

**Oxford Cambridge and RSA Examinations**

**General Certificate of Secondary Education**

**RELIGIOUS STUDIES B (PHILOSOPHY AND ETHICS)**

**1931/2**

PAPER 2 and PAPER 4

**1931/4**

MARK SCHEME

**Specimen Paper 2003**

# INSTRUCTIONS FOR EXAMINERS

## GENERAL POINTS

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

- (a) The syllabus;
- (b) The prescribed text(s) (where appropriate)

## PRINCIPLES UNDERLYING THE MARK SCHEME

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

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

Examiners should mark according to the statements defining levels of response. This Mark Scheme includes a section outlining the characteristics of answers at four levels of response for each of the three objectives. You should study this thoroughly.

The guiding principle for Examiners in applying the Mark Scheme to scripts is the concept of Positive Awarding. Therefore, marks should be awarded according to the levels for any appropriate response to any reasonable interpretation of the question.

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

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

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

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

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

In the case of rubric offences, where for example, the candidate has answered more questions than required, all answers must be marked and the marks for the best answers are totalled. The 'extra' answers should be annotated 'Rubric Offence'.

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

### USING THE MARK SCHEME

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

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

Mark Weighting	Level 1	Level 2	Level 3	Level 4
8	1-2	3-4	5-6	7-8
7	1-2	3-4	5-6	7
5	1-2	3	4	5

## LEVELS OF RESPONSE

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

### AO1

The candidates' work will show at:

Level 1 1-2	An attempt to answer the question. The inclusion of a small amount of relevant information. Some facts may be reported in outline only. Answers may be simplistic and the essential issues ignored.
Level 2 3-4	A valid attempt to answer the question. Some of the relevant information will have been selected with evidence of organisation. Interpretation lacking in depth, considering only one possible viewpoint. Ideas may be stated but not developed.
Level 3 5-6	An appropriate attempt to answer the question. Selection of relevant material with appropriate development.
Level 4 7-8	A good attempt to respond to the question. A fairly comprehensive account of the range and depth of relevant material.

### AO2

The candidates' work will show at:

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

### AO3

The candidates' work will show at:

Level 1 1-2	A statement of the obvious, a one sided judgement with little or no argument.
Level 2 3	An expression of one opinion directly related to the issue raised with an argument offered in support of it or a simple expression of two points of view.
Level 3 4	The ability to recognise some of the significance of the issue raised. The expression of opinions directly related to it supported with some use of evidence and argument.
Level 4 5	The ability to recognise some of the significance of the issue(s) raised and to express valid opinions about different points of view supported by evidence and argument.

**FOR PAPER 1 & 2 (total 4 questions, 80 + 4)**

#### THE ASSESSMENT OF WRITTEN COMMUNICATION

Below Threshold performance	0 marks	
Threshold performance	1–2 marks	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately.
Intermediate performance	3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms with facility.
High performance	4 marks	Candidates spell, punctuate and use the rules of grammar with almost faultless accuracy, deploying a range of grammatical constructions; they use a wide range of specialist terms adeptly and with precision.

**FOR PAPER 3 & 4 (total 3 questions, 60 + 3)**

**THE ASSESSMENT OF WRITTEN COMMUNICATION**

Below Threshold performance	0 marks	
Threshold performance	1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately.
Intermediate performance	2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms with facility.
High performance	3 marks	Candidates spell, punctuate and use the rules of grammar with almost faultless accuracy, deploying a range of grammatical constructions; they use a wide range of specialist terms adeptly and with precision.

## Topic 6 – Religion and Human Relationships

Do not answer more than **ONE** question from this topic.

### 1 Christianity

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

Description could include views from both Protestant and Roman Catholic traditions. Candidates might show that divorce is never encouraged, but that it is accepted by some Christians as inevitable in some cases. Issues relating to the remarriage of divorced people could be explored.

- (b) Explain how a Christian marriage service might guide a couple in their married life.** [7]

Candidates might demonstrate understanding of the main elements of a Christian marriage service, and show how the beliefs expressed might support a Christian couple. They could include the emphasis on marriage for life, on faithfulness, and on marriage as sanctified by God; there might also be a discussion of the expectation that a married couple will want to have children. The ways in which Christians might use these beliefs for guidance could be considered.

- (c) ‘Divorce is never the best way to solve problems with a marriage.’  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer.** [5]

Discussion could include an exploration of circumstances under which divorce might seem to be the right solution, for example in cases of desertion or ‘irretrievable breakdown’. Christian principles of compassion might be expressed, or Roman Catholic views about the permanence of the marriage sacrament.

### 2 Hinduism

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

Candidates might want to show how in Hinduism divorce is not actually prohibited by religious law, but is treated as a social stigma, and is very rare. There might be some discussion of different expectations in Hindu marriages, where love is encouraged but not necessary for the marriage to take place.

- (b) Explain how a Hindu marriage service might guide a couple in their married life.** [7]

Candidates can demonstrate their understanding of the key elements of a Hindu wedding, and the beliefs which are demonstrated. They might comment on the role of the woman in following the man and submitting to him, and the symbolism of being tied together, which might guide the couple in understanding their roles within a Hindu marriage.

- (c) **'Divorce is never the best way to solve problems with a marriage.'**

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

Discussion could include an exploration of circumstances under which divorce might seem to be the right solution, for example in cases of desertion or 'irretrievable breakdown'. Hindu ideas about dharma, showing the right paths for husbands and wives, might be included, as well as a consideration of whether these views remain appropriate for Hindus in the modern world.

### 3 Islam

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

Description could include the importance of marriage in Islam, alongside the recognition that some marriages are not successful, and that therefore divorce is allowed as a last resort. The rules about when a divorce is permitted might be included as well as details about the allotted waiting period.

- (b) **Explain how a Muslim marriage service might guide a couple in their married life.** [7]

Candidates might demonstrate their understanding of the key elements of a Muslim marriage ceremony, with the reminders that marriage is ordained by Allah and receives his blessing. This might be seen to guide Muslims if they have difficulties, and make them want to work to keep their marriage together as a means of pleasing Allah.

- (c) **'Divorce is never the best way to solve problems with a marriage.'**  
**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]

Discussion could include an exploration of circumstances under which divorce might seem to be the right solution, for example in cases of desertion or 'irretrievable breakdown'. Muslim understandings that divorce is sometimes the best solution might be explored.

### 4 Judaism

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

Description could include the importance of marriage in Judaism, alongside the recognition that some marriages are not successful, and that therefore divorce is allowed as a last resort. The rules about when a divorce is permitted might be included as well as details about the need for a get to be given and received.

- (b) **Explain how a Jewish marriage service might guide a couple in their married life.** [7]

Candidates might demonstrate their understanding of the key elements of a Jewish marriage ceremony, with the reminders that marriage is ordained by G-d and receives his blessing. This might be seen to guide Jews if they have difficulties, and make them want to work to keep their marriage together as a means of pleasing G-d.

**(c) 'Divorce is never the best way to solve problems with a marriage.'**

**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]**

Discussion could include an exploration of circumstances under which divorce might seem to be the right solution, for example in cases of desertion or 'irretrievable breakdown'. Jewish opinions that divorce might in some cases be the best solution could be explored.

## Topic 7 – Religion and Medical Ethics

Do not answer more than **ONE** question from this topic.

### 5 Christianity

- (a) Describe Christian attitudes towards abortion. [8]**

Description could include both Protestant and Roman Catholic views, showing a spectrum of opinion from those who believe that abortion is never permissible to those who believe that it can sometimes be the kindest and most compassionate solution to a problem. Biblical references might be used in support of different views.

- (b) Explain how a Christian might respond to someone who was thinking about committing suicide. [7]**

Answers might include the recognition that people who are thinking about suicide tend to be desperate rather than immoral, and may need help and support rather than blame. Reference might be made to compassion; also arguments about the sanctity of life; also possibly the work of organisations such as the Samaritans.

- (c) ‘Only God has the right to take away life.’**

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

Discussion could include beliefs in the sanctity of life, as given by God, and the concept that each individual has a purpose. Different circumstances under which taking life might be acceptable could be included, alongside contrasting points of view.

### 6 Hinduism

- (a) Describe Hindu attitudes towards abortion. [8]**

Description might include the idea that although Hindus believe life to be sacred, abortion is allowed and happens often, especially if the foetus is female. Abortion is used as a method of birth control as well as for other reasons; the belief is that the foetus will have a better chance if it is reborn elsewhere, and therefore abortion is not wrong.

- (b) Explain how a Hindu might respond to someone who was thinking about committing suicide. [7]**

Answers might include the recognition that people who are thinking about suicide tend to be desperate rather than immoral, and may need help and support rather than blame. Reference might be made to compassion; also arguments about the sanctity of life. There might be some reference made to the outlawed practice of suttee, seen as honourable rather than blameworthy, and those who sacrifice themselves to deities, or commit suicide to escape from unhappy marriages.

- (c) **‘Only God has the right to take away life.’**

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

Discussion could include beliefs in the sanctity of life, as given by God, and the concept that each individual has a purpose. Different circumstances under which taking life might be acceptable could be included, alongside contrasting points of view.

## 7 Islam

- (a) **Describe Muslim attitudes towards abortion.** [8]

Candidates could describe how, in Islam, abortion is permitted but only in extreme circumstances, where the life of the mother is at risk if the pregnancy goes to term. Muslims believe that the foetus is planned by Allah for a purpose, and that the mother will be judged accordingly if she has an abortion for any reason other than to save her own life.

- (b) **Explain how a Muslim might respond to someone who was thinking about committing suicide.** [7]

Muslims believe that every life is given by Allah for an allotted time, therefore suicide is condemned as a deliberate disobedience to the will of Allah and seen as murder. Life should be seen as a time of testing and preparation; therefore a Muslim would try very hard to dissuade someone from suicide on moral grounds.

- (c) **‘Only Allah has the right to take away life.’**

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

Discussion could include beliefs in the sanctity of life, as given by Allah, and the concept that each individual has a purpose. Different circumstances under which taking life might be acceptable could be included, alongside contrasting points of view.

## 8 Judaism

- (a) **Describe Jewish attitudes towards abortion.** [8]

Candidates might describe how abortion is not permitted under Jewish law, as it destroys a potential life, and is regarded by some Jews as murder. Abortion is only permitted to save the life of the mother, although in cases where the foetus is severely handicapped, a couple may choose to terminate the pregnancy if this is the advice of the rabbi.

- (b) **Explain how a Jew might respond to someone who was thinking about committing suicide.** [7]

Candidates might demonstrate understanding of the Jewish condemnation of suicide, perhaps with some references to the Torah. People who commit suicide in Judaism are not permitted to be buried with other Jews. A Jewish response would be compassionate but would at the same time strongly dissuade.

**(c) 'Only G-d has the right to take away life.'**

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

**[5]**

Discussion could include beliefs in the sanctity of life, as given by G-d, and the concept that each individual has a purpose. Different circumstances under which taking life might be acceptable could be included, alongside contrasting points of view.

## Topic 8 – Religion and Equality

Do not answer more than **ONE** question from this topic.

### 9 Christianity

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

Candidates might describe how Christians believe that they are forgiven by God and therefore have a duty to forgive other people. There might be reference to biblical texts about the importance of forgiveness, or to the Lord's Prayer, or the Roman Catholic Sacrament of Reconciliation.

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

Candidates could show understanding of Christian teaching about equality, perhaps using biblical examples. They might outline the meaning of racism, and might show how a Christian would argue that everyone has equal worth as made in the image of God. Some candidates might want to refer to racism which has used Christianity as its justification.

- (c) 'We know from looking around us that people are not equal.'**

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

### 10 Hinduism

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

Candidates might demonstrate Hindu beliefs about the grace of God in forgiving and accepting those who approach him through bhakti. They might refer to the Hindu principle of ahimsa, which involves forgiveness and cultivating an attitude which allows no resentment. They might also include the concept of detachment, involving bearing no grudges or desires for revenge.

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

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

- (c) **'We know from looking around us that people are not equal.'**

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

Discussion might include the view that in Hinduism, inequality is the result of the workings of karma, and therefore something which is to be expected. This might be contrasted with non-Hindu views which see inequality as unfairness and something which should not be tolerated.

## 11 Islam

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

Candidates might discuss the forgiveness from Allah of human sin, at the Last Judgement, and also the nature of Allah as compassionate and merciful. They might discuss the principle of forgiveness in Muslim morality; the law of the Qur'an must be upheld, but Muslims should not bear grudges or treat one another in a resentful manner.

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

Discussion might include reference to the Muslim belief that everyone is of equal worth as creations of Allah, and the Muslim concept of Ummah embraces Muslims of all different nationalities. Muslim law insists on equal rights for all; therefore a Muslim would condemn racism and try to protect those who are its victims.

- (c) **'We know from looking around us that people are not equal.'**

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

## 12 Judaism

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

Candidates might discuss the forgiving nature of G-d as seen in the Torah, particularly in Hosea. They might also want to make reference to the Holocaust, and the difficulties for Jews of forgiving this. They also could discuss the place of forgiveness in Jewish ethics, where Jews are discouraged from bearing grudges or treating one another with resentment.

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

Candidates could show understanding of Jewish teaching about equality, perhaps using Biblical examples. They might outline the meaning of racism, and might show how a Jew would argue that everyone has equal worth as made in the image of G-d. Some candidates might want to refer to the Jewish experience of the Holocaust to show that a Jew would be particularly concerned not to allow this to happen again.

- (c) 'We know from looking around us that people are not equal.'**

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

## Topic 9 – Religion, Poverty and Wealth

Do not answer more than **ONE** question from this topic.

### 13 Christianity

- (a) Describe the main causes of hunger in the world. [8]**

Candidates might discuss a variety of causes of hunger. These could include the greed of developed countries such as the USA and the UK, with inadequate distribution of resources; changes in climate resulting in poor harvests in the Third World; the effect of the arms trade in reducing the amount poor countries have to spend on food; world debt, etc.

- (b) Explain why a Christian might regularly give money to charity. [7]**

Answers could include the commands in the New Testament to love one's neighbour, and Jesus' teaching about wealth. They might argue that the Christian has a duty to follow the example of Jesus in showing concern for the poor. Some knowledge may be shown of Christian charities such as Christian Aid.

- (c) 'It does not matter how you earn your money, as long as you make enough to live on.'**

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

Discussion could include occupations which Christians might see as immoral, such as prostitution or, for some, jobs which involve working on a Sunday. There might also be the point that Christians have an obligation to work if they are able. Some might point out that there are Christians whose work does not earn a profit, such as priests, but that these are considered to be worthwhile occupations.

### 14 Hinduism

- (a) Describe the main causes of hunger in the world. [8]**

Candidates might discuss a variety of causes of hunger. These could include the greed of developed countries such as the USA and the UK, with inadequate distribution of resources; changes in climate resulting in poor harvests in the Third World; the effect of the arms trade in reducing the amount poor countries have to spend on food; world debt, etc.

- (b) Explain why a Hindu might regularly give money to charity. [7]**

Discussion might include reference to karma, and the belief that the poor deserve their suffering because of their former lives. However, many Hindus do give to charity regularly, sometimes from compassion for the poor and sometimes because of the credit this will earn them. Mention might be made of specific Hindu charities.

- (c) **'It does not matter how you earn your money, as long as you make enough to live on.'**

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

Discussion might include reference to occupations which Hindus would regard as immoral, such as dealing in beef, or prostitution. Hindus have an obligation to work if they are householders, but monks and ascetics do not have to earn enough to live on and begging is acceptable.

## 15 Islam

- (a) **Describe the main causes of hunger in the world.** [8]

Candidates might discuss a variety of causes of hunger. These could include the greed of developed countries such as the USA and the UK, with inadequate distribution of resources; changes in climate resulting in poor harvests in the Third World; the effect of the arms trade in reducing the amount poor countries have to spend on food; world debt, etc.

- (b) **Explain why a Muslim might regularly give money to charity.** [7]

Reference could be made to charitable giving in Islam in the form of Sadaqah and zakah. Zakah as a Pillar of Islam demonstrates its importance in Muslim life, as part of submission to the will of Allah and as a means of supporting other Muslims and strengthening Ummah. Examples of specific Muslim charities may be given.

- (c) **'It does not matter how you earn your money, as long as you make enough to live on.'**

**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 give examples from the list of occupations which are forbidden to Muslims, such as dancing and selling alcohol. They might refer to the Muslim obligation to work, and might contrast these views with those who would agree with the statement.

## 16 Judaism

- (a) **Describe the main causes of hunger in the world.** [8]

Candidates might discuss a variety of causes of hunger. These could include the greed of developed countries such as the USA and the UK, with inadequate distribution of resources; changes in climate resulting in poor harvests in the Third World; the effect of the arms trade in reducing the amount poor countries have to spend on food; world debt, etc.

- (b) Explain why a Jew might regularly give money to charity. [7]**

The importance for Jews of giving to charity as a mitzvah to tithe might be explored, as well as the keeping of pushkes in the home in order to encourage regular donations. Giving to charity might be done in obedience to the Torah, as well as from compassion and a desire to support other Jews. Examples of particular Jewish charities might be mentioned.

- (c) 'It does not matter how you earn your money, as long as you make enough to live on.'**

**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]**

Discussion could include reference to occupations which are seen as immoral in Judaism, such as trade in weapons, as well as those which might involve breaking the Sabbath. The obligation for Jews to support themselves and their families rather than rely on others could be included. These views might be contrasted with those who would agree with the statement.

## Topic 10 – Religion, Peace and Justice

Do not answer more than **ONE** question from this topic.

### 17 Christianity

- (a) Describe what Christians mean by a ‘Just War.’** [8]

Candidates will probably want to refer to Thomas Aquinas and the conditions set out for judging whether to engage in warfare: the cause must be just, it must remain just throughout etc. There might also be discussion of the circumstances under which these rules might be needed, and whether they can be applied today.

- (b) Explain how Christians might respond if they see other people being treated very badly by a government.** [7]

Some knowledge could be demonstrated of Christian attitudes to social injustice. The candidates might suggest possible responses such as the use of the vote, protests, petitions, letter campaigns etc., and also perhaps more extreme measures such as those advocated by some liberation theologians. Injustice on a smaller scale, such as miscarriages of justice or inhumane treatment of prisoners might also be used.

- (c) ‘Sometimes using violence is the only way to solve a problem.’**

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

Discussion could include a consideration of different forms of non-violent protests and their effectiveness, perhaps with examples. The ethics of war could be considered, using Christian points of view as well as other opinions. Candidates might consider whether there are any circumstances under which violence is justified or appropriate.

### 18 Hinduism

- (a) Describe what Hindus mean by ‘ahimsa’.** [8]

Candidates might give a description of ahimsa as involving non-violence as well as an active effort to bring about peace. There might be reference to examples, such as Gandhi’s non-violent protests. The connection between ahimsa and the belief that all creatures share an essential nature might be considered by more able candidates.

- (b) Explain how Hindus might respond if they see other people being treated very badly by a government.** [7]

Candidates could demonstrate understanding of Hindu principles by explaining the Hindu belief that apparent unfairness is the result of bad karma from previous lives. However, Hindus also believe in the principle of justice and the need for rulers to act fairly according to their dharma, in the interests of the whole of society. Candidates might use this question as an opportunity to use the example of Gandhi and the ways in which he acted in response to unjust treatment of dalits.

- (c) **‘Sometimes using violence is the only way to solve a problem.’**

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

Discussion could include a consideration of different forms of non-violent protests and their effectiveness, perhaps with examples. The ethics of war could be considered, using Hindu points of view as well as other opinions. Candidates might consider whether there are any circumstances under which violence is justified or appropriate.

## 19 Islam

- (a) **Describe what Muslims mean by ‘jihad’.** [8]

Knowledge could be demonstrated of the meaning of jihad for Muslims, encompassing not only going to war but also striving in the way of Allah in all different aspects of life, in times of peace as well as times of war. Examples might be given of jihad in everyday life. The application of jihad to the situation of war will probably also be considered, and the circumstances under which a Muslim would believe it to be right to use violence.

- (b) **Explain how Muslims might respond if they see other people being treated very badly by a government.** [7]

Candidates might demonstrate understanding by showing awareness of Muslim commitment to social justice, for example the belief that everyone accused of crime has a right to a fair trial, that everyone has the right to freedom of expression and so on. This might be put into practice by Muslims standing up for the weak or oppressed through violent or non-violent protest etc., with the use of force if necessary to protect the will of Allah.

- (c) **‘Sometimes using violence is the only way to solve a problem.’**

**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]

Discussion could include a consideration of different forms of non-violent protests and their effectiveness, perhaps with examples. The ethics of war could be considered, using Muslim points of view as well as other opinions. Candidates might consider whether there are any circumstances under which violence is justified or appropriate.

## 20 Judaism

- (a) **Describe what Jews mean by ‘Holy War’.** [8]

Candidates could demonstrate knowledge by describing the concept of obligatory, or Holy, War for Jews, where a war is commanded by G-d and the people have a religious obligation to fight. Examples could be given, such as Exodus 17:8f. The circumstances under which wars should be fought could be described. Candidates might also show an awareness that peace is the ideal for Judaism.

- (b) Explain how Jews might respond if they see other people being treated very badly by a government. [7]**

Candidates might demonstrate an understanding of the ways in which the Torah promotes social justice, and how concern for others, including the weak, is part of the obligation of every Jew. This might be put into practice by Jews when they see social injustice in the form of protests of various kinds, the use of the vote etc.

- (c) ‘Sometimes using violence is the only way to solve a problem.’  
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]**

Discussion could include a consideration of different forms of non-violent protests and their effectiveness, perhaps with examples. The ethics of war could be considered, using Jewish points of view as well as other opinions. Candidates might consider whether there are any circumstances under which violence is justified or appropriate.

