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# **GCSE MARKING SCHEME**

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**SUMMER 2016**

**RELIGIOUS STUDIES  
SPECIFICATION B**

**UNIT 1 - RELIGION AND LIFE ISSUES  
4451/01**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

# General Marking Instructions for Examiners

The mark scheme defines what can be reasonably expected of a candidate in response to questions asked.

## Assessment Objectives

The questions test the candidate's ability to:

- AO1** Describe, explain and analyse, using knowledge and understanding of the specification content.
  
- AO2** Use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints.

It is not always appropriate nor desirable to produce a clear cut, rigid, universally applicable mark scheme. Those questions which are designed to assess larger areas of knowledge or the skills of understanding and evaluation require a marking scheme which is more sophisticated and flexible. The marking scheme that follows will allow examiners to take into account the different levels of response that candidates may offer to a question.

Those different levels are as follows overleaf:

**AO1****Question (a)**

<b>Level</b>	<b>Level Descriptor</b>	<b>Mark Total</b>
<b>0</b>	No statement of relevant information or explanation.	0
<b>1</b>	A statement of information or explanation which is limited in scope or content.	1
<b>2</b>	An accurate and appropriate explanation of a central teaching, theme or concept.	2

**Question (b)**

<b>Level</b>	<b>Level Descriptor</b>	<b>Mark Total</b>
<b>0</b>	Makes no link between beliefs and practices.	0
<b>1</b>	A simple link between beliefs and practices.	1
<b>2</b>	An explicit link between beliefs and practices. Limited use of specialist language.	2
<b>3</b>	Analysis showing some awareness and insight into religious facts, ideas, practices and explanations. Uses and interprets a range of religious language and terms.	3
<b>4</b>	Coherent analysis showing awareness and insight into religious facts, ideas, practices and explanations. Uses religious language and terms extensively and interprets them accurately.	4

**Question (d)**

<b>Level</b>	<b>Level Descriptor</b>	<b>Mark Total</b>
<b>0</b>	A statement of information or explanation, which has no relevant content.	0
<b>1</b>	A relevant statement of information or explanation, which is limited in scope.	1
<b>2</b>	An accurate account of information or an appropriate explanation of a central teaching, theme or concept. Limited use of religious language.	2
<b>3</b>	An account or explanation indicating knowledge and understanding of key religious ideas, practices, explanations or concepts. Uses and interprets religious language in appropriate context.	3 - 4
<b>4</b>	A coherent account or explanation showing awareness and insight into religious facts, ideas, practices and explanations. Uses religious language and terms extensively and interprets them accurately.	5 - 6

AO2

Question (c)

Level	Level Descriptor	Mark Total
0	Makes no relevant point of view.	0
1	A simple, appropriate justification of a point of view.	1
2	<b>Either:</b> An expanded justification of one point of view, with appropriate example and /or illustration, which includes religious teaching.  <b>Or:</b> Two simple, appropriate justifications of a point of view.	2
3	An expanded justification of one point of view, with appropriate example and/or illustration, which includes religious teaching with a second simple appropriate justification of a point of view (which may be an alternative to the first).	3
4	An expanded justification of two viewpoints, incorporating the religious teaching and moral aspects at issue and their implications for the individual and the rest of society.	4

Question (e)

Level	Level Descriptor	Mark Total
0	Makes no relevant point of view.	0
1	Communicates clearly and appropriately  <b>Either:</b> A simple, justification of a point of view, possibly linked to evidence or example and making a simple connection between religion and people's lives.  <b>Or:</b> Two simple appropriate justifications of points of view	1 - 2
2	Communicates clearly and appropriately using limited specialist language  <b>Either:</b> An expanded justification of one point of view, with appropriate example which includes religious teaching and /or illustration AND either a second simple appropriate justification  <b>Or:</b> Two, appropriate justifications of point of views linked to evidence or example, which includes religious teaching.	3 - 4
3	Communicates clearly and appropriately using and interpreting specialist language An expanded justification of one point of view, with appropriate examples which includes religious teaching and/or illustration. There is also an adequate recognition of an alternative or different point of view.	5 - 6
4	Communicates clearly and appropriately using specialist language extensively a thorough discussion, including alternative or different views of the religious teachings and moral aspects at issue and their implications for the individual and the rest of society. Using relevant evidence and religious/or moral reasoning to formulate judgement.	7 - 8

## Special Guidance for Examiners

**Please note carefully and apply consistently:**

- There is a policy of 'positive marking' employed in this Specification.
- This means that the exemplars in the mark scheme are only meant as **helpful guides**.

*Therefore any other acceptable or suitable answers should be credited even though they are not actually stated in the mark scheme.*

- Words **merely copied** from the stimulus without further comment or addition, or **mere descriptions** of what is in visual stimulus, **should not gain full credit**.

**Assessment of spelling, punctuation and the accurate use of grammar**

The grid below is for use when marking question 1(e) only.

<b>Level</b>	<b>Performance descriptions</b>
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 – 5 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

## Rules for Marking

1. Differentiation will be achieved on the basis of candidates' responses.
2. The purpose of the levels of response grids is to help achieve consistency among examiners and avoid 'penny-point' marking. To avoid Centres misinterpreting the way scripts have been marked ticks must NOT be used when marking.
3. The whole answer, or part answer, must be read and then, taking everything into account, allocated to the level 'best fit' using the level descriptors above. Where there are two marks assigned to a level, the higher mark will be given where all or most of the descriptor is satisfactorily met. The lower mark will be given where the answer barely matches the descriptor.
4. Correct and relevant material should be indicated by a "L1", "L2", etc. (showing achievement of the criteria in the level description). The statement of the Level of Response should be written alongside (to the left) the total marks column – **not** in the marks column.
5. Marks for each part question should be clearly written in the column provided, and the total for the whole question clearly written in the box provided at the end of the question.
6. Where an examiner feels that a response is particularly weak, and has not achieved even the lowest level of response, "0" should be written in the mark column, and "L0" written alongside.
7. In an answer requiring two religious traditions or teachings, where one part is comprehensive (and would be worthy of a Level 4 on its own) but the other is weak (and worth a Level 1 or 2 on its own) award a Level 3 for the whole, and 3 or 4 marks accordingly.
8. No mark scheme can ever anticipate or include every possible detail or interpretation; examiners should use their professional judgement to decide whether a candidate's particular response answers the question in relation to the particular assessment objective
9. Candidates will express their ideas in language different from that given in any mark scheme or outline. Positive marking therefore, on the part of examiners, will recognise and credit correct statements of ideas, valid points and reasoned arguments irrespective of the language level employed. Credit should also be given for answers that are acceptable even if they are not referred to in the mark scheme.

**Please remember to total marks for each question.**

## Seeking Advice

***If Assistant Examiners have any doubts concerning the awarding of any marks on the paper they should consult with their Team Leader for that examination paper immediately. Team Leaders should consult with their Senior Team Leaders. Senior Team Leaders should consult, where appropriate, with the Principal Examiner/Chief Examiner in order that consistency can be maintained.***

**GCSE RELIGIOUS STUDIES**  
**SPECIFICATION B - UNIT 1**  
**MARK SCHEME - SUMMER 2016**

**Q.1 (a) Explain what religious believers mean by 'conflict'. AO1 [2]**

Reference must be made to the AO1 Question (a) Level Descriptor.  
An appropriate example may be credited.  
One word answers cannot be considered explanations.  
Accept any suitable explanation e.g.

- Conflict is the stresses and strains that take place within all human relationships
- Conflict is often expressed through disagreements and quarrels, such as husband and wife, parents and children, families
- Conflict between religious beliefs and actions where personal actions are in conflict with religious teaching

**(b) Explain how having a religious faith might influence a couple who want to have sex outside marriage. AO1 [4]**

Reference must be made to the AO1 Question (b) Level Descriptor.  
Answers should show the impact of faith.  
The answer is not required to be related to any one religious tradition.  
Answers may therefore come from any religious tradition.  
Reference may be made to:

- Many religious traditions teach that sex should only take place after marriage
- Many religious traditions teach that adultery is wrong
- A religious couple may have a deep sense of love for each other and want to express this love in a physical way
- Many religious traditions teach that sex before marriage is wrong
- A religious couple may have a sense of commitment to each other and want to express this through a physical relationship
- A religious couple might be influenced as adultery is forbidden by the Ten Commandments



- (c) **‘Family life is no longer important’.**  
**Give two reasons why a religious believer might agree or disagree with this statement.** **AO2 [4]**

Reference must be made to the AO2 Question (c) Level Descriptor.  
Reasons can be either for or against the quotation or one for and one against.

Reasons that may be given and developed include:

- Family life is still important because the family is the basic social unit
- Family life is no longer important because family life is so diverse and takes many different forms in contemporary society
- Religious believers regard family life to still be important because of teachings from sacred text
- Religious believers regard family life as still important because this is where religious faith is taught and shared
- Many people do not live in families but chose to live on their own
- Many religious believers regard marriage as the basis for important family life
- Divorce has led to the breakdown of traditional family life and made family life less important
- Some people in the UK have to live on their own because of divorce, bereavement but family life may still be important to them
- Reference to the Ten Commandments

- (d) **Explain, from two different religious traditions, the attitudes to remarriage after divorce.**  
**(You must state the religious traditions you are referring to.)** **AO1 [6]**

Reference must be made to the AO1 Question (d) Level Descriptor.

Any appropriate answers should be given credit, as any of the religious traditions specified can be chosen and pupils may be answering from their own tradition. If Assistant Examiners have any doubts concerning the awarding of marks they should consult with their Team Leader.

Where the names of the religious traditions are incorrect, but the information is accurate – credit up to a maximum of **Level 4:5** marks.

In an answer requiring two religious traditions or teachings, where one part is comprehensive (and would be worthy of a Level 4 on its own) but the other is weak (and worth a Level 1 or 2 on its own) award a Level 3 for the whole, and 3 or 4 marks accordingly.

Answers may well refer to the following sorts of points:

### **Christianity**

(For candidates answering from Christianity alone, it is expected they will acknowledge where there are any differences/similarities within the Christian traditions.)

## **Anglican**

- Although divorce is discouraged remarriage is allowed
- Divorce is accepted as in the legal system of the United Kingdom and so remarriage is permitted
- Remarriage is discouraged by some ministers; might allow registry office followed by service of prayer and dedication with a church blessing
- Remarriage is allowed by some ministers, particularly if one partner is regarded as the innocent partner

## **Catholic**

- Divorce is not accepted so remarriage after divorce is not possible
- Marriage is a sacrament and is for life and so solemn vows may not be broken and remarriage is not permitted
- Divorce is the breaking of solemn promises or vows made before God and so remarriage in church is not allowed
- Annulment (not divorce) is possible in certain circumstances and remarriage is allowed
- Remarriage is not allowed in a Catholic church for divorcees of Eastern Orthodox

## **Buddhism**

- If a marriage does fail and there is no way to avoid separation, divorce is accepted and remarriage is allowed
- Remarriage is a secular affair and not religious custom
- The custom and practice of the society in which the couple live should be followed

## **Hinduism**

- Orthodox Hindus see marriage vows as for life
- Scriptures do not allow divorce; but Indian law [Hindu Marriage Act 1955] does allow for divorce for Hindus
- Remarriage is allowed after the dissolution of a marriage

## **Islam**

- Marriage is seen as permanent but divorce is accepted but strongly discouraged
- Remarriage is allowed for Muslims because Muhammad taught that family life is important for Muslims

## **Judaism**

- Divorce is allowed as a last resort
- Marriage is by contract, a divorce note (get) is needed and remarriage is allowed

## **Sikhism**

- Divorce is allowed as a last resort
- Many Sikhs accept remarriage
- Remarriage after divorce is allowed in a gurdwara

- (e) **‘Same sex marriages in a place of worship should not be allowed.’  
Do you agree? Give reasons or evidence for your answer, showing that you have thought of more than one point of view.  
(You must include reference to religious beliefs in your answer.)**

**[AO2 8]**

**Marks for spelling, punctuation and the accurate use of grammar are allocated to this question.**

Reference must be made to the AO2 Question (e) Level Descriptor.  
Candidates should be expected to follow the rubric clearly.  
Candidates achieving the higher levels should be including appropriate religious and moral reasoning in their answers.

Points that could be discussed include:

- Some religious believers do not accept same sex relationships and will not accept same sex marriages in a place of worship
- Some religious communities would not accept same sex marriages in their place of worship
- Religious teachings do not necessarily accept aspects of contemporary lifestyles
- The format of religious marriage ceremonies would need to be changed if same sex marriages were allowed in a place of worship
- Many religious believers consider same sex relationships to be wrong because of teaching from sacred texts and so marriage in a place of worship is not acceptable
- Same sex partnerships are able to have a civil ceremony so same marriages should be allowed in a place of worship
- Same sex partnerships may choose a civil ceremony instead of a ceremony in a place of worship
- Same sex partners may choose a civil ceremony instead of ceremony in a place of worship
- Same sex couples may choose to marry in a place other than a place of worship
- Government is in the process of considering changing the law to allow civil partnerships in a place of worship for same sex couples
- Same sex partners may be religious and want a service in a place of worship
- Some religious believers accept same sex partners having a civil ceremony but do not want them to marry in a place of worship
- Same sex 'blessings' in church would fall short of marriage

**Q.2 (a) Explain what religious believers mean by 'prejudice'. AO1 [2]**

Reference must be made to the AO1 Question (a) Level Descriptor.  
An appropriate example may be credited.  
One word answers cannot be considered explanations.  
Accept any suitable explanation e.g.

- Prejudice is judging people to be inferior or superior without cause
- Prejudice is judging people on the basis of age, class, gender, religion, etc.

**(b) Explain how having a religious faith might encourage someone to respond to injustice. AO1 [4]**

Reference must be made to the AO1 Question (b) Level Descriptor.  
Answers should show the impact of faith for the highest level.  
The answer is not required to be related to any one religious tradition.  
Answers may therefore come from any religious tradition.  
Reference may be made to:

- Sacred text will contain references to injustice and encourage religious believers to act on injustice
- All religions have teachings on the need for justice
- All religions have a 'golden rule' about the treatment of other people
- All religions encourage followers to take action on injustice
- Justice is valued by religious believers
- Religious leaders teach followers to act on injustice through protest
- Religious believers might pray for those suffering injustice
- Religious believers might pray for those carrying out injustice
- People with a religious faith may Campaign to create a more just society
- Examples of religious leaders who act to stop injustice
- Examples of religious organisations who act to stop injustice

**(c) 'The media shows religion in a positive way'.  
Give two reasons why a religious believer might agree or disagree with this statement. AO2 [4]**

Reference must be made to the AO2 Question (c) Level Descriptor.  
Reasons can be for or against the quotation or one for and one against.  
Reasons that may be given and developed include:

- Specific television programmes can show religion in a positive way
- Individuals often share their religious beliefs in a positive way through the media
- A number of television channels only broadcast religious programmes
- Articles in newspapers often show religious people performing acts of charity
- Articles in newspapers often portray religion in a negative way
- Individuals who are religious may be portrayed in a stereotypical way
- Few people watch specifically religious television programmes
- In an increasingly secular society the general view of religion in the media is negative
- The media often uses stereotypes of religion in a negative way

- (d) **Explain, from two different religious traditions, attitudes to equality between men and women.**  
(You must state the religious traditions you are referring to.) **AO1 [6]**

Reference must be made to the AO1 Question (d) Level Descriptor.

Any appropriate answers should be given credit, as any of the religious traditions specified can be chosen and pupils may be answering from their own tradition. If Assistant Examiners have any doubts concerning the awarding of marks they should consult with their Team Leader.

Where the names of the religious traditions are incorrect, but the information is accurate – credit up to a maximum of **Level 4:5** marks.

In an answer requiring two religious traditions or teachings, where one part is comprehensive (and would be worthy of a Level 4 on its own) but the other is weak (and worth a Level 1 or 2 on its own) award a Level 3 for the whole, and 3 or 4 marks accordingly.

Answers may well refer to the following sorts of points:

### **Christianity**

(For candidates answering from Christianity alone, it is expected they will acknowledge where there are any differences/similarities within the Christian traditions.)

All traditions generally teach:

- Christian teaching is that all people are equal
- God created all human beings as equals, whatever their gender
- Women may become priests and bishops
- Jesus' own example in dealing with men and women equally
- Jesus' own teaching demonstrates that equality is important for Christians

### **Catholic**

- Women are not allowed to be deacons or priests
- Only men are allowed to be deacons or priests

### **Eastern Orthodox**

- Women are not allowed to be priests
- There is nothing to prevent women becoming deacons

### **Buddhism**

- There is a need for the practice of equanimity - setting self as equal with others, regardless of gender
- Buddhists develop by showing loving kindness to all living beings (possible reference to the 8 fold Path)
- Belief that all humans have a 'Buddha nature' - the potential to develop regardless of gender
- Buddhists must develop the same qualities as Buddha and achieve enlightenment regardless of gender
- Men and women do not have different roles

## **Hinduism**

- Each group or individual, regardless of gender, has a religious duty
- Ahimsa (harmlessness) is a vital aim in life, and discourages discrimination on the basis of gender
- Karma (actions) and dharma (duty) expect believers to do good to others regardless of gender
- Men and women have different roles

## **Islam**

- All people are equal though not the same
- All people are important in their own rights as created by Allah
- Prophet Muhammad's attitude to men and women
- The ummah (brotherhood) crosses all national, cultural, political, racial and language boundaries, including gender
- In Islam the act of prayer stresses the importance of equality as individuals stand shoulder to shoulder as equal before Allah
- Men and women have different roles

## **Judaism**

- All humanity is made in the image of God, both men and women
- All humanity is made by God
- All have the same responsibility towards God regardless of gender
- Men and women may have different roles

## **Sikhism**

- God is the source of all human life and men and women are created equally
- Male and female should have the same human rights
- All should be offered the same hospitality and charity in the Sikh community/and langar regardless of gender
- To avoid prejudice and discrimination on the basis of gender is part of one's duty
- The use of Kaur (princess) and Singh (lion) - shows gender equality for Khalsa Sikhs

- (e) **‘Religious believers should never discriminate.’**  
**Do you agree? Give reasons or evidence for your answer, showing that you have thought of more than one point of view.**  
**(You must include reference to religious beliefs in your answer.)**

**AO2 [8]**

Reference must be made to the AO2 Question (e) Level Descriptor.  
Candidates should be expected to follow the rubric clearly.  
Candidates achieving the higher levels should be including appropriate religious and moral reasoning in their answers.

Points that could be discussed include:

- Religions teach about equality and the idea of 'the human family' so religious believers should not discriminate
- People who have chosen to follow a religious way of life, and adopt the teachings follow the example of their religious leader/founder are unlikely to discriminate
- Discrimination may be a positive action performed for the best of intentions
- Discrimination is widespread throughout the world
- Discrimination is found even in religious communities
- Discrimination may be used negatively in terms of age, employment, disability, gender
- Discrimination undermines religious concepts of equality
- The people who show discrimination are prejudiced and this may include religious believers
- It is a lack of genuine religious belief which may lead to discrimination

**Q. 3 (a) Explain what religious believers mean by 'revelation'. AO1 [2]**

Reference must be made to the AO1 Question (a) Level Descriptor.  
An appropriate example may be credited.  
One word answers cannot be considered explanations.  
Accept any suitable explanation e.g.

- Revelation is the ways in which God chooses to reveal himself to people
- Revelation may take place when people experience awe in the presence or wonder of God

**(b) Explain how religious believers might experience God. AO1 [4]**

Reference must be made to the AO1 Question (b) Level Descriptor.  
Answers should show the impact of belief.  
The answer is not required to be related to any one religious tradition.  
Answers may therefore come from any religious tradition.

Reference may be made to:

- Religious believers might experience God through prayer
- Religious believers might experience God through reading sacred texts
- Religious believers might experience God through public worship
- Religious believers might experience God in a sacred place
- Religious believers might experience God through a sense of awe at the beauty of nature/wonder of creation
- Religious believers might experience God through a personal religious experience
- Religious believers might experience God experiencing/witnessing a miracle
- Religious believers might experience God through an inner feeling or sense of something beyond oneself and one's existence

**(c) 'Belief in the afterlife is the most important religious belief'.  
Give two reasons why a religious believer might agree or disagree with  
this statement. AO2 [4]**

Reference must be made to the AO2 Question (c) Level Descriptor.  
Reasons can be for or against the quotation or one for and one against.  
Reasons that may be given and developed include:

- Belief in the afterlife is one of the most important beliefs because it gives hope after death
- Religion attempts to answer the fundamental question about life after death
- Belief in God precedes any other religious belief
- Belief in God is the single most important belief
- It is impossible to believe in an afterlife without belief in God
- It is not possible to say which religious belief is the most important
- All religious beliefs are of equal importance in different ways



- (d) **Explain, from two religious traditions, the use of symbols in worship. (You must state the religious traditions you are referring to.)**

**AO1 [6]**

Reference must be made to the AO1 Question (d) Level Descriptor.

Any appropriate answers should be given credit, as any of the religious traditions specified can be chosen and pupils may be answering from their own tradition. If Assistant Examiners have any doubts concerning the awarding of marks they should consult with their Team Leader.

Where the names of the religious tradition are incorrect, but the information is accurate – credit up to a maximum of **Level 4:5** marks.

In an answer requiring two religious traditions or teachings, where one part is comprehensive (and would be worthy of a Level 4 on its own) but the other is weak (and worth a Level 1 or 2 on its own) award a Level 3 for the whole, and 3 or 4 marks accordingly.

Answers may well refer to the following sorts of points:

### **Christianity (general)**

- Crosses - reminder of the death and resurrection of Jesus
  - Stained glass windows may be a visual focus during worship reminder of the importance of Bible stories
  - Vestments reflect the colours of the liturgical year
  - Pulpit/lectern may be raised to show the importance of the Word
- Symbolism is used in liturgical language and hymns

### **Catholic**

- Stations of the Cross show the key scenes in the trial and death of Jesus during Stations of the Cross act of worship
- The consecrated host may contain a symbol to represent beliefs regarded as the body of Jesus
- Incense is symbolic of prayer rising to Heaven
- Making the sign of a cross with holy water when entering the church reminds Catholics they are entering God's house
- Statues of Mary and the Saints are symbolic focus during worship to express the importance of people and events
- Liturgical language is rich in symbolism

### **Eastern Orthodox**

- Icons are used in worship to express the importance of people and events-especially Mary and the Saints
- Iconostasis symbolically shows the separation of heaven and earth
- Curtain shows the separation of man from God
- Dome reminds worshippers of the idea of God is high above them

## **Buddhism**

- Candles are lit to show respect should be given
- Statues of the Buddha show the importance of the Buddha's ways and teachings
- Eightfold Path symbol is a guideline for life

## **Hinduism**

- Symbolic offerings of flowers to show the importance of devotion
- Murtis are images of the deities to show the importance of the deities
- Aum to represent the sound of God
- Swastika symbol shows the changing world around the fixed unchanging centre of God
- Shankha (conch shell) to show that all creation stems from one God
- Reference may be made to show how the symbols on the Puja tray are used symbolically in worship

## **Islam**

- Minbar is a focus during worship to show the importance of prayer led by an Imam
- Mihrab represents the importance of the direction of Makkah to Muslims during worship
- Moon and crescent is a symbol used to represent Islam
- Prayer mats may have symbols in the design
- Plaques of Makkah and calligraphy from the Qur'an may be found in a mosque or at home
- Positions of prayer are symbolic of Muslim beliefs
- Special rules of dress are symbolic for prayer

## **Judaism**

- Ner tamid represents the menorah in the Temple
- Bronze tablets represent the importance of the Ten Commandments
- Ark represent where the Holy Place in the temple would have been
- Bimah is a raised platform to show the importance of reading from the SeferTorah
- Special symbolic clothes may be worn during worship; reference may be made to the tefillin, tallit and kippot

## **Sikhism**

- Plaques of the Mool Mantra is a symbol to show the importance of God in words
- Ik Onkar used to represent God, as there should be no images or pictures of God
- Pictures of the Gurus in the gurdwara or at home to show their importance
- Manji Sahib (stool for the Guru Granth Sahib) shows the importance of the Guru Granth Sahib

- (e) 'Britain is a religious society.'**  
**Do you agree? Give reasons or evidence for your answer, showing that you have thought of more than one point of view.**  
**(You must include reference to religious beliefs in your answer.)**

**AO2 [8]**

Reference must be made to the AO2 Question (e) Level Descriptor.  
Candidates should be expected to follow the rubric clearly.  
Candidates achieving the higher levels should be including appropriate religious and moral reasoning in their answers.

Points that could be discussed include:

- Many people in Britain have religious beliefs
- Britain is a multi-faith society
- Many people still adhere to many of the values and teachings of religious traditions
- In Britain religion still has an important social function in modern society
- Many people regularly attend a place of worship
- Religion gives meaning to many people's lives
- Religion alone provides answers to ultimate questions about human existence
- Religion provides moral guidance for a way of life
- Religious believers may influence those who have no belief
- Many people in Britain describe themselves as atheist or agnostic
- Many people in Britain regard religion as being out of date
- Many people in Britain regard religion as irrelevant to their lives
- Many people appear to have no religious affiliation
- Many people believe society is secular and religion has little relevance
- Many people live successful lives without religion
- Many people see no purpose or value in religion

**Q.4 (a) Explain what religious believers mean by 'stewardship'. AO1 [2]**

Reference must be made to the AO1 Question (a) Level Descriptor.

An appropriate example may be credited.

One word answers cannot be considered explanations.

Accept any suitable explanation e.g.

- Stewardship is God given responsibility to care for the world
- Stewardship is God given responsibility to care for the environment

**(b) Explain how a religious believer might use their talents for God. AO1 [4]**

Reference must be made to the AO1 Question (b) Level Descriptor.

Answers should show the impact of belief.

The answer is not required to be related to any one religious tradition.

Answers may therefore come from any religious tradition.

- Doing something they are good at as a job, such as nursing or teaching
- Helping other people through using their skills and talents
- Developing a sense of vocation as a priest or nun or minister
- Developing a sense of vocation through other work
- Reflecting the idea that talents are God-given
- In worship of God
- In the service of other people, including different forms of charity work
- Caring for the world
- Credit individuals

**(c) 'Religious creation stories are out of date'.**

**Give two reasons why a religious believer might agree or disagree with this statement. AO2 [4]**

Reference must be made to the AO2 Question (c) Level Descriptor.

Reasons can be for or against the quotation or one for and one against.

Reasons that may be given and developed include:

- Religious creation stories are contained in ancient texts which are still relevant today
- Religious creation stories have a deep meaning still relevant today
- Scientific accounts explain creation without purpose and may undermine the validity of creation stories today
- Scientific accounts tend to suggest that the beginning of the world and of life was accidental
- Scientific views offer no reason for human existence
- Religious creation stories may be supported by scientific accounts
- A secular society does not require religious creation stories
- Religious creation stories may be undermined by scientific accounts
- Religious creation stories demonstrate that the world was created for a purpose
- Religious creation stories state that God chose to create the earth and universe and gives a meaning to human existence and origins

- (d) **Explain, from one religious tradition, beliefs about the purpose of humankind in the world.**  
(You must state the religious tradition you are referring to.) **AO1 [6]**

Reference must be made to the AO1 Question (d) Level Descriptor.

Any appropriate answers should be given credit, as any of the religious traditions specified can be chosen and pupils may be answering from their own tradition. If Assistant Examiners have any doubts concerning the awarding of marks they should consult with their Team Leader.

Where the names of the religious traditions are incorrect, but the information is accurate – credit up to a maximum of **Level 4: 5** marks.

Answers may well refer to the following sorts of points:

### **Christianity**

- One purpose is to love
- One purpose is to serve God
- One purpose is to worship God
- One purpose is to love your neighbour
- One purpose is to care for the world and act as good stewards
- To have sexual relationships within the marriage and populate the earth
- To enjoy life

### **Buddhism**

- The main purpose of humankind is to earn a way to enlightenment - Nirvana
- To avoid harming people/living things
- To follow the eightfold path
- To have sexual relationships within marriage and populate the earth
- To enjoy life

### **Hinduism**

- The main purpose of humankind is to earn a way to an afterlife - Moksha
- To protect the earth's resources and environment as Hindus believe they are reborn on the earth
- To fulfil one's religious duty - dharma
- To have sexual relationships within marriage and populate the earth
- To enjoy life

### **Islam**

- To believe in Allah
- To live a life of religious duty - din
- To follow the Five Pillars of Faith
- One purpose of humankind is to look after the earth and its resources - act as guardians or khalifah
- To live in such a way as to achieve Paradise
- To have sexual relationships within marriage and populate the earth
- To enjoy life

## **Judaism**

- To believe in and worship God
- One purpose is to follow the Commandments
- To take care of the earth and natural resources
- To have sexual relationships within marriage and populate the earth
- To enjoy life

## **Sikhism**

- To protect the earth's resources and environment as Sikhs believe they are reborn on the earth
- To live a life of service - sewa
- To have sexual relationships within marriage and populate the earth
- To enjoy life

- (e) 'Human beings are no different to animals.'**  
**Do you agree? Give reasons or evidence for your answer, showing that you have thought of more than one point of view.**  
**(You must include reference to religious beliefs in your answer.)**

**AO2 [8]**

Reference must be made to the AO2 Question (e) Level Descriptor.  
Candidates should be expected to follow the rubric clearly.  
Candidates achieving the higher levels should be including appropriate religious and moral reasoning in their answers.

Points that could be discussed include:

- Physically humans are mammals
- Humans have the same physical needs as animals
- Humans have just evolved like other animals
- Religious traditions teach that humans are different from animals because they have a soul
- Religions traditions may teach that humans are separate from animals because they have a spiritual nature
- Religions teach that human beings alone have conscience
- Religions teach that humans are made in the image of God
- Although humans share much in common with animals they are also markedly different
- Humans have abilities and skills beyond all animal species
- Humans have intelligence and abstract thought
- Humans may have evolved but still remain a unique species
- Humans are alone able to worship God