications of this.

The belief that the Bhagavad Gita contains the words of Krishna and therefore has divine authority making it of virtually equal status to the Vedas.

The Bhagavad Gita as one of the origins of the doctrine of avatars.

The perceived status of the Bhagavad Gita as the most popular and widely known Hindu scripture within and outside Hinduism.

- (b) **Explain why a Hindu might show devotion to a god.** [7]

Candidates may include:

The idea of bhakti as a possible path to moksha which might be more accessible than others, particularly to women or people of low varna.

The idea of worship as a spontaneous outpouring of love to a god.

Puja as a means of acquiring karma.

The idea of the personal relationship between a deity and his/her devotees, and that the deity might grant favours and help to devotees.

The idea of individual gods as aspects of the divine, and of bhakti to a god as a possible step towards moksha and self realisation; alternatively the idea of the saving power of individual gods and their ability to grant moksha.

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

Candidates may include:

The popularity of the Bhagavad Gita both within Hinduism and the West.

The importance of the teachings contained in the Bhagavad Gita.

The fact that the Bhagavad Gita is relatively unknown in some forms of Hinduism, particularly in the South of India and within the Tamil tradition.

The relative importance of the Epics and the Vedas which are believed to be eternal and to have direct divine authority.

2306 Paper 6 - Islam

- 1 (a) Describe the features of a mosque which help Muslims pray. [8]

Candidates might describe features of purpose built mosques or of other types of mosques e.g. those in converted houses.

Credit any sensible feature including minarets, clocks and shoe racks etc.

There are three conditions laid down by Muhammad ﷺ concerning prayer (clean place, five times, face Makkah) so good responses are likely to be those which include essential significant features such as washing facilities and the mihrab in the qiblah wall.

- (b) Explain the meaning and importance of Muslim preparations for prayer. [7]

Meaning and importance may overlap and may be addressed separately or together. Candidates might describe the preparations in order to address the significance and importance or to explain meaning and symbolism as to why Muslims ritually wash, cover head, remove shoes, use prayer mat and face Makkah etc.

Good responses might include the importance of making niyyah (intention) and general theological concepts about purity in the presence of Allah.

- (c) ‘Giving to the poor is the most important religious practice.’
Do you agree? Give reasons for your answer and show that you have thought about different points of view. You must refer to Islam in your answer. [5]

Candidates might develop points made earlier in the structured question about the importance of prayer and argue that submission to Allah is the purpose of Islam. Some candidates might refer to salah and to zakah and consider which is the most important or might respond about the interdependence of the Five Pillars. Some might consider intention to be the key to the most important religious practice whilst others might try to balance the value of both faith and works.

- 2 (a) Describe Salat-ul-Jumu‘ah prayers on Friday. [8]

Candidates might give some details of rak’ahs - standing, bowing and prostrating when performing salah.

Candidates are likely then to move beyond general descriptions of the usual pattern of prayer to include the distinctive features of the compulsory Friday noon prayers.

Distinctive features might include the khutbah in the language of the community, two rak’ah fard instead of four and some account of community discussion afterwards.

- (b) Explain why Id-ul-Adha is important for Muslims. [7]

Accept any feasible explanations about tradition, identity, involvement, sharing, common to all festivals.

Id-ul-Adha commemorates Ibrahim rejecting Satan’s temptation not to sacrifice Ishmael. Animals (goats, sheep, cows or camels) are sacrificed to remember Allah was testing obedience and willingness to submit to Allah’s will and the eventual sacrifice of a sheep instead of Ishmael. During Id-ul-Adha, Muslims also remember the farewell sermon.

Good responses are likely to include some reference to Id-ul-Adha being the greater Id and the worldwide celebration of those who completed Hajj reinforces solidarity of Ummah and the opportunity to share food or money with the poor.

- (c) **‘Religious services held every week are more important in Islam than annual festivals.’**
Do you agree? Give reasons for your answer and show that you have thought about different points of view. [5]

Candidates might continue using Salat-ul-Jumu‘ah and Id-ul-Adha but they are free to incorporate other Muslim festivals.

The discussions are likely to consider for whom they might be more important, the individual, the family, the community or for Ummah and for what religious reasons. Some might argue that the connection with Hajj might make Id-ul-Adha special for a Hajji whilst others might, for various theological reasons, support the opinion that all parts of Islam are equally significant.

- 3 (a) **Give an account of the teaching of Muhammad ﷺ.** [8]

Some candidates might start from Muhammad ﷺ meditating on the Night of Power - Laylat-ul-Qadr - in 610 CE (or 611) on Mount Hirah (later called Nur - mountain of light) in Ramadan and being called by Gibrail (Jibril) (Gabriel) to ‘recite’.

Others might start by placing the teaching in the context of the situation in Makkah (idolatry etc.) and might identify the message as the final uncorrupted revelation of the words of Allah in Arabic.

Good responses are likely to demonstrate some knowledge of the actual content of the monotheistic message with which Muhammad ﷺ challenged his contemporaries, basically the declaration: ‘there is no god but Allah...’ and its implications – that believers should live in submission to Allah etc.

- (b) **Explain the importance of the Qur’an and the Sunnah for Muslims.** [7]

Good responses are likely to demonstrate understanding that the status of the Qur’an is paramount and that to Muslims it is the revelation of the actual Arabic words of Allah. They might explain that all previous messages became corrupted and that since the time of Muhammad ﷺ the whole Ummah has continued to recite the same Arabic words.

Candidates might explain that the Sunnah is the example of Muhammad ﷺ, his sayings and actions, recorded in collections of Hadith. Though ahadith are a secondary source of authority, their importance for Muslims is enormous.

Candidates might explain that Muslims believe Allah provided what was necessary for the Ummah. They might give examples (like the prayer movements) to show that, though the Qur’an is predominant, both sources are complementary and important for Muslim life and worship.

- (c) **‘Studying holy books is the best way to find out what God wants.’**
Do you agree? Give reasons for your answer and show that you have thought about different points of view. You must refer to Islam in your answer. [5]

Candidates are free to agree, disagree or come to some sort of compromise.

In their discussions candidates might consider the definition of ‘holy books’ and the authority of sacred literature.

Some candidates might develop points made earlier in the structured essay. They might argue that an example is easier to follow or they might consider an alternative such as prayer or asking an imam or some combination of these ways.

Good responses are likely to have taken account of the word ‘best’ in the stimulus quotation.

4 (a) What do Muslims believe about the day of Judgement and life after death? [8]

Both day of Judgement and life after death are to be addressed for full marks but not necessarily in equal proportions. Good responses are likely to show that, for Muslims, dying is a stage in life not the end because the permanent life is akhirah. The day of Judgement is described in e.g. Surah 39. The text describes the sound of a trumpet, people falling down as if unconscious, the trumpet sounding again, heaven and earth being transformed and the dead rising to join the living. The Qur'an warns that it will be too late for people to repent. The truth will be so obvious that there will be no opportunity to choose to believe with one's own freewill in Allah. At death two angels of justice Munkar and Nakir visit the person, record good and bad deeds and ask questions. Until the day of Judgement Azra'il (n.b. transliteration might cause the name to be written in various spellings) the angel of death takes the dead to barzakh. On the day of Judgement the good will be rewarded by Paradise (al-Jannah) and the rest will suffer the fires of hell (Jahannam). The Qur'an describes life in both places quite graphically.

(b) Explain how ceremonies at the birth of a child show Muslim beliefs. [7]

Credit explanations of any accurate customs e.g. things like sweets which are more cultural than religious.

Candidates might explain some religious beliefs, which might be explicit or implicit, about rites of passage as a whole and of birth ceremonies in particular.

Good responses are likely to include Muslim beliefs reflected in most of the following practices: after the child is washed, there is the call to prayer in the right ear, command to worship in the left ear. The child is named; the head is shaved and the equivalent weight of hair in money is given to the poor. Males are circumcised. Goats or sheep are sacrificed.

**(c) 'In Islam the family is more important than the community.'
Do you agree? Give reasons for your answer and show that you have thought about different points of view. [5]**

Some candidates might develop points made earlier in the structured question about the meaning of rites of passage to support the importance of the family unit as the basis of Ummah and might consider for whom or for what purpose either is more important.

Other candidates might cite community activities e.g. worship in the mosque, pilgrimage, festivals, fasts etc. to illustrate the solidarity and importance of the community. Candidates are free to interpret 'community' as the local community or/and the worldwide Ummah.

Many candidates might be of the opinion that all parts of Islam are inter-related and family and community are equally important.

5 (a) What do Muslims mean by 'Jihad'? [8]

Candidates might begin by defining Jihad as e.g. 'striving' or 'trying one's utmost' to defend the faith against enemies of Islam and to gain Allah's favour.

Some candidates will restrict the definition to physical battles. Better answers might identify warfare as 'Lesser Jihad' which must meet certain criteria and define 'Greater Jihad' which covers more spiritual endeavours such as establishing maruf (right) and removing munkar (evil) in society and struggling against evil in oneself.

Some candidates might use further subdivisions and this is acceptable. Any division of Jihad is somewhat artificial as the text of the Qur'an flits from one type of Jihad to the other.

Good definitions are likely to be those which attempt to include the spiritual dimension of fighting bad desires and intentions within oneself and living in submission to Allah. N.B. Increasingly, some centres teach Lesser and Greater the other way round; and some of the resources seem to be doing so.

(b) Explain how the practice of Islam might vary in different parts of the world. [7]

Most candidates are likely to choose to write about practices in Muslim and non-Muslim countries but any sensible interpretation of the question is acceptable. A wide variety of practices might be used e.g. women's dress, calls to prayer, capital punishment in Shari'ah law, slaughtering animals for festivals, burying Muslims etc. Some candidates might explain the different practices of Shi'ah from Sunni Muslims e.g. prayer times, forehead on block of mud from Karbala, mourning 'Ali at Ramadan, ziyara pilgrimages etc.

(c) 'Believers in "one compassionate creator God" should never fight anyone.' Do you agree? Give reasons for your answer and show that you have thought about different points of view. You must refer to Islam in your answer. [5]

Some candidates might argue, from the nature of God and as caretakers of creation, that believers should be pacifist and never fight anybody but to discuss with reference to Islam means that for good discussions candidates are likely to be aware that Muhammad ﷺ was not a pacifist.

Some candidates might refer to past and present conflicts between, or within, the monotheistic religions but good responses are likely to be those which focus on the religious studies dimension.

Good responses are likely to be those which attempt to present a balanced discussion and they might show awareness that Islam is derived from two roots, one meaning 'submission' and the other 'peace'.

2307 Paper 7 - Judaism

1 (a) Describe the features of a synagogue. [8]

Candidates may describe

- the Ark, scrolls, Ner Tamid, Bimah, decalogue and so on;
- less obvious features like the prayers for the royal family and state of Israel, or the yahrzeit board;
- differences between orthodox and progressive, highlighting features like the gallery or direction of the Bimah;
- the mikveh and classrooms.

(b) Explain the importance of a synagogue to a Jewish community. [7]

Candidates may explain:

- the synagogue as place of worship where communal prayer takes place and the Torah can be heard;
- the role of the synagogue in various festivals like Shabbat and Yom Kippur;
- important rituals like Bar Mitzvah or marriage;
- the synagogue as a place of study and learning may be stressed;
- the practical role of 'a place of assembly';
- cheder, schools and access to the rabbi;
- the use of a mikveh by an orthodox woman.

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

Candidates may argue for either or both sides of the debate. They may argue:

- the individual, family and community may benefit from worshipping as a group;
- this is clearly an expectation in the religion, particularly for daily prayer important rites of passage and major festivals;
- this might not be possible or desirable;
- people may be ill or geographically remote from the synagogue or not religious;
- worship is personal, and people have individual needs and preferences.

2 (a) Describe how Jews celebrate Sukkot (Tabernacles). [8]

Candidates may describe:

- how a sukkah might be constructed, some of the traditions associated with its use;
- the four species (etrog, willow, myrtle and palm);
- what they are and how they might be used in the synagogue;
- celebrations in the synagogue during the festival;
- Simchat Torah as following Sukkot.

(b) Explain why Sukkot (Tabernacles) is a joyful festival. [7]

Candidates may explain:

- the origins of Sukkot in liberation from Egypt;
- the festival helps Jews to empathise with their ancestors during their sojourn in the wilderness;

- connections could be made between Sukkot and the other Pilgrim Festivals and their historical significance;
- how ideas of harmony, hospitality and harvest are reflected in the festivities;
- how the festival might interest and involve younger members of the community;
- celebrations during Simchat Torah.

- (c) **‘All religious festivals should be serious occasions’.**
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 may argue for either or both sides of the debate. They may argue:

- solemn festivals like Yom Kippur;
- the serious nature of the covenant;
- festivals having important messages for the Jewish community that might be lost if there is not a period for serious contemplation;
- the many joyful celebrations within the Jewish calendar;
- these often being designed to involve and educate children;
- religion being a source of joy to believers.

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

Candidates may describe:

- the various articles and rituals involved. These may include the chuppah, the ketubah, blessings, the ring, fasting, breaking the glass and role of the rabbi;
- aspects of the preparation and planning for the wedding;
- the most common days for weddings;
- the most common venues;
- differences between progressive and orthodox;
- statements from the service.

- (b) **Explain why marriage is important for the Jewish community.** [7]

Candidates may explain:

- that marriage is important to Jews as it has its origins in the Torah;
- it is frequently referred to in the Talmud;
- marriage is an expectation for Jews;
- there is no tradition of celibacy as there is in Christianity;
- that as a religion that is based largely on the family marriage is an integral part;
- that Judaism is perpetuated through the raising of children and this is based on marriage, particularly since the Shoah.

- (c) **‘Only religious Jews should be married in a synagogue.’**
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Candidates may argue for either or both sides of the debate. They may argue:

- the wedding is a religious occasion and that it would therefore be hypocritical for a non-believer to participate in the ceremony in a place of worship;
- there are references to religious beliefs in the service;
- being Jewish does not rely on religious belief;
- the Jewish community includes a wide spectrum of belief;
- there are different parts of the ceremony that are not explicitly religious.

- 4 (a) **Describe the role of a rabbi.** [8]

Candidates may describe:

- the role he/she performs in worship;
- his/her importance to various rites of passage;
- duty to teach, offer pastoral support and resolve problems of Jewish Law;
- credit should be given for distinguishing between the rabbi as a teacher and the role of a priest;
- the process by which a person becomes a rabbi;
- differences between different Jewish groups.

- (b) **Explain why daily prayer is important for a Jewish community.** [7]

Candidates may explain

- different reasons for prayer – praise, forgiveness, petitions and so on;
- the way that prayer may affect the relationship a Jew has with G-d;
- the origins of prayer times in Temple times;
- that Jews believe in a personal relationship with G-d, and that prayer is important for praising G-d and when in need;
- daily prayer recalling the Temple;
- the importance of ritual dress;
- some specific prayers like the Shema;
- that prayer might be enhanced by praying in the synagogue.

- (c) **‘Prayer 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 Judaism in your answer.** [5]

Candidates may argue for either or both sides of the debate. They may argue:

- that many people do not believe in a god;
- there have obviously been occasions, such as the Holocaust, when people’s prayers have gone unanswered;
- that it helps their personal relationship with G-d;
- it gives them the opportunity for praise, petition, repentance and so on.

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

Candidates may describe:

- the relationship between the Torah and the Talmud;
- the difference between the Written and Oral Torah;
- the development of the Talmud through the Chain of Tradition;
- the creation, structure and nature of the Mishneh and the Gemara;
- teaching from the Talmud;
- its scope and layout.

- (b) **Explain why the Talmud is important for the Jewish community.** [7]

Candidates may explain:

- what the Talmud is;
- how it is viewed as the definitive collection of the Oral Law;
- how it was created;
- how it is used;

- how it might be used to solve problems of interpretation and understanding the Written Torah;
- how it can help to solve modern ethical dilemmas;
- examples of its impact on everyday Jewish life, such as dietary laws or Bar Mitzvah.

(c) 'The Talmud is necessary to understand the Torah.'
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]

Candidates may argue for either or both sides of the debate. They may argue:

- that the written Torah is more important and that it is self sufficient;
- that study of the Talmud is too complicated or time-consuming for many people;
- the two were both revealed to Moses by G-d, and are consequently of infinite value;
- the oral tradition might be seen as adapting and interpreting the mitzvot to discover their true meaning and keep them relevant.

2308 Paper 8 - Sikhism

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

Many candidates might explain that Guru Gobind Singh Ji instigated the festival in the year after the formation of the khalsa (1699CE).
 Hola Mohalla coincided with Holi (do not accept Krishna in the Sikh festival).
 The celebrations are marked by sporting activities and competitions to remind Sikhs of the initial purpose of the festival – as a military training exercise (originally archery, wrestling etc).

- (b) Explain why Gurburbs are an important part of the Sikh faith. [7]

Gurburbs are holy days in honour of a Guru, usually in connection with their birth or death.

Candidates may refer to the four most commonly celebrated gurburbs (the birth of Guru Nanak Ji and Guru Gobind Singh Ji, the martyrdom of Guru Arjan Ji and Tegh Bahadur Ji) or the installation of the Guru Granth Sahib Ji.

Gurburbs help believers to remember the examples of others, to meet together and celebrate and to strengthen their faith. They are a time to tell of important events which might help younger believers to understand their faith. They might encourage Sikhs to keep firm in their faith, following the example of earlier leaders.

Answers that use examples of **how** the gurburbs are celebrated without explaining **why** they are important are unlikely to access the full range of marks.

- (c) ‘Festivals are an essential part of a 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 might suggest that a festival provides a focus for the faith community, strengthening and reinforcing key beliefs, or that it enables believers to meet, celebrate and learn about faith.

On the other hand answers might suggest that festivals are simply parties to enjoy and serve no real purpose. Other elements of religious practice might be cited as being more worthwhile and better for the believer.

Some candidates might suggest that festivals are good but not essential.

- 2 (a) Describe what is meant by sewa. [8]

Sewa means selfless service. It is seen as an aspect of worship by Sikhs. It is an opportunity to show evidence of God in actions for others.

Sewa can take the form of practical help on behalf of the sangat – in the up keep of the gurdwara, the langar and in assistance to other members of the community.

Three aspects of sewa might be described by candidates:

- Tan (physical) service to the community
 - Man (mental) service to the Guru e.g. study, teaching
 - Dhan (material) service to people in general e.g. giving money to charity
- Sewa should not be for personal gain but from a wish to serve in a god-centred manner.

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

Candidates might explain the benefit of earning good karma, and the fact that service to others gives a good feeling.

Some candidates might reflect on the negative aspects – too little time, not enough money to perform sewa adequately.

Candidates might refer to the fact that members of the khalsa are expected to devote a high proportion of time to sewa.

Answers might consider one or more aspect of sewa and explain the effect it has on a believer – most common is likely to be Tan, in association with service in the gurdwara.

Candidates do not have to explain the effect of all three aspects in detail.

- (c) **‘Religious believers should help 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 Sikhism in your answer.** [5]

Answers might consider that everyone has an obligation to help others and refer to the ‘Golden Rule’.

General comments might be made about those who ‘have’ should help those who ‘have not’.

Others might say that individuals should help themselves and not expect help from anyone, religious or not.

On the other hand answers might reflect the idea that most religions encourage care for the needy and that Sikhism promotes this in sewa.

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

A Sikh naming ceremony is usually held about two weeks after the birth of a baby. Parents will take the baby to the gurdwara in order to present him/her before the Guru Granth Sahib Ji. Often family and friends will make a point of attending the service at this time.

The naming ceremony itself occurs towards the end of the service. The Ardas prayer will be said. The granthi will pray for a blessing for the child.

The Guru Granth Sahib Ji is then opened at random emphasising that the choice of the name is left in part to God. The top section of the left hand page is read aloud and the first letter of the first word becomes the initial letter of the child’s name.

When the name is announced to the congregation, Kaur is added for a girl and Singh for a boy.

The Anand Sahib may then be sung. Prayers are said and amrit is shared, with the baby being given a taste of the amrit from the tip of the khanda.

The parents will present the gurdwara with a romalla and may pay for food in the langar after the ceremony.

Candidates may not include all the detail in their answer.

- (b) **Explain why the Amrit Sanskar is an important ceremony for some Sikhs.** [7]

Candidates should concentrate on **why this is important** rather than describe the ceremony in detail.

The ceremony can be seen to be important as it shows dedication to the faith, requiring extra commitment. Candidates may refer to the fact that the original members were ready to die for their faith.

The initiation is a personal commitment and marks an increased devotion on the part of the believer.

The initiation itself reminds those who take part of their obligations and the ceremony includes verbal and symbolic acceptance of this.

- (c) **‘Religious ceremonies do not strengthen the faith of a believer.’**
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Sikhism in your answer. [5]

Some answers might disagree, suggesting that an outward sign, in the form of a ceremony, encourages a believer to keep to their faith.

Others might say that actions and inner conviction are more important.

Reference might be made to the Amrit Sanskar or to a rite of passage in the Sikh faith, and candidates might refer to what they have said in (a) or (b).

- 4 (a) **Describe how Guru Nanak Dev Ji started the Sikh faith.** [8]

Candidates might give detail about the life of Guru Nanak Dev Ji. They do not need to give information about his early life.

Many will describe the experience he had at about the age of 30, when he went missing from his home and was believed to have drowned. The events that occurred at this time had a profound effect on Guru Nanak Dev Ji, who began teaching and preaching, thus starting the faith of Sikhism.

The first Sikh community was founded in about 1520CE in the Punjab.

- (b) **Explain how and why Sikhs might show respect for the Gurus.** [7]

A variety of possible answers can be expected and candidates need to address the **how and why** of the question.

Some may explain how and why details about the commemoration of important events in the lives of the Gurus might demonstrate respect (festivals and gurburbs). Some details may be given here as examples.

Some may explain that remembering the actions of the Gurus might show that a Sikh has respect and Sikhs might use the examples of their actions in their everyday life. Some may explain Sikhs who study the lives of the Gurus are also showing respect.

- (c) **‘Religious leaders are born not made.’**
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]

One point of view might be that a leader can be trained and can learn from others. Others might postulate that a leader is chosen by God and is therefore destined for their role from birth.

Candidates might give examples of any religious leaders who are seen by faith adherents to be chosen by God.

Answers might refer to Guru Nanak Dev Ji from either side of the argument.

- 5 (a) **Describe the Nishan Sahib and what the symbols on it represent.** [8]

This is the flag which flies outside every gurdwara. It consists of a saffron background with the khanda on it.

The central symbol of the khanda – from which it takes its name – is the double-edged sword.

The chakra (circle) shows the eternal nature of God, having no beginning or end. The circle also forms an enclosed area, symbolising that Sikhs should try to live within the rule of God.

Two kirpans represent the fact that Sikhs should try to defend their faith when required to do so.

(b) Explain the importance of prashad for a Sikh. [7]

Prashad is given to the Sangat after a service in the gurdwara. It is symbolic of the abundance and sustenance that Sikhs receive from the Guru, and that everything given to a Sikh is the Guru's gift (prashad) and is therefore sweet.

The recipe is said to have originally been made by Guru Gobind Singh Ji.

Guru Nanak Dev Ji first initiated the tradition of distribution of prashad, to eliminate the class distinctions among members of his congregation by having everyone served from the same bowl. Thus prashad demonstrates equality among believers.

**(c) 'Symbols do not help Sikhs to understand their faith.'
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [5]**

Some candidates may suggest that symbols help to concentrate thoughts on worship, thus assisting a believer and may (but not require to be specific) give examples – Hindu meditation on a symbol or Christian Orthodox icons, for example. Others might suggest that symbols serve to distract a believer and are, therefore, not helpful.

They may cite the Society of Friends, who do not have any symbols in their worship. Sikhs do not rely on the use of symbols in their belief but symbols are used in the religion. Examples may be given using information from (a).

2309 Paper 9 - Religion, the Media and Entertainment

1 Look at Source A. What do the religion(s) you have studied teach about the use of money? [8]

- Responses are likely to consider the use of the media and advertising to promote the right use of money and which will look at both sides.
- 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 wrong, or in ways which are wasteful, selfish or extravagant.
- References should be appropriate to the religion(s) studied.
- Responses are likely to quote actual teachings and to move beyond negative rules to positive comments such as stewardship of resources and helping others.

2 How might religious people react to books written about their religion? [8]

- Responses are likely to consider the authority of members of another religion when writing about a religion other than their own.
- Mention may be made of the subject knowledge of those writing the source and bias.
- References should be appropriate to the religion(s) studied.

3 Look at sources B(1) and B(2). Explain why the religion(s) you have studied might disapprove of the way some lifestyles are shown in the media. [7]

- Candidates are free to answer from both sources.
- Responses are likely to give answers from the religion(s) studied and develop various avenues of thought.
- Candidates are free to use any aspect of the treatment of celebrities in any form of media.
- Explanations are likely to be balanced in that they cover a range of different aspects of celebrity stardom and the responses of the religion(s) to that celebrity status.
- Mention may be made of appearance, behaviour and the awareness of the media towards them.

4. Explain how media can be used for education by the religion(s) you have studied. [7]

- Candidates may use any form of media to formulate their answers.
- Candidates will take into account the increased use of media in educational establishments, and the use by the religion(s) of media for evangelism.
- Responses by candidates will give the advantages and disadvantages of using the media for evangelism and proselytising.
- Mention may be made of film to increase awareness of the religion(s).
- Reference may be made to shows such as 'The Simpsons' and other films as a way of educating in a humorous style.
- Some candidates may take 'education' to mean the use of media in schools and colleges to educate students.

- 5** **‘Caring too much about material things is like worshipping false gods’.**
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 section should bring the preceding parts together as a whole and should elicit a structured essay.
- Mention must be made of the religion(s) studied and their attitudes towards wealth and the right use of money.
- Candidates are free to accept or reject the stimulus quotation.
- More balanced arguments might show some evidence of sharing with those less fortunate and the purification of wealth in some religions.
- Argument may be from the perspective of the Christian principle of stewardship.

Grade Thresholds

General Certificate of Secondary Education (Short Course)
 Religious Studies (World Religions) 1030
 June 2008 Examination Series

Unit Threshold Marks

Unit		Maximum Mark	A*	A	B	C	D	E	F	G	U
2391	Raw	43	38	33	28	24	20	16	13	10	0
	UMS	43	34	30	26	22	18	14	10	6	0
2392/01	Raw	43	37	32	27	23	19	15	11	7	0
	UMS	43	34	30	26	22	18	14	10	6	0
2392/02	Raw	43	38	33	28	24	20	16	13	10	0
	UMS	43	34	30	26	22	18	14	10	6	0
2393	Raw	43	38	34	30	26	21	17	13	9	0
	UMS	43	34	30	26	22	18	14	10	6	0
2394/01	Raw	43	37	33	29	26	21	17	13	9	0
	UMS	43	34	30	26	22	18	14	10	6	0
2394/02	Raw	43	39	34	29	25	20	16	12	8	0
	UMS	43	34	30	26	22	18	14	10	6	0
2395	Raw	43	39	34	29	24	19	15	11	7	0
	UMS	43	34	30	26	22	18	14	10	6	0
2396	Raw	43	40	35	30	25	21	17	13	9	0
	UMS	43	34	30	26	22	18	14	10	6	0
2397	Raw	43	40	35	30	26	22	18	14	10	0
	UMS	43	34	30	26	22	18	14	10	6	0
2398	Raw	43	38	33	28	23	18	14	10	6	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 (ie 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	4.7	14.9	31.2	49.6	66.6	80.0	89.8	96.3	100.0	15353

15,353 candidates were entered for aggregation this series

**General Certificate of Secondary Education
Religious Studies (World Religions) 1930
June 2008 Examination Series**

Unit Threshold Marks

Unit		Maximum Mark	A*	A	B	C	D	E	F	G	U
2301	Raw	64	60	52	44	36	29	22	16	10	0
	UMS	64	56	50	44	38	32	26	20	14	0
2302/01	Raw	64	53	47	41	35	29	23	17	11	0
	UMS	64	56	50	44	38	32	26	20	14	0
2302/02	Raw	64	58	51	44	37	31	25	19	13	0
	UMS	64	56	50	44	38	32	26	20	14	0
2303	Raw	64	59	53	47	42	34	26	19	12	0
	UMS	64	56	50	44	38	32	26	20	14	0
2304/01	Raw	64	57	52	47	42	35	29	23	17	0
	UMS	64	56	50	44	38	32	26	20	14	0
2304/02	Raw	64	58	51	44	37	30	24	18	12	0
	UMS	64	56	50	44	38	32	26	20	14	0
2305	Raw	64	61	53	45	37	30	23	17	11	0
	UMS	64	56	50	44	38	32	26	20	14	0
2306	Raw	64	60	53	46	40	33	26	19	12	0
	UMS	64	56	50	44	38	32	26	20	14	0
2307	Raw	64	61	55	49	43	35	27	20	13	0
	UMS	64	56	50	44	38	32	26	20	14	0
2308	Raw	64	59	52	45	38	30	22	15	8	0
	UMS	64	56	50	44	38	32	26	20	14	0
2309	Raw	43	39	35	31	27	23	19	15	11	0
	UMS	32	28	25	22	19	16	13	10	7	0
2310	Raw	64	63	55	46	38	30	22	15	8	
	UMS	32	28	25	22	19	16	13	10	7	0

Specification Aggregation Results

Overall threshold marks in UMS (ie 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
1030	9.4	26.1	47.2	67.7	83.0	91.8	96.5	98.6	100.0	19812

19,812 candidates were entered for aggregation this series

For a description of how UMS marks are calculated see:

http://www.ocr.org.uk/learners/ums_results.html

Statistics are correct at the time of publication.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity



OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553