

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 2008

1931/1031/MS/R/08J

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CONTENTS

General Certificate of Secondary Education

GCSE Religious Studies B (Philosophy and Ethics) - 1931

GCSE (Short Course) Religious Studies B (Philosophy and Ethics) - 1031

MARK SCHEME FOR THE COMPONENTS

Unit/Content	Page
1031 Paper 1 & Paper 2	1
1931 01/03 Paper 1 & Paper 3	28
1931 02/04 Paper 2 & Paper 4	42
Grade Thresholds	55

1031 Paper 1 & Paper 2

Topic 1 The Nature of God

1. Christianity

(a) Describe what Christians believe about the nature of God. [8]

Candidates should focus their answers on the 'nature' of God rather than describing the arguments for God's existence – this latter can only achieve up to the top of level 2. Although these technical terms are not required by the specification candidates are likely to use the ideas or paraphrases of 'omnipotent', 'omnibenevolent', 'omniscient', 'omnipresent', 'transcendent' and 'immanent' amongst others. Some, more simple responses are likely to describe issues such as God being good, being a parent, being a teacher, a policeman, creator, judge or first cause. Others may describe ideas of God being eternal or infinite and possibly as the Trinity.

(b) Explain why Christians might believe in miracles. [7]

Most responses are likely to focus on ideas of evidence for the existence of miracles. Some may suggest particular miracles or places where miracles are reported to have occurred such as Lourdes. Some answers may consider what is meant by a miracle and how they are defined. Some may use examples of Biblical miracles as evidence for their answer. Some may refer to personal experience. Some answers may consider why some Christians might not believe in miracles.

**(c) 'If God existed we would have evidence to prove it.'
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]**

A definite conclusion to an argument about this statement is likely to be a faith response or a no-faith response. Candidates need to consider the statement and present the evidence for both sides. Some may consider that the existence of the world and of humanity for example present clear evidence for God's existence. Others may suggest that the problems of the world such as war, suffering and drought show that God does not exist. This could be countered by the argument that God may exist but not wish or be able to intervene. Some may use evidence of the supernatural as supporting the existence of God.

2. Hinduism

(a) Describe what Hindus believe about the nature of the gods. [8]

Candidates should focus their answers on the 'nature' of the gods rather than describing the arguments for their existence – this latter can only achieve up to the top of level 2. Candidates may describe a variety of Hindu beliefs on the nature of deity such as polytheism, monotheism or monism. They may describe the nature and attributes of God or gods and goddesses or the idea of deities as aspects of an eternal and transcendent ultimate reality.

Some, more simple responses are likely to describe issues such as the gods being good, being like a parent, being a teacher or a policeman.
Candidates may decide to answer this from the example of one particular god.

(b) Explain why Hindus might believe that the gods intervene in the world. [7]

Most responses are likely to focus on ideas of evidence for the intervention of the gods. Some may suggest particular incidents or places where this is reported to have occurred. Some answers may consider what is meant by this intervention. Some may use examples of intervention in sacred texts as evidence for their answer.

**(c) 'If the gods existed we would have evidence to prove it.'
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]**

A definite conclusion to an argument about this statement is likely to be a faith response or a no-faith response.

Candidates need to consider the statement and present the evidence for both sides. Some may consider that the existence of the world and of humanity for example presents clear evidence for the existence of the gods.

Others may suggest that the problems of the world such as war, suffering and drought show that the gods do not exist. This could be countered by the argument that the gods may exist but not wish or be able to intervene.

Some may use evidence of the supernatural as supporting the existence of the gods.

3. Islam

(a) Describe what Muslims believe about the nature of Allah. [8]

Candidates should focus their answers on the 'nature' of Allah rather than describing the arguments for God's existence – this latter can only achieve up to the top of level 2.

Although these technical terms are not required by the specification candidates are likely to use the ideas or paraphrases of 'omnipotent', 'omnibenevolent' and 'omniscient'.

Some, more simple responses are likely to describe issues such as Allah being good, being a parent, being a teacher or a policeman.

Others may consider ideas of Allah being eternal or infinite.

(b) Explain why Muslims might believe in miracles. [7]

Most responses are likely to focus on ideas of evidence for the existence of miracles. Some may suggest particular miracles or places where miracles are reported to have occurred.

Some answers may consider what is meant by a miracle and how they are defined. Some may use examples of miracles in the life of the Prophet as evidence for their answer.

Some candidates may say that some Muslims do not believe in miracles beyond the creation and offer evidence for this view.

**(c) 'If Allah existed we would have evidence to prove it.'
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]**

A definite conclusion to an argument about this statement is likely to be a faith response or a no-faith response.

Candidates need to consider the statement and present the evidence for both sides. Some may consider that the existence of the world and of humanity for example present clear evidence for Allah's existence.

Others may suggest that the problems of the world such as war, suffering and drought show that Allah does not exist. This could be countered by the argument that Allah may exist but not wish or be able to intervene.

Some may use evidence of the supernatural as supporting the existence of Allah.

4. Judaism

(a) Describe what Jews believe about the nature of G-d. [8]

Candidates should focus their answers on the 'nature' of G-d rather than describing the arguments for G-d's existence – this latter can only achieve up to the top of level 2. Although these technical terms are not required by the specification candidates are likely to use the ideas or paraphrases of 'omnipotent', 'omnibenevolent', 'omniscient' and 'omnipresent'.

Some, more simple responses are likely to describe issues such as G-d being good, being a parent, being a teacher or a policeman.

Others may consider ideas of G-d being eternal or infinite.

(b) Explain why Jews might believe in miracles. [7]

Most responses are likely to focus on ideas of evidence for the existence of miracles. Some may suggest particular miracles or places where miracles are reported to have occurred.

Some answers may consider what is meant by a miracle and how they are defined.

Some may use examples of Biblical miracles as evidence for their answer.

**(c) 'If G-d existed we would have evidence to prove it.'
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]**

A definite conclusion to an argument about this statement is likely to be a faith response or a no-faith response.

Candidates need to consider the statement and present the evidence for both sides. Some may consider that the existence of the world and of humanity for example present clear evidence for G-d's existence.

Others may suggest that the problems of the world such as war, suffering and drought show that G-d does not exist. This could be countered by the argument that G-d may exist but not wish or be able to intervene.

Some may use evidence of the supernatural as supporting the existence of G-d.

Topic 2 – The Nature of Belief

5. Christianity

- (a) Describe how Christians might use symbols to express belief. [8]

Candidates are likely to describe how a range of symbols may be used to express Christian belief. These might include specific examples such as the Chi-Ro, the fish, cross, crucifix, as well as more general symbols such as candles or bread and wine. Some may describe the actual 'use' of symbols such as a rosary.

Some may also describe the use of liturgical colours and vestments.

There are two points which might be addressed here though both are not required.

Candidates may say that some Christians do use symbols because they find them helpful whilst other Christians will not use symbols because they believe that they go against the second Commandment.

- (b) Explain how regular prayer might strengthen the faith of a Christian. [7]

Answers are likely to consider some of the various ways in which prayer might strengthen faith.

These may include the personal, social, spiritual and moral influences of prayer.

Candidates may give examples to support some or all of these influences.

More general responses are likely to suggest that regular prayer simply strengthens faith through repetition and frequency.

- (c) 'Fasting does not help 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]

Candidates may consider that fasting is not a very important aspect of Christianity today but may also decide to use Lent as an example.

Discussions are likely to consider that fasting can help people to worship as it may focus the mind and may also bring a greater awareness of the suffering of others.

Some may suggest, however, that God does not want creation to suffer and that therefore there are better ways of worshipping God than by fasting.

6. Hinduism

- (a) Describe how Hindus might use symbols to express belief. [8]

Candidates are likely to describe how a range of symbols may be used to express Hindu belief. These might include specific examples such as statues or pictures of the gods as well as more general symbols such as water, flowers and incense. Some may describe the actual 'use' of symbols such as prayer beads.

There are two points which might be addressed here though both are not required.

Candidates may say that most Hindus do use symbols because they find them helpful whilst for others prayer and meditation may be seen as more important.

- (b) Explain how regular prayer might strengthen the faith of a Hindu. [7]

Answers are likely to consider some of the various ways in which prayer might strengthen faith.

These may include the personal, social, spiritual and moral influences of prayer.

Candidates may give examples to support some or all of these influences.

More general responses are likely to suggest that regular prayer simply strengthens faith through repetition and frequency.

- (c) **‘Fasting does not help people to worship the gods.’**
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Hinduism in your answer. [5]

Candidates may consider that fasting can be a very personal issue in Hinduism but that it is seen as part of some festivals.

Discussions are likely to consider that fasting can help people to worship as it may focus the mind and may also bring a greater awareness of the suffering of others.

Some may suggest, however, that the gods do not want creation to suffer and that therefore there are better ways of worshipping them than by fasting.

7. Islam

- (a) **Describe how Muslims might use symbols to express belief.** [8]

Candidates are likely to describe how a range of symbols may be used to express Islamic belief. These might include specific examples such as the crescent moon, arabesque patterns and calligraphy as well as more general symbols such as the design and architecture of a mosque.

Candidates may say that the use of these symbols may remind Muslims of their faith but that any portrayal of people or Allah would be shirk.

Some may describe the actual ‘use’ of symbols such as prayer beads.

- (b) **Explain how regular prayer might strengthen the faith of a Muslim.** [7]

Answers are likely to consider some of the various ways in which prayer might strengthen faith and also present salah as one of the Five Pillars.

These may include the personal, social, spiritual and moral influences of prayer.

Candidates may give examples to support some or all of these influences.

More general responses are likely to suggest that regular prayer simply strengthens faith through repetition and frequency.

- (c) **‘Fasting does not 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 may consider that fasting is a very important aspect of Islam and as sawm is one of the Five Pillars.

Discussions are likely to consider that fasting can help people to worship as it may focus the mind and may also bring a greater awareness of the suffering of others.

Some may suggest, however, that Allah does not want creation to suffer and that therefore there are better ways of worshipping than by fasting.

8. Judaism

- (a) Describe how Jews might use symbols to express belief. [8]**

Candidates are likely to describe how a range of symbols may be used to express Jewish belief. These might include specific examples such as the parochet in front of the ark, the decorations of the Sefer Torah, the Ner Tamid and the menorah. Some may describe the actual 'use' of symbols such as an channukiah.

There are two points which might be addressed here though both are not required.

Candidates may say that Jews do use symbols because they find them helpful whilst not portraying people because they believe that this would go against the second Commandment.

- (b) Explain how regular prayer might strengthen the faith of a Jew. [7]**

Answers are likely to consider some of the various ways in which prayer might strengthen faith.

These may include the personal, social, spiritual and moral influences of prayer.

Candidates may give examples to support some or all of these influences.

More general responses are likely to suggest that regular prayer simply strengthens faith through repetition and frequency.

- (c) 'Fasting does not help 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 may consider that fasting is a very important aspect of Judaism, particularly in relation to Yom Kippur.

Discussions are likely to consider that fasting can help people to worship as it may focus the mind and may also bring a greater awareness of the suffering of others.

Some may suggest, however, that G-d does not want creation to suffer and that therefore there are better ways of worshipping G-d than by fasting.

Topic 3 – Religion and Science**9. Christianity**

- (a) Describe scientific ideas about the origins of the world and of humanity. [8]**

Candidates should address both parts of the question, if they do not answers will not achieve above level 3.

The specification calls for a simple understanding of these ideas and so this is what should be expected.

Candidates are likely to describe ideas such as the Big Bang Theory for the origins of the world and Darwinian evolutionary theory for the origins of humanity.

Some, of course, might present 'intelligent design' as a scientific theory and this should be credited.

- (b) Explain why some Christians might not agree with these scientific ideas. [7]

The question states 'some' and so candidates are not required to explain why all Christians might disagree.

They may explain that for some Christians scientific ideas do not present any problem but they should also consider that for some, who believe in the infallibility of the Bible, these ideas are completely unacceptable.

Some may write about creationist theories.

Some may explore the idea that science says 'how' and religion says 'why'.

- (c) 'Humans were created for a reason.'
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Candidates may support this argument by suggesting that God created humanity to supervise the world as stewards. They might also suggest that humans were a necessary part of creation because their duty is to worship God.

An alternative viewpoint is that if evolution is simply a natural development then humans are no more than, for the moment, the latest part of that evolutionary development and so have come about by chance rather than for any reason.

10. Hinduism

- (a) Describe scientific ideas about the origins of the world and of humanity. [8]

Candidates should address both parts of the question, if they do not answers will not achieve above level 3.

The specification calls for a simple understanding of these ideas and so this is what should be expected.

Candidates are likely to describe ideas such as the Big Bang Theory for the origins of the world and Darwinian evolutionary theory for the origins of humanity.

- (b) Explain why some Hindus might not agree with these scientific ideas. [7]

The question states 'some' and so candidates are not required to explain why all Hindus might disagree.

They may explain that for some Hindus scientific ideas do not present any problem but they should also consider that for some, who believe in the infallibility of the sacred texts, these ideas are completely unacceptable.

Some may explore the idea that science says 'how' and religion says 'why'.

- (c) 'Humans were created for a reason.'
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]

If evolution is simply a natural development then humans are no more than, for the moment, the latest part of that evolutionary development and so have come about by chance rather than for any reason. Others might suggest that humans are an equal part of the natural order rather than masters of it.

Candidates may support this argument by suggesting that humans were created to uphold the universe through participation in dharma worshipping the gods. For some the purpose of human life is to attain moksha.

11. Islam

- (a) Describe scientific ideas about the origins of the world and of humanity. [8]**

Candidates should address both parts of the question, if they do not answers will not achieve above level 3.

The specification calls for a simple understanding of these ideas and so this is what should be expected.

Candidates are likely to describe ideas such as the Big Bang Theory for the origins of the world and Darwinian evolutionary theory for the origins of humanity.

Some, of course, might present 'intelligent design' as a scientific theory and this should be credited.

- (b) Explain why some Muslims might not agree with these scientific ideas. [7]**

The question states 'some' and so candidates are not required to explain why all Muslims might disagree.

They may explain that for some Muslims scientific ideas do not present any problem but they should also consider that for some, who believe in the infallibility of the Qur'an, these ideas are completely unacceptable even though mainstream Islam has long argued that scientific developments merely serve to explain what is really inherent in the text anyway. Some may write about creationist theories.

Some may explore the idea that science says 'how' and religion says 'why'.

- (c) 'Humans were created for a reason.'
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Islam in your answer. [5]**

Candidates may support this argument by suggesting that Allah created humanity to supervise the world as stewards. They might also suggest that humans were a necessary part of creation because their duty is to worship Allah.

An alternative viewpoint is that if evolution is simply a natural development then humans are no more than, for the moment, the latest part of that evolutionary development and so have come about by chance rather than for any reason.

12. Judaism

- (a) Describe scientific ideas about the origins of the world and of humanity. [8]**

Candidates should address both parts of the question, if they do not answers will not achieve above level 3.

The specification calls for a simple understanding of these ideas and so this is what should be expected.

Candidates are likely to describe ideas such as the Big Bang Theory for the origins of the world and Darwinian evolutionary theory for the origins of humanity.

Some, of course, might present 'intelligent design' as a scientific theory and this should be credited.

- (b) Explain why some Jews might not agree with these scientific ideas. [7]**

The question states 'some' and so candidates are not required to explain why all Jews might disagree.

They may explain that for some Jews scientific ideas do not present any problem but they should also consider that for some, who believe in the infallibility of the Bible, these ideas are completely unacceptable.

Some may write about creationist theories.

Some may explore the idea that science says 'how' and religion says 'why'.

(c) 'Humans were created for a reason.'

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

[5]

Candidates may support this argument by suggesting that G-d created humanity to supervise the world as stewards. They might also suggest that humans were a necessary part of creation because their duty is to worship G-d.

An alternative viewpoint is that if evolution is simply a natural development then humans are no more than, for the moment, the latest part of that evolutionary development and so have come about by chance rather than for any reason.

Topic 4 – Death and the Afterlife

13. Christianity

(a) Describe Christian beliefs about the distinction between the 'body' and the 'soul'. [8]

At GCSE level it cannot be expected that students will be able to give highly sophisticated explanations of the distinction between 'body' and 'soul' though some, of course, may.

Answers are likely to explain that the body is the material shell of the person whilst the soul is the spiritual aspect which has the potential to reach heaven after death.

Some may also comment that bodily resurrection is part of Christian belief even though it is unclear from the Bible what this means e.g. Paul's 'spiritual body'.

(b) Explain why Christians might believe that they should behave morally. [7]

There are three issues which could be discussed here.

Some may suggest that people will choose to act morally because they know this is what God wants and that therefore it is the right thing to do.

Others may explain that people might choose to act morally in order to try to ensure that they reach heaven when they die.

A further view might be that people should behave morally anyway without either of these considerations.

(c) 'People believe in life after death because they are afraid of dying.'

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

[5]

Candidates might argue that the statement is true and that it really is fear of the unknown which is the reason for the existence of various religious ideas about what happens when people die.

On the other hand it could be argued that Christians should have no fear of dying because, if they have lived a good life, they are promised that they will be rewarded in heaven.

14. Hinduism

- (a) Describe Hindu beliefs about the distinction between the 'body' and the 'atman'. [8]**

At GCSE level it cannot be expected that students will be able to give highly sophisticated explanations of the distinction between 'body' and 'atman' though some, of course, may. Answers are likely to explain that the body is the material shell of the person whilst the soul is the spiritual aspect which has the potential to be reborn and ultimately to achieve moksha.

- (b) Explain why Hindus might believe that they should behave morally. [7]**

There are three issues which could be discussed here. Some may suggest that people will choose to act morally because they know this is what the gods want and that therefore it is the right thing to do. Others may explain that people might choose to act morally in order to try to ensure that they improve their chances of attaining moksha or a good rebirth. A further view might be that people should behave morally anyway without either of these considerations. Candidates may explain the principle of karma phalli.

- (c) 'People believe in life after death because they are afraid of dying.' Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Hinduism in your answer. [5]**

Candidates might argue that the statement is true and that it really is fear of the unknown which is the reason for the existence of various religious ideas about what happens when people die. On the other hand it could be argued that Hindus should have no fear of dying because, if they have lived a good life, they are promised that they will eventually achieve moksha or a favourable rebirth.

15. Islam

- (a) Describe Muslim beliefs about the distinction between the 'body' and the 'soul'. [8]**

At GCSE level it cannot be expected that students will be able to give highly sophisticated explanations of the distinction between 'body' and 'soul' though some, of course, may. Answers are likely to explain that the body is the material shell of the person whilst the soul is the spiritual aspect which has the potential to reach heaven after death. Some may also comment that bodily resurrection is part of Muslim belief.

- (b) Explain why Muslims might believe that they should behave morally. [7]**

There are three issues which could be discussed here. Some may suggest that people will choose to act morally because they know this is what Allah wants and that therefore it is the right thing to do. Others may explain that people might choose to act morally in order to try to ensure that they reach heaven when they die. A further view might be that people should behave morally anyway without either of these considerations.

- (c) **‘People believe in life after death because they are afraid of dying.’
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Islam in your answer. [5]**

Candidates might argue that the statement is true and that it really is fear of the unknown which is the reason for the existence of various religious ideas about what happens when people die.

On the other hand it could be argued that Muslims should have no fear of dying because, if they have lived a good life, they are promised that they will be rewarded in heaven.

16. Judaism

- (a) **Describe Jewish beliefs about the distinction between the ‘body’ and the ‘soul’. [8]**

At GCSE level it cannot be expected that students will be able to give highly sophisticated explanations of the distinction between ‘body’ and ‘soul’ though some, of course, may. Answers are likely to explain that the body is the material shell of the person whilst the soul is the spiritual aspect which may have the potential to reach heaven after death although Jewish teaching is unclear about this.

Some may also comment that bodily resurrection is part of some Jewish belief even though it is unclear from the Bible what this means.

- (b) **Explain why Jews might believe that they should behave morally. [7]**

There are three issues which could be discussed here.

Some may suggest that people will choose to act morally because they know this is what G-d wants and that therefore it is the right thing to do.

Others may explain that people might choose to act morally in order to try to ensure that they reach heaven when they die.

A further view might be that people should behave morally anyway without either of these considerations.

- (c) **‘People believe in life after death because they are afraid of dying.’
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Judaism in your answer. [5]**

Candidates might argue that the statement is true and that it really is fear of the unknown which is the reason for the existence of various religious ideas about what happens when people die.

On the other hand it could be argued that Jews should have no fear of dying because, if they have lived a good life, they are hopeful that they will be rewarded in heaven.

Topic 5 – Good and Evil

17. Christianity

- (a) **Describe how Christians might try to find the best way to behave. [8]**

There are many different responses which candidates might use in answering this question.

They may consider some or all of these including: prayer, talking to other members of their faith, talking to faith leaders, consulting sacred texts, talking to their family and friends.

- (b) **How might Christians explain the problem of evil?** [7]

Some candidates may simply respond by saying that evil is the work of the devil. Others might consider that it is the work of evil people.

Some may consider that there is no 'problem of evil' and that this is just how things are. Some may look at more theological responses and consider whether God is responsible for evil in the world and whether God can or should do something about it.

Some answers may consider whether a truly good God would let people suffer.

- (c) **'Suffering is caused by the Devil.'**
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Candidates might comment that suffering is caused by people. Others may consider that it is just the result of natural occurrence.

Other candidates might agree with the statement and use traditional religious teaching to support it whilst others might even consider the position that suffering is caused by God for some higher purpose beyond our comprehension.

Some candidates may refer to Job.

18. Hinduism

- (a) **Describe how Hindus might try to find the best way to behave.** [8]

There are many different responses which candidates might use in answering this question.

They may consider some or all of these including: prayer, talking to other members of their faith, talking to faith leaders, consulting sacred texts, talking to their family and friends.

- (b) **How might Hindus explain the problem of evil?** [7]

Some candidates may simply respond by saying that evil is the work of evil forces. Others might consider that it is the work of evil people.

Some may consider that there is no 'problem of evil' and that this is just that this is just how things are. They may discuss the law of Karma as it relates to evil and suffering.

Some may look at more theological responses and consider whether the gods are responsible for evil in the world and whether the gods can or should do something about it.

Some answers may consider the nature of the Divine in relation to issues of good and evil.

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

Candidates might comment that suffering is caused by people. Others may consider that it is just the result of natural occurrence.

Other candidates might agree with the statement and use traditional religious teaching to support it whilst others might even consider the position that suffering is caused by the gods for some higher purpose beyond our comprehension.

19. Islam

- (a) Describe how Muslims might try to find the best way to behave. [8]**

There are many different responses which candidates might use in answering this question.

They may consider some or all of these including: prayer, talking to other members of their faith, talking to faith leaders, consulting sacred texts, talking to their family and friends.

- (b) How might Muslims explain the problem of evil? [7]**

Some candidates may simply respond by saying that evil is the work of Shaytan/Iblis. Others might consider that it is the work of evil people.

Some may consider that there is no 'problem of evil' and that this is just how things are.

Some may look at more theological responses and consider whether Allah is responsible for evil in the world and whether Allah can or should do something about it.

Some answers may consider whether a truly good God would let people suffer.

- (c) 'Suffering is caused by Shaytan.'
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 might comment that suffering is caused by people. Others may consider that it is just the result of natural occurrence.

Other candidates might agree with the statement and use traditional religious teaching to support it whilst others might even consider the position that suffering is caused by Allah for some higher purpose beyond our comprehension.

20. Judaism

- (a) Describe how Jews might try to find the best way to behave. [8]**

There are many different responses which candidates might use in answering this question.

They may consider some or all of these including: prayer, talking to other members of their faith, talking to faith leaders, consulting sacred texts, talking to their family and friends.

- (b) How might Jews explain the problem of evil? [7]**

Some candidates may simply respond by saying that evil is the work of the devil. Others might consider that it is the work of evil people.

Some may consider that there is no 'problem of evil' and that this is just how things are.

Some may look at more theological responses and consider whether G-d is responsible for evil in the world and whether G-d can or should do something about it.

Some answers may consider whether a truly good G-d would let people suffer.

- (c) 'Suffering is caused by the Devil.'
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Judaism in your answer. [5]**

Candidates might comment that suffering is caused by people. Others may consider that it is just the result of natural occurrence.

Other candidates might agree with the statement and use traditional religious teaching to support it whilst others might even consider the position that suffering is caused by G-d for some higher purpose beyond our comprehension.
Some candidates may refer to Job.

Topic 6 – Religion and Human Relationships

21. Christianity

(a) Describe the teachings of Christianity about divorce. [8]

Candidates may begin with a simple statement that divorce is wrong.
The question asks for ‘teachings’ rather than attitudes or beliefs. Some may use Biblical teachings in their answers whilst others may use the teachings of the churches.
Candidates may say that divorce was seen as a last resort in the Old Testament. They may also comment on Jesus’ teaching about divorce in the Sermon on the Mount.
Some responses may consider the teachings of the churches and note that whilst no church welcomes divorce some see it as an inevitable last resort. On the other hand the Roman Catholic church will not accept it under any circumstances.

(b) Explain Christian beliefs about marriage. [7]

Christian beliefs about marriage are found both in the Bible and in the teachings of the Church.
Some candidates may mention the teaching about divorce from part (a) but this in itself is insufficient for a good response.
Some will mention that, from the time of the Garden of Eden men and women were intended to be together in union.
Some may consider the wedding vows and the conditions in them.
Others may look at general Christian beliefs about marriage and the family.

**(c) ‘Marriage is an out-dated idea in the 21st century.’
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 candidates are likely to have strong opinions about this statement.
On the one hand they may consider that, given the very significant number of people who now live together without being married, marriage has just become out-of-date by default.
On the other hand they may argue that religious teaching has not changed and that being married is the only state in which people should live together.

22. Hinduism

(a) Describe the teachings of Hinduism about divorce. [8]

Candidates may begin with Hindus do not believe in religious divorce as marriage is seen as a sacrament. There are legal/civil divorces if the woman cannot produce a son but in reality it is a disgrace for the woman to get a divorce. It is usually the man who divorces the woman.
The question asks for ‘teachings’ rather than attitudes or beliefs. Some may use teachings from sacred texts in their answers whilst others may use general Hindu teachings.
Comments may use ideas from tradition or culture rather than religious teachings.

Candidates may say that divorce has always been seen as a last resort in Hinduism.

(b) Explain Hindu beliefs about marriage. [7]

Hindu beliefs about marriage are found both in the sacred texts and in the more general teachings of the religion.

Some candidates may mention the teaching about divorce from part (a) but this in itself is insufficient for a good response.

Some will mention that, from the time of creation men and women were intended to be together in union.

Some may consider the wedding vows and the conditions in them.

Others may look at general Hindu beliefs about marriage and the family.

**(c) 'Marriage is an out-dated idea in the 21st century.'
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 candidates are likely to have strong opinions about this statement.

On the one hand they may consider that, given the very significant number of people who now live together without being married, marriage has just become out-of-date by default.

On the other hand they may argue that religious teaching has not changed and that being married is the only state in which people should live together.

Candidates may include a discussion of the advantages and disadvantages of arranged marriages.

23. Islam

(a) Describe the teachings of Islam about divorce. [8]

Candidates may begin with a simple statement that divorce is wrong.

The question asks for 'teachings' rather than attitudes or beliefs. Some may use Qur'anic teachings in their answers whilst others may use the example of the Prophet and more general Muslim teachings.

Candidates may say that divorce is seen as a last resort in the Qur'an.

Some responses may note that whilst no Muslim welcomes divorce some see it as an inevitable last resort.

Some candidates may also deal with the complex Muslim divorce laws.

(b) Explain Muslim beliefs about marriage. [7]

Muslim beliefs about marriage are found both in the Qur'an and in the teachings of the Prophet.

Some candidates may mention the teaching about divorce from part (a) but this in itself is insufficient for a good response.

Some will mention that, from the time of creation men and women were intended to be together in union.

Some may consider the marriage vows and the conditions in them.

Others may look at general Muslim beliefs about marriage and the family.

- (c) **'Marriage is an out-dated idea in the 21st century.'**
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 candidates are likely to have strong opinions about this statement. On the one hand they may consider that, given the very significant number of people who now live together without being married, marriage has just become out-of-date by default. On the other hand they may argue that religious teaching has not changed and that being married is the only state in which people should live together.

24. Judaism

- (a) **Describe the teachings of Judaism about divorce.** [8]

Candidates may begin with a simple statement that divorce is wrong. The question asks for 'teachings' rather than attitudes or beliefs. Some may use Biblical teachings in their answers whilst others may use the teachings of the rabbis. Candidates may say that divorce is seen as a last resort in the Jewish Scriptures. Some responses may consider the teachings of the rabbis and note that whilst no-one welcomes divorce some see it as an inevitable last resort. Some candidates may address the issue of obtaining a get and the difficulties that this presents for some Jewish women.

- (b) **Explain Jewish beliefs about marriage.** [7]

Jewish beliefs about marriage are found both in the Bible and in the teachings of the rabbis. Some candidates may mention the teaching about divorce from part (a) but this in itself is insufficient for a good response. Some will mention that, from the time of the Garden of Eden men and women were intended to be together in union. Some may consider the wedding vows and the conditions in them. Others may look at general Jewish beliefs about marriage and the family.

- (c) **'Marriage is an out-dated idea in the 21st century.'**
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 candidates are likely to have strong opinions about this statement. On the one hand they may consider that, given the very significant number of people who now live together without being married, marriage has just become out-of-date by default. On the other hand they may argue that religious teaching has not changed and that being married is the only state in which people should live together.

Topic 7 – Religion and Medical Ethics

25. Christianity

- (a) **Describe Christian attitudes towards the use of animals in medical research.** [8]

The question asks for 'attitudes' as it is difficult to determine exact teachings which relate specifically to animals. However, some candidates may use some teachings in their answers. These might include resting animals on the Sabbath, Jesus' teaching about the sparrows, or St Francis of Assisi.

Most answers will probably concentrate on whether Christians think it is right or wrong to use animals in this way. Some may consider that humans were given dominion over the rest of creation and so can do as they wish. Others might see this as a responsibility rather than an absolute power.

Some may use discussions about the need to use animals because some drugs, which are likely to aid human suffering, cannot be tested on humans.

- (b) **Explain Christian beliefs about abortion.** [7]

Candidates are likely to begin with the position that abortion is always wrong and may use Roman Catholic teachings to support this.

Some may discuss the less fixed views of other churches.

Some may deal with 'double effect'.

Some may refer to the teaching found in the Didache.

In relation specifically to beliefs, they are likely to consider the 'God gives and God takes away' argument that it is not up to humans to decide whether life should occur.

Most will probably explain that abortion, is generally, seen as murder and is therefore intrinsically wrong.

- (c) **'The use of fertility treatment is wrong because it interferes with God's plan.' 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 support this statement by arguing that God is in ultimate charge and that if a woman is unable to conceive it is because God wants it that way.

Others may argue that having a baby is a right and not a gift from God.

Some may suggest that God has enabled us to achieve scientific advances such as fertility treatment and therefore there is nothing wrong with it.

Some may consider arguments about how the treatment may take place and whether this in itself is against God's wishes.

26. Hinduism

- (a) **Describe Hindu attitudes towards the use of animals in medical research.** [8]

The question asks for 'attitudes' as it is difficult to determine exact teachings which relate specifically to animals. However, some candidates may use some teachings in their answers. These might include the fact that many Hindus are vegetarians and the prohibition on eating beef.

Most answers will probably concentrate on whether Hindus think it is right or wrong to use animals in this way. Some may consider that humans are the highest order of creation and so can do as they wish. Others might see this as a responsibility rather than an absolute power.

Answers may consider that as each living being has an atman, animals and therefore their atman should not suffer.

Some may use discussions about the need to use animals because some drugs, which are likely to aid human suffering, cannot be tested on humans.

b) Explain Hindu beliefs about abortion. [7]

Some candidates may give a consideration of the concept of ahimsa as it relates to this issue.

Some may consider that an abortion merely releases the atman to another life.

In relation specifically to beliefs, they are likely to consider the 'the gods give and the gods take away' argument that it is not up to humans to decide whether life should occur.

Candidates may explain that abortion may be seen as acceptable in Hinduism under certain circumstances. They may give a consideration of the concept of ahimsa as it relates to this issue.

(c) 'The use of fertility treatment is wrong because it interferes with the plans of the gods.'

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 support this statement by arguing that the gods are in ultimate charge and that if a woman is unable to conceive it is because the gods want it that way.

Others may argue that having a baby is a right and not a gift from the gods.

Some may suggest the gods have enabled us to achieve scientific advances such as fertility treatment and therefore there is nothing wrong with it.

Some may consider arguments about how the treatment may take place and whether this in itself is against the wishes of the gods.

27. Islam

(a) Describe Muslim attitudes towards the use of animals in medical research. [8]

The question asks for 'attitudes' as it is difficult to determine exact teachings which relate specifically to animals. However, some candidates may use some teachings in their answers.

Most answers will probably concentrate on whether Muslims think it is right or wrong to use animals in this way. Some may consider that humans were given dominion over the rest of creation and so can do as they wish. Others might see this as a responsibility rather than an absolute power.

Some may use discussions about the need to use animals because some drugs, which are likely to aid human suffering, cannot be tested on humans.

(b) Explain Muslim beliefs about abortion. [7]

Candidates are likely to begin with the position that abortion is always wrong and may use Muslim teachings to support this.

Some may deal with 'double effect'.

In relation specifically to beliefs, they are likely to consider the 'Allah gives and Allah takes away' argument that it is not up to humans to decide whether life should occur.

Most will probably explain that abortion, is generally, seen as murder and is therefore intrinsically wrong.

- (c) **‘The use of fertility treatment is wrong because it interferes with Allah’s plan.’ 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 support this statement by arguing that Allah is in ultimate charge and that if a woman is unable to conceive it is because Allah wants it that way.

Others may argue that having a baby is a right and not a gift from Allah.

Some may suggest that Allah has enabled us to achieve scientific advances such as fertility treatment and therefore there is nothing wrong with it.

Some may consider arguments about how the treatment may take place and whether this in itself is against Allah’s wishes.

28. Judaism

- (a) **Describe Jewish attitudes towards the use of animals in medical research. [8]**

The question asks for ‘attitudes’ as it is difficult to determine exact teachings which relate specifically to animals. However, some candidates may use some teachings in their answers such as the Noachide Code and resting animals on the Sabbath.

Most answers will probably concentrate on whether Jews think it is right or wrong to use animals in this way. Some may consider that humans were given dominion over the rest of creation and so can do as they wish. Others might see this as a responsibility rather than an absolute power.

Some may use discussions about the need to use animals because some drugs, which are likely to aid human suffering, cannot be tested on humans.

- (b) **Explain Jewish beliefs about abortion. [7]**

Candidates are likely to begin with the position that abortion is always wrong and may use Jewish teachings to support this.

Some may discuss the less fixed views of some Jewish groups.

Some may deal with ‘double effect’.

In relation specifically to beliefs, they are likely to consider the ‘G-d gives and G-d takes away’ argument that it is not up to humans to decide whether life should occur.

Most will probably explain that abortion, is generally, seen as murder and is therefore intrinsically wrong.

- (c) **‘The use of fertility treatment is wrong because it interferes with G-d’s plan.’ 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 support this statement by arguing that G-d is in ultimate charge and that if a woman is unable to conceive it is because G-d wants it that way.

Others may argue that having a baby is a right and not a gift from G-d.

Some may suggest that G-d has enabled us to achieve scientific advances such as fertility treatment and therefore there is nothing wrong with it.

Some may consider arguments about how the treatment may take place and whether this in itself is against G-d’s wishes.

Topic 8 – Religion and Equality

29. Christianity

(a) Describe Christian beliefs about sexism. [8]

The question asks for beliefs rather than teachings but many answers are likely to show the origins of the beliefs.

Candidates may explain that the second creation account in Genesis is often interpreted as showing that the woman is secondary to the man and created as a helpmate rather than an equal. Some may argue against this interpretation or contrast it with the account in Genesis 1 where male and female are created at the same time in the image of God.

Some may consider that the fall shows that women are more prone to evil than are men. Candidates could use examples of strong and respected women from the Old Testament to show how women have been regarded.

Some might refer to Paul's teaching about the equality of Christians in Galatians but equally well could show that in Corinthians and Titus women are not treated equally.

Some may refer to Jesus' attitude towards women and some may find that this could also be seen as ambivalent.

(b) Explain Christian teachings about equality. [7]

Some candidates may build on their sexism material in (a) and consider that equality is not always demonstrated there.

Some might use Genesis 8 as an argument for black and white people not being treated equally.

Paul's teaching on the equality of Christians in Galatians might be used. Some may question whether this extends to all people.

**(c) 'Christians should always forgive everyone.'
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]**

Candidates may argue that this is Christian teaching and may refer to Jesus' teaching about forgiving 70 x 7. They may also consider loving the sinner and hating the sin.

An alternative view might be that there are some sins which cannot be forgiven and that these must be left up to God.

30. Hinduism

(a) Describe Hindu beliefs about sexism. [8]

The question asks for beliefs rather than teachings but many answers are likely to show the origins of the beliefs.

Candidates may explain that women are outside the system of varnashramadharma and so are seen as socially inferior.

Some may suggest that men are nearer to reaching moksha than women.

Some candidates might consider the fact that there are female as well as male gods and ask whether these are seen as equal.

Candidates may describe the inequalities of the socio-economic system as it often exists within Hinduism as it relates to the status of women.

(b) Explain Hindu teachings about varnashramadharma. [7]

Although the question is on varnashramadharma rather than on the caste system many candidates are likely to consider caste and/or jati in their answers.

Some may explain that varnashramadharma is a system of social division in traditional Hindu society. The technical terms are provided for reference but do not appear in the specification.

- The four varnas, or classes, are the Brahmins, or priests; the Kshatriyas, warriors and rulers; the Vaisyas, merchants and farmers; and the Sudras, labourers and craft workers.
- The four ashramas, or stages of life are brahmachari, celibate student; grihastha, householder; varnaprastha, hermit; and sannyasin, ascetic.

Candidates should explain how the expectations of dharma relate to these divisions.

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

Candidates may argue that it is good to forgive and may use principles such as ahimsa in support of this.

Others may suggest that the dharma of some Hindus may be to forgive but not for others. The teachings of the Bhagavad Gita may be used in support of this.

31. Islam**(a) Describe Muslim beliefs about sexism. [8]**

The question asks for beliefs rather than teachings but many answers are likely to show the origins of the beliefs.

Candidates may explain that, in the Qur'an, there is no suggestion women were a secondary creation or are seen as inferior.

Candidates could use examples of strong and respected women from Islamic history to show how women have been regarded.

Some may refer to the Prophet's teaching about loving your mother.

Some candidates may suggest that Islam, as it is often viewed from outside the faith appears to put women in a very secondary position subservient to their husbands.

Some may consider the hijab as evidence for the oppression of women although there are good counter-arguments to this.

(b) Explain Muslim teachings about equality. [7]

Some candidates may build on their sexism material in (a) and consider that equality is not always demonstrated there.

Some may use the example of Bilal, the first muezzin, to show the Prophet's teaching on equality.

Some may also consider that the Ummah stresses the equality of all Muslims regardless of colour or sex.

- (c) **‘Muslims should always forgive everyone.’**
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Islam in your answer. [5]

Candidates may argue that this is an Islamic teaching though this view is not perhaps as prevalent in the Qur’an as in some other sacred texts.

An alternative view might be that there are some sins which cannot be forgiven and that these must be left up to Allah.

32. Judaism

- (a) **Describe Jewish beliefs about sexism. [8]**

The question asks for beliefs rather than teachings but many answers are likely to show the origins of the beliefs.

Candidates may explain that the second creation account in Genesis is often interpreted as showing that the woman is secondary to the man and created as a helpmate rather than an equal. Some may argue against this interpretation or contrast it with the account in Genesis 1 where male and female are created at the same time in the image of God.

Some may consider that the fall shows that women are more prone to evil than are men. Candidates could use examples of strong and respected women from the Jewish Scriptures to show how women have been regarded.

Some may refer to some of the following: that Orthodox Jews do not permit women to be rabbis; that married women should wear a sheitl, and the difficulty some women have in obtaining a get, to argue that there are aspects of Judaism which are sexist.

- (b) **Explain Jewish teachings about equality. [7]**

Some candidates may build on their sexism material in (a) and consider that equality is not always demonstrated there.

Some might use Genesis 8 as an argument for black and white people not being treated equally.

Others may point out that there are now Jews all over the world and of every colour since the Diaspora therefore equality is an important aspect of Judaism.

- (c) **‘Jews should always forgive everyone.’**
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Judaism in your answer. [5]

Candidates may argue that this is Jewish teaching but some may point out the strict punishments carried out in the Jewish Scriptures.

An alternative view might be that there are some sins which cannot be forgiven and that these must be left up to G-d. This may, in particular, be applied to the Holocaust.

Topic 9 – Religion, Poverty and Wealth

33. Christianity

- (a) **Describe Christian beliefs about the right use of money.** [8]

Some may begin by misquoting Paul: 'For the love of money is a root of all kinds of evil.' (1 Timothy 6:3).

The question is about beliefs and candidates are likely to focus on ideas such as 'looking after your family' and 'giving to charity'.

Some may also point out beliefs about the wrong use of money such as gambling and, in so far as they contribute to the answer, these should be credited.

- (b) **Explain why Christians might help the poor.** [7]

Some may use Jesus' teaching 'For you always have the poor with you' (Matthew 26:11a) to support their argument.

Most will probably write generally about 'Love your neighbour' and how this should be reflected in Christian life.

- (c) **'Poverty is caused by God.'**
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]

The statement is contentious but candidates may argue that if God is in charge of the world then God is responsible for people suffering and for poverty.

An alternative view might be that poverty is brought about by the greed of others.

Some candidates inevitably will say that people bring poverty on themselves.

34. Hinduism

- (a) **Describe Hindu beliefs about the right use of money.** [8]

The question is about beliefs and candidates are likely to focus on ideas such as 'looking after your family' and 'giving to charity'.

Some may also point out beliefs about the wrong use of money such as gambling and, in so far as they contribute to the answer, these should be credited.

- (b) **Explain why Hindus might help the poor.** [7]

Although not a Hindu teaching many will probably write generally about concern for others and how this should be reflected in Hindu life.

Others may consider that poverty is the result of bad karma and that the atman must wait until the next reincarnation to improve their state.

- (c) **'Poverty is caused by God.'**
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]

The statement is contentious but candidates may argue that if the gods are in charge of the world then the gods are responsible for people suffering and for poverty.

An alternative view might be that poverty is brought about by the greed of others.

Some candidates inevitably will say that people bring poverty on themselves.

35. Islam

- (a) Describe Muslim beliefs about the right use of money. [8]**

The question is about beliefs and candidates are likely to focus on ideas such as 'looking after your family' and 'giving to charity'.

Many candidates are likely to write about Zakah and explain its importance as one of the Five Pillars.

Some may also point out beliefs about the wrong use of money such as gambling and, in so far as they contribute to the answer, these should be credited.

- (b) Explain why Muslims might help the poor. [7]**

Most will probably write generally about concern for others and how this should be reflected in Muslim life although it is not a Muslim teaching as such.

Candidates may point out that Zakah is essential in caring for the poor.

- (c) 'Poverty is caused by Allah.'
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]**

The statement is contentious but candidates may argue that if Allah is in charge of the world then Allah is responsible for people suffering and for poverty.

An alternative view might be that poverty is brought about by the greed of others.

Some candidates inevitably will say that people bring poverty on themselves.

36. Judaism

- (a) Describe Jewish beliefs about the right use of money. [8]**

The question is about beliefs and candidates are likely to focus on ideas such as 'kind actions' in relation to money.

Some may also point out beliefs about the wrong use of money such as gambling and, in so far as they contribute to the answer, these should be credited.

Candidates may also consider that giving money to charity and contributing to the community is an essential part of Jewish teaching.

- (b) Explain why Jews might help the poor. [7]**

Most will probably write generally about concern for others and how this should be reflected in Jewish life.

- (c) 'Poverty is caused by G-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 Judaism in your answer. [5]**

The statement is contentious but candidates may argue that if G-d is in charge of the world then G-d is responsible for people suffering and for poverty.

An alternative view might be that poverty is brought about by the greed of others.

Some candidates inevitably will say that people bring poverty on themselves.

Topic 10 – Religion, Peace and Justice

37. Christianity

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

The question asks for ‘beliefs’ but many candidates are likely to use teachings to express these which is an acceptable approach.

Candidates may cite the commandment ‘do not commit murder’ as a teaching that Christians might use to defend a pacifist position. Better responses might indicate that this does not say ‘do not kill’ and that, in fact, God frequently instructs the Jews to fight during the history of the Old Testament.

Some may say that Jesus was a pacifist and that Christians must follow his example. Better responses, again, might suggest that this statement is also open to discussion.

- (b) Explain how Christians might respond to a war. [7]**

Candidates are likely to suggest that there could be different Christian responses to war. They may indicate that some Christians, such as the Religious Society of Friends (Quakers), adopt a very strict pacifist view.

Some may consider that many Christians in, for example, the armed forces, would fight for their country.

Some may deal with the ideas of Just War.

- (c) ‘It is better to accept injustice than to use violence.’
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 question addresses the issues of injustice and whether pacifism can really be absolute.

It is unlikely that candidates will consider different orders of pacifism.

Most are likely to say that there are situations where violence might be necessary for anyone.

Some may consider that Christians can be placed in a very difficult situation as they have a duty of pacifism and also one of opposing injustice.

Some may suggest that there are other and better ways of opposing injustice.

38. Hinduism

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

The question asks for ‘beliefs’ but some candidates may use teachings to express these which is an acceptable approach.

Candidates may cite the principle of satyagraha ‘non-violent protest’ as promoted by MK Gandhi and use him as an example of pacifism.

Some may consider the concept of ahimsa – not killing – respect for life.

- (b) Explain how Hindus might respond to a war. [7]**

Candidates are likely to suggest that there could be different Hindu responses to war.

They may indicate that many Hindus adopt a very strict pacifist view.

Some may consider that some Hindus in, for example, the armed forces, would fight for their country.

Some may deal with recent examples of Hindus defending their faith.

- (c) **'It is better to accept injustice than to use violence.'**
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 question addresses the issues of injustice and whether pacifism can really be absolute.

It is unlikely that candidates will consider different orders of pacifism.

Most are likely to say that there are situations where violence might be necessary for anyone.

Some may consider that Hindus can be placed in a very difficult situation as they have a duty of pacifism and also one of opposing injustice.

Some may suggest that there are other and better ways of opposing injustice.

39. Islam

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

The question asks for 'beliefs' but many candidates are likely to use teachings to express these which is an acceptable approach.

Many candidates are likely to write about the concept of Lesser Jihad or Holy War. Better responses are likely to indicate the conditions of Jihad and may suggest that no Holy War has been sanctioned in recent years.

Some may suggest that the Prophet was a pacifist but whilst it is true to say that he worked for peace it is not correct to claim that he was a pacifist.

- (b) **Explain how Muslims might respond to a war.** [7]

Candidates are likely to suggest that there could be different Muslim responses to war.

They may indicate that some Muslims might adopt a pacifist view.

Some may consider that many Muslims in, for example, the armed forces, would fight for their country and their faith.

- (c) **'It is better to accept injustice than to use violence.'**
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 question addresses the issues of injustice and whether pacifism can really be absolute.

It is unlikely that candidates will consider different orders of pacifism.

Most are likely to say that there are situations where violence might be necessary for anyone.

Some may consider that Muslims can be placed in a very difficult situation as they have to promote peace and also one of opposing injustice.

Some may suggest that there are other and better ways of opposing injustice.

40. Judaism

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

The question asks for 'beliefs' but many candidates are likely to use teachings to express these which is an acceptable approach.

Candidates may cite the commandment 'do not commit murder' as a teaching that Jews might use to defend a pacifist position. Better responses might indicate that this does not say 'do not kill' and that, in fact, God frequently instructs the Jews to fight during the history of the Jewish Scriptures.

- (b) Explain how Jews might respond to a war. [7]

Candidates are likely to suggest that there could be different Jewish responses to war.

They may indicate that some Jews adopt a strict pacifist view.

Some may consider that many Jews in, for example, the armed forces, would fight for their country.

Some may deal with the ideas of Holy War whilst pointing out that there has been no Holy War ordered since the time of the Jewish Scriptures.

- (c) 'It is better to accept injustice than to use violence.'
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 question addresses the issues of injustice and whether pacifism can really be absolute.

It is unlikely that candidates will consider different orders of pacifism.

Most are likely to say that there are situations where violence might be necessary for anyone.

Some may consider that Jews can be placed in a very difficult situation as they have a duty of promoting peace and also one of opposing injustice.

Some may suggest that there are other and better ways of opposing injustice.

1931 Paper 1 & Paper 3

Topic 1 The Nature of God

1. Christianity

(a) Describe what Christians believe about the nature of God. [8]

Candidates should focus their answers on the 'nature' of God rather than describing the arguments for God's existence – this latter can only achieve up to the top of level 2. Although these technical terms are not required by the specification candidates are likely to use the ideas or paraphrases of 'omnipotent', 'omnibenevolent', 'omniscient', 'omnipresent', 'transcendent' and 'immanent' amongst others. Some, more simple responses are likely to describe issues such as God being good, being a parent, being a teacher, a policeman, creator, judge or first cause. Others may describe ideas of God being eternal or infinite and possibly as the Trinity.

(b) Explain why Christians might believe in miracles. [7]

Most responses are likely to focus on ideas of evidence for the existence of miracles. Some may suggest particular miracles or places where miracles are reported to have occurred such as Lourdes. Some answers may consider what is meant by a miracle and how they are defined. Some may use examples of Biblical miracles as evidence for their answer. Some may refer to personal experience. Some answers may consider why some Christians might not believe in miracles.

**(c) 'If God existed we would have evidence to prove it.'
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]**

A definite conclusion to an argument about this statement is likely to be a faith response or a no-faith response. Candidates need to consider the statement and present the evidence for both sides. Some may consider that the existence of the world and of humanity for example present clear evidence for God's existence. Others may suggest that the problems of the world such as war, suffering and drought show that God does not exist. This could be countered by the argument that God may exist but not wish or be able to intervene. Some may use evidence of the supernatural as supporting the existence of God.

2. Hinduism

(a) Describe what Hindus believe about the nature of the gods. [8]

Candidates should focus their answers on the 'nature' of the gods rather than describing the arguments for their existence – this latter can only achieve up to the top of level 2. Candidates may describe a variety of Hindu beliefs on the nature of deity such as polytheism, monotheism or monism. They may describe the nature and attributes of God or gods and goddesses or the idea of deities as aspects of an eternal and transcendent ultimate reality.

Some, more simple responses are likely to describe issues such as the gods being good, being like a parent, being a teacher or a policeman.

Candidates may decide to answer this from the example of one particular god.

(b) Explain why Hindus might believe that the gods intervene in the world. [7]

Most responses are likely to focus on ideas of evidence for the intervention of the gods. Some may suggest particular incidents or places where this is reported to have occurred. Some answers may consider what is meant by this intervention. Some may use examples of intervention in sacred texts as evidence for their answer.

**(c) 'If the gods existed we would have evidence to prove it.'
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]**

A definite conclusion to an argument about this statement is likely to be a faith response or a no-faith response.

Candidates need to consider the statement and present the evidence for both sides. Some may consider that the existence of the world and of humanity for example presents clear evidence for the existence of the gods.

Others may suggest that the problems of the world such as war, suffering and drought show that the gods do not exist. This could be countered by the argument that the gods may exist but not wish or be able to intervene.

Some may use evidence of the supernatural as supporting the existence of the gods.

3. Islam

(a) Describe what Muslims believe about the nature of Allah. [8]

Candidates should focus their answers on the 'nature' of Allah rather than describing the arguments for God's existence – this latter can only achieve up to the top of level 2.

Although these technical terms are not required by the specification candidates are likely to use the ideas or paraphrases of 'omnipotent', 'omnibenevolent' and 'omniscient'.

Some, more simple responses are likely to describe issues such as Allah being good, being a parent, being a teacher or a policeman.

Others may consider ideas of Allah being eternal or infinite.

(b) Explain why Muslims might believe in miracles. [7]

Most responses are likely to focus on ideas of evidence for the existence of miracles. Some may suggest particular miracles or places where miracles are reported to have occurred.

Some answers may consider what is meant by a miracle and how they are defined.

Some may use examples of miracles in the life of the Prophet as evidence for their answer.

Some candidates may say that some Muslims do not believe in miracles beyond the creation and offer evidence for this view.

- (c) **'If Allah existed we would have evidence to prove it.'**
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]

A definite conclusion to an argument about this statement is likely to be a faith response or a no-faith response.

Candidates need to consider the statement and present the evidence for both sides. Some may consider that the existence of the world and of humanity for example present clear evidence for Allah's existence.

Others may suggest that the problems of the world such as war, suffering and drought show that Allah does not exist. This could be countered by the argument that Allah may exist but not wish or be able to intervene.

Some may use evidence of the supernatural as supporting the existence of Allah.

4. Judaism

- (a) **Describe what Jews believe about the nature of G-d. [8]**

Candidates should focus their answers on the 'nature' of G-d rather than describing the arguments for G-d's existence – this latter can only achieve up to the top of level 2. Although these technical terms are not required by the specification candidates are likely to use the ideas or paraphrases of 'omnipotent', 'omnibenevolent', 'omniscient' and 'omnipresent'.

Some, more simple responses are likely to describe issues such as G-d being good, being a parent, being a teacher or a policeman.

Others may consider ideas of G-d being eternal or infinite.

- (b) **Explain why Jews might believe in miracles. [7]**

Most responses are likely to focus on ideas of evidence for the existence of miracles. Some may suggest particular miracles or places where miracles are reported to have occurred.

Some answers may consider what is meant by a miracle and how they are defined.

Some may use examples of Biblical miracles as evidence for their answer.

- (c) **'If G-d existed we would have evidence to prove it.'**
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]

A definite conclusion to an argument about this statement is likely to be a faith response or a no-faith response.

Candidates need to consider the statement and present the evidence for both sides. Some may consider that the existence of the world and of humanity for example present clear evidence for G-d's existence.

Others may suggest that the problems of the world such as war, suffering and drought show that G-d does not exist. This could be countered by the argument that G-d may exist but not wish or be able to intervene.

Some may use evidence of the supernatural as supporting the existence of G-d.

Topic 2 – The Nature of Belief

5. Christianity

- (a) Describe how Christians might use symbols to express belief. [8]

Candidates are likely to describe how a range of symbols may be used to express Christian belief. These might include specific examples such as the Chi-Ro, the fish, cross, crucifix, as well as more general symbols such as candles or bread and wine. Some may describe the actual 'use' of symbols such as a rosary.

Some may also describe the use of liturgical colours and vestments.

There are two points which might be addressed here though both are not required.

Candidates may say that some Christians do use symbols because they find them helpful whilst other Christians will not use symbols because they believe that they go against the second Commandment.

- (b) Explain how regular prayer might strengthen the faith of a Christian. [7]

Answers are likely to consider some of the various ways in which prayer might strengthen faith.

These may include the personal, social, spiritual and moral influences of prayer.

Candidates may give examples to support some or all of these influences.

More general responses are likely to suggest that regular prayer simply strengthens faith through repetition and frequency.

- (c) 'Fasting does not help 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]

Candidates may consider that fasting is not a very important aspect of Christianity today but may also decide to use Lent as an example.

Discussions are likely to consider that fasting can help people to worship as it may focus the mind and may also bring a greater awareness of the suffering of others.

Some may suggest, however, that God does not want creation to suffer and that therefore there are better ways of worshipping God than by fasting.

6. Hinduism

- (a) Describe how Hindus might use symbols to express belief. [8]

Candidates are likely to describe how a range of symbols may be used to express Hindu belief. These might include specific examples such as statues or pictures of the gods as well as more general symbols such as water, flowers and incense. Some may describe the actual 'use' of symbols such as prayer beads.

There are two points which might be addressed here though both are not required.

Candidates may say that most Hindus do use symbols because they find them helpful whilst for others prayer and meditation may be seen as more important.

- (b) Explain how regular prayer might strengthen the faith of a Hindu. [7]

Answers are likely to consider some of the various ways in which prayer might strengthen faith.

These may include the personal, social, spiritual and moral influences of prayer.

Candidates may give examples to support some or all of these influences.

More general responses are likely to suggest that regular prayer simply strengthens faith through repetition and frequency.

- (c) **‘Fasting does not help people to worship the gods.’**
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Hinduism in your answer. [5]

Candidates may consider that fasting can be a very personal issue in Hinduism but that it is seen as part of some festivals.

Discussions are likely to consider that fasting can help people to worship as it may focus the mind and may also bring a greater awareness of the suffering of others.

Some may suggest, however, that the gods do not want creation to suffer and that therefore there are better ways of worshipping them than by fasting.

7. Islam

- (a) **Describe how Muslims might use symbols to express belief.** [8]

Candidates are likely to describe how a range of symbols may be used to express Islamic belief. These might include specific examples such as the crescent moon, arabesque patterns and calligraphy as well as more general symbols such as the design and architecture of a mosque.

Candidates may say that the use of these symbols may remind Muslims of their faith but that any portrayal of people or Allah would be shirk.

Some may describe the actual ‘use’ of symbols such as prayer beads.

- (b) **Explain how regular prayer might strengthen the faith of a Muslim.** [7]

Answers are likely to consider some of the various ways in which prayer might strengthen faith and also present salah as one of the Five Pillars.

These may include the personal, social, spiritual and moral influences of prayer.

Candidates may give examples to support some or all of these influences.

More general responses are likely to suggest that regular prayer simply strengthens faith through repetition and frequency.

- (c) **‘Fasting does not 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 may consider that fasting is a very important aspect of Islam and as sawm is one of the Five Pillars.

Discussions are likely to consider that fasting can help people to worship as it may focus the mind and may also bring a greater awareness of the suffering of others.

Some may suggest, however, that Allah does not want creation to suffer and that therefore there are better ways of worshipping than by fasting.

8. Judaism

- (a) Describe how Jews might use symbols to express belief. [8]**

Candidates are likely to describe how a range of symbols may be used to express Jewish belief. These might include specific examples such as the parochet in front of the ark, the decorations of the Sefer Torah, the Ner Tamid and the menorah. Some may describe the actual 'use' of symbols such as an channukiah.

There are two points which might be addressed here though both are not required.

Candidates may say that Jews do use symbols because they find them helpful whilst not portraying people because they believe that this would go against the second Commandment.

- (b) Explain how regular prayer might strengthen the faith of a Jew. [7]**

Answers are likely to consider some of the various ways in which prayer might strengthen faith.

These may include the personal, social, spiritual and moral influences of prayer.

Candidates may give examples to support some or all of these influences.

More general responses are likely to suggest that regular prayer simply strengthens faith through repetition and frequency.

- (c) 'Fasting does not help 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 may consider that fasting is a very important aspect of Judaism, particularly in relation to Yom Kippur.

Discussions are likely to consider that fasting can help people to worship as it may focus the mind and may also bring a greater awareness of the suffering of others.

Some may suggest, however, that G-d does not want creation to suffer and that therefore there are better ways of worshipping G-d than by fasting.

Topic 3 – Religion and Science**9. Christianity**

- (a) Describe scientific ideas about the origins of the world and of humanity. [8]**

Candidates should address both parts of the question, if they do not answers will not achieve above level 3.

The specification calls for a simple understanding of these ideas and so this is what should be expected.

Candidates are likely to describe ideas such as the Big Bang Theory for the origins of the world and Darwinian evolutionary theory for the origins of humanity.

Some, of course, might present 'intelligent design' as a scientific theory and this should be credited.

- (b) Explain why some Christians might not agree with these scientific ideas. [7]**

The question states 'some' and so candidates are not required to explain why all Christians might disagree.

They may explain that for some Christians scientific ideas do not present any problem but they should also consider that for some, who believe in the infallibility of the Bible, these ideas are completely unacceptable.

Some may write about creationist theories.

Some may explore the idea that science says 'how' and religion says 'why'.

- (c) 'Humans were created for a reason.'
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]**

Candidates may support this argument by suggesting that God created humanity to supervise the world as stewards. They might also suggest that humans were a necessary part of creation because their duty is to worship God.

An alternative viewpoint is that if evolution is simply a natural development then humans are no more than, for the moment, the latest part of that evolutionary development and so have come about by chance rather than for any reason.

10. Hinduism

- (a) Describe scientific ideas about the origins of the world and of humanity. [8]**

Candidates should address both parts of the question, if they do not answers will not achieve above level 3.

The specification calls for a simple understanding of these ideas and so this is what should be expected.

Candidates are likely to describe ideas such as the Big Bang Theory for the origins of the world and Darwinian evolutionary theory for the origins of humanity.

- (b) Explain why some Hindus might not agree with these scientific ideas. [7]**

The question states 'some' and so candidates are not required to explain why all Hindus might disagree.

They may explain that for some Hindus scientific ideas do not present any problem but they should also consider that for some, who believe in the infallibility of the sacred texts, these ideas are completely unacceptable.

Some may explore the idea that science says 'how' and religion says 'why'.

- (c) 'Humans were created for a reason.'
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]**

If evolution is simply a natural development then humans are no more than, for the moment, the latest part of that evolutionary development and so have come about by chance rather than for any reason. Others might suggest that humans are an equal part of the natural order rather than masters of it.

Candidates may support this argument by suggesting that humans were created to uphold the universe through participation in dharma worshipping the gods. For some the purpose of human life is to attain moksha.

11. Islam

- (a) Describe scientific ideas about the origins of the world and of humanity. [8]**

Candidates should address both parts of the question, if they do not answers will not achieve above level 3.

The specification calls for a simple understanding of these ideas and so this is what should be expected.

Candidates are likely to describe ideas such as the Big Bang Theory for the origins of the world and Darwinian evolutionary theory for the origins of humanity.

Some, of course, might present 'intelligent design' as a scientific theory and this should be credited.

- (b) Explain why some Muslims might not agree with these scientific ideas. [7]**

The question states 'some' and so candidates are not required to explain why all Muslims might disagree.

They may explain that for some Muslims scientific ideas do not present any problem but they should also consider that for some, who believe in the infallibility of the Qur'an, these ideas are completely unacceptable even though mainstream Islam has long argued that scientific developments merely serve to explain what is really inherent in the text anyway. Some may write about creationist theories.

Some may explore the idea that science says 'how' and religion says 'why'.

- (c) 'Humans were created for a reason.'
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Islam in your answer. [5]**

Candidates may support this argument by suggesting that Allah created humanity to supervise the world as stewards. They might also suggest that humans were a necessary part of creation because their duty is to worship Allah.

An alternative viewpoint is that if evolution is simply a natural development then humans are no more than, for the moment, the latest part of that evolutionary development and so have come about by chance rather than for any reason.

12. Judaism

- (a) Describe scientific ideas about the origins of the world and of humanity. [8]**

Candidates should address both parts of the question, if they do not answers will not achieve above level 3.

The specification calls for a simple understanding of these ideas and so this is what should be expected.

Candidates are likely to describe ideas such as the Big Bang Theory for the origins of the world and Darwinian evolutionary theory for the origins of humanity.

Some, of course, might present 'intelligent design' as a scientific theory and this should be credited.

- (b) Explain why some Jews might not agree with these scientific ideas. [7]**

The question states 'some' and so candidates are not required to explain why all Jews might disagree.

They may explain that for some Jews scientific ideas do not present any problem but they should also consider that for some, who believe in the infallibility of the Bible, these ideas are completely unacceptable.

Some may write about creationist theories.

Some may explore the idea that science says 'how' and religion says 'why'.

- (c) 'Humans were created for a reason.'
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Judaism in your answer. [5]**

Candidates may support this argument by suggesting that G-d created humanity to supervise the world as stewards. They might also suggest that humans were a necessary part of creation because their duty is to worship G-d.

An alternative viewpoint is that if evolution is simply a natural development then humans are no more than, for the moment, the latest part of that evolutionary development and so have come about by chance rather than for any reason.

Topic 4 – Death and the Afterlife

13. Christianity

- (a) Describe Christian beliefs about the distinction between the 'body' and the 'soul'. [8]**

At GCSE level it cannot be expected that students will be able to give highly sophisticated explanations of the distinction between 'body' and 'soul' though some, of course, may. Answers are likely to explain that the body is the material shell of the person whilst the soul is the spiritual aspect which has the potential to reach heaven after death.

Some may also comment that bodily resurrection is part of Christian belief even though it is unclear from the Bible what this means e.g. Paul's 'spiritual body'.

- (b) Explain why Christians might believe that they should behave morally. [7]**

There are three issues which could be discussed here.

Some may suggest that people will choose to act morally because they know this is what God wants and that therefore it is the right thing to do.

Others may explain that people might choose to act morally in order to try to ensure that they reach heaven when they die.

A further view might be that people should behave morally anyway without either of these considerations.

- (c) 'People believe in life after death because they are afraid of dying.'
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]**

Candidates might argue that the statement is true and that it really is fear of the unknown which is the reason for the existence of various religious ideas about what happens when people die.

On the other hand it could be argued that Christians should have no fear of dying because, if they have lived a good life, they are promised that they will be rewarded in heaven.

14. Hinduism

(a) Describe Hindu beliefs about the distinction between the 'body' and the 'atman'. [8]

At GCSE level it cannot be expected that students will be able to give highly sophisticated explanations of the distinction between 'body' and 'atman' though some, of course, may. Answers are likely to explain that the body is the material shell of the person whilst the atman is the spiritual aspect which has the potential to be reborn and ultimately to reach nirvana.

(b) Explain why Hindus might believe that they should behave morally. [7]

There are three issues which could be discussed here. Some may suggest that people will choose to act morally because they know this is what the gods want and that therefore it is the right thing to do. Others may explain that people might choose to act morally in order to try to ensure that they improve their chances of reaching nirvana when they die. A further view might be that people should behave morally anyway without either of these considerations.

(c) 'People believe in life after death because they are afraid of dying.' Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Hinduism in your answer. [5]

Candidates might argue that the statement is true and that it really is fear of the unknown which is the reason for the existence of various religious ideas about what happens when people die.

On the other hand it could be argued that Hindus should have no fear of dying because, if they have lived a good life, they are promised that they will eventually reach nirvana.

15. Islam

(a) Describe Muslim beliefs about the distinction between the 'body' and the 'soul'. [8]

At GCSE level it cannot be expected that students will be able to give highly sophisticated explanations of the distinction between 'body' and 'soul' though some, of course, may. Answers are likely to explain that the body is the material shell of the person whilst the soul is the spiritual aspect which has the potential to reach heaven after death. Some may also comment that bodily resurrection is part of Muslim belief.

(b) Explain why Muslims might believe that they should behave morally. [7]

There are three issues which could be discussed here. Some may suggest that people will choose to act morally because they know this is what Allah wants and that therefore it is the right thing to do. Others may explain that people might choose to act morally in order to try to ensure that they reach heaven when they die. A further view might be that people should behave morally anyway without either of these considerations.

- (c) **‘People believe in life after death because they are afraid of dying.’
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Islam in your answer. [5]**

Candidates might argue that the statement is true and that it really is fear of the unknown which is the reason for the existence of various religious ideas about what happens when people die.

On the other hand it could be argued that Muslims should have no fear of dying because, if they have lived a good life, they are promised that they will be rewarded in heaven.

16. **Judaism**

- (a) **Describe Jewish beliefs about the distinction between the ‘body’ and the ‘soul’. [8]**

At GCSE level it cannot be expected that students will be able to give highly sophisticated explanations of the distinction between ‘body’ and ‘soul’ though some, of course, may. Answers are likely to explain that the body is the material shell of the person whilst the soul is the spiritual aspect which may have the potential to reach heaven after death although Jewish teaching is unclear about this.

Some may also comment that bodily resurrection is part of some Jewish belief even though it is unclear from the Bible what this means.

- (b) **Explain why Jews might believe that they should behave morally. [7]**

There are three issues which could be discussed here.

Some may suggest that people will choose to act morally because they know this is what God wants and that therefore it is the right thing to do.

Others may explain that people might choose to act morally in order to try to ensure that they reach heaven when they die.

A further view might be that people should behave morally anyway without either of these considerations.

- (c) **‘People believe in life after death because they are afraid of dying.’
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Judaism in your answer. [5]**

Candidates might argue that the statement is true and that it really is fear of the unknown which is the reason for the existence of various religious ideas about what happens when people die.

On the other hand it could be argued that Jews should have no fear of dying because, if they have lived a good life, they are hopeful that they will be rewarded in heaven.

Topic 5 – Good and Evil

17. Christianity

- (a) Describe how Christians might try to find the best way to behave. [8]

There are many different responses which candidates might use in answering this question.

They may consider some or all of these including: prayer, talking to other members of their faith, talking to faith leaders, consulting sacred texts, talking to their family and friends.

- (b) How might Christians explain the problem of evil? [7]

Some candidates may simply respond by saying that evil is the work of the devil. Others might consider that it is the work of evil people.

Some may consider that there is no 'problem of evil' and that this is just how things are.

Some may look at more theological responses and consider whether God is responsible for evil in the world and whether God can or should do something about it.

Some answers may consider whether a truly good God would let people suffer.

- (c) 'Suffering is caused by the Devil.'
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Candidates might comment that suffering is caused by people. Others may consider that it is just the result of natural occurrence.

Other candidates might agree with the statement and use traditional religious teaching to support it whilst others might even consider the position that suffering is caused by God for some higher purpose beyond our comprehension.

Some candidates may refer to Job.

18. Hinduism

- (a) Describe how Hindus might try to find the best way to behave. [8]

There are many different responses which candidates might use in answering this question.

They may consider some or all of these including: prayer, talking to other members of their faith, talking to faith leaders, consulting sacred texts, talking to their family and friends.

- (b) How might Hindus explain the problem of evil? [7]

Some candidates may simply respond by saying that evil is the work of evil forces. Others might consider that it is the work of evil people.

Some may consider that there is no 'problem of evil' and that this is just how things are.

They may discuss the law of Karma as it relates to evil and suffering.

Some may look at more theological responses and consider whether the gods are

responsible for evil in the world and whether the gods can or should do something about it.

Some answers may consider the nature of the Divine in relation to issues of good and evil.

- (c) **‘Suffering is caused by the gods.’**
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Hinduism in your answer. [5]

Candidates might comment that suffering is caused by people. Others may consider that it is just the result of natural occurrence.

Other candidates might agree with the statement and use traditional religious teaching to support it whilst others might even consider the position that suffering is caused by the gods for some higher purpose beyond our comprehension.

19. Islam

- (a) **Describe how Muslims might try to find the best way to behave.** [8]

There are many different responses which candidates might use in answering this question.

They may consider some or all of these including: prayer, talking to other members of their faith, talking to faith leaders, consulting sacred texts, talking to their family and friends.

- (b) **How might Muslims explain the problem of evil?** [7]

Some candidates may simply respond by saying that evil is the work of Shaytan/Iblis.

Others might consider that it is the work of evil people.

Some may consider that there is no ‘problem of evil’ and that this is just how things are.

Some may look at more theological responses and consider whether Allah is responsible for evil in the world and whether Allah can or should do something about it.

Some answers may consider whether a truly good God would let people suffer.

- (c) **‘Suffering is caused by Shaytan.’**
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 might comment that suffering is caused by people. Others may consider that it is just the result of natural occurrence.

Other candidates might agree with the statement and use traditional religious teaching to support it whilst others might even consider the position that suffering is caused by Allah for some higher purpose beyond our comprehension.

20. Judaism

- (a) **Describe how Jews might try to find the best way to behave.** [8]

There are many different responses which candidates might use in answering this question.

They may consider some or all of these including: prayer, talking to other members of their faith, talking to faith leaders, consulting sacred texts, talking to their family and friends.

- (b) **How might Jews explain the problem of evil?** [7]

Some candidates may simply respond by saying that evil is the work of the devil. Others might consider that it is the work of evil people.

Some may consider that there is no ‘problem of evil’ and that this is just how things are.

Some may look at more theological responses and consider whether G-d is responsible for evil in the world and whether G-d can or should do something about it.

Some answers may consider whether a truly good G-d would let people suffer.

(c) 'Suffering is caused by the Devil.'

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

[5]

Candidates might comment that suffering is caused by people. Others may consider that it is just the result of natural occurrence.

Other candidates might agree with the statement and use traditional religious teaching to support it whilst others might even consider the position that suffering is caused by G-d for some higher purpose beyond our comprehension.

Some candidates may refer to Job.

1931 Paper 2 & Paper 4

Topic 6 – Religion and Human Relationships

1 Christianity

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

In answering this question candidates may use Biblical or church teachings or both. In using Biblical texts the most likely responses will probably be a reference to God's instruction to Noah and his sons after the flood: 'Be fruitful and increase in number and fill the earth.' (Genesis 9:1b).

Other responses may use general Christian teaching about the sanctity of life.

Some may refer to the teachings of the churches about artificial contraception, in particular its condemnation by the Roman Catholic Church.

Candidates may say that the purpose of sexual activity is procreation and therefore, if contraception is used, the legitimacy of the activity is invalidated.

- (b) **Explain the importance of the vows made in a Christian marriage ceremony.** [7]

Candidates are not required to state the vows but are likely to do so.

Many candidates are likely to give the conditions as well as the vows.

Some may explain the vows and conditions and say that the concepts in them are what make them important.

Others may say that the importance of the vows is that they are promises made to and in front of God.

- (c) **'Divorce 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]

Some candidates are likely to explain that, in particular for Roman Catholics, this statement is true and that remarriage is not permitted without annulment.

Other responses might be that for some Christians divorce, though not desirable, is sometimes seen as inevitable.

Others may conclude that religion has no real role to play in this discussion and that if people do not want to stay married then they should be able to get divorced without this being seen as 'wrong'.

2 Hinduism

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

In answering this question candidates are likely to use general Hindu teachings rather than specific references to sacred texts.

Responses may refer to Hindu ideas about the sanctity of life deriving this from belief in the importance of the atman and of reincarnation.

Candidates may say that Hinduism does not have any absolute teaching about contraception and that for many people it is the only way to avoid dire poverty and families that they cannot afford to raise.

- (b) **Explain the importance of the prayers used in a Hindu marriage ceremony.** [7]

Candidates are not required to state the prayers or quote them.

Some may explain the prayers about the marriage and say that the concepts in them are what makes them important.

Others may say that the importance of the prayers is that they are promises made to and in front of the gods.

- (c) **'Divorce 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]

Some candidates may suggest that for most Hindus divorce, though not desirable, is sometimes seen as inevitable.

Others may conclude that religion has no real role to play in this discussion and that if people do not want to stay married then they should be able to get divorced without this being seen as 'wrong'.

3 Islam

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

In answering this question candidates are likely to use general Muslim teachings rather than specific references to sacred texts.

Responses may refer to Muslim ideas about the sanctity of life deriving this from belief in Allah and submission to his will.

Candidates may say that the purpose of sexual activity is procreation and therefore, if contraception is used, the legitimacy of the activity is invalidated.

Responses may indicate that, for some Muslims, contraception is seen as necessary for the health and well-being of the woman.

- (b) **Explain the importance of the promises made in a Muslim marriage ceremony.** [7]

Candidates are not required to state the promises especially as they are not in any set form.

Some may explain the promises and say that the concepts in them are what makes them important.

Others may indicate the importance of both parties being seen to give consent to the marriage.

- (c) **'Divorce 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]

Responses might be that for some Muslims divorce, though not desirable, is sometimes seen as inevitable.

Some may also consider the complexity of Muslim divorce laws.

Others may conclude that religion has no real role to play in this discussion and that if people do not want to stay married then they should be able to get divorced without this being seen as 'wrong'.

4 Judaism**(a) Describe Jewish teachings about the use of contraception. [8]**

In answering this question candidates may use Biblical or rabbinical teachings or both. In using Biblical texts the most likely responses will probably be a reference to G-d's instruction to Noah and his sons after the flood: 'Be fruitful and increase in number and fill the earth.' (Genesis 9:1b).

Other responses may use general Jewish teaching about the Sanctity of Life.

Candidates may argue that the purpose of sexual activity is procreation and therefore, if contraception is used, the legitimacy of the activity is invalidated.

(b) Explain the importance of the vows made in a Jewish marriage ceremony. [7]

Candidates are not required to state the vows but are likely to do so.

Some may explain the vows and conditions and say that the concepts in them are what makes them important.

Others may say that the importance of the vows is that they are promises made to and in front of G-d.

Others may consider the promises made in the ketubah which is signed before the ceremony.

**(c) 'Divorce 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]**

Some responses might be that for some Jews divorce, though not desirable, is sometimes seen as inevitable.

Some may consider the complexities and difficulties of the Jewish divorce laws.

Others may conclude that religion has no real role to play in this discussion and that if people do not want to stay married then they should be able to get divorced without this being seen as 'wrong'.

Topic 7 – Religion and Medical Ethics5 Christianity**(a) Describe Christian teachings about abortion. [8]**

The question asks for 'teachings' and these can be Biblical or from the churches. There are few teachings in the Bible which are specific.

Candidates might refer to the punishment for causing a miscarriage. Some may refer to Jeremiah 1:4.

Some candidates may refer to the teaching in the Didache about causing an abortion.

From the perspective of church teaching candidates may give the Roman Catholic teaching that procured abortion is always a sin.

Some may consider 'double effect'. Some responses may describe more liberal Christian approaches.

- (b) Explain Christian attitudes towards suicide. [7]**

Candidates might consider the commandment 'do not commit murder' and could explain that suicide is premeditated.

Some may comment that only God has the right to take away life which itself is a gift from God.

Some may use Ecclesiastes 5:2 'a time to be born and a time to die'.

Some candidates may explain that, until the last century, suicides could not be buried in consecrated ground because it was viewed as a sin against the Holy Spirit.

- (c) 'All life is sacred.'
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 response which simply says something like 'Jesus said all life is sacred' is unlikely to score highly.

Candidates might be aware that although many Christians might say and believe that all life is sacred there is no specific teaching in the Bible to support this.

Some responses may be that all human life is sacred or that there are degrees to which life can or should be regarded as sacred.

6 Hinduism

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

The question asks for 'teachings'. These are more likely to be general Hindu teachings rather than references to sacred texts.

Candidates may show that although Hindus would generally condemn abortion there may be circumstances in which it could be seen as necessary.

Responses may include a description of the atman and reincarnation and how these would affect a Hindu's position on abortion.

- (b) Explain Hindu attitudes towards suicide. [7]**

Some candidates may comment that only the gods have the right to take away life which itself is a gift from the gods.

Some responses may suggest that suicide might release the person from suffering and allow the atman to be reborn.

Some candidates may consider that suicide would create bad karma for the atman.

- (c) 'All life is sacred.'
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 may say that from a Hindu perspective this might be viewed as a true statement. Belief that all living beings have an atman could be used to support this.

Candidates may also argue from this that all life should be shown respect.

For other viewpoints candidates are likely to use secular arguments to suggest that perhaps human life is more important than animal life.

7 Islam

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

The question asks for 'teachings' and these are likely to be general Muslim teachings. Some responses are likely to consider that life is a gift from Allah and that to abort a baby would be to reject that gift and a sin.

Some candidates might consider that the Muslim teachings about abortion are not absolute and that sometimes the health and well-being of the woman must sometimes override other considerations.

- (b) **Explain Muslim attitudes towards suicide.** [7]

Some candidates may comment that only Allah has the right to take away life which itself is a gift from Allah.

Some candidates may choose to write about suicide bombers because of the events of recent years. A good response might explain that although these bombers may have believed that they were martyrs acting in submission to the will of Allah many Muslims would not accept this view and would see them as going against the will of Allah by killing themselves and also killing other people.

- (c) **'All life is sacred.'**
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 aware that although many Muslims might say and believe that all life is sacred there is no specific teaching in the Qur'an to support this.

Some responses may be that all human life is sacred or that there are degrees to which life can or should be regarded as sacred.

8 Judaism

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

The question asks for 'teachings' and these can be Biblical or rabbinical. There are few teachings in the Bible which are specific.

Candidates might refer to the punishment for causing a miscarriage. Some candidates may refer to Jeremiah 1:4.

Some responses may consider more liberal Jewish approaches and the idea that abortion may sometimes be necessary to protect the health and well-being of the woman.

- (b) **Explain Jewish attitudes towards suicide.** [7]

Candidates might consider the commandment 'do not commit murder' and could argue that suicide is premeditated.

Some may comment that only G-d has the right to take away life which itself is a gift from God. Some may use Ecclesiastes 5:2 'a time to be born and a time to die'.

- (c) **'All life is sacred.'**
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 response which simply says something like 'the Bible says all life is sacred' is unlikely to score highly.

Candidates might be aware that although many Jews might say and believe that all life is sacred there is no specific teaching in the Bible to support this. Some responses may be that all human life is sacred or that there are degrees to which life can or should be regarded as sacred.

Topic 8 – Religion and Equality

9 Christianity

(a) Describe Christian teachings about the role of women. [8]

The question asks for teachings; these may be Biblical or could be church teachings. Candidates may say that the second creation account in Genesis is often interpreted as showing that the woman is secondary to the man and created as a helpmate rather than an equal. Some may also describe the account in Genesis 1 where male and female are created at the same time in the image of God. Some may say that the fall shows that women are more prone to evil than are men. Candidates could use examples of strong and respected women from the Old Testament to show how women have been regarded. Some might refer to Paul's teaching about the equality of Christians in Galatians but equally well could show that in Corinthians and Titus women are not treated equally. Some may refer to Jesus' attitude towards women and some may find that this could also be seen as ambivalent.

(b) Explain why some Christians might try to persuade people to join their religion. [7]

Candidates are likely to explain that Christianity is a missionary religion and that, therefore, it is a Christian duty to persuade other people to become Christians so that they can be saved. Some candidates may produce a simpler response that Christians might try to persuade other people because they think their religion is the best one. Candidates might also say that some Christians interpret their faith differently and might feel that they should respect other people's faith and not try to influence them.

(c) 'Prejudice 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]

Candidates are likely to suggest that prejudice is always wrong and may use general Christian teachings to support their argument. As an alternative viewpoint some may suggest that you can be prejudiced in favour of something as well as against. They may also suggest that some people such as murderers must expect people to be prejudiced against them.

10 Hinduism

(a) Describe Hindu teachings about the role of women. [8]

Candidates may describe the creation story in the Purusha Sukta, as showing that the woman is secondary to the man.

Some may say that men are nearer to reaching moksha than women. Some candidates might say that the fact that there are female as well as male gods and ask whether these are seen as equal.

Candidates could use examples of strong and respected women from the Hindu scriptures to show how women have been regarded.

Other responses may say that both men and women have atmans which could be reborn in either.

(b) Explain why some Hindus might try to persuade people to join their religion. [7]

Candidates are likely to explain that Hinduism is not essentially a missionary religion and that, therefore, Hindus would not try to persuade other people to join their faith.

Some candidates may explain that people are born Hindus and that therefore it is not really possible to convert.

Candidates might also say that some Hindus such as members of ISKCON (the Society for Krishna Consciousness) interpret their faith differently and might feel that they should encourage people to become Hindus.

**(c) 'Prejudice 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]**

Candidates are likely to suggest that prejudice is always wrong and may use general Hindu teachings to support their argument. As an alternative viewpoint some may suggest that you can be prejudiced in favour of something as well as against.

They may also suggest that some people such as murderers must expect people to be prejudiced against them.

11 Islam

(a) Describe Muslim teachings about the role of women. [8]

Candidates may say that, in the Qur'an, there is no suggestion women were a secondary creation or are seen as inferior.

Candidates could use examples of strong and respected women from Islamic history to show how women have been regarded.

Some may refer to the Prophet's teaching about loving your mother.

Some candidates may say that Islam, as it is often viewed from outside the faith, appears to put women in a very secondary position subservient to their husbands.

Some may say that the hijab is evidence for the oppression of women although there are good counter-arguments to this.

(b) Explain why some Muslims might try to persuade people to join their religion. [7]

Candidates are likely to explain that Islam is a missionary religion and that, therefore, it is a Muslim duty to persuade other people to become Muslims.

Some candidates may produce a simpler response that Muslims might try to persuade other people because they think their religion is the best one.

Candidates might also say that some Muslims interpret their faith differently and might feel that they should respect other people's faith and not try to influence them.

Some candidates might explain that Islam teaches that all children are born Muslims and that therefore they should revert.

- (c) **'Prejudice 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]

Candidates are likely to suggest that prejudice is always wrong and may use general Muslim teachings to support their argument. As an alternative viewpoint some may suggest that you can be prejudiced in favour of something as well as against. They may also suggest that some people such as murderers must expect people to be prejudiced against them.

12 Judaism

- (a) **Describe Jewish teachings about the role of women.** [8]

Candidates may say that the second creation account in Genesis is often interpreted as showing that the woman is secondary to the man and created as a helpmate rather than an equal.

Some may describe the account in Genesis 1 where male and female are created at the same time in the image of God.

Some may say that the fall shows that women are more prone to evil than are men.

Candidates could use examples of strong and respected women from the Jewish Scriptures to show how women have been regarded.

Some may refer to some of the following: that Orthodox Jews do not permit women to be rabbis; that married women should wear a sheitl, and the difficulty some women have in obtaining a get, to describe aspects of Judaism which are sometimes seen as sexist.

- (b) **Explain why some Jews would not try to persuade people to join their religion.** [7]

Candidates are likely to explain that Judaism is not a missionary religion and that, therefore, Jews will not try to persuade other people to become Jews.

Candidates might also say that some Jews interpret their faith differently and might feel that they should encourage other people to join their faith.

Candidates might explain the difficulties of conversion to Judaism and also that a Jewish person is someone with a Jewish mother.

- (c) **'Prejudice 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]

Candidates are likely to suggest that prejudice is always wrong and may use general Jewish teachings to support their argument. As an alternative viewpoint some may suggest that you can be prejudiced in favour of something as well as against.

They may also suggest that some people such as murderers must expect people to be prejudiced against them.

Topic 9 – Religion, Poverty and Wealth**13 Christianity**

- (a) Describe Christian teachings about giving money to charity. [8]**

Candidates are likely to use a mixture of Biblical teachings and those from the churches. Some may describe church collections and tithing as being an obligation on Christians. Some may say that giving to charity in general is following Jesus' example in the gospels. In their answer candidates might refer to giving money to specific charities which might be seen as having a purpose compatible with the teachings of Christianity.

- (b) Explain Christian attitudes towards the poor. [7]**

Some may use Jesus' teaching 'For you always have the poor with you' (Matthew 26:11a) to support their argument. Most will probably write generally about 'Love your neighbour' and how this should be reflected in Christian life. Some may suggest that Christians should demonstrate their faith by working practically with the poor, some may concentrate more on giving to charity whilst some may consider prayer.

- (c) 'There are some jobs which a religious person should not do.'
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 are likely to agree with this statement and will probably comment that working as a drug dealer, a prostitute, a mercenary or perhaps running a gambling establishment are wrong for Christians. An alternative viewpoint might be that there are occasions when people must earn money to survive and that, in such a case, survival might be more important than religious teachings.

14 Hinduism

- (a) Describe Hindu teachings about giving money to charity. [8]**

Candidates are likely to use a mixture of religious teachings in their responses. Some may talk about general issues in relation to caring for the poor and less fortunate. Some may see giving to charity as reflecting the teachings of the gods. In their answer candidates might refer to giving money to specific charities which might be seen as having a purpose compatible with the teachings of Hinduism.

- (b) Explain Hindu attitudes towards the poor. [7]**

Although not a Hindu teaching many will probably write generally about 'Love your neighbour' and how this should be reflected in Hindu life. Some may suggest that Hindus should demonstrate their faith by working practically with the poor, some may concentrate more on giving to charity whilst some may consider prayer. Others may consider that poverty is the result of bad karma and that the atman must wait until the next reincarnation to improve their state.

- (c) **‘There are some jobs which a religious person should not do.’
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 are likely to agree with this statement and will probably comment that working as a drug dealer, a prostitute, a mercenary or perhaps running a gambling establishment are wrong for Hindus. An alternative viewpoint might be that there are occasions when people must earn money to survive and that, in such a case, survival might be more important than religious teachings.

15 Islam

- (a) **Describe Muslim teachings about giving money to charity.** [8]

Candidates are likely to use a mixture of Qur’anic and more general Muslim teachings. Many answers are likely to concentrate on zakah as being one of the Five Pillars and placing an obligation on Muslims to donate some of their money to the Muslim ummah. Some may mention other Islamic ideas of giving to charity.

Some may see giving to charity in general as following the example of the Prophet. In their answer candidates might refer to giving money to specific charities which might be seen as having a purpose compatible with the teachings of Islam.

- (b) **Explain Muslim attitudes towards the poor.** [7]

Most will probably write generally about ‘Love your neighbour’ and how this should be reflected in Muslim life if although it is not a Muslim teaching as such.

Some may suggest that Muslims should demonstrate their faith by working practically with the poor, some may concentrate more on giving to charity whilst some may consider prayer. Candidates may point out that Zakah is essential in caring for the poor.

- (c) **‘There are some jobs which a religious person should not do.’
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 are likely to agree with this statement and will probably comment that working as a drug dealer, a prostitute, a mercenary or perhaps running a gambling establishment are wrong for Muslims. An alternative viewpoint might be that there are occasions when people must earn money to survive and that, in such a case, survival might be more important than religious teachings.

16 Judaism

- (a) **Describe Jewish teachings about giving money to charity.** [8]

Candidates are likely to use a mixture of Biblical and general Jewish teachings. Some may talk about issues such as synagogue donations as being an obligation on Jews.

Some may write specifically about the Jewish obligation to care for the poor and the community. In their answer candidates might refer to giving money to specific charities which might be seen as having a purpose compatible with the teachings of Judaism.

- (b) **Explain Jewish attitudes towards the poor.** [7]

Most will probably write generally about 'Love your neighbour' and how this should be reflected in Jewish life.

Some may suggest that Jews should demonstrate their faith by working practically with the poor, some may concentrate more on giving to charity whilst some may consider prayer.

- (c) **'There are some jobs which a religious person should not do.'**
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 are likely to agree with this statement and will probably comment that working as a drug dealer, a prostitute, a mercenary or perhaps running a gambling establishment are wrong for Jews. An alternative viewpoint might be that there are occasions when people must earn money to survive and that, in such a case, survival might be more important than religious teachings.

Topic 10 – Religion, Peace and Justice

17 Christianity

- (a) **Describe Christian attitudes towards social injustice.** [8]

Candidates are asked for attitudes in this question rather than beliefs or teachings.

Candidates may say that Christianity is a religion which stresses equality for all and that this is clearly shown in Jesus' teachings and example in relation to outcasts and sinners. They may say that Christians should actively work to oppose social injustice.

- (b) **Explain how a Christian might respond to the issue of punishment for crime.** [7]

Candidates are not required to have studied punishment theory but some may use it in response to this question.

Candidates are likely to say that Christianity is essentially a religion of forgiveness. However, they may also explain that the principle of forgiveness means that criminals should be given the opportunity to reform.

Some candidates may say that Christians would pray for criminals.

- (c) **'It is right to fight for your beliefs.'**
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 may argue that it is never right to fight physically. On the other hand some may suggest that there are different ways of fighting and that it does not have to be physical.

Some candidates may suggest that there are instances, such as a Just War, when it would be correct for Christians to fight.

Some may discuss whether Christianity is a pacifist religion.

18 Hinduism

- (a) Describe Hindu attitudes towards social injustice. [8]

Candidates are asked for attitudes in this question rather than beliefs or teachings. Candidates may say that Hinduism is a religion which stresses equality for all and that this is clearly shown in the sacred texts.

Some may say that the concept of varnashramadharma means that people are essentially not equal. They may say that Hindus should actively work to oppose social injustice.

- (b) Explain how a Hindu might respond to the issue of punishment for crime. [7]

Candidates are not required to have studied punishment theory but some may use it in response to this question.

Candidates are likely to say that Hinduism is essentially a religion of forgiveness. However, they may also explain that the principle of forgiveness means that criminals should be given the opportunity to reform.

Some candidates may say that Hindus would pray for criminals.

- (c) 'It is right to fight for your beliefs.'
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 may argue that it is never right to fight physically. On the other hand some may suggest that there are different ways of fighting and that it does not have to be physical. Some candidates may suggest that there are instances when it would be correct for Hindus to fight.

Some may discuss whether Hinduism is a pacifist religion.

19 Islam

- (a) Describe Muslim attitudes towards social injustice. [8]

Candidates are asked for attitudes in this question rather than beliefs or teachings.

Candidates may say that Islam is a religion which stresses equality for all and that this is clearly shown in the example of the Prophet as well as in Qur'anic teachings. They may say that Muslims should actively work to oppose social injustice.

- (b) Explain how a Muslim might respond to the issue of punishment for crime. [7]

Candidates are not required to have studied punishment theory but some may use it in response to this question.

Candidates are likely to say that Islam is essentially a religion of forgiveness. However, they may also explain that the principle of forgiveness means that criminals should be given the opportunity to reform.

Some may comment on the principles of Shari'ah law.

Some candidates may say that Muslims would pray for criminals.

- (c) 'It is right to fight for your beliefs.'
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 may argue that it is never right to fight physically. On the other hand some may suggest that there are different ways of fighting and that it does not have to be physical.

Some candidates may suggest that there are instances, such as a Lesser Jihad, when it would be correct for Muslims to fight. Some may discuss whether Islam is a pacifist religion.

20 Judaism

(a) Describe Jewish attitudes towards social injustice. [8]

Candidates are asked for attitudes in this question rather than beliefs or teachings. Candidates may say that Judaism is a religion which stresses equality for all and that this is clearly shown in Biblical teachings. They may say that Jews should actively work to oppose social injustice.

(b) Explain how a Jew might respond to the issue of punishment for crime. [7]

Candidates are not required to have studied punishment theory but some may use it in response to this question. Candidates are likely to say that Judaism is essentially a religion of forgiveness. However, they may also explain that the principle of forgiveness means that criminals should be given the opportunity to reform. Some candidates may say that Jews would pray for criminals.

**(c) 'It is right to fight for your beliefs.'
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 may argue that it is never right to fight physically. On the other hand some may suggest that there are different ways of fighting and that it does not have to be physical. Some candidates may suggest that there are instances, such as a Holy War, when it would be correct for Jews to fight. Some may discuss whether Judaism is a pacifist religion.

Grade Thresholds

General Certificate of Secondary Education
 Religious Studies (Philosophy and Ethics) (1931)
 June 2008 Examination Series

Component Threshold Marks

Component	Max Mark	A	B	C	D	E	F	G
Paper 1	84	66	57	48	39	30	21	12
Paper 2	84	61	52	44	34	25	16	7
Paper 3	63	51	44	38	30	23	16	9
Paper 4	63	46	40	34	27	20	13	6
Paper 5	126	104	92	81	65	50	35	20

Syllabus Options

Paper 1, 2

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	168	143	126	109	92	73	55	37	19
Percentage in Grade		21.8	20.0	18.7	14.4	11.0	6.5	4.4	2.4
Cumulative Percentage in Grade		21.8	41.8	60.5	74.9	85.9	92.4	96.8	99.2

The total entry for the examination was 25,797.

Paper 3, 4, 5

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	315	275	245	215	185	148	112	76	40
Percentage in Grade		25.3	26.0	20.0	12.3	8.8	4.1	1.9	1.0
Cumulative Percentage in Grade		25.3	51.3	71.3	83.6	92.4	96.5	98.4	99.4

The total entry for the examination was 5,357.

Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	22.4	21.0	19.0	14.0	10.6	6.1	4.0	2.1
Cumulative Percentage in Grade	22.4	43.4	62.4	76.4	87.0	93.1	97.1	99.2

The total entry for the examination was 32,220.

Statistics are correct at the time of publication.

**General Certificate of Secondary Education (Short Course)
Religious Studies (Philosophy and Ethics) (1031)
June 2008 Examination Series**

Component Threshold Marks

Component	Max Mark	A	B	C	D	E	F	G
Paper 1	84	66	57	48	39	30	21	12
Paper 2	63	51	44	38	30	23	16	9
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	76	66	57	48	39	30	21	12
Percentage in Grade		6.0	11.6	15.9	17.7	16.6	13.5	9.6	6.2
Cumulative Percentage in Grade		6.0	17.6	33.5	51.2	67.8	81.3	90.9	97.1

The total entry for the examination was 64,178.

Paper 2, 3

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	80	70	63	56	49	39	30	21	12
Percentage in Grade		8.7	10.7	15.6	17.7	20.5	13.5	8.1	3.6
Cumulative Percentage in Grade		8.7	19.4	35.0	52.7	73.2	86.7	94.8	98.4

The total entry for the examination was 4,836.

Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	6.2	11.5	15.9	17.7	16.9	13.5	9.5	6.0
Cumulative Percentage in Grade	6.2	17.7	33.6	51.3	68.2	81.7	91.2	97.2

The total entry for the examination was 69,053.

Statistics are correct at the time of publication.

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