

Religious Studies B

General Certificate of Secondary Education **GCSE 1931**

General Certificate of Secondary Education (Short Course) **GCSE 1031**

Mark Schemes for the Components

June 2007

1931/1031/MS/R/07

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**Mark Scheme 1031/01/02
June 2007**

Topic 1 The Nature of God1 Christianity

- (a) Describe Christian beliefs about God. [8]

Basic answers are likely to say that God loves everything and made everything with discussion of creation and whether or not God still intervenes in the world. Better answers might deal with the attributes of God in varying degrees of detail.

- (b) Explain how believing that the Bible is the word of God might affect the lives of Christians. [7]

Answers might include the suggestion that:

- Christians would read the Bible on a regular basis;
- the Bible would be used for reference in times of difficulty;
- the Bible would be a source of encouragement and hope;
- the Bible would provide Christians with ethical guidance;
- the Bible would be treated with respect and as a higher source of authority than other books.

Candidates might also consider the effects of believing the Bible literally, and difficulties this might cause.

- (c) 'Believing in God is essential.'

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The answer may deal with the idea of a god being out-of-date and irrelevant whilst the opposing view might be that God is for all time and therefore is as relevant now as ever. Not believing in God could be seen, by some, as a conscience-freeing position whereas belief in God gives rules to follow.

2 Hinduism

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

Basic answers are likely to say that God or the Gods love everything and made everything with discussion of creation and whether or not God still intervenes in the world.

Better answers might deal with the differing attributes of the Gods and the ways in which these show different aspects of Brahman.

- (b) Explain how believing that the Vedas are holy books might affect the lives of Hindus. [7]

Answers might include:

- the traditional importance of studying the Vedas as part of a student's education, for those who can afford it;
- the respect which is shown to the Vedas;
- the status of the Vedas as sruti,
- the ways in which hymns are memorised and repeated;
- the ways in which the teachings might be applied to daily life;
- the sense of belonging which the Vedas might give to Hindus.

- (c) 'Believing in God is essential.'

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

The answer may deal with the idea of a god being out-of-date and irrelevant whilst the opposing view might be that God is for all time and therefore is as relevant now as ever.

Not believing in God could be seen, by some, as a conscience-freeing position whereas belief in God gives rules to follow.

3 Islam

- (a) Describe Muslim beliefs about Allah. [8]

Basic answers are likely to say that Allah loves everything and made everything with discussion of creation and whether or not Allah still intervenes in the world. Better answers might deal with the attributes of Allah such as omniscience, omnipotence, omnibenevolence etc.

- (b) Explain how believing that the Qur'an is a holy book might affect the lives of Muslims. [7]

Discussion could include:

- the respect which is shown to the Qur'an,
- the way it is kept when not in use,
- washing before reading it,
- reading in silence,
- the efforts made to learn the Qur'an by heart;
- the effect on life in terms of the teaching of the Qur'an influencing behaviour,
- as the law of the land if living in a Muslim country,
- as a personal ethical system;
- the effects of having a completely authoritative reference, giving confidence and a sense of unity.

- (c) 'Believing in Allah is essential.'

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

The answer may deal with the idea of a god being out-of-date and irrelevant whilst the opposing view might be that Allah is for all time and therefore is as relevant now as ever.

Not believing in Allah could be seen, by some, as a conscience-freeing position whereas belief in Allah gives rules to follow.

4 Judaism

- (a) Describe Jewish beliefs about G-d. [8]

Basic answers are likely to say that G-d loves everything and made everything with discussion of creation and whether or not G-d still intervenes in the world. Better answers might deal with the attributes of G-d such as omniscience, omnipotence, omnipresence, omnibenevolence etc.

- (b) Explain how believing that the Torah is a holy book might affect the lives of Jews. [7]

Discussion could include:

- the respect which is shown to the Torah,
- the way it is kept when not in use,
- shown respect in the synagogue;
- the effect on life in terms of the teaching of the Torah influencing behaviour, by following the mitzvot and as a personal ethical system;
- the effects of having a completely authoritative reference, giving confidence and a sense of unity.

- (c) 'Believing in G-d is essential.'

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

The answer may deal with the idea of a god being out-of-date and irrelevant whilst the opposing view might be that G-d is for all time and therefore is as relevant now as ever.

Not believing in G-d could be seen, by some, as a conscience-freeing position whereas belief in G-d gives rules to follow.

Topic 2 – The Nature of Belief5 Christianity

- (a) Describe how a Christian might worship God at home. [8]

Answers could include reference to daily private Bible reading and prayer; also family times of worship such as grace before meals; also the sharing of Christian festivals in the home.

Candidates might perhaps include a description of house groups, and of clergy taking the eucharist to those who cannot get to church.

- (b) Explain how fasting might help people to worship God. [7]

Answers are likely to say that, for most Christians, fasting is not a significant part of worship, at least today.

On the other hand, they may explain the 'fasting' of Lent even if this is seen as mainly symbolic.

They may also mention the short period of fasting before receiving Communion, at least in the Roman Catholic tradition.

- (c) 'Music helps people to worship God.'

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

[5]

Discussion could include reference to differences between Christian groups, and the ways in which some use music as a focus for worship whereas others find silence a better aid to worship.

Answers might consider the different type of music used in different styles of worship and consider whether these are helpful.

6 Hinduism

- (a) Describe how a Hindu might worship God at home. [8]

Candidates will probably describe the puja shrine which has a place in many Hindu homes, and the objects associated with it – murtis, bells, powders etc.

They might include the role of women in this ritual, or make reference to the different deities which are the focus of domestic worship.

Candidates might also write about other ways in which Hindus might worship God at home, such as personal prayer during the day, or the study of sacred texts.

- (b) Explain how fasting might help people to worship God. [7]

Answers may include the use of fasting as prescribed in the faith at certain times of the year and largely in relation to festivals.

They may consider how this shows self-denial and may be seen as working towards good karma.

- (c) 'Music helps people to worship God.'

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

Discussion could include the use of music in temple worship and the way in which it can be seen as an offering to the Gods.

They may also look at the way in which music (and dance) forms a large part of festival worship in Hinduism.

7 Islam

- (a) Describe how a Muslim might worship Allah at home. [8]

Description could include daily prayers, and the rituals which are involved with these. Candidates could also write about the ways in which Muslims might worship through personal prayer, and through private study of the Qur'an.

They might want to include reference to worship at home during festival times.

- (b) Explain how fasting might help people to worship Allah. [7]

Answers are likely to focus on the instruction to fast Saum during Ramadan.

Many will be able to give detailed accounts of the fast but the importance lies in the explanation of how this fasting might help people in the worship of Allah by obeying his commands and therefore showing submission to his will.

- (c) 'Beautiful buildings help people to worship Allah.'

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

Candidates will probably want to point out the prohibition in Islam of depicting Allah in any way; they might be able to write about shirk, and might outline other ways in which Muslims worship Allah through artistic calligraphy.

The reasons for this prohibition would make a useful part of the discussion.

Contrasting views might be that the creation of beautiful buildings can help to focus the mind and be an aspect of worship as well as providing calm in which worship can take place.

8 Judaism

- (a) Describe how a Jew might worship G-d at home. [8]

Candidates might want to write about daily prayers for Jews, and especially the recitation of the Shema.

They could also include personal prayer, and family worship such as prayers at meal times.

They could include the use in the home of religious objects such as the mezuzah as a reminder of the presence of G-d; they might also want to write about family worship at festival times.

- (b) Explain how fasting might help people to worship G-d. [7]

Although some candidates may mention the various fasts during the Jewish religious year, answers are likely to focus on Yom Kippur as the central event of the year when fasting is required.

The strength of the answer lies not in the details of the fast but in an explanation of its importance as a mitzvot, fulfillment of G-d's will and the benefits of concentrating on G-d for the whole day whilst seeking forgiveness.

- (c) 'Music helps people to worship G-d.'

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

Candidates will probably want to point out the prohibition in Judaism of working on the Sabbath and that therefore, the playing of musical instruments on that day is not permitted in Orthodox communities.

On the other hand they may consider the role of the chazan in synagogue services and how unaccompanied singing is used as an aid to worship.

Topic 3 – Religion and Science9 Christianity

- (a) Describe Christian teachings about people and their responsibility for the planet. [8]

Answers are likely to concentrate on teachings about stewardship and perhaps mention the specification teachings about this in the Creation accounts of Genesis. Others may go further into Old Testament teachings about cutting down trees and the Year of Jubilees.

Some weak responses may simply say that Jesus said all life is sacred.

- (b) Explain why some Christians might believe that humans are the most important part of creation. [7]

Candidates are likely to argue that humans were the peak of God's creation and that they were put in charge of all other life therefore they are the most important.

Some candidates are likely to comment that the teachings about stewardship imply duty rather than simply status and that all life is God's creation and is of equal status. Some may discuss whether or not animals have souls.

- (c) 'It is the responsibility of every Christian to care for the planet.'

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

Some candidates are likely to argue simply in favour of the statement whilst others may say that religious people, such as Christians have been given a special responsibility to care for the planet.

Arguments against the statement may discuss a general moral obligation to future generations which is shared by everyone.

10 Hinduism

- (a) Describe Hindu beliefs about people and their responsibility for the planet. [8]

Candidates are likely to argue that because of belief in reincarnation all aspects of the environment and life forms should be cared for.

Good answers will probably amplify this broad statement with more detail and may also comment on modern Hindu movements concerned with environmental care though this is not required by the question.

- (b) Explain why some Hindus might believe that humans are the most important part of creation. [7]

Answers will probably focus on the idea that animals also have atmans and so must be shown as much respect as human beings.

The idea of the equality of all created life may be explored and the basic statement about atmans amplified.

Some may also refer to other ideas, for example cows being sacred.

- (c) 'It is the responsibility of every Hindu to care for the planet.'

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

Some candidates are likely to argue simply in favour of the statement whilst others may say that religious people, such as Hindus have a special responsibility to care for the planet.

Others may comment on the inability of an individual to influence events and the need for acceptance.

Arguments against the statement may discuss a general moral obligation to future generations which is shared by everyone.

11 Islam

- (a) Describe Muslim teachings about people and their responsibility for the planet. [8]

Answers are likely to concentrate on teachings about stewardship and vice-regency from the Qur'an.

There is no need for direct or indirect quotation and this should not be expected.

Candidates may make some general comments about Islam's commitment to all people and the world and, therefore, the environment.

- (b) Explain why some Muslims might believe that humans are the most important part of creation. [7]

Candidates are likely to argue that humans were the peak of God's creation and that they were put in charge of all other life therefore they are the most important.

Some candidates are likely to comment that the teachings about stewardship imply duty rather than simply status and that all life is God's creation and is of equal status.

- (c) 'It is the responsibility of every Muslim to care for the planet.'

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

Some candidates are likely to argue simply in favour of the statement whilst others may say that religious people, such as Muslims have been given a special responsibility to care for the planet.

Arguments against the statement may discuss a general moral obligation to future generations which is shared by everyone.

12 Judaism

- (a) Describe Jewish teachings about people and their responsibility for the planet. [8]

Answers are likely to concentrate on teachings about stewardship and perhaps mention the specific teachings about this in the Creations account of Genesis.

Others may go further into Tenakh teachings about cutting down trees and the Year of Jubilees.

They might also refer to the Noachide Code in relation to animals.

- (b) Explain why some Jews might believe that humans are the most important part of creation. [7]

Candidates are likely to argue that humans were the peak of G-d's creation and that they were put in charge of all other life therefore they are the most important. Some candidates are likely to comment that the teachings about stewardship imply duty rather than simply status and that all life is G-d's creation and is of equal status.

- (c) 'It is the responsibility of every Jew to care for the planet.'

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

Some candidates are likely to argue simply in favour of the statement whilst others may say that religious people, such as Jews have been given a special responsibility to care for the planet. Arguments against the statement may discuss a general moral obligation to future generations which is shared by everyone.

Topic 4 – Death and the Afterlife13 Christianity

- (a) Describe Christian beliefs about what happens to good people after death. [8]

Candidates might describe different Christian views about life after death for good people; they might include traditional views of heaven as a paradise in the presence of God.

Roman Catholic views about purgatory might be included.

There could be a discussion of whether descriptions of heaven are symbolic or literal.

Credit should also be given for any accurate references to Limbo even though the doctrine has now been superceded.

- (b) Explain how a Christian funeral service might comfort someone whose relative has died. [7]

Understanding of the main elements of a Christian funeral service might be demonstrated, with the emphasis on the promise of resurrection and comforting images of the dead at rest and in the hands of God; death as something which takes a person forward into eternal life.

This might be seen as comforting where death is not the end and the separation from loved ones is temporary.

- (c) 'A forgiving God would not send people to hell.'

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 consider whether, in fact, there is such a concept as hell in modern Christianity and therefore whether God could be seen as sending people there.

Some might question whether God is all-forgiving or all-powerful.

Some may discuss whether there are sins which cannot or should not be forgiven.

14 Hinduism

- (a) Describe Hindu beliefs about what happens to good people after death. [8]

Candidates could describe Hindu understandings of karma and rebirth, and the ways in which the 'fruits' of good deeds from one life are passed on to the next life to be worked out.

The good person must undergo many rebirths in order to escape the cycle of samsara.

- (b) Explain how a Hindu funeral service might comfort someone whose relative has died. [7]

Candidates could demonstrate an understanding of the main elements of a Hindu funeral, including the funeral pyre and the duties of the eldest son; the symbolism of releasing Atman could be comforting to friends, who will realise that the essential person has not died and will be reborn.

Death is seen as a natural part of the cycle of life.

Hindu beliefs about the wisdom of detachment might possibly be explored.

- (c) 'A forgiving God would release everyone from Samsara.'

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]

Discussion might include Hindu beliefs that there is evidence for the existence of former lives, through hypnosis and déjà vu experiences.

Answers might consider whether God would do this or want to do this.

Some may consider whether Hindus believe in this sort of interventionist deity.

Answers might consider whether such an act would devalue or go against the principles of Hinduism.

15 Islam

- (a) Describe Muslim beliefs about what happens to good people after death. [8]

Description might include Muslim belief in a Day of Judgement, where good people who have followed the will of Allah will go to paradise to be rewarded, in contrast with those who have disobeyed.

The concept of judgement might be explored, as well as how a good person might be defined according to Islam.

- (b) Explain how a Muslim funeral service might comfort someone whose relative has died. [7]

Candidates might demonstrate an understanding of the main elements of a Muslim service.

They could consider the ways in which the service emphasises the control of Allah over life and death, and the hope which Muslims have that the dead person will be united with Allah; the ways in which these beliefs would comfort the bereaved could be explored.

- (c) 'A forgiving God would not send people to hell.'

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

Answers might consider whether, in fact, there is such a concept as hell in modern Islam and therefore whether Allah could be seen as sending people there.

Some might question whether Allah is all-forgiving or all-powerful.

Some may discuss whether there are sins which cannot or should not be forgiven.

16 Judaism

- (a) Describe Jewish beliefs about what happens to good people after death. [8]

Candidates could explore Jewish uncertainty about the nature of life after death, and the fact that there is no prescribed opinion to which all Jews hold.

A wide range of possible views should be accepted and credited.

There could be some description of belief in the afterlife, and belief in the judgement of G-d depending on the ethical behaviour of each person.

- (b) Explain how a Jewish funeral service might comfort someone whose relative has died. [7]

Candidates might demonstrate an understanding of the main elements of a Jewish funeral service, and may include the mourning rituals which follow.

Candidates might show how a relative could be comforted by the emphasis that G-d is in control of life and death, and that death is part of G-d's plan for the world.

- (c) 'A forgiving G-d would not send people to hell.'

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]

Answers might consider whether, in fact, there is such a concept as hell in modern Judaism or whether there has ever been one and therefore whether G-d could be seen as sending people there.

Some might question whether G-d is all-forgiving or all-powerful.

Some may discuss whether there are sins which cannot or should not be forgiven.

Topic 5 – Good and Evil

17 Christianity

- (a) Describe Christian beliefs about the origins of evil. [8]

Answers are likely to focus on the traditional ideas of Lucifer as a disobedient angel being thrown out of heaven and ruling over hell as Satan.

Some, more sophisticated responses might include the idea that this story implies God has control over Satan.

Others might say that the origins of evil lie with humanity itself.

- (b) How might Christians explain the purpose of suffering? [7]

Candidates may respond from a Pauline perspective and say that Christians believe that suffering is good for a person and that it strengthens character etc.

Others may consider that it has no purpose and look towards simple ideas of the Problem of Evil in order to attempt an explanation.

Some may indicate that the existence of suffering does not show a benevolent God.

- (c) 'People should make their own moral decisions without bothering about religion.'

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

[5]

The statement suggests that humans do not need religion to tell them how to behave and that they should be free of such trammels.

Alternative responses are likely to be that, without religious moral guidance, there would be anarchy in relation to morality and that this is why sets of rules such as the Ten Commandments were provided by God.

18 Hinduism

- (a) Describe Hindu beliefs about the origins of evil. [8]

Candidates may conclude that God is by definition good and that this goodness pervades all dealings with God.

However, they should also consider that evil is the other aspect of God who would be incomplete without both.

They should not confuse destruction (eg Shiva) with evil.

- (b) How might Hindus explain the purpose of suffering? [7]

The belief that God is all good and therefore must care for creation might help people believe that however much they are suffering, nevertheless this suffering will eventually end and they will be rewarded according to this goodness.

Candidates may also comment that belief in karma and rebirth may help believers accept suffering.

- (c) 'People should make their own moral decisions without bothering about 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 Hinduism in your answer. [5]

The statement suggests that humans do not need religion to tell them how to behave and that they should be free of such trammels.

Alternative responses are likely to be that, without religious moral guidance, there would be anarchy in relation to morality and that this is why sets of rules and guidance as found in the Vedas were provided by God.

19 Islam

- (a) Describe Muslim beliefs about the origins of evil. [8]

Answers are likely to focus on the traditional ideas of a disobedient angel being thrown out of heaven and ruling over hell as Shaytan.

Some, more sophisticated responses might include the idea that this story implies Allah has control over Shaytan.

Others might consider whether the origins of evil lie with humanity itself.

- (b) How might Muslims explain the purpose of suffering? [7]

The belief that Allah is all good and therefore must care for creation might help people believe that however much they are suffering, nevertheless this suffering will eventually end and they will be rewarded according to this goodness.

- (c) 'People should make their own moral decisions without bothering about 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 Islam in your answer. [5]

The statement suggests that humans do not need religion to tell them how to behave and that they should be free of such trammels.

Alternative responses are likely to be that, without religious moral guidance, there would be anarchy in relation to morality and that this is why sets of rules and guidance as found in the Qur'an were provided by Allah.

20 Judaism

- (a) Describe Jewish beliefs about the origins of evil. [8]

Answers are likely to focus on the traditional ideas of Lucifer as a disobedient angel being thrown out of heaven and ruling over hell as Satan.

Some, more sophisticated responses might include the idea that this story implies G-d has control over Satan and might consider their relationship in the Book of Job. Others might consider whether the origins of evil lie with humanity itself.

- (b) How might Jews explain the purpose of suffering? [7]

The belief that G-d is all good and therefore must care for creation might help people believe that however much they are suffering, nevertheless this suffering will eventually end and they will be rewarded according to this goodness.

- (c) 'People should make their own moral decisions without bothering about 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 Judaism in your answer. [5]

The statement suggests that humans do not need religion to tell them how to behave and that they should be free of such trammels.

Alternative responses are likely to be that, without religious moral guidance, there would be anarchy in relation to morality and that this is why sets of rules and guidance as found in the Torah were provided by G-d.

Topic 6 – Religion and Human Relationships21 Christianity

- (a) Describe Christian teachings about the use of contraception. [8]

Answers need to consider sanctity of life issues and the idea that contraception is preventing a new life from being formed and so going against God's will.

- (b) Explain Christian attitudes towards sexual relationships. [7]

Candidates cannot be expected to cover the whole gamut of Christian attitudes towards sexual relationships and are likely to comment on only a few.

Some may feel that this requires a discussion of homosexual v. heterosexual lifestyles but, although acceptable as a response, this is not required. Some may wish to write about pre-marital/extra-marital relationships.

On the other hand the focus could simply be on the nature of the married state and the way in which the religion endorses marriage as the ideal condition in which most humans should live.

- (c) 'Divorce is often the best solution.'

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

[5]

Many are likely to suggest that divorce is not allowed on the basis of 'those whom God hath joined together...'

More astute answers may comment that many churches do permit divorce and remarriage whilst the Roman Catholic church does not and that annulment is not an equivalent to divorce.

22 Hinduism

- (a) Describe Hindu teachings about the use of contraception. [8]

Answers need to consider sanctity of life issues and the idea that contraception is preventing a new life from being formed and so going against God's will.

- (b) Explain Hindu attitudes towards sexual relationships. [7]

Candidates cannot be expected to cover the whole gamut of Hindu attitudes towards sexual relationships and are likely to comment on only a few.

Some may feel that this requires a discussion of homosexual v. heterosexual lifestyles but, although acceptable as a response, this is not required.

Some may wish to write about pre-marital/extra-marital relationships.

On the other hand the focus could simply be on the nature of the married state and the way in which the religion endorses marriage as the ideal condition in which most humans should live.

- (c) 'Divorce is often the best solution.'

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

Hinduism does not, of course, encourage divorce but is willing to accept it when it is clear that a couple are not suited and reconciliation is not possible.

Candidates may argue in either way and many will use the response of a different faith to make their point.

23 Islam

- (a) Describe Muslim teachings about the use of contraception. [8]

Answers need to consider sanctity of life issues and the idea that contraception is preventing a new life from being formed and so going against God's will.

They may also mention that some Muslims permit contraception depending on the health and age of the woman etc.

- (b) Explain Muslim attitudes towards sexual relationships. [7]

Candidates cannot be expected to cover the whole gamut of Muslim attitudes towards sexual relationships and are likely to comment on only a few.

Some may feel that this requires a discussion of homosexual v. heterosexual lifestyles but, although acceptable as a response, this is not required.

Some may wish to write about pre-marital/extra-marital relationships.

On the other hand the focus could simply be on the nature of the married state and the way in which the religion endorses marriage as the ideal condition in which most humans should live.

- (c) 'Divorce is often the best solution.'

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

Islam does not, of course, encourage divorce but is willing to accept it when it is clear that a couple are not suited and reconciliation is not possible.

Answers may consider that both men and women can seek a divorce and the various conditions which are imposed on each such as periods of time for reconciliation, time allowed to see if the woman is pregnant, the rules about when the couple can remarry each other.

24 Judaism

- (a) Describe Jewish teachings about the use of contraception. [8]

To have children is a mitzvah in Judaism.

Answers need to consider sanctity of life issues and the idea that contraception is preventing a new life from being formed and so going against God's will.

However, candidates may consider that contraception may be seen as desirable to control family size or to protect health etc.

- (b) Explain Jewish attitudes towards sexual relationships. [7]

Candidates cannot be expected to cover the whole gamut of Jewish attitudes towards sexual relationships and are likely to comment on only a few. Some may feel that this requires a discussion of homosexual v. heterosexual lifestyles but, although acceptable as a response, this is not required. Some may wish to write about pre-marital/extra-marital relationships. On the other hand the focus could simply be on the nature of the married state and the way in which the religion endorses marriage as the ideal condition in which most humans should live.

- (c) 'Divorce is often the best solution.'

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 in your answer. [5]

Judaism does not, of course, encourage divorce but is willing to accept it when it is clear that a couple are not suited and reconciliation is not possible. Answers might consider that the husband must agree to the divorce before it can be granted by the Beth Din (in Orthodox Judaism).

Topic 7 – Religion and Medical Ethics25 Christianity

- (a) Describe Christian teachings about euthanasia. [8]

Answers are likely to consider that life is sacred and that only God has the right to end life.

Although described as mercy-killing many people are very opposed to euthanasia regardless of whether it is voluntary or involuntary and may consider it to be effectively suicide or murder.

However, answers may also consider whether the principle of agape should be applied to people who are suffering and whether Christians have a duty of compassion and love which may permit euthanasia in certain circumstances.

Some may comment on the fact that the Roman Catholic Church, for example, does not require people to be kept alive by the use of 'extraordinary measures'.

- (b) Explain how Christians might respond to someone who wants to die. [7]

Candidates can build, in part, on their answer to (a).

Choosing to end one's own life is often considered as an insult to God because it is argued that if God created life and gave people the gift of life and is an insult to reject it and also something which human beings do not have the right to do.

However, some candidates may consider that denominational views on suicide have changed over the years and although it is not encouraged, suicides are no longer buried in unconsecrated ground as previously.

Others may suggest that God would not want people to suffer needlessly.

- (c) 'People should have the right to choose when they die.'

(d)

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

[5]

A straightforward response to this would be to say that they do not – many will argue this, regardless of religion, on a 'God gives and God takes away' basis.

However, using material from (a) and (b) there are other positions which can be taken.

26 Hinduism

- (a) Describe Hindu teachings about euthanasia. [8]

Hindu teaching is that it is necessary for this type of suffering to follow its natural course rather than be brought to a quicker end – otherwise any bad karma will still have to work itself out in the person's next life.

People who are caring for terminally ill patients should do all they can to help them and make them more comfortable, but they should not end the patient's life.

- (b) Explain how Hindus might respond to someone who wants to die. [7]

Candidates can build, in part, on their answer to (a).

Choosing to end one's own life is often considered as an insult to God because it is argued that if God created life and gave people the gift of life it is an insult to reject it and also something which human beings do not have the right to do.

Although suicide is not permitted just because a person is depressed, holy men may choose to end their lives and give up the world.

Others may suggest that God would not want people to suffer needlessly.

- (c) 'People should have the right to choose when they die.'

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

A straightforward response to this would be to say that they do not – many will argue this, regardless of religion, on a 'God gives and God takes away' basis.

However, using material from (a) and (b) there are other positions which can be taken.

27 Islam

- (a) Describe Muslim teachings about euthanasia. [8]

Answers are likely to consider that life is sacred and that only Allah has the right to end life.

Although described as mercy-killing many people are very opposed to euthanasia regardless of whether it is voluntary or involuntary and may consider it to be effectively suicide or murder.

Euthanasia is forbidden in Islam.

Everyone has the responsibility to preserve and prolong life and although suffering is not seen as a good thing in its own right and everything possible should be done to relieve it, nevertheless it can help people to grow spiritually.

- (b) Explain how Muslims might respond to someone who wants to die. [7]

Candidates can build, in part, on their answer to (a).

Choosing to end one's own life is often considered as an insult to Allah because it is argued that if Allah created life and gave people the gift of life it is an insult to reject it and also something which human beings do not have the right to do.

Life is submission to the will of Allah.

Others may suggest that Allah would not want people to suffer needlessly.

- (c) 'People should have the right to choose when they die.'

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

A straightforward response to this would be to say that they do not – many will argue this, regardless of religion, on a 'God gives and God takes away' basis.

However, using material from (a) and (b) there are other positions which can be taken.

28 Judaism

- (a) Describe Jewish teachings about euthanasia. [8]

Answers are likely to consider that life is sacred and that only G-d has the right to end life.

Although described as mercy-killing many people are very opposed to euthanasia regardless of whether it is voluntary or involuntary and may consider it to be effectively suicide or murder.

Euthanasia is forbidden in Judaism.

Everyone has the responsibility to preserve and prolong life and although suffering is not seen as a good thing in its own right and everything possible should be done to relieve it, nevertheless it can help people to grow spiritually.

Sometimes it is argued that life-support machines should be turned off if there is no hope of the patient's recovery.

- (b) Explain how Jews might respond to someone who wants to die. [7]

Candidates can build, in part, on their answer to (a).

Choosing to end one's own life is often considered as an insult to G-d because it is argued that if G-d created life and gave people the gift of life it is an insult to reject it and also something which human beings do not have the right to do.

The Torah was given to humans 'so that they might live'.

Therefore, suicide is a sin. 'One who intentionally takes one's life has no share in the world to come'. Jews who commit suicide are not allowed the normal burial rites and are not buried near other Jews.

Others may suggest that G-d would not want people to suffer needlessly.

- (c) 'People should have the right to choose when they die.'

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 in your answer. [5]

A straightforward response to this would be to say that they do not – many will argue this, regardless of religion, on a 'G-d gives and G-d takes away' basis.

However, using material from (a) and (b) there are other positions which can be taken.

Topic 8 – Religion and Equality

29 Christianity

- (a) Describe what Christians believe about forgiveness. [8]

Candidates might describe how Christians believe that they are forgiven by God and therefore have a duty to forgive other people.

There might be reference to biblical texts about the importance of forgiveness, or to the Lord's Prayer, or the Roman Catholic Sacrament of Reconciliation.

- (b) Explain how a Christian might respond to someone who is racist. [7]

Candidates could show understanding of Christian teaching about equality, perhaps using Biblical examples.

They might outline the meaning of racism, and might show how a Christian would argue that everyone has equal worth as made in the image of God.

Some candidates might want to refer to racism which has used Christianity as its justification.

- (c) 'Christianity is right so other religions must be 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]

Christian teachings would suggest that this statement is essentially true as salvation is available only through Christ.

Candidates may possibly use texts to support this response eg 'No one comes to the Father except through me', 'I am the way the truth and the life'.

Some may argue that this is a very limited view of Christianity and that modern Christians might believe that other religions may also afford ways to approach God.

30 Hinduism

- (a) Describe what Hindus believe about forgiveness. [8]

Candidates might demonstrate Hindu beliefs about the grace of God in forgiving and accepting those who approach him through bhakti.

They might refer to the Hindu principle of ahimsa, which involves forgiveness and cultivating an attitude which allows no resentment.

They might also include the concept of detachment, involving bearing no grudges or desires for revenge.

- (b) Explain how a Hindu might respond to someone who is racist. [7]

Candidates will probably want to point out elements of racism seen in the caste system; but there should also be the recognition that times are changing and that many Hindus are involved in movements which promote equality, following the example of Gandhi.

Tolerance of other faiths might be mentioned as a characteristic of Hinduism.

- (c) 'Hinduism is right so other religions must be 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 Hinduism in your answer. [5]

Hindu teachings would suggest that this statement is essentially untrue as in Krishna's teachings on the battlefield.

Some may argue that this is a limited view of Hinduism and that despite the teachings some Hindus might agree with the statement.

31 Islam

- (a) Describe what Muslims believe about forgiveness. [8]

Candidates might discuss the forgiveness from Allah of human sin, at the Last Judgement, and also the nature of Allah as compassionate and merciful.

They might discuss the principle of forgiveness in Muslim morality; the law of the Qur'an must be upheld, but Muslims should not bear grudges or treat one another in a resentful manner.

- (b) Explain how a Muslim might respond to someone who is racist. [7]

Discussion might include reference to the Muslim belief that everyone is of equal worth as creations of Allah, and the Muslim concept of Ummah embraces Muslims of all different nationalities.

Muslim law insists on equal rights for all; therefore a Muslim would condemn racism and try to protect those who are its victims.

- (c) 'Islam is right so other religions must be 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 Islam in your answer. [5]

Muslim teachings would suggest that this statement is essentially true as Paradise is reached by submission to the will of Allah.

However, some candidates may consider the way in which the Qur'an teaches about Christians and Jews and so disagree with the statement.

32 Judaism

- (a) Describe what Jews believe about forgiveness. [8]

Candidates might discuss the forgiving nature of G-d as seen in the Torah, particularly in Hosea.

They might also want to make reference to the Holocaust, and the difficulties for Jews of forgiving this.

They also could discuss the place of forgiveness in Jewish ethics, where Jews are discouraged from bearing grudges or treating one another with resentment.

- (b) Explain how a Jew might respond to someone who is racist. [7]

Candidates could show understanding of Jewish teaching about equality, perhaps using Biblical examples.

They might outline the meaning of racism, and might show how a Jew would argue that everyone has equal worth as made in the image of G-d.

Some candidates might want to refer to the Jewish experience of the Holocaust to show that a Jew would be particularly concerned not to allow this to happen again.

- (c) 'Judaism is right so other religions must be 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 Judaism in your answer. [5]

Jewish teachings would suggest that this statement is essentially untrue as salvation is available to any who follow the Noachide Code.

Candidates may possibly use texts to support this response.

Some may suggest that Judaism is not so all-embracing in practice as the teachings suggest.

Topic 9 – Religion, Poverty and Wealth33 Christianity

- (a) Describe Christian teachings about moral and immoral occupations. [8]

It is important that candidates look at both moral and immoral occupations.

It is insufficient for full marks to say simply what is immoral although many may be tempted to do so.

There are few specific teachings on the topic but there is much material about caring for others and providing an example which relates directly to the question.

- (b) Explain Christian attitudes towards lending money. [7]

Candidates may rely on sayings such as ‘neither a borrower nor a lender be’ (Hamlet – Shakespeare) rather than knowing any specific religious teachings but should be aware that Christianity has always been opposed to lending money at interest.

They may point out that this prohibition is largely ignored in most of the world.

Christian teachings and therefore attitudes are largely based on Old Testament prohibitions on usury. Candidates may mention these in their answers but are not expected to be able to refer to specific texts.

Some may be aware that this is why Jews were frequently used by Christians as money lenders. Teachings that it is best to lend money at low interest or no interest are, again, largely Jewish in origin but may be referred to.

Some may quote Timothy: ‘the love of money is the root of all evil’.

Some may refer to the Sheep and the Goats; giving away a coat; or general principles of agape, to indicate that people should not seek to benefit by helping others.

Some may also refer to ethical investment, helping developing countries and cancelling debt.

- (c) ‘Everyone must give some of their money to charity.’

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

[5]

It is clear that religious teaching indicates the need for everyone to give charity both formally and informally.

It can clearly be argued that it is everyone’s responsibility to look after the poor and weak in society.

There are two straightforward ways of approaching the other viewpoint which is to argue about the amount which should be given and also to consider at what stage people should give charity ie does the obligation apply to the very poor who may be in need themselves, or how does it apply to those who may be relatively rich but, nevertheless, have large families with many financial responsibilities.

34 Hinduism

- (a) Describe Hindu teachings about moral and immoral occupations. [8]

It is important that candidates look at both moral and immoral occupations.

It is insufficient for full marks to say simply what is immoral although many may be tempted to do so.

There are few specific teachings on the topic but there is much material about caring for others and providing an example which relates directly to the question.

- (b) Explain Hindu attitudes towards lending money. [7]

Candidates may rely on sayings such as ‘neither a borrower nor a lender be’ (Hamlet – Shakespeare) rather than knowing any specific religious teachings but should be aware that Hinduism does not have any strict rules about lending money at interest. Some may also refer to ethical investment, helping developing countries and cancelling debt.

- (c) ‘Everyone must give some of their money to charity.’

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

It is clear that religious teaching indicates the need for everyone to give charity both formally and informally.

It can clearly be argued that it is everyone’s responsibility to look after the poor and weak in society.

There are two straightforward ways of approaching the other viewpoint which is to argue about the amount which should be given and also to consider at what stage people should give charity ie does the obligation apply to the very poor who may be in need themselves, or how does it apply to those who may be relatively rich but, nevertheless, have large families with many financial responsibilities.

35 Islam

- (a) Describe Muslim teachings about moral and immoral occupations. [8]

It is important that candidates look at both moral and immoral occupations.

It is insufficient for full marks to say simply what is immoral although many may be tempted to do so.

There are few specific teachings on the topic but there is much material about caring for others and providing an example which relates directly to the question.

- (b) Explain Muslim attitudes towards lending money. [7]

Candidates may rely on sayings such as ‘neither a borrower nor a lender be’ (Hamlet – Shakespeare) rather than knowing any specific religious teachings but should be aware that Islam has always been opposed to lending money at interest. Some may also refer to ethical investment, helping developing countries and cancelling debt.

- (c) ‘Everyone must give some of their money to charity.’

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

It is clear that religious teaching indicates the need for everyone to give charity both formally and informally.

It can clearly be argued that it is everyone’s responsibility to look after the poor and weak in society.

There are two straightforward ways of approaching the other viewpoint which is to argue about the amount which should be given and also to consider at what stage people should give charity ie does the obligation apply to the very poor who may be in need themselves, or how does it apply to those who may be relatively rich but, nevertheless, have large families with many financial responsibilities.

36 Judaism

- (a) Describe Jewish teachings about moral and immoral occupations. [8]

It is important that candidates look at both moral and immoral occupations.

It is insufficient for full marks to say simply what is immoral although many may be tempted to do so.

There are few specific teachings on the topic but there is much material about caring for others and providing an example which relates directly to the question.

- (b) Explain Jewish attitudes towards lending money. [7]

Candidates may rely on sayings such as 'neither a borrower nor a lender be' (Hamlet – Shakespeare) rather than knowing any specific religious teachings but should be aware that Judaism has always been largely opposed to lending money at interest. They may point out that this prohibition is largely ignored in most of the world. Some may refer to ethical investment, helping developing countries and cancelling debt.

- (c) 'Everyone must give some of their money to charity.'

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 in your answer. [5]

It is clear that religious teaching indicates the need for everyone to give charity both formally and informally.

It can clearly be argued that it is everyone's responsibility to look after the poor and weak in society.

There are two straightforward ways of approaching the other viewpoint which is to argue about the amount which should be given and also to consider at what stage people should give charity ie does the obligation apply to the very poor who may be in need themselves, or how does it apply to those who may be relatively rich but, nevertheless, have large families with many financial responsibilities.

Topic 10 – Religion, Peace and Justice37 Christianity

- (a) Describe Christian teachings about crime and punishment. [8]

Some candidates may have studied Punishment Theory but this is not essential or, indeed required.

The answer may focus on textual teachings from the Bible or later sources which deal with such ideas.

Some will cite Lex Talionis but many are likely to see it as an invitation to revenge, rather than, correctly, a Statute of Limitations.

Some will contrast the seemingly punishment orientated view of the Jewish Scriptures with the forgiveness of Jesus.

- (b) Explain how Christians might treat criminals. [7]

Candidates are likely to consider the way in which criminals should be treated and may also wish to look at the aims of punishment.

A discussion of the various aims of punishment is not required here as the focus is on teachings about punishment and forgiveness.

- (c) ‘Criminals must be punished as an example to others.’

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

[5]

Responses may well depend on answers to (a) and (b) in the direction in which they take.

However, candidates should consider the idea of *pour encourager les autres* and whether this is justifiable in a humane society or whether there is any evidence to suggest that it works.

38 Hinduism

- (a) Describe Hindu teachings about crime and punishment. [8]

Some candidates may have studied Punishment Theory but this is not essential or, indeed required.

The answer may focus on textual teachings from sacred texts or later sources which deal with such ideas.

Some will cite Lex Talionis but many are likely to see it as an invitation to revenge, rather than, correctly, a Statute of Limitations and even though it is not a Hindu teaching many see it as universal.

Others will deal with the need for forgiveness and the concept of the fulfilment of dharma in relation to a person’s acts.

- (b) Explain how Hindus might treat criminals. [7]

Candidates are likely to consider the way in which criminals should be treated and may also wish to look at the aims of punishment.

A discussion of the various aims of punishment is not required here as the focus is on teachings about punishment and forgiveness.

- (c) 'Criminals must be punished as an example to others.'

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

Responses may well depend on answers to (a) and (b) in the direction in which they take.

However, candidates should consider the idea of *pour encourager les autres* and whether this is justifiable in a humane society or whether there is any evidence to suggest that it works.

39 Islam

- (a) Describe Muslim teachings about crime and punishment. [8]

Some candidates may have studied Punishment Theory but this is not essential or, indeed required.

The answer may focus on textual teachings from the Qur'an or later sources which deal with such ideas.

Some will cite *Lex Talionis* but many are likely to see it as an invitation to revenge, rather than, correctly, a Statute of Limitations and even though it is not a Muslim teaching many see it as universal.

Some will consider *Shari'ah* but do not expect any understanding of the application of *ijtihad*.

- (b) Explain how Muslims might treat criminals. [7]

Candidates are likely to consider the way in which criminals should be treated and may also wish to look at the aims of punishment.

A discussion of the various aims of punishment is not required here as the focus is on teachings about punishment and forgiveness.

- (c) 'Criminals must be punished as an example to others.'

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

Responses may well depend on answers to (a) and (b) in the direction in which they take.

However, candidates should consider the idea of *pour encourager les autres* and whether this is justifiable in a humane society or whether there is any evidence to suggest that it works.

40 Judaism

- (a) Describe Jewish teachings about crime and punishment. [8]

Some candidates may have studied Punishment Theory but this is not essential or, indeed required.

The answer may focus on textual teachings from the Bible or later sources which deal with such ideas.

Some will cite *Lex Talionis* but many are likely to see it as an invitation to revenge, rather than, correctly, a Statute of Limitations.

Some will contrast the seemingly punishment orientated view of the Jewish Scriptures with the idea of forgiveness.

- (b) Explain how Jews might treat criminals. [7]

Candidates are likely to consider the way in which criminals should be treated and may also wish to look at the aims of punishment.

A discussion of the various aims of punishment is not required here as the focus is on teachings about punishment and forgiveness.

- (c) 'Criminals must be punished as an example to others.'

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 in your answer. [5]

Responses may well depend on answers to (a) and (b) in the direction in which they take.

However, candidates should consider the idea of *pour encourager les autres* and whether this is justifiable in a humane society or whether there is any evidence to suggest that it works.

**Mark Scheme 1931/01/03
June 2007**

Topic 1 The Nature of God1 Christianity

- (a) Describe Christian beliefs about God. [8]

Basic answers are likely to say that God loves everything and made everything with discussion of creation and whether or not God still intervenes in the world. Better answers might deal with the attributes of God in varying degrees of detail.

- (b) Explain how believing that the Bible is the word of God might affect the lives of Christians. [7]

Answers might include the suggestion that:

- Christians would read the Bible on a regular basis;
- the Bible would be used for reference in times of difficulty;
- the Bible would be a source of encouragement and hope;
- the Bible would provide Christians with ethical guidance;
- the Bible would be treated with respect and as a higher source of authority than other books.

Candidates might also consider the effects of believing the Bible literally, and difficulties this might cause.

- (c) 'Believing in God is essential.'

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 answer may deal with the idea of a god being out-of-date and irrelevant whilst the opposing view might be that God is for all time and therefore is as relevant now as ever.

Not believing in God could be seen, by some, as a conscience-freeing position whereas belief in God gives rules to follow.

2 Hinduism

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

Basic answers are likely to say that God or the Gods love everything and made everything with discussion of creation and whether or not God still intervenes in the world.

Better answers might deal with the differing attributes of the Gods and the ways in which these show different aspects of Brahman.

- (b) Explain how believing that the Vedas are holy books might affect the lives of Hindus. [7]

Answers might include:

- the traditional importance of studying the Vedas as part of a student's education, for those who can afford it;
- the respect which is shown to the Vedas;
- the status of the Vedas as sruti,
- the ways in which hymns are memorised and repeated;
- the ways in which the teachings might be applied to daily life;
- the sense of belonging which the Vedas might give to Hindus.

- (c) 'Believing in God is essential.'

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

The answer may deal with the idea of a god being out-of-date and irrelevant whilst the opposing view might be that God is for all time and therefore is as relevant now as ever.

Not believing in God could be seen, by some, as a conscience-freeing position whereas belief in God gives rules to follow.

3 Islam

- (a) Describe Muslim beliefs about Allah. [8]

Basic answers are likely to say that Allah loves everything and made everything with discussion of creation and whether or not Allah still intervenes in the world. Better answers might deal with the attributes of Allah such as omniscience, omnipotence, omnibenevolence etc.

- (b) Explain how believing that the Qur'an is a holy book might affect the lives of Muslims. [7]

Discussion could include:

- the respect which is shown to the Qur'an,
- the way it is kept when not in use,
- washing before reading it,
- reading in silence,
- the efforts made to learn the Qur'an by heart;
- the effect on life in terms of the teaching of the Qur'an influencing behaviour,
- as the law of the land if living in a Muslim country,
- as a personal ethical system;
- the effects of having a completely authoritative reference, giving confidence and a sense of unity.

- (c) 'Believing in Allah is essential.'

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

The answer may deal with the idea of a god being out-of-date and irrelevant whilst the opposing view might be that Allah is for all time and therefore is as relevant now as ever.

Not believing in Allah could be seen, by some, as a conscience-freeing position whereas belief in Allah gives rules to follow.

4 Judaism

- (a) Describe Jewish beliefs about G-d. [8]

Basic answers are likely to say that G-d loves everything and made everything with discussion of creation and whether or not G-d still intervenes in the world. Better answers might deal with the attributes of G-d such as omniscience, omnipotence, omnipresence, omnibenevolence etc.

- (b) Explain how believing that the Torah is a holy book might affect the lives of Jews. [7]

Discussion could include:

- the respect which is shown to the Torah,
- the way it is kept when not in use,
- shown respect in the synagogue;
- the effect on life in terms of the teaching of the Torah influencing behaviour, by following the mitzvot and as a personal ethical system;
- the effects of having a completely authoritative reference, giving confidence and a sense of unity.

- (c) 'Believing in G-d is essential.'

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

The answer may deal with the idea of a god being out-of-date and irrelevant whilst the opposing view might be that G-d is for all time and therefore is as relevant now as ever.

Not believing in G-d could be seen, by some, as a conscience-freeing position whereas belief in G-d gives rules to follow.

Topic 2 – The Nature of Belief5 Christianity

- (a) Describe how a Christian might worship God at home. [8]

Answers could include reference to daily private Bible reading and prayer; also family times of worship such as grace before meals; also the sharing of Christian festivals in the home.

Candidates might perhaps include a description of house groups, and of clergy taking the eucharist to those who cannot get to church.

- (b) Explain how fasting might help people to worship God. [7]

Answers are likely to say that, for most Christians, fasting is not a significant part of worship, at least today.

On the other hand, they may explain the ‘fasting’ of Lent even if this is seen as mainly symbolic.

They may also mention the short period of fasting before receiving Communion, at least in the Roman Catholic tradition.

- (c) ‘Music helps people to worship God.’

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

[5]

Discussion could include reference to differences between Christian groups, and the ways in which some use music as a focus for worship whereas others find silence a better aid to worship.

Answers might consider the different type of music used in different styles of worship and consider whether these are helpful.

6 Hinduism

- (a) Describe how a Hindu might worship God at home. [8]

Candidates will probably describe the puja shrine which has a place in many Hindu homes, and the objects associated with it – murtis, bells, powders etc.

They might include the role of women in this ritual, or make reference to the different deities which are the focus of domestic worship.

Candidates might also write about other ways in which Hindus might worship God at home, such as personal prayer during the day, or the study of sacred texts.

- (b) Explain how fasting might help people to worship God. [7]

Answers may include the use of fasting as prescribed in the faith at certain times of the year and largely in relation to festivals.

They may consider how this shows self-denial and may be seen as working towards good karma.

- (c) 'Music helps people to worship God.'

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

Discussion could include the use of music in temple worship and the way in which it can be seen as an offering to the Gods.

They may also look at the way in which music (and dance) forms a large part of festival worship in Hinduism.

7 Islam

- (a) Describe how a Muslim might worship Allah at home. [8]

Description could include daily prayers, and the rituals which are involved with these. Candidates could also write about the ways in which Muslims might worship through personal prayer, and through private study of the Qur'an.

They might want to include reference to worship at home during festival times.

- (b) Explain how fasting might help people to worship Allah. [7]

Answers are likely to focus on the instruction to fast Saum during Ramadan.

Many will be able to give detailed accounts of the fast but the importance lies in the explanation of how this fasting might help people in the worship of Allah by obeying his commands and therefore showing submission to his will.

- (c) 'Beautiful buildings help people to worship Allah.'

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

Candidates will probably want to point out the prohibition in Islam of depicting Allah in any way; they might be able to write about shirk, and might outline other ways in which Muslims worship Allah through artistic calligraphy.

The reasons for this prohibition would make a useful part of the discussion.

Contrasting views might be that the creation of beautiful buildings can help to focus the mind and be an aspect of worship as well as providing calm in which worship can take place.

8 Judaism

- (a) Describe how a Jew might worship G-d at home. [8]

Candidates might want to write about daily prayers for Jews, and especially the recitation of the Shema.

They could also include personal prayer, and family worship such as prayers at meal times.

They could include the use in the home of religious objects such as the mezuzah as a reminder of the presence of G-d; they might also want to write about family worship at festival times.

- (b) Explain how fasting might help people to worship G-d. [7]

Although some candidates may mention the various fasts during the Jewish religious year, answers are likely to focus on Yom Kippur as the central event of the year when fasting is required.

The strength of the answer lies not in the details of the fast but in an explanation of its importance as a mitzvot, fulfillment of G-d's will and the benefits of concentrating on G-d for the whole day whilst seeking forgiveness.

- (c) 'Music helps people to worship G-d.'

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

Candidates will probably want to point out the prohibition in Judaism of working on the Sabbath and that therefore, the playing of musical instruments on that day is not permitted in Orthodox communities.

On the other hand they may consider the role of the chazan in synagogue services and how unaccompanied singing is used as an aid to worship.

Topic 3 – Religion and Science

9 Christianity

- (a) Describe Christian teachings about people and their responsibility for the planet. [8]

Answers are likely to concentrate on teachings about stewardship and perhaps mention the specification teachings about this in the Creation accounts of Genesis. Others may go further into Old Testament teachings about cutting down trees and the Year of Jubilees.

Some weak responses may simply say that Jesus said all life is sacred.

- (b) Explain why some Christians might believe that humans are the most important part of creation. [7]

Candidates are likely to argue that humans were the peak of God's creation and that they were put in charge of all other life therefore they are the most important.

Some candidates are likely to comment that the teachings about stewardship imply duty rather than simply status and that all life is God's creation and is of equal status. Some may discuss whether or not animals have souls.

- (c) 'It is the responsibility of every Christian to care for the planet.'

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

Some candidates are likely to argue simply in favour of the statement whilst others may say that religious people, such as Christians have been given a special responsibility to care for the planet.

Arguments against the statement may discuss a general moral obligation to future generations which is shared by everyone.

10 Hinduism

- (a) Describe Hindu beliefs about people and their responsibility for the planet. [8]

Candidates are likely to argue that because of belief in reincarnation all aspects of the environment and life forms should be cared for.

Good answers will probably amplify this broad statement with more detail and may also comment on modern Hindu movements concerned with environmental care though this is not required by the question.

- (b) Explain why some Hindus might believe that humans are the most important part of creation. [7]

Answers will probably focus on the idea that animals also have atmans and so must be shown as much respect as human beings.

The idea of the equality of all created life may be explored and the basic statement about atmans amplified.

Some may also refer to other ideas, for example cows being sacred.

- (c) 'It is the responsibility of every Hindu to care for the planet.'

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

Some candidates are likely to argue simply in favour of the statement whilst others may say that religious people, such as Hindus have a special responsibility to care for the planet.

Others may comment on the inability of an individual to influence events and the need for acceptance.

Arguments against the statement may discuss a general moral obligation to future generations which is shared by everyone.

11 Islam

- (a) Describe Muslim teachings about people and their responsibility for the planet. [8]

Answers are likely to concentrate on teachings about stewardship and vice-regency from the Qur'an.

There is no need for direct or indirect quotation and this should not be expected.

Candidates may make some general comments about Islam's commitment to all people and the world and, therefore, the environment.

- (b) Explain why some Muslims might believe that humans are the most important part of creation. [7]

Candidates are likely to argue that humans were the peak of God's creation and that they were put in charge of all other life therefore they are the most important.

Some candidates are likely to comment that the teachings about stewardship imply duty rather than simply status and that all life is God's creation and is of equal status.

- (c) 'It is the responsibility of every Muslim to care for the planet.'

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

Some candidates are likely to argue simply in favour of the statement whilst others may say that religious people, such as Muslims have been given a special responsibility to care for the planet.

Arguments against the statement may discuss a general moral obligation to future generations which is shared by everyone.

12 Judaism

- (a) Describe Jewish teachings about people and their responsibility for the planet. [8]

Answers are likely to concentrate on teachings about stewardship and perhaps mention the specific teachings about this in the Creations account of Genesis.

Others may go further into Tenakh teachings about cutting down trees and the Year of Jubilees.

They might also refer to the Noachide Code in relation to animals.

- (b) Explain why some Jews might believe that humans are the most important part of creation. [7]

Candidates are likely to argue that humans were the peak of G-d's creation and that they were put in charge of all other life therefore they are the most important. Some candidates are likely to comment that the teachings about stewardship imply duty rather than simply status and that all life is G-d's creation and is of equal status.

- (c) 'It is the responsibility of every Jew to care for the planet.'

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

Some candidates are likely to argue simply in favour of the statement whilst others may say that religious people, such as Jews have been given a special responsibility to care for the planet. Arguments against the statement may discuss a general moral obligation to future generations which is shared by everyone.

Topic 4 – Death and the Afterlife13 Christianity

- (a) Describe Christian beliefs about what happens to good people after death. [8]

Candidates might describe different Christian views about life after death for good people; they might include traditional views of heaven as a paradise in the presence of God.

Roman Catholic views about purgatory might be included.

There could be a discussion of whether descriptions of heaven are symbolic or literal.

Credit should also be given for any accurate references to Limbo even though the doctrine has now been superceded.

- (b) Explain how a Christian funeral service might comfort someone whose relative has died. [7]

Understanding of the main elements of a Christian funeral service might be demonstrated, with the emphasis on the promise of resurrection and comforting images of the dead at rest and in the hands of God; death as something which takes a person forward into eternal life.

This might be seen as comforting where death is not the end and the separation from loved ones is temporary.

- (c) 'A forgiving God would not send people to hell.'

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 consider whether, in fact, there is such a concept as hell in modern Christianity and therefore whether God could be seen as sending people there.

Some might question whether God is all-forgiving or all-powerful.

Some may discuss whether there are sins which cannot or should not be forgiven.

14 Hinduism

- (a) Describe Hindu beliefs about what happens to good people after death. [8]

Candidates could describe Hindu understandings of karma and rebirth, and the ways in which the 'fruits' of good deeds from one life are passed on to the next life to be worked out.

The good person must undergo many rebirths in order to escape the cycle of samsara.

- (b) Explain how a Hindu funeral service might comfort someone whose relative has died. [7]

Candidates could demonstrate an understanding of the main elements of a Hindu funeral, including the funeral pyre and the duties of the eldest son; the symbolism of releasing Atman could be comforting to friends, who will realise that the essential person has not died and will be reborn.

Death is seen as a natural part of the cycle of life.

Hindu beliefs about the wisdom of detachment might possibly be explored.

- (c) 'A forgiving God would release everyone from Samsara.'

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]

Discussion might include Hindu beliefs that there is evidence for the existence of former lives, through hypnosis and déjà vu experiences.

Answers might consider whether God would do this or want to do this.

Some may consider whether Hindus believe in this sort of interventionist deity.

Answers might consider whether such an act would devalue or go against the principles of Hinduism.

15 Islam

- (a) Describe Muslim beliefs about what happens to good people after death. [8]

Description might include Muslim belief in a Day of Judgement, where good people who have followed the will of Allah will go to paradise to be rewarded, in contrast with those who have disobeyed.

The concept of judgement might be explored, as well as how a good person might be defined according to Islam.

- (b) Explain how a Muslim funeral service might comfort someone whose relative has died. [7]

Candidates might demonstrate an understanding of the main elements of a Muslim service.

They could consider the ways in which the service emphasises the control of Allah over life and death, and the hope which Muslims have that the dead person will be united with Allah; the ways in which these beliefs would comfort the bereaved could be explored.

- (c) 'A forgiving God would not send people to hell.'

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

Answers might consider whether, in fact, there is such a concept as hell in modern Islam and therefore whether Allah could be seen as sending people there.

Some might question whether Allah is all-forgiving or all-powerful.

Some may discuss whether there are sins which cannot or should not be forgiven.

16 Judaism

- (a) Describe Jewish beliefs about what happens to good people after death. [8]

Candidates could explore Jewish uncertainty about the nature of life after death, and the fact that there is no prescribed opinion to which all Jews hold.

A wide range of possible views should be accepted and credited.

There could be some description of belief in the afterlife, and belief in the judgement of G-d depending on the ethical behaviour of each person.

- (b) Explain how a Jewish funeral service might comfort someone whose relative has died. [7]

Candidates might demonstrate an understanding of the main elements of a Jewish funeral service, and may include the mourning rituals which follow.

Candidates might show how a relative could be comforted by the emphasis that G-d is in control of life and death, and that death is part of G-d's plan for the world.

- (c) 'A forgiving G-d would not send people to hell.'

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]

Answers might consider whether, in fact, there is such a concept as hell in modern Judaism or whether there has ever been one and therefore whether G-d could be seen as sending people there.

Some might question whether G-d is all-forgiving or all-powerful.

Some may discuss whether there are sins which cannot or should not be forgiven.

Topic 5 – Good and Evil17 Christianity

- (a) Describe Christian beliefs about the origins of evil. [8]

Answers are likely to focus on the traditional ideas of Lucifer as a disobedient angel being thrown out of heaven and ruling over hell as Satan.

Some, more sophisticated responses might include the idea that this story implies God has control over Satan.

Others might say that the origins of evil lie with humanity itself.

- (b) How might Christians explain the purpose of suffering? [7]

Candidates may respond from a Pauline perspective and say that Christians believe that suffering is good for a person and that it strengthens character etc.

Others may consider that it has no purpose and look towards simple ideas of the Problem of Evil in order to attempt an explanation.

Some may indicate that the existence of suffering does not show a benevolent God.

- (c) 'People should make their own moral decisions without bothering about religion.'

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

[5]

The statement suggests that humans do not need religion to tell them how to behave and that they should be free of such trammels.

Alternative responses are likely to be that, without religious moral guidance, there would be anarchy in relation to morality and that this is why sets of rules such as the Ten Commandments were provided by God.

18 Hinduism

- (a) Describe Hindu beliefs about the origins of evil. [8]

Candidates may conclude that God is by definition good and that this goodness pervades all dealings with God.

However, they should also consider that evil is the other aspect of God who would be incomplete without both.

They should not confuse destruction (eg Shiva) with evil.

- (b) How might Hindus explain the purpose of suffering? [7]

The belief that God is all good and therefore must care for creation might help people believe that however much they are suffering, nevertheless this suffering will eventually end and they will be rewarded according to this goodness.

Candidates may also comment that belief in karma and rebirth may help believers accept suffering.

- (c) 'People should make their own moral decisions without bothering about 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 Hinduism in your answer. [5]

The statement suggests that humans do not need religion to tell them how to behave and that they should be free of such trammels.

Alternative responses are likely to be that, without religious moral guidance, there would be anarchy in relation to morality and that this is why sets of rules and guidance as found in the Vedas were provided by God.

19 Islam

- (a) Describe Muslim beliefs about the origins of evil. [8]

Answers are likely to focus on the traditional ideas of a disobedient angel being thrown out of heaven and ruling over hell as Shaytan.

Some, more sophisticated responses might include the idea that this story implies Allah has control over Shaytan.

Others might consider whether the origins of evil lie with humanity itself.

- (b) How might Muslims explain the purpose of suffering? [7]

The belief that Allah is all good and therefore must care for creation might help people believe that however much they are suffering, nevertheless this suffering will eventually end and they will be rewarded according to this goodness.

- (c) 'People should make their own moral decisions without bothering about 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 Islam in your answer. [5]

The statement suggests that humans do not need religion to tell them how to behave and that they should be free of such trammels.

Alternative responses are likely to be that, without religious moral guidance, there would be anarchy in relation to morality and that this is why sets of rules and guidance as found in the Qur'an were provided by Allah.

20 Judaism

- (a) Describe Jewish beliefs about the origins of evil. [8]

Answers are likely to focus on the traditional ideas of Lucifer as a disobedient angel being thrown out of heaven and ruling over hell as Satan.

Some, more sophisticated responses might include the idea that this story implies G-d has control over Satan and might consider their relationship in the Book of Job. Others might consider whether the origins of evil lie with humanity itself.

- (b) How might Jews explain the purpose of suffering? [7]

The belief that G-d is all good and therefore must care for creation might help people believe that however much they are suffering, nevertheless this suffering will eventually end and they will be rewarded according to this goodness.

- (c) 'People should make their own moral decisions without bothering about 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 Judaism in your answer. [5]

The statement suggests that humans do not need religion to tell them how to behave and that they should be free of such trammels.

Alternative responses are likely to be that, without religious moral guidance, there would be anarchy in relation to morality and that this is why sets of rules and guidance as found in the Torah were provided by G-d.

Mark Scheme 1931/02/04
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Topic 6 – Religion and Human Relationships1 Christianity

- (a) Describe Christian teaching about the purpose of marriage. [8]

Answers will probably consider ideas such as companionship, procreation and that marriage is generally regarded as a sacrament.

Some may expand on indissolubility and the problem about divorce in some denominations.

Answers could stress the biblical teachings about marriage and mention that the vows are made before God and that therefore the purpose of marriage is also to serve God's will.

- (b) Explain Christian teaching about sexual relationships. [7]

Candidates cannot be expected to cover the whole gamut of Christian teachings towards sexual relationships and are likely to comment on only a few.

Some may feel that this requires a discussion of homosexual v. heterosexual lifestyles but, although acceptable as a response, this is not required.

Some may wish to write about pre-marital / extra-marital relationships.

On the other hand the focus could simply be on the nature of the married state and the way in which the religion endorses marriage as the ideal condition in which most humans should live.

- (c) 'Women should always obey their husbands.'

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

[5]

Some may offer support of this statement in the light of traditional patriarchal views of women and marriage.

There are texts which would appear to indicate that this was the right approach.

On the other hand, many, from a more modern and realistic standpoint might suggest that such opinions are totally out-dated and that men and women are equal both in and out of marriage and that the idea expressed is unacceptable.

2 Hinduism

- (a) Describe Hindu teaching about the purpose of marriage. [8]

Marriage is an important duty for men and women.

A marriage does not just join together a man and a woman, but brings together two entire extended families.

The purpose of marriage is to unite these families and also the creation of children.

This latter is obviously important within the idea of reincarnation.

- (b) Explain Hindu teaching about sexual relationships. [7]

Candidates cannot be expected to cover the whole gamut of Hindu teachings towards sexual relationships and are likely to comment on only a few.

Some may feel that this requires a discussion of homosexual v. heterosexual lifestyles but, although acceptable as a response, this is not required.

Some may wish to write about pre-marital / extra-marital relationships.

On the other hand the focus could simply be on the nature of the married state and the way in which the religion endorses marriage as the ideal condition in which most humans should live.

- (c) 'Women should always obey their husbands.'

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

Some may offer support of this statement in the light of traditional patriarchal views of women and marriage.

There are texts which would appear to indicate that this was the right approach.

On the other hand, many, from a more modern and realistic standpoint might suggest that such opinions are totally out-dated and that men and women are equal both in and out of marriage and that the idea expressed is unacceptable.

3 Islam

- (a) Describe Muslim teaching about the purpose of marriage. [8]

Answers will probably consider ideas such as companionship, procreation and that marriage is the will of Allah.

Candidates may stress the importance of marriage and the idea that it is effectively a duty to Allah for people to get married and have children.

Marriage is not a sacrament in Islam but is an essential teaching and the example of Muhammad (pbh) may be used to show the importance which he attached to the married state.

- (b) Explain Muslim teaching about sexual relationships. [7]

Candidates cannot be expected to cover the whole gamut of Muslim teachings towards sexual relationships and are likely to comment on only a few.

Some may feel that this requires a discussion of homosexual v. heterosexual lifestyles but, although acceptable as a response, this is not required.

Some may wish to write about pre-marital / extra-marital relationships.

On the other hand the focus could simply be on the nature of the married state and the way in which the religion endorses marriage as the ideal condition in which most humans should live.

- (c) 'Women should always obey their husbands.'

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

Some may offer support of this statement in the light of traditional patriarchal views of women and marriage.

There are texts which would appear to indicate that this was the right approach. On the other hand, many, from a more modern and realistic standpoint might suggest that such opinions are totally out-dated and that men and women are equal both in and out of marriage and that the idea expressed is unacceptable.

4 Judaism

- (a) Describe Jewish teachings about the purpose of marriage. [8]

Answers will probably consider ideas such as companionship, procreation and that marriage is the will of G-d.

Candidates may stress the importance of marriage and the idea that it is effectively a duty to G-d for people to get married and have children.

Marriage is not a sacrament in Judaism but is an essential teaching and the example of the patriarchs may be used to show the importance which is attached to the married state.

- (b) Explain Jewish teaching about sexual relationships. [7]

Candidates cannot be expected to cover the whole gamut of Jewish teachings towards sexual relationships and are likely to comment on only a few.

Some may feel that this requires a discussion of homosexual v. heterosexual lifestyles but, although acceptable as a response, this is not required.

Some may wish to write about pre-marital / extra-marital relationships.

On the other hand the focus could simply be on the nature of the married state and the way in which the religion endorses marriage as the ideal condition in which most humans should live.

- (c) 'Women should always obey their husbands.'

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 in your answer. [5]

Some may offer support of this statement in the light of traditional patriarchal views of women and marriage.

There are texts which would appear to indicate that this was the right approach.

On the other hand, many, from a more modern and realistic standpoint might suggest that such opinions are totally out-dated and that men and women are equal both in and out of marriage and that the idea expressed is unacceptable.

Topic 7 – Religion and Medical Ethics

5 Christianity

- (a) Describe Christian attitudes towards fertility treatment. [8]

Candidates should know the principal arguments that the problems with fertility treatment lie in the way in which the sperm is collected and the way in which spare embryos are used.

Therefore, some may say that fertility treatment is against Natural Law as well as specific Christian teaching.

Candidates may also show knowledge of different Christian attitudes and consider a humanitarian approach towards a couple who are desperate for a child.

- (b) Explain why Christians might have different views about abortion. [7]

Answers could include both Protestant and Roman Catholic views.

Biblical references might be used in support of different views.

There may be consideration of issues about the sanctity of life, ensoulment, quickening and double effect as well as the alternative view that there may be circumstances in which the mother does have the right to choose.

- (c) 'Every unborn baby has the right to live.'

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

[5]

This is a clear anti-abortion statement and can be defended through arguments about the Sanctity of Life and religious teachings.

On the other hand, some may argue that a baby has few, if any, rights.

They may also think that the mother has more rights than the child at this stage. Religious teaching must be included to reach Level 4.

6 Hinduism

- (a) Describe Hindu attitudes towards fertility treatment. [8]

Many Hindus may support the use of fertility treatment because of the desire to have a child and because of teachings about rebirth.

However, others may be concerned over the origin of the sperm, because of caste etc., which could clearly be an issue, and also, in relation to teachings about rebirth and the atman, over the fate of spare embryos.

- (b) Explain why Hindus might have different views about abortion. [7]

Answers might include the idea that although Hindus believe life to be sacred, abortion is allowed and happens often, especially if the foetus is female.

The belief is that the foetus will have a better chance if it is reborn elsewhere.

On the other hand it is possible to argue that the atman has the right for the baby to be born.

- (c) 'Every unborn baby has the right to live.'

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

This is a clear anti-abortion statement and can be defended through arguments about the Sanctity of Life and religious teachings.

On the other hand, some may argue that a baby has few, if any, rights.

They may also think that the mother has more rights than the child at this stage.

Religious teaching must be included to reach Level 4.

7 Islam

- (a) Describe Muslim attitudes towards fertility treatment. [8]

There is no clear Muslim teaching about fertility treatment.

Answers may consider that medical science is, in itself, a gift from Allah.

From this position it can be argued that science has now developed, under Allah's guidance, to the point where there is no need for a woman to be without a baby if she wants one.

On the other hand, some Muslims may suggest a second wife as an alternative or simply acceptance and cite examples from the Qur'an to support these views.

It would be wrong for a woman to receive sperm from a man other than her husband.

- (b) Explain why Muslims might have different views about abortion. [7]

Answers might mention that abortion is permitted but only in extreme circumstances where the life of the mother is at risk if the pregnancy goes to term.

Some answers may look at the teachings in detail whereas others may wish to consider other concepts such as compassion in relation to the issue.

Some may argue for the alternative view that there may be circumstances in which the mother does have the right to choose.

- (c) 'Every unborn baby has the right to live.'

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

This is a clear anti-abortion statement and can be defended through arguments about the Sanctity of Life and religious teachings.

On the other hand, some may argue that a baby has few, if any, rights.

They may also think that the mother has more rights than the child at this stage.

Religious teaching must be included to reach Level 4.

8 Judaism

- (a) Describe Jewish attitudes towards fertility treatment. [8]

Some Rabbis have argued that when procreation cannot take place through normal sexual intercourse, other means are acceptable.

If the husband's sperm can be used in order for the woman to become pregnant, then the father has fulfilled his obligation to have children.

In some circumstances, it may be permissible for the sperm to come from a donor although the husband is clearly a more desirable source.

Being Jewish is carried on through the mother so the origins of the sperm is not as crucial as it might otherwise be.

- (b) Explain why Jews might have different views about abortion. [7]

Answers might show that abortion is not permitted under Jewish law, as it destroys a potential life, and is seen as murder.

Abortion is only permitted to save the life of the mother. Some may wish to write about this in more detail.

Answers should not be confused with ideas of ensoulment etc. which have no real place in Judaism.

The traditional teaching is that the foetus is more human the further out it is from the mother's womb.

- (c) 'Every unborn baby has the right to live.'

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 in your answer. [5]

This is a clear anti-abortion statement and can be defended through arguments about the Sanctity of Life and religious teachings.

On the other hand, some may argue that a baby has few, if any, rights.

They may also think that the mother has more rights than the child at this stage.

Religious teaching must be included to reach Level 4.

Topic 8 – Religion and Equality9 Christianity

- (a) Describe the role of women in Christian society. [8]

Candidates could show knowledge of Christian teaching about the role of women, perhaps using biblical examples.

They may consider whether Christianity really sees women as servants or helpmates or if it actually does consider them to be truly equal.

- (b) Explain the teaching which a Christian might use in a discussion about gender. [7]

Some may consider issues such as the ordination of women.

Some may consider that the Bible has some very diverse teachings about men and women and may also include reference to the attitudes of the churches.

- (c) 'All people must be treated equally.'

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

[5]

Candidates might be able to give examples of inequality, such as in terms of wealth, talents or attractiveness, and show that equality for Christians is seen as equality of value to God rather than equality in any other way.

Discussion might include the need to work towards equality where it is possible to achieve it.

10 Hinduism

- (a) Describe the teaching which a Hindu might use in a discussion about gender. [8]

Answers should not confuse the role of women in Hindu society with that in, for example, Islam.

They may suggest that modern Hindu women are largely independent whilst acknowledging that innate sexism is as inevitable with Hinduism as it is elsewhere. They may also comment on the role played by female deities.

- (b) Explain the role of women in Hindu society. [7]

Candidates will probably want to point out elements of sexism seen in religious tradition and teaching; but there should also be the recognition that times are changing and that many Hindus are involved in movements which promote equality, following the example of Gandhi.

- (c) 'All people must be treated equally.'

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

Discussion might include the view that in Hinduism, inequality is the result of the workings of karma, and therefore something which is to be expected.

This might be contrasted with non-Hindu views which see inequality as unfairness and something which should not be tolerated.

11 Islam

- (a) Describe the teaching which a Muslim might use in a discussion about gender. [8]

Discussion might include reference from (a) to the Muslim belief that everyone is of equal worth as creations of Allah, and the Muslim concept of Ummah. Muslim law insists on equal rights for all; therefore a Muslim would condemn sexism and try to protect those who are its victims. Others may consider whether women are equal even if they appear not to be.

- (b) Explain the role of women in Muslim society. [7]

Teachings might include the idea that everyone is of equal worth as creations of Allah, and also the Muslim concept of Ummah. Some may write about the idea of equal but different. Some answers may refer to specific examples or countries where it appears that there is inequality between the sexes. Better approaches to this may point out there is sometimes a difference in the way in which the Qur'an is interpreted in different societies.

- (c) 'All people must be treated equally.'

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

Candidates might be able to give examples of inequality, such as in terms of wealth, talents or attractiveness, and show that equality for Muslim is seen as equality of value to Allah rather than equality in any other way. Discussion might include the need to work towards equality where it is possible to achieve it.

12 Judaism

- (a) Describe the teaching which a Jew might use in a discussion about gender. [8]

Candidates might describe Jewish teaching about equality, perhaps using Biblical examples. They might outline the meaning of sexism, and might show how a Jew would argue that everyone has equal worth as made in the image of G-d.

- (b) Explain the role of women in Jewish society. [7]

Candidates are likely to consider specific teaching from the Bible and may comment on how this appears to show different approaches to the topic of gender. They may consider the different roles which women are seen in and also the ideas found in the Creation accounts and of Eve picking the fruit in the Garden of Eden.

- (c) 'All people must be treated equally.'

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 in your answer. [5]

Candidates might be able to give examples of inequality, such as in terms of wealth, talents or attractiveness, and show that equality for Jews is seen as equality of value to G-d rather than equality in any other way. Discussion might include the need to work towards equality where it is possible to achieve it.

Topic 9 – Religion, Poverty and Wealth13 Christianity

- (a) Describe Christian teaching about the treatment of the poor and needy. [8]

Christian teaching is exemplified in the teaching of Jesus and the behaviour of the disciples in the New Testament.

Candidates should be able to explore some of these with examples.

They may also wish to look at modern day Christian teaching about charity.

- (b) Explain why Christians might think that some charities are more important than others. [7]

Charity has always been part of Christianity since the time of the Deacons in Jerusalem and before.

Candidates may give tithing or latter-day collections as examples of helping those less fortunate.

On the other hand they may question whether charities working with eg animals, nature or groups with ideologies which Christians would not necessarily accept, are as worthwhile.

- (c) 'Gambling is always wrong.'

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

[5]

Within Christian teaching there is no clear idea that all gambling is wrong and in the form of lotteries etc. it has become part of the community life of some communities.

On the other hand it would be fair to argue that money used for gambling might be better given to the poor or used for one's own family.

14 Hinduism

- (a) Describe Hindu teachings about the treatment of the poor and needy. [8]

Hindu teaching is exemplified in the teaching and examples of the Gods.

Candidates should be able to explore some of these with examples.

They may also emphasise the need to care for the community as part of the responsibility for the atman.

They may also wish to look at modern day Hindu teaching about charity.

- (b) Explain why Hindus might think that some charities are more important than others. [7]

Charity has always been part of Hinduism and continues today. It is a way of caring for the poor and of fulfilling one's dharma.

On the other hand they may question whether charities working with eg animals, nature or groups with ideologies which Hindus would not necessarily accept are as worthwhile.

- (c) 'Gambling is always wrong.'

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

Within Hindu teaching there is no clear idea that all gambling is wrong and in the form of lotteries etc. it has become part of the community life of some communities. On the other hand it would be fair to argue that money used for gambling might be better given to the poor or used for one's own family.

15 Islam

- (a) Describe Muslim teaching about the treatment of the poor and needy. [8]

Muslim teaching is exemplified in the Qur'an and, though not strictly charity, in the teaching about zakah.

Candidates should be able to explore these with examples.

They may also wish to look at modern day Muslim teaching about charity.

- (b) Explain why Muslims might think that some charities are more important than others. [7]

Charity has always been part of Islam since the time of Muhammad (pbh).

Candidates may give zakah or additional charitable collections as examples of helping those less fortunate.

On the other hand they may question whether charities working with eg animals, nature or groups with ideologies which Muslims would not necessarily accept are as worthwhile.

- (c) 'Gambling is always wrong.'

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

Within Muslim teaching there is a clear idea that all gambling is wrong and money from lotteries etc. is often rejected by the community.

For alternative arguments it would be fair to say that although money used for gambling might be better given to the poor or used for one's own family, some people nevertheless enjoy gambling and continue to pursue it.

16 Judaism

- (a) Describe Jewish teaching about the treatment of the poor and needy. [8]

Jewish teaching is exemplified in the Bible and in the mitzvah of tzedakah.

Candidates should be able to describe some of these with examples.

They may also wish to look at modern day Jewish teaching about charity.

- (b) Explain why Jews might think that some charities are more important than others. [7]

Charity has always been part of Judaism (the gleaners in Ruth) since the earliest days. Candidates may give tzedakah or latter-day collections as examples of helping those less fortunate.

On the other hand they may question whether charities working with eg animals, nature or groups with ideologies which Jews would not necessarily accept are as worthwhile.

- (c) 'Gambling is always wrong.'

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 in your answer. [5]

Within Jewish teaching there is no clear idea that all gambling is wrong and in the form of lotteries etc. it has become part of the community life of some communities. On the other hand it would be fair to argue that money used for gambling might be better given to the poor or used for one's own family.

Topic 10 – Religion, Peace and Justice17 Christianity

- (a) Describe Christian attitudes towards pacifism. [8]

Candidates may argue whether Christianity is actually a pacific religion as appears to be generally accepted or whether it is that there are teachings within Christianity which are pacifist eg Blessed are the peacemakers, for they will be called sons of God.

It is possible to discuss whether Jesus himself was a pacifist and also to look at teachings in the Old Testament which show God ordering battles to take place in order to protect the Israelites.

- (b) Explain why Christians might believe that war is sometimes necessary. [7]

Answers will probably focus on and include an explanation of the main tenets of Just War theory eg:

- it must be fought by a legal authority eg a government
 - the cause must be just
 - there must be the intention to establish good or correct evil
 - there must be a reasonable chance of success
 - it must be the last resort
 - only sufficient force must be used and civilians should not be involved
- Some candidates may, nevertheless, comment on whether even the fulfilment of these conditions justifies a Christian fighting.

- (c) 'Justice is more important than peace.'

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

[5]

Candidates can argue either way provided that the arguments are supported. Answers may well build in (b) and consider different Christian approaches to this question.

They may also look at non-Christian attitudes and compare and contrast them.

18 Hinduism

- (a) Describe Hindu attitudes towards pacifism. [8]

Ahimsa is one of the most important principles in Hinduism.

It means trying to overcome injustice and fight against evil, although not by the use of any physical force.

Essentially Hinduism can be seen as a pacifist religion because the protection and preservation of all life is a central tenet of its teachings.

However, acceptance of injustice is not required and candidates may comment on the teachings and practice of M K Gandhi in relation to non-violent protest.

- (b) Explain why Hindus might believe that war is sometimes necessary. [7]

Many Hindus believe that violence in any form is always wrong but war is not forbidden in Hinduism.

War can be necessary, and fighting in battle is part of the religious duty of Kshatriya Hindus.

Although violence as such is condemned it is possible therefore for a war to be Just if it is necessary to protect the faith or ordered by the Gods.

Candidates may refer to examples of wars being fought in the Hindu scriptures in order to support this.

- (c) 'Justice is more important than peace.'

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

Candidates can argue either way provided that the arguments are supported.

Answers may well build in (b) and consider different Hindu approaches to this question within the context of pacific teaching.

They may also look at non-Hindu attitudes and compare and contrast them.

19 Islam

- (a) Describe Muslim attitudes towards pacifism. [8]

Islam is a peace-loving religion but candidates may argue that there are circumstances in which Muslims should choose to fight.

Candidates may argue whether Islam is actually a pacific religion even though it is all too frequently presented as not being pacifist.

Better answers may show that the teachings and practice of Islam on this issue are at great variance from the perceptions of many non-Muslims.

- (b) Explain why Muslims might believe that war is sometimes necessary. [7]

Answers are likely to concentrate on Lesser Jihad as Holy War and may give examples of how this may occur in attempts to protect the faith and life of Muslims from oppression.

Some candidates may choose to answer this question mainly or entirely from the perspective of Greater Jihad 'working to follow the way of Allah' and this is equally acceptable.

- (c) 'Justice is more important than peace.'

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

Candidates can argue either way provided that the arguments are supported.

Answers may well build in (b) and consider Muslim approaches to this question.

They may also look at non-Muslim attitudes and compare and contrast them.

20 Judaism

- (a) Describe Jewish attitudes towards pacifism. [8]

Judaism is committed to peace for all people but is not essentially a pacific religion, believing that there are times when force must be used.

Candidates may say whether Judaism is actually a pacific religion even though it is all too frequently presented as not being pacifist.

Better answers may show that the teachings and practice of Judaism on this issue are at great variance from the perceptions of many non-Jews.

- (b) Explain why Jews might believe that war is sometimes necessary. [7]

Candidates may write generally about Holy War within Judaism.

They may also be able to say that Holy War has to be instituted by G-d and that there has been no Holy War since the time of the Torah.

Better answers may show that Holy War was necessary but that, since the time of the scriptures, although there have been other types of war fought by the Jews, these have not been what Judaism teaches are Holy Wars.

- (c) 'Justice is more important than peace.'

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 in your answer. [5]

Candidates can argue either way provided that the arguments are supported.

Answers may well build in (b) and consider Jewish approaches to this question.

They may also look at non-Jewish attitudes and compare and contrast them.

General Certificate of Secondary Education
Religious Studies (Philosophy and Ethics) (1031)

June 2007 Assessment Session

Component Threshold Marks

Component	Max Mark	A	B	C	D	E	F	G
Paper 1	84	67	58	50	41	32	23	14
Paper 2	63	52	46	40	32	24	17	10
Paper 3	63	52	46	40	32	24	17	10

Syllabus Options

Paper 1

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	84	77	67	58	50	41	32	23	14
Percentage in Grade		6.3	12.8	16.9	17.5	13.7	9.0	5.0	2.1
Cumulative Percentage in Grade		6.3	19.2	35.9	52.8	70.3	84.0	93.0	97.9

The total entry for the examination was 59992.

Paper 2, 3

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	80	74	66	58	51	41	31	22	13
Percentage in Grade		5.2	13.2	16.5	16.9	20.7	14.9	7.6	3.3
Cumulative Percentage in Grade		5.2	18.4	34.8	51.8	72.5	87.4	95.0	98.3

The total entry for the examination was 4376.

Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	6.3	12.9	16.7	16.9	17.7	13.8	8.9	4.7
Cumulative Percentage in Grade	6.3	19.1	35.8	52.7	70.5	84.2	93.1	98.0

The total entry for the examination was 64368.

General Certificate of Secondary Education
Religious Studies (Philosophy and Ethics) (1931)

June 2007 Assessment Session

Component Threshold Marks

Component	Max Mark	A	B	C	D	E	F	G
Paper 1	84	67	58	50	41	32	23	14
Paper 2	84	64	56	47	37	27	17	7
Paper 3	63	52	46	40	32	24	17	10
Paper 4	63	50	44	38	31	23	14	6
Paper 5	126	104	92	80	64	49	34	19

Syllabus Options

Paper 1, 2

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	168	148	131	114	97	78	59	40	21
Percentage in Grade		21.5	21.0	18.4	14.2	10.6	7.1	4.3	2.1
Cumulative Percentage in Grade		21.5	42.5	61.0	75.2	85.8	92.9	97.2	99.3

The total entry for the examination was 19463.

Paper 3, 4, 5

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	315	285	255	225	196	157	118	79	40
Percentage in Grade		28.8	25.5	18.9	11.6	9.5	3.4	1.4	0.8
Cumulative Percentage in Grade		28.8	54.3	73.2	84.8	94.3	97.7	99.1	99.9

The total entry for the examination was 4798.

Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	23.2	22.1	18.7	13.9	10.4	6.0	3.5	1.7
Cumulative Percentage in Grade	23.2	45.3	64.0	77.8	88.3	94.3	97.8	99.5

The total entry for the examination was 24261.

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