



GCSE MARKING SCHEME

**RELIGIOUS STUDIES
(SPECIFICATION A)**

SUMMER 2012

INTRODUCTION

The marking schemes which follow were those used by WJEC for the SUMMER 2012 examination in GCSE RELIGIOUS STUDIES – SPECIFICATION A. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were 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 conferences was to ensure that the marking schemes were 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' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

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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 or 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. This 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:

Level of Response Grid

AO1

Questions (a) – (c)

Level	Level Descriptor	Mark total
0	Either: Offers no relevant information or explanation. Or: Makes no link between beliefs and practices.	0
1	Either: An elementary statement of information or explanation which is limited in scope or content. Or: A simple link between beliefs and practices	1
2	Either: An accurate account of information or an appropriate explanation of a central teaching, theme or concept. Or: An explicit link between beliefs and practices. Limited use of religious language.	2
3	Either: An account or explanation indicating knowledge and understanding of key religious ideas, practices, explanations or concepts. Uses and interprets a range of religious language and terms. Or: Analysis showing some awareness and insight into religious facts, ideas, practices and explanations. Uses and interprets a range of religious language and terms.	3
4	A coherent account, explanation or analysis showing awareness and insight into religious facts, ideas, practices and explanations. Uses religious language and terms extensively and interprets them accurately.	4

AO2

Question (d)

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	Either: An expanded justification of one point of view, with appropriate example and /or illustration which includes religious teaching. Or: A second, simple, appropriate justification of a viewpoint of view possibly linked to evidence or example.	2
3	An expanded justification of one point, with appropriate examples and/or illustration, which includes religious teaching and a second appropriate justification of a point of view.	3
4	An expanded justification of two viewpoints, incorporating the religious 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, e.g. yes.	0
1	Communicates clearly and appropriately Either: A simple, appropriate justification of a point of view, possibly linked to evidence or example and making a simple connection between religion and people's lives. Or: Two simple appropriate justifications of a point of view.	1 - 2
2	Communicates clearly and appropriately using limited specialist language Either: 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 Or: Two appropriate justification of a point of view 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 adequate recognition of an alternative or different point of view, using relevant evidence and religious teaching /or moral reasoning to formulate judgements.	5 - 6
4	Communicates clearly and appropriately using specialist language extensively a thorough discussion, including alternative or different views of the religious and moral aspects at issue and their implications for the individual and the rest of society.	7 - 8

Unit 1 Christianity

Q.1 (a) Describe what happened at the crucifixion of Jesus. [4]

Reference may be made to:

- Carries cross to the place of crucifixion.
- Nailed to a cross.
- Cross placed between two others.
- Written notice on the cross.
- Conversations from the cross.
- Insults thrown at Jesus.
- Darkness covered the land.
- Jesus' final words.
- Women watching from a distance.

(b) Explain Christian beliefs about the death of Jesus. [4]

Beliefs that may be explained include:

- The death of Jesus was an atonement for sin.
- Through his death Jesus demonstrated the love of God for humankind.
- The death of Jesus is seen as a ransom for sin.
- The death of Jesus is seen as redeeming human beings.
- Jesus was the innocent 'Lamb of God' sacrificed to remove the sins of humankind.

(c) Explain why many Christians go on pilgrimage to Jerusalem. [4]

Reference may be made to:

- Jerusalem is the site of the death and resurrection of Jesus.
- By visiting Jerusalem, Christians may hope to find more connection with the death and resurrection of Jesus.
- By going on pilgrimage to Jerusalem, Christians might hope to be refreshed and revitalised in faith and in ability to face the challenges of life by being reminded of the experiences Jesus went through there.
- By going on pilgrimage to Jerusalem, Christians might hope to be inspired by Jesus' example.
- By going on pilgrimage to Jerusalem, Christians might hope to have their faith strengthened by learning more about the origins of the faith.
- By going on pilgrimage to Jerusalem, Christians might hope to spend time with God, away from the hustle of life and, so, get closer to him.
- Meet other Christians.

- (d) **'Easter is the most important Christian festival.'**
Do you agree or disagree? Give two reasons for your answer.
You must include reference to religious beliefs in your answer. [4]

Reasons that may be given and explained include:

- Easter commemorates the resurrection of Jesus.
- The resurrection is Jesus' victory over death – giving Christians hope of eternal life.
- Without the resurrection there would be no Christianity.
- Easter could not have happened without the birth of Jesus celebrated at Christmas.
- Christmas is more important because it is the start of Jesus' work of salvation.
- Christmas is more widely celebrated in society than Easter, therefore, is more important culturally.
- Pentecost marks the birthday of the Church and the bestowal of the Holy Spirit and is, therefore, very important

- (e) **'The most important belief in Christianity is the belief in life after death.'**

Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.
You must include reference to religious beliefs in your answer. [8]

Points that could be discussed include:

- Belief in life after death is reassuring in that death is not an end and that there is a future existence, a world to come.
- Belief in judgement and life after death encourages a person to lead a good life in obeying God's commandments.
- Belief in life after death gives hope that justice will be done and all will get what they deserve.
- Belief in life after death gives Christians a reason to continue in their faith despite difficulties and challenges in life on earth.
- Belief in life after death could lead to people not living their lives on earth to the full.
- Belief in life after death could lead people to ignore injustices in life on earth because all will be put right in the afterlife.
- There are other important beliefs in Christianity upon which the belief in life after death actually depend.
- Without a belief in God as eternal creator, there can be no reason to believe that a life after death exists.
- Without a belief in the resurrection of Jesus, there can be no hope that death can be overcome and that there is a life after death.

Q.2 (a) Describe a Christian marriage ceremony. [4]

N.B. the points made will depend upon the service that has been studied, but look for the specifically Christian elements in the service.

Reference may be made to:

- The preface.
- Vows.
- promises.
- Rings.
- Declaration of marriage.
- Prayers.
- Hymns.
- Bible readings.
- Sermon.

(Beware of crediting too highly the 'trimmings', such as dress, confetti, walking down the aisle, reception, etc.)

(b) Explain Christian attitudes to pre-marital sex. [4]

Reference may be made to:

- There are many Christians who are against pre-marital sex because they believe that marriage is the only proper context for sex.
- There are many Christians who are against pre-marital sex because they believe that the purpose of sex is to join the married couple as one and complete their relationship.
- There are many Christians who are against pre-marital sex because they believe that sex is for creating children, and children should only be born in marriage.
- There are many Christians who are against pre-marital sex because they believe that the real purpose of sex is as an expression of married love.
- Many Christians are against pre-marital sex because the bible condemns fornication.
- There are many Christians who are against pre-marital sex because they believe that its acceptance leads to promiscuity.
- There are some Christians who believe that pre-marital sex is not wrong as long as the couple are in a stable, long-term relationship and intend to marry. It is the nature of the relationship that makes pre-marital sex right or wrong, not the act itself.

(c) Explain why many Christians believe that marriage is for life. [4]

Reference may be made to:

- Promises made are for life. Should keep promises – especially those made to God at the marriage ceremony.
- The teaching of Jesus is that marriage is for life, as he seems to rule out divorce.
- Paul seems to allow separation but not divorce, meaning that marriage is for life.
- Divorce can have a bad effect on children.
- The couple were joined by God and nothing can separate them except death.
- Marriage is a sacrament. No human agent has the power to unmake something made by God.

- (d) **'A Christian should only marry another Christian.'**
Do you agree or disagree? Give two reasons for your answer. You must include reference to religious beliefs in your answer. [4]

Reasons that may be given and explained include:

- Shared values and beliefs.
- Some emphasis upon religion and God to avoid problems and jealousies within the relationship.
- Upbringing of children – might be easier when values and beliefs are shared.
- Bible says, 'Do not be mismatched with unbelievers. For what partnership have righteousness and iniquity? Or what fellowship has light and darkness. (RSV -2 Corinthians 6:14-16). Suggests that Christians should not marry non-Christians.
- Paul seems to encourage Christians to stay with non-Christian partners. (1 Corinthians 7:12-16).
- Love can overcome any problems that are caused by different beliefs.
- Problems could be avoided by careful pre-marriage discussion.

- (e) **'Christians should only marry in a church or chapel.'**
Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view. You must include reference to religious beliefs in your answer. [8]

Points that could be discussed include:

- Vows should be made in the presence of God and the church or chapel is the 'house of God'.
- Marriage is a sacrament and since the church or chapel is perceived as being 'holy', then it is an appropriate place for a marriage ceremony.
- Marriage in a church or chapel is in front of the congregation among whom Christians regularly worship, and in front of whom they may want to make their vows.
- God is omnipresent, so wherever marriage takes place, it would be in his presence.
- The important aspect of a marriage ceremony is the sincerity of the vows, not the place where they are said.
- Some Christians might not be able to marry in a church or chapel for a variety of reasons (indisposition or a previous marriage and divorce) but they still want to make a commitment to each other.

Q.3 (a) Describe the internal features of a church OR chapel. [4]

Look for a rounded account of the features, but do not expect mention of everything in the list below. The features described will depend upon the church or chapel building that has been studied.

Reference may be made to:

- Font.
- Baptistry.
- Lectern.
- Pulpit.
- Altar
- Nave, Chancel, Sanctuary.
- Cross and/or Crucifix.
- Stained glass window.
- Icons/Iconostasis.

(b) Explain how Christians might worship God in a church OR chapel service. [4]

Look for a rounded account of ways in which worship might be carried out, but do not expect mention of everything in the list below. The elements of worship explained will depend upon the service(s) that have been studied.

Explanations may be made of:

- Adoration.
- Confession.
- Thanksgiving.
- Supplication.
- Silence.
- Credal Statements.
- Hymns.
- Scripture readings.
- Sermons.
- Prayer.
- Eucharist/Communion
- Offerings.
- Dance.
- Testimony.

(c) Explain why Christians might support each other in times of difficulty. [4]

Reference may be made to:

- The church or chapel community having a pastoral function which involves supporting church or chapel members in difficulties.
- The idea of the church or chapel as a fellowship of believers.
- The teaching of Jesus on love for each other.
- The belief that God is Father and all are part of one family.

- (d) **'Christians must go to church or chapel services.'**
Do you agree or disagree? Give TWO reasons for your answer.
You must include reference to religious beliefs in your answer. [4]

Reasons that may be given and explained include:

- Christianity is a communal faith – the Body of Christ.
- Church or chapel services will strengthen and inspire.
- Church or chapel services will help Christians worship God.
- Church or chapel services will make God's presence real.
- Need to share in the sacraments.
- Fellowship.
- God is omnipresent so can be worshipped anywhere.
- Individual/private worship can be very meaningful.
- Christians do hold services in places, e.g. schools, sporting arenas, etc, other than churches and chapels and these have meaning for those taking part.
- Christianity is about lifestyle and helping others not going to church or chapel services.

- (e) **'It is difficult being a Christian in today's world.'**
Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view. You must include reference to religious beliefs in your answer. [8]

Points that could be discussed include:

- Many people do not live by Christian values.
- Some Christian values seem out of date.
- Active Christians are in a minority.
- Christians are often ridiculed by non-believers.
- The media sometimes portrays Christianity negatively.
- Commitment is often seen in terms of fanaticism.
- Peer pressure makes life difficult for believers.
- Scientific advances.
- 'Militant' atheism.
- Sunday is no longer a special day.
- Support given by faith community.
- Support in times of difficulty.
- Christianity is still widely practised in the world.
- Many people are Christian.
- Christianity gives a purpose to living.
- Christianity helps individuals make sense of life.
- Faith schools

Q.4 (a) Describe Christian beliefs about God. [4]

Reference may be made to:

- The Trinity. God as Three in One.
- God the Father, creator of the world and sustainer of life.
- God as omnipotent, omniscient and all-loving.
- God the Son, Jesus as God incarnate, divine and human.
- God the Holy Spirit.

(b) Explain how Christians might respond to the issue of euthanasia. [4]

Reference may be made to:

- Euthanasia is always wrong because all human life belongs to God and only he has the right to take it away.
- Euthanasia is always wrong because it is the killing of a human life and, so, breaks the commandment, 'Do not kill'.
- Euthanasia is not necessary since the Hospice Movement provides a real alternative to dealing with pain at the end of life.
- Euthanasia should be a matter of personal choice since God gave people free will and the right to make decisions about their own lives.
- Euthanasia should be acceptable as it can be the most loving action in that it ends unnecessary suffering. Christians are told to always act out of love.
- Euthanasia raises questions about who (patient, doctor, relatives) makes decisions about whether a person lives or dies and about the quality of a person's life.

(c) Explain why conscience is important to Christians. [4]

Reference may be made to:

- Conscience is the inner voice which tells humans the difference between right and wrong.
- Conscience might be identified with the voice of God in humans.
- Conscience is a direct revelation from God to an individual.
- Conscience is the rational decision-making ability of human beings which allows informed decisions to be made about moral issues.
- Conscience keeps people on the right track because it makes a person feel guilt when they have done wrong.
- Conscience has been identified with the presence of the Holy Spirit.

- (d) **'Christians must always forgive others.'**
Do you agree or disagree? Give two reasons for your answer.
You must include reference to religious beliefs in your answer. [4]

Reasons that may be given and explained include:

- Christianity teaches that Christians must forgive 70 times 7.
- Jesus asked to forgive those who crucified him.
- In the Lord's prayer, there is the petition to forgive as we forgive.
- Christians are taught to love enemies.
- All people are in need of forgiveness.
- God is a forgiving Father (Prodigal Son).
- Some actions seem unforgivable, e.g. crimes against humanity.
- Forgiveness is impossible to give to someone who has abused another.
- Forgiveness is only possible if a sin is recognised and forgiveness requested.
- Repentance is necessary for forgiveness.

- (e) **'Abortion is always wrong.'**
Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.
You must include reference to religious beliefs in your answer. [8]

Points that could be discussed include:

- God as creator of all life and, therefore, it should be protected.
- The basic human right to life.
- 'Do not kill'; The Ten Commandments.
- The idea that personhood begins at birth.
- Quality of life arguments.
- Sanctity of human life arguments.
- The principle of 'double effect'.
- Threats to the life of the woman.
- Right of women to self-determination.

Unit 2 - Christianity Through the Gospels

Q.1 (a) Describe Jesus' baptism.

Answers should refer to the Gospel account: Mark 1: 1-11.

- The background
- What happened
- What was said.

AO1 [4]

(b) Explain why Jesus' baptism is important to Christians.

Expect answers to refer to:

- it signifies the beginning of Jesus' ministry
- it shows Jesus' relationship with sinners
- it shows clearly that Jesus was the Son of God
- it identifies Jesus as a man
- it is the fulfilment of Old Testament prophecies and John's promises

AO1 [4]

(c) Explain the benefits of being a member of a Christian community.

Expect candidates to refer to:

- sense of fellowship
- friendship
- sense of purpose and identity
- support in times of difficulty
- Comfort and support

AO1 [4]

**(d) 'Babies should not be baptised.'
Do you agree? Give two reasons for your answer.
You must include reference to religious beliefs in your answer.**

Arguments could include:

- No reference to child baptism in the Gospels
- Does not allow Jesus' example
- Faith is a personal matter
- Best to leave baptism until the person is old enough to choose for himself/herself.
- It is a way of celebrating a new life and of welcome into the Christian community
- Parents want what is best for their children and this applies to sharing their faith with them
- It gives a sense of belonging

AO2 [4]

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

Arguments could include:

- Active Christians are in a minority and are often ridiculed by non-believers
- Sunday is no longer a special day, leaving open clashes between work and worship
- Society seems to be moving away from the traditional values of Christianity
- The way in which the media often portrays Christianity and Christians
- Secularisation. Religion is seen as irrelevant by many people
- Challenges from science/scientists to fundamental Christian beliefs.
- Britain is still officially Christian
- Christian places of worship are still to be found in most areas
- Christian values are still respected
- Many people still follow Christian rites of passage

AO2 [8]

- Q.2 (a) Describe the parable of the Good Samaritan.**

Answers should refer to the Gospel account: Luke 10: 29-37

Expect answers to refer to:

- the context
- the main characters
- what happened
- what Jesus said

AO1 [4]

- (b) Explain why the parable of the Good Samaritan is important to Christians.**

Answers could refer to:

- it teaches clearly that a Christian's neighbour is any person, every person
- it teaches love of enemies
- It shows a Christian's responsibility to help others
- It encourages Community Cohesion
- It has an anti-racist element

AO1 [4]

- (c) Explain how Christians might obey Jesus' command to love your neighbour.**

Expect answers to refer to:

- Helping people who are less fortunate especially those that society has passed by
- Helping reconcile enemies
- Helping in the fight against racism and bigotry

AO1 [4]

- (d) **'What you do is more important than what you believe'.
Do you agree? Give two reasons for your answer.
You might include reference to religious beliefs in your answer.**

Arguments could include:

- Christianity has always succeeded through being seen
- It was Jesus' actions that drew people to him
- Words are meaningless without actions
- Jesus taught that people will be recognised for what they are through their actions
- People act out what they believe
- It is beliefs that inspire actions

AO2 [4]

- (e) **'It is impossible to love everyone.'
Do you agree? Give reasons or evidence for your answer showing that
you have considered more than one point of view.**

You must include reference to religious beliefs in your answer.

Arguments could include:

- Many people take advantage of other people's kindness
- Hatred can be a deep emotion and the result of horrific experience
- Loving some people is not always easy - their attitude and actions make it very difficult
- We should love those who love us and forgot about loving enemies
- Although it is difficult it is not impossible. Some people have succeeded
- Jesus showed it was possible - he forgave those who crucified him
- It is part of a Christian's responsibility? Christians believe that God will give them the strength and courage to love even their enemies

AO2 [8]

- Q.3 (a) Describe Jesus' teaching about the use of wealth.**

Expect answers to refer to:

- We must not be selfish.
- Wealth must be used to help the less fortunate.
- We must not put wealth before our duty to God.
- Worldly riches are not important compared to spiritual value.

AO1 [4]

- (b) **Explain what Jesus taught about doing good.**

Expect answers to refer to:

- It is not only what we do that is important but also the reason why we do it
- Good works should be done to help others, that is reward in itself
- We should not do good works to earn praise for ourselves - God knows what we do and he will reward us

AO1 [4]

(c) Explain how Christians could use their wealth to help others.

Expect answers to refer to:

- Giving to charities
 - Sponsorship of a child in poorer countries
 - Scholarships
 - Vocational initiatives
 - Support for Christian organisations fighting for a fairer world
- AO1 [4]**

**(d) 'It is impossible to do good in secret...'
Do you agree? Give reasons or evidence for your answer showing that you have considered more than one point of view.**

You must include reference to religious beliefs in your answer.

Arguments could include:

Charities need to appeal publicly for support.
If no-one knows what they are doing, no one will contribute.
It is through showing their work what they succeed.
Success breeds success and attracts more volunteers etc
Give an example to others.
Shows Christians principles in action.
Many people support charities without having to know how every penny is spent.
Publicly encourages people to support charities for the wrong reasons.
Goes against Jesus' teaching - God will reward in heaven.

AO2 [4]

**(e) 'You should not be a rich Christian.'
Do you agree? Give two reasons for your answer.
You must include reference to religious beliefs in your answer.**

Arguments could include:

- Wealth encourages greed and leads to crime
 - Jesus warned of the dangers of wealth
 - It shuts out God
 - Many wealthy people give generously to charities
 - Wealth gives people an opportunity to make the world a better place
 - Jesus did not say it was impossible for the wealthy to be part of God's kingdom
- AO2 [8]**

Q.4 (a) Describe Jesus' teaching about God as a loving father.

Expect answers to refer to:

- The parable of the Lost son
 - God's love for his children
 - God's forgiveness and mercy
 - God's generosity
- AO1 [4]**

(b) Explain why Christians believe in life after death.

Expect answers to refer to:

- Jesus' resurrection
- Jesus' promise of eternal life
- Jesus' description of heaven and hell
- Jesus' teaching on life and death when answering questions about the resurrection

AO1 [4]

(c) Explain how Christians show concern for the quality of life of others.

Explain answers to refer to:

- Helping those with disabilities
- Helping those with debilitating illnesses
- Comforting the terminally ill
- Working against poverty and famine
- Responses to abortion and euthanasia.

AO1 [4]

(d) 'God is not a loving father.'

Do you agree? Give two reasons for your answer.

You must include reference to religious beliefs in your answer.

Arguments could include:

- If God really loved people like a father there's no way he could look at them suffering and do nothing
- Good fathers listen to their children when they are in need. God never listens to the cries of the less fortunate
- If God really cared about people he would make sure that they had food, shelter etc
- Good fathers share equally between their children. If God is like a father why is there so much inequality in the world
- It is not God's fault that there is suffering in the world
- God does help but people are not always aware of the help he gives or the way it is given
- God works in mysterious ways and there are many ways of showing love

AO2 [4]

- (e) **'It's this life that matters, not the next.'**
Do you agree? Give reasons or evidence for your answer showing that you have considered more than one point of view.
You must include reference to religious beliefs in your answer.

Arguments could include:

- Belief in life after death can lead to better behaviour
- Belief in life after death is a comfort to many who are bereaved
- Belief in life after death gives meaning to this life
- Belief in life after death gives people strength and determination to follow their beliefs and principles
- Jesus' teaching and example shows the importance of this life
- It is a Christian's duty to ensure the best quality of this life
- It is a Christian's duty to live Christian values in this life
- The present is the only time that is ours
- Christians must take advantage of every opportunity to serve God
- Life after death belongs to God

AO2 [8]

Unit 3 – Roman Catholicism 1

Q.1 Study the information below and answer the questions that follow.

(a) Describe the birth of Jesus. [4]

Mark by Levels of Response. Reference may be made to:

- the conception of Jesus through the Holy Spirit,
- the journey to Bethlehem
- the angelic chorus
- the visit of the shepherds
- the events surround Herod
- the star and the visit of the magi.

Credit relevant responses.

(b) Explain how Catholics may celebrate Christmas. [4]

Reference may be made to:

- Celebrating Mass at Christmas, e.g., Midnight Mass
- Creating stable scenes in the home and parish
- Using Advent as a preparation time, e.g., the sacrament of Reconciliation
- Exchanging gifts
- Sharing a family meal

Credit relevant responses

(c) Explain why the family is important to the Catholic Church. [4]

Reference may be made to:

- The family as the domestic church
- The family as the first educators in the faith
- The model provided by the Holy Family
- Biblical teachings on family life, e.g., Colossians 3:19-21

Credit relevant responses

**(d) 'Marriage should be for life.'
Do you agree or disagree? Give two reasons for your answer.
You must include reference to religious beliefs in your answer. [4]**

Reasons that could be given include:

- The teaching of Jesus on the God-given nature of the bond
- The promises made of life-long commitment
- The importance of stability for children
- The fact that love simply comes to an end
- The recognition that mistakes can be made
- The importance of forgiveness and making a fresh start

- (e) **'Christmas has lost its meaning.'**
Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.
You must include reference to religious beliefs in your answer. [8]

Points that can be discussed include:

- The commercialisation of Christmas
- The irreligious nature of British society
- The apparent lack of interest in Christmas according to public opinion polls
- The absence of religious imagery in Christians paraphernalia
- Religious broadcasting during the Christmas period
- Nearly 50% of British people attend a Church service at Christmas
- Personal beliefs and witness.

Q.2 Study the information below and answer the questions that follow.

Confirmation is an important rite of passage.

(a) Describe the Catholic Rite of Confirmation. [4]

Reference may be made to:

- Presentation of the candidate
- The renewal of baptismal promises
- The imposition of hands and the calling down of the Holy Spirit
- The anointing with Chrism
- The sign of peace

Credit relevant responses.

(b) Explain the teaching of the Catholic Church about Confirmation. [4]

Reference may be made to:

- Christ's promises about the gift of the Holy Spirit
- Catholic understanding of the grace of the sacrament
- Biblical references to the out-pouring of the Holy Spirit
- The gifts and fruits of the Holy Spirit

Credit relevant responses

(c) Explain what it means to be a Catholic. [4]

Reference may be made to:

- Belonging to a world-wide community
- Being guided by the teaching of the Church
- Parish-based prayer life and support
- Proclaiming the good news of Jesus Christ to all

Credit relevant responses.

**(d) 'Catholics should pray every day.'
Do you agree or disagree? Give two reasons for your answer.
You must include reference to religious beliefs in your answer. [4]**

Reasons that could be given include:

- Christ's teaching on prayer
- Christ's example of daily prayer
- Relationship with God
- Importance of love and social action
- Difficulties in modern lifestyles
- Praying daily becoming burdensome or obsessive

- (e) **'Confirmed Catholics should always go to Mass on Sundays.'**
Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.
You must include reference to religious beliefs in your answer. [8]

Points that could be discussed include:

- Confirmation as a sign of commitment
- The command of Jesus to repeat his words from the Last Supper
- The importance of parish life for shared prayer and mutual support
- There are other ways of showing Christian commitment besides going to Church
- Private prayer and bible reading is also important.

Q.3 Study the information below and answer the questions that follow.

Christians believe in One God in Three Persons

(a) Describe Catholic belief in the Trinity. [4]

Reference may be made to:

- The oneness to God
- The references to the Three Persons in biblical events such as the baptism of Jesus and in the teaching of Jesus
- The titles: Father, Son and Holy Spirit

Credit relevant responses.

(b) Explain how Catholics show their love for God. [4]

Reference may be made to:

- Striving to do God's will
- Daily prayer
- Sacramental life
- Care and compassion for others
- Respect for God's creation.

Credit relevant responses.

(c) Explain why the Bible is a source of authority for Catholics. [4]

Reference may be made to:

- The Bible is the word of God
- The Bible as inerrant, inspired and revelatory
- The role of the Bible as the basis for all Catholic Church teaching
- The use of the Bible as a prayer tool and guide for life

Credit relevant responses.

**(d) 'It is impossible to forgive everyone.'
Do you agree or disagree? Give two reasons for your answer.
You must include reference to religious beliefs in your answer. [4]**

Reasons that may be given and explained include:

- Jesus' teaching on forgiveness
- Jesus' own example, e.g. on the cross
- The importance of forgiveness for peace and reconciliation
- The destructiveness of bitterness and anger
- The immensity of some crimes: it may feel impossible to forgive some people
- The need for forgiveness and reconciliation to be two-way
- The level of cruelty and suffering
- The human need for 'closure'.

Credit relevant responses.

- (e) **'Abortion is always wrong.'**
Do you agree? Give reasons for evidence for your answer, showing that you have considered more than one point of view.
You must include reference to religious beliefs in your answer. [8]

Points that could be discussed include:

- The belief that human life begins at fertilisation
- Human rights for the unborn
- Alternatives to abortion
- Parents assuming responsibility for their actions
- The idea that the unborn is not a 'person'
- The rights of the mother
- The problems caused by difficult situations, e.g., mother's life in danger, pregnancy as a result of rape, severe disability.

Credit relevant responses.

Q.4 Study the information below and answer the questions that follow.

(a) Describe the Catholic Rite of Marriage. [4]

Reference may be made to:

- Liturgy of the Word and prayers of intercession
- The questions and consent
- The exchange of vows
- The blessing of the rings
- Nuptial blessing

Credit relevant responses.

(b) Explain the teaching of the Catholic Church about the purpose of marriage. [4]

Reference may be made to:

- The teaching of Jesus on marriage, e.g., in Mark 10:1=12.
- The idea of marriage as a sacrament, which makes it a means of grace
- The unitative and procreative elements of marriage,
- The vows the couple make to each other, to be faithful till death.

Credit relevant responses.

(c) Explain why the Catholic Church believes adultery is wrong. [4]

Reference may be made to:

- The teaching of Jesus, as recorded in Mark's Gospel (10:1f), rules out sexual activity outside of marriage ('become one body' in the joining together by God).
- The vows exchanged in marriage are for life.
- Natural law implies the need for stability in marriage for an ordered society.

Credit relevant responses.

**(d) 'Artificial methods of birth control are wrong.'
Do you agree or disagree? Give two reasons for your answer.
You must include reference to religious beliefs in your answer. [4]**

Reasons that may be given and explained include:

- The purpose of sexual love is procreative and artificial methods of birth control disrupt the procreative purpose of sexual love
- Sexual love is unitative as well as procreative and must also be protected
- Artificial methods of birth control may be more reliable than natural forms of contraception
- Artificial methods of birth control are helpful in combining the spread of sexually transmitted diseases.

Credit relevant responses

- (e) **'The Catholic Church's teaching on sex before marriage is out of date.'**
Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.
You must include reference to religious beliefs in your answer. [8]

Points that could be discussed include:

- Many people delay marriage for a number of reasons but may be ready to share sexual intimacy.
- Sexual activity should be regarded as a recreational activity and not loaded with moral 'baggage'.
- Sexual intimacy does not require vows to legitimise it.
- People should be free to have a number of relationships before settling with one partner.
- Sexual intimacy is most fulfilling when it occurs within a committed and vowed relationship of love.
- Sexual activity is procreative and should be protected.
- Casual sexual activity can engender a sense of being used for an end.
- The problem of sexually transmitted diseases can be exacerbated by casual sexual activity.

Credit relevant responses.

Unit 3 – Roman Catholicism 2

Q.1 (a) Describe the role of conscience in Christian decision making.

- For Catholics, the conscience is the voice of God, helping humans to make the best choices in terms of God's expectations.
- The conscience is **supreme**. This means ultimately a person must follow his/her own conscience. This is because the person is the only one who is responsible for his/her own actions.
- The conscience must be **informed**. This means that a person should always try and discover what God wants. He/she should: read the Bible, listen to the teachings of the Church, pray and think about the motives for and consequences of their actions.
- The Church teaches that an individual's conscience can make mistakes and should consider carefully the teachings of the Church.

(b) Explain why the Pope is important in the Catholic Church [4]

- The Pope is the representative of Christ on earth. He is the head of the universal church based on Christ's commission.
- The Pope as representative of Christ on earth becomes 'the Servant' like Christ. As leader of the Church he leads by example. He serves all those who also serve God.
- The Pope has authority because he is successor of St. Peter. Jesus gave Peter 'the keys to the kingdom' and the commission of shepherd.
- His authoritative role is significant because he is believed to be chosen by God to lead the Church.
- He governs the Church from the Vatican and various offices in the Roman Curia assist him in his task.
- He has an important international role as visible symbol of the unity of the Church and as a spokesman for justice, world peace, morality, the dignity of the human person and for spiritual issues.

(c) Explain why Catholics believe in God. [4]

- The cosmological argument - God the first cause.
- The design argument - The world in which we live could not exist without an all powerful (omnipotent) God who created it.
- Conscience - an inner voice which convinces people of the difference between right and wrong. For many this leads to people to believe that there must be a 'higher being' or God that directs people to do good.
- Religious Experience - many people believe that they have had an experience of meeting with God. They have had conversion experiences and believe that they have a personal relationship with God.
- The effective work of the sacraments bringing the individual to faith.
- Upbringing - some people have been brought up as Christians and accept belief in God without questioning it.
- They can not remember a time when they haven't believed and they have never really doubted the existence of an Almighty God
- Witness of others.
- Revelation of scripture.
- Faith.
- Jesus on earth.

(d) 'Catholics need bishops to lead and guide them.'
Do you agree or disagree? Give two reasons for your answer.
You must include reference to religious beliefs in your answer. [4]

- The way in which the church is governed by a hierarchy of leadership is helpful.
- The role of the Bishop as leaders of a diocese helps to keep the link with apostolic succession.
- They enable guidance to the faithful, e.g., through parish visits and pastoral letters.
- The celebrants of the sacrament of confirmation.
- They who are responsible for training, ordaining and appointing priests and deacons
- Leaders who oversee Roman Catholic education in the diocese
- The Catholic Church believes that Jesus appointed Apostles and, as they died, their authority was passed on to the 'elders' (the Greek word is 'presbyteros', from which the word 'priest' comes) one of whom became the overseer - Bishop.
- As a group Bishops work together to help people fulfil their mission to proclaim and live the Good News of Jesus Christ throughout the world.
- Within particular country, the Bishops will meet regularly to discuss matters of concern. This is called a synod of Bishops. Their combined leadership provides strength for that country
- The Bishop provides help, advice and guidance over matters of faith and practice.
- Oversee the educational and liturgical life of the Diocese so that the people of God can grow in faith and worship effectively.
- Bishops encourage all members of the people of God to live a life of service to God and others.
- They will maintain contact with the people by: conducting confirmation services; writing pastoral letters; visitations and ordinations.
- Some may emphasis that a personal relationship with God is equally as important.
- The role of the parish priest and those who teach and guide on a daily basis - e.g. the family as the domestic church is crucial.

(e) 'Prayer is the most essential part of Catholic life.'
Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.
You must include reference to religious beliefs in your answer. [8]

- Prayer maintains the covenant relationship between God and mankind.
- Jesus taught his followers to pray and that prayer is essential e.g. Lord's prayer and through parables about prayer.
- Catholics emulate Jesus' prayerful relationship with God through prayer.
- Prayer is a gift from God and allows mankind to enter into a living relationship with Him.
- Prayer enables mankind to be involved with God's work in this world.
- The Liturgical aspect of worship is based on prayer.
- Through prayer human relationship with God is strengthened through the power and work of God's Holy Spirit.
- In the New Testament, prayer is the living relationship of the children of God with their Father who is good beyond measure, with his Son Jesus Christ and with the Holy Spirit.
- Prayer is essential only if it is meaningful - Jesus taught against using empty phrases.
- Other aspects of catholic life are also essential - participation in the sacraments - social action - reading the Bible etc...

Q.2 (a) Describe Catholic teaching about what it means to be human. [4]

- Created by God as eternal beings
- Made in the image and likeness of God.
- Humans are physical, spiritual, intellectual and emotional beings.
- Humans are social beings.
- Accept stewardship of the earth Genesis 1:26.

(b) Explain Catholic understanding of vocation of the laity. [4]

- Live life as priest, prophet, and king as a baptised person.
- Vocation means a 'calling' from God to serve him in a particular way.
- The laity are those who belong to the church but are not ordained therefore the ordinary people of the congregation.
- As St Paul states 1 Corinthians 12:12 (New International Version) ¹² 'Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ.'
- In this way each person is encouraged to pray about how each person can serve God through helping 'build up' the body of Christ - the Church.
- Credit examples of ways in which laity feel called - altar servers, readers, catechetical teachers, working with a particular charity etc..
- Also credit examples of work that the laity feel called to e.g. teaching, nursing, etc... and to work for the Lord in all those one does - whatever job.
- Credit references to family life - e.g stays at home and provides a secure family life for offspring and partner.
- Credit orders here - religious - not ordained.

(c) Explain why Catholics should show respect for their bodies. [4]

- Catholics should treat life as a gift from God and show by example that they are good stewards of life. 1 Corinthians 6:19-20 states: 'do you not know that your body is a temple of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought. Some suggest that this passage means that we should not abuse our bodies with smoking, too much alcohol, drugs or obesity.
- Catholics should be good examples to others of the way that they should live their lives.
- Catholics should avoid sexual immorality as the Bible warns against this.
- Catholics should view themselves as being unique created 'imago dei' - in God's image and likeness and as such show respect for all that God has created.

**(d) 'Catholics should not take drugs.'
Do you agree or disagree? Give two reasons for your answer.
You must include reference to religious beliefs in your answer. [4]**

- Some drugs are helpful e.g. paracetamol, antibiotics which help to preserve life, which is God-given and as such sacred.
- The arguments for the use of drugs which help cope with pain in diseases such as multiple sclerosis.
- The notion of freedom of choice and autonomy.
- The misuse of harmful drugs, dependency and addiction.
- The importance of Christians setting a good example to others.
- The harmful effects of drugs on the body.

(e) 'It does not matter what job a Catholic does.'
Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.
You must include reference to religious beliefs in your answer. [8]

- The Bible does not have a list of jobs that only Catholics should do. However, Christianity teaches that Catholic Christians should be 'in the world, but not of it', meaning that Catholic Christians should act appropriately wherever they are in order to draw people the Gospel message.
- The notion of vocation suggests that Catholics should try to listen to the voice of God in directing their lives - including choice of job.
- Christians like others have a responsibility to work and care for families, the only available jobs may seem unsuitable but it should be considered that earning a living is what is important.
- Certain jobs may be considered incompatible with Christian teaching and to undertake these jobs may be immoral e.g. working for a cigarette company, working in a casino - credit all relevant examples.
- The notion of Christian vocation - the call to do the will of God by servicing Him in a particular way e.g. missionary work.
- Some jobs may expect a person to work on a Sunday and this may go against a personal conscience.
- Sometimes people do not have much of a choice about the job they do, the main thing would be to set an example in the way they conduct themselves and in the way that they treat others. They should demonstrate characteristics of Christian love - patience, kindness, forgiveness etc...

Q.3 (a) Describe the work of CAFOD [4]

- The Catholic Agency for Overseas Development CAFOD is a charitable organisation which helps those suffering from poverty both in Britain and in developing countries.
- It has two aims Short Term help - this is when the agency raises money to immediately help people after they have suffered disasters such as earthquakes, floods etc..
- Most of the work of CAFOD is Long Term aiding people through funding projects.
- Credit examples e.g. project *Caritas Makene*. This is a project in Sierra Leone, set up to help children who have been affected by gang warfare.
- Its aim is to educate and restore some sort of normality into the lives of these children. CAFOD also looks at raising awareness of these issues through educational programmes.

(b) Explain why Catholics should work for a just society [4]

- Social Justice literally means to treat others fairly and to receive fair treatment. A just society is one in which every member is protected.
- Catholics ought to take seriously the command of Christ to help those in need.
- Jesus also taught 'Love one another as I have loved you'. The Church teaches that all will be judged on their response to Christ and the parable of the sheep and goats make it clear that those who have not treated others as if they were Christ Himself have no place in God's Kingdom.
- The Church teaches that all are created in God's image and likeness and are deserving of equal rights and should be treated with equal dignity.
- Christians should treat others in this way if they expect to be given fair treatment. [rights and duties]

- (c) **Explain what Catholics believe about the nature of God.** [4]
- God is love (the teaching of Jesus)
 - God is the Creator and Father of all
 - God is a Trinity: Father, Son and Holy Spirit
 - God as benevolent, omnipotent, omniscient.
- (d) **'Poverty makes it difficult to believe in God.'**
Do you agree or disagree? Give two reasons for your answer.
You must include reference to religious beliefs in your answer. [4]
- Poverty makes one question God's existence - too much suffering through poverty in the world makes it hard to believe in a God of compassion - either God is not all loving or he is not powerful to stop the suffering - this prevents belief in the traditional God of Christianity.
 - Factors other than poverty may contribute e.g. some have a secular view of humanity suggesting that religious belief was 'made up' in a pre-scientific era.
 - Accept reference to arguments for existence of God - the cosmological argument
 - The argument from religious experience - conversion etc...
 - One could argue that some poverty is the result of mankind's sinfulness. We are free autonomous human beings who can choose to do right or wrong. We can not blame God for everything that goes wrong in this world.
- (e) **'Humans are to blame for all suffering.'**
Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.
You must include reference to religious beliefs in your answer. [8]
- Humans who run oppressive governments may be responsible for the suffering of others.
 - There may be refusal to take personal responsibility to showing care and concern towards family or local community etc.
 - Some suggest that suffering may be the fault of those who do suffer e.g. making oneself homeless through illegal immigration.
 - The obligation that Christians have towards those who suffer can not be disputed. Christianity teaches that God demands his people to liberate those who suffer and they have a duty to do so. They may fail in their duty to be compassionate.
 - Humans can be to blame for the moral evils which cause suffering and could be avoided.
 - The fall of humanity could be referred to - human responsibility for sin entering the world.
 - Human selfishness and greed could be to blame.
 - Many Christians believe that the devil is a reality, interpreting Scripture in a literal way. A supernatural force maybe the cause of evil and suffering in our world so humans can not be responsible for this suffering.
 - Some believe that Devil is a power that seeks to turn people away from God and is the cause of so much evil in society.
 - Some may suggest that if God is omnipotent then the responsibility for suffering rests with him.
 - Some scientists suggest there is no such notion of natural evil it is just the way that nature is working in an evolutionary way - if one accepts this then humans are not at fault for this kind of suffering.

Q.4 (a) Describe Catholic teaching about violence.

- Catholics follow the teachings of Jesus, Jesus did not resort to violence and stated "All who take the sword shall die by the sword"
- Christians should follow the example of Mary, Model of the Church: 'Do whatever he tells you' (John 2:5)
- Jesus' overwhelming ethic was of non-violence (Matthew 5:9)
- All life is sacred as a gift from God and should never be knowingly destroyed
- Violence breeds violence
- Pro-active pacifism brings lasting peace
- Self-defence is valid as people have a duty to protect their own lives
- Some forms of injustice are so extreme that a violent responses is the only one that will bring an end to it. [credit relevant examples]
- Jesus used violence to cleanse the temple and did not condemn soldiers.
- Just war theory could be referred to, the defence of the innocent and the preservation of life.
- Decisions to speak out against injustice but by leading by example [credit all relevant examples].

(b) Explain what the Catholic Church teaches about Capital Punishment. [4]

- God is the creator of life and so only he has the right to end it.
- Innocent people may die if there has been a mistrial or mistake.
- Capital punishment can create a culture of death in the rest of society
- Supporters of capital punishment claim it helps to reduce crime, though others argue this has not been proven.
- The argument that the State should retain the right to protect its citizens from violent criminals.
- Some crimes are so serious; the only fitting punishment appears to be to end the life of the criminal.
- It may help provide closure for those who have been the victims of serious crime.

(c) Explain the Catholic Church's teaching about the aims of punishment [4]

- Punishment of crime is necessary as it is a means of providing the community with justice and protection.
- The Bible has many examples where God gave the community the right to punish a person for serious crimes.
- The aims of punishment are seen as to reform the criminal, to deter others from committing a similar crime, to provide justice for those who are offended, punishment provides a means of vindicating them.
- Breaking the commandments invoked punishment of the offender. Therefore human law in following this approach upholds God's Law [divine law].
- Punishment is necessary to restore Law and develop an ordered society - one of the five Primary Precepts of Natural Law tradition. [Human law upholds Natural law].

(d) 'Religion helps a person to be a responsible citizen.'
Do you agree or disagree? Give two reasons for your answer.
You must include reference to religious beliefs in your answer. [4]

- Most religions will have a 'Golden rule' to treat others in the way that you would like to be treated. This should involve not deliberately causing harm to others.
- It should encourage respect for the law - Religion is linked to morality. The prospective of punishment in the after life may encourage people to do good and avoid evil.
- Being a responsible citizen is not dependent on religion. Many atheists are motivated by a genuine concern for the well being of others. [humanism]
- It just makes good sense to be a responsible citizen as everyone benefits.
- Having faith could almost encourage people to develop judgemental and arrogant attitudes towards others; focusing on humanity is better.

(e) 'It is difficult for Catholics to follow the Church's teaching on some moral issues.'
Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.
You must include reference to religious beliefs in your answer. [8]

There are many issues that could be addressed here - please give credit to all relevant examples.

- Respect for one's body - the body is considered the Temple of the Holy Spirit - peer pressure to drink alcohol/take drugs seems to be a social norm.
- Difficult to be moderate in all things including food. Many people in society have weight problems for all sorts of reasons.
- Tackling poverty - difficult to give up wealth in order to help those in need yet it is a Christian duty to do so.
- Personal responses to violence-it can be difficult to 'turn the other cheek' or let the law deal with criminals when you have been personally affected.
- Teaching from other faiths or Christian traditions may have more appeal.
- Sometimes conscience conflicts with the Church's teaching.
- The Church's teaching makes sense - the ultimate goal will be to create and be part of an ordered society.
- The Church provides a scaffold of support though the episcopacy for guiding the laity on matters of faith and morals.
- Catholics believe that when difficulties arise - personal prayer, consultation of the Bible and a relationship with God can help to remain true to the teaching.

Unit 5 – Christian Philosophy and Ethics

Q.1 (a) Describe what it means to be a responsible citizen of the world. [4]

- Obedience to the law – Romans 13.
- Looking after the environment – stewardship of the earth – Genesis 1:26-28.
- Having a responsible attitude towards oneself and others. Teachings of St. Paul and example of the Early Church in Acts.
- Having a work ethic – teaching and example of St. Pauls Acts 20:35.

(b) Explain how the Bible helps Christians to make important decisions. [4]

- It is regarded as the Word of God; inspired by the Holy Spirit therefore it has authority.
- It provides guidance from God on moral issues – accept examples.
- It contains truths about the nature of God and the nature of mankind which helps to clarify what is ‘right – living’.
- The Bible as revelation enables Christians to understand how humans should live in relation to God’s purposes for them.

(c) Explain why Christians believe that God exists. [4]

- The design argument – The world in which we live could not exist without an all powerful (omnipotent) God who created it.
- Conscience- an inner voice which convinces people of the difference between right and wrong. For many this leads people to believe that there must be a ‘higher being’ or God that directs people to do good.
- Religious Experience – many people believe that they have had an experience of meeting with God. They have had conversion experiences and believe that they have a personal relationship with God.
- Upbringing – some people have been brought up as Christians and accept belief in God without questioning it.
- They cannot remember a time when they haven’t believed and they have never really doubted the existence of an Almighty God.

**(d) ‘Christians should always follow their conscience’.
Do you agree or disagree? Give two reasons for your answer.
You must include reference to religious beliefs in your answer.**

- The human conscience is the ability humans have to choose the best of action. Christianity teaches that the conscience is the voice of God, helping humans to make the best choices in terms of God’s expectations.
- The conscience is supreme. This means ultimately a person must follow his/her own conscience. This is because the person is the only one who is responsibility for his/her own actions.
- The conscience must be informed. This means that a person should always try and discover what God wants. They should: read the Bible, listen to the teachings of the Church, pray and think about the motives for and consequences of their actions.
- Christianity teaches that an individual’s conscience can sometimes make mistakes. Therefore, a person should ultimately follow the teaching of the Christian Church on what to believe and on what is right and wrong.

(e) 'It is difficult to always obey the teachings of the Bible. ' [8]

Do you agree or disagree? Give reasons or evidence for your answer, showing that you have considered more than one point of view. You must include reference to religious beliefs in your answer.

- The Bible is the sacred and inspired Word of God.
- A Christian should obey the teachings of the Bible, a Christian can be sure to be living the way in which God wants him/her to.
- Through obedience to the teachings of the Bible, a Christian can be sure to be living the way in which God wants him/her to.
- The Bible was written a long time ago and attitudes in society have changed.
- Some issues are not dealt with in the Bible – for example abortion – therefore a Christian will need to use a common sense approach in the light of Biblical teaching.
- The Bible can be open to interpretation and Christians are divided on the Biblical interpretations of attitudes towards moral issues such as homosexuality, sex before marriage and abortion. [accept any valid examples]
- The Bible was written 2000 – 3,500 years ago for audiences which had very different cultural values than those of the 21st Century.
- The Bible doesn't deal with issues that are relevant to the culture of the 21st Century because since the Bible was written there have been significant developments in science.

Q.2 (a) Describe Christian attitudes to child labour. [4]

- The rights of the child should be protected.
- Natural law tradition – education
- Protection of the weak

(b) Explain how Christians can support Fair Trade. [4]

- Through buying fair-trade products – those bearing the fair trade mark.
- Through praying for change.
- Through campaigning for fair trade and lobbying parliament.
- Donation of money to the work of fair-trade.
- Get involved in educational work that promotes fair trade.
- Through supporting political parties tht support fair trade.

(c) Explain why Christians should try to create a just and fair society. [4]

- Christianity teaches that humans are made in the image and likeness of God. This means that Christians should cultivate those characteristics of God such as compassion and justice. One way to do this would be to demonstrate to others that people should be treated fairly with respect.
- Jesus, by example, and in his teachings, demonstrated that fairness and justice is important – credit examples.
- Human rights should be supported and Christians work to create a society where rights are upheld. (Article 1)
- Christianity teaches that agape love (self less love) is the way that God wants us to live.

(d) 'It's important to show respect for other.' [4]

Do you agree or disagree? Give two reasons for your answer. You must include reference to religious beliefs in your answer.

- Jesus taught respect for others is of paramount importance credit examples e.g. The parable of the Good Samaritan, love your neighbour as you love yourself, do unto others as you would have them do unto you etc.
- All humans are created equally and in the image and likeness of God and should be treated with dignity and respect.
- Reference could be made to the emotional and spiritual nature of human kind – what it means to be a human being.
- Leading by example should encourage change in others.
- It can be difficult to show respect for those who show no respect to others – e.g. those who commit crimes and disregard the sanctity of human life.
- Some suggest that respect should be earned and not freely given.

(e) 'It's impossible to have a just and fair society.' [8]

Do you agree or disagree? Give reasons or evidence for your answer, showing that you have considered more than one point of view. You must include reference to religious beliefs in your answer.

- Peer pressure may stop people from following Christian teachings about justice and fairness.
- Inequalities exist and attitudes challenge Christian values about fairness and justice.
- Materialistic and hedonistic attitudes hinder the creation of a just and fair society.
- The impact of relativism and multi-culturalism on traditional religious belief and practice.
- Christianity is based on the notion that it is possible through the power of the Holy Spirit to live as God intended therefore it must be possible.'
- There are many examples through history of those who have worked for a more just and fair society and have succeeded in a small way – this implies that it is possible to achieve on a grander scale.
- Inequalities exist and attitudes towards prejudice and discrimination are as prevalent now as they were 2000 years ago.
- Secularist and atheistic attitudes challenge Christian values about fairness and justice.

3. (a) Describe the work of one Christian charity. [4]

Accept reference to any charity (Save the Children, Christian Aid) and use levels of response to award marks for fair representation of the chosen charity.

- Candidates should include the aims and objectives of the chosen charity.
- Expect description of the work of the charity to be characteristic of the charity chosen.
- Candidates may write about short term as well as long term aid and could achieve level four if either one is covered in enough detail.
- No more than Level 2 for non-Christian.
- No more than Level 2 for specifically Christian – general.

(b) Explain Christians understanding of the causes of evil. [4]

- Evil is the result of human disobedience – God gave us free will and humans chose to turn away from God. As a result of this evil entered into our world. It becomes part of what it is to be human. This concept is called 'original sin'.
- The first sin committed by Adam and Eve taints our nature as humans.
- Secondly the evil that nature present [Nature evil] is caused by evil forces such as the devil's angels (the theodicy of St. Augustine).
- God allows the existence of evil in order to help humans grow stronger and become more like God (the theodicy of Irenaeus).
- Accept unpacking of definitions – moral and natural evil.

(c) Explain why Christians should respect themselves

- Christianity teaches that life is a gift from God and that humans have stewardship of life.
- The body is the Temple of the Holy Spirit, therefore it should be treated with respect.
- Christians are examples to others of the way that they should live their lives.
- 'Do you know that your body is a temple of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore honour God with your body.' 1 Corinthians 6: 19 – 20. Some suggest that this passage means that we should not abuse our bodies with smoking, too much alcohol, drugs, obesity and sexual immorality.
- Humans are unique, made in the image and likeness of God.

(d) 'The Devil does not exist.'

Do you agree or disagree? Give two reasons for your answer. You must include reference to religious beliefs in your answer.

- The Bible presents Jesus as being tempted/tested by a supernatural force – the devil. Credit references to the scriptural passages - the devil could be equated with an evil supernatural being.
- There is a rite of exorcism – suggesting the reality of spiritual evil.
- Many Christians believe that the devil is a reality, interpreting Scripture in a literal way.
- Some believe that the Devil is a power that seeks to turn people away from God and is the cause of so much evil in society.
- Some may suggest that if God is omnipotent then the responsibility for evil rests with him.
- Others suggest that all 'evil' is nothing more than the effects of selfish desires and inclination to do wrong.
- Evil situations arise from the struggle within us to do what is right and the failure to do the right thing.
- Some scientists suggest there is no such notion of a natural evil it is just the way that nature is working in an evolutionary way.
- The devil is merely the personification of evil.
- The notion of a devil is purely superstition.

(e) 'God should stop all suffering.' [8]

Do you agree or disagree? Give reasons or evidence for your answer, showing that you have considered more than one point of view. You must include reference to religious beliefs in your answer.

- If God is omnipotent then the responsibility for suffering rests with him and he should use his power to stop it.
- If God is benevolent then he should show his compassion to those who are suffering.
- Suffering seems to serve no real purpose – terrible things happen to humans and God has the power to end it.
- God has to give humans free-will in order for a relationship with him and each other to be meaningful – this has to allow for the possibility of suffering.
- There may be refusal to take personal responsibility to showing care and concern towards family or local community if God just stepped in and took total control, etc.
- Some suggest that suffering may be the fault of those who do suffer e.g. making oneself homeless through illegal immigration.
- Humans can be to blame for more evils which cause suffering and could be avoided.
- The fall of humanity could be referred to – human responsibility for sin entering the world.
- Human selfishness and greed could be to blame.
- Many Christians believe that the devil is a reality, interpreting Scripture in a literal way. A supernatural force maybe the cause of evil and suffering in our world.
- Some believe that the Devil is a power that seeks to turn people away from God and is the cause of so much evil in society.
- Some scientists suggest there is no such notion of natural evil (suffering) it is just the way that nature is working in a evolutionary way.

4. (a) 'Describe Christian attitudes to the treatment of criminals.' [4]

- Christians refer to both Old Testament and New Testament teachings when referring to the way that criminals should be treated.
- The Old Testament suggest that one aim of punishment is revenge or retribution which should be limited Leviticus 'an eye for an eye'. In some cases this has led to the justification of capital punishment.
- Society must be protected from criminals and so imprisonment or even death may be the solution to crime and deter from committing serious offences. [Deuteronomy 17:12-13]
- Some Christians believe that the New Testament offers a different perspective on punishment. The notion of agapeic love comes into force and living by kingdom principles of repentance and forgiveness. The emphasis is on reforming the criminal – loving the sinner and hating the sin.
- Christianity reinforces the role of the government in ensuring that criminals and their victims are treated fairly given due punishment so that society is both protected and victims vindicated.

(b) Explain the 'Just war theory'. [4]

A war which is fair and to fight, the conditions developed by St. Thomas Aquinas are:

- Christians sometimes will agree to fight in a Just War. A war which is just is one which is right. The conditions were first laid down by St. Thomas Aquinas.
- The war must be declared and controlled by the legitimate authority of the state or its ruler. So guerrilla warfare or terrorism would not be seen as a just means of protest.
- There must be a just cause. so it would not be considered fair to invade a country purely to expand territory. A justifiable cause would be self-defence. The war must be fought to promote good, and with the intention of restoring peace afterwards. This must take place as soon as possible.
- War must always be the last resort. All other methods of resolving the situation must have been sought after first. For example, negotiation over ways to resolve the problem
- There must be proportionality in the way that the war is fought. For example, if one country had nuclear capability but another did not it should not use that power because it would be unfair, the other country would be unable to fight back. Civilians must be protected at all times.

(c) Explain why some Christians refuse to use violence. [4]

- Some Christians are Pacifists and hold the belief that violence of any kind is unjustifiable and that one should not participate in war.
- This belief is based on the teachings of Christ and the practice of first Christians who refused to take up arms because of Jesus' teaching to love enemies and pray for one's persecutors.
- Jesus' teaching to 'put away your sword' and his admonishment of the disciple who cut off the ear of one of the Temple guards in the Garden of Gethsemane led the first Christians to believe that it was wrong to use weapons.
- Pacifism promotes the idea that disputes can be settled by means other than war such as diplomatic.
- Quaker Church is an example of a Church that holds an absolutist pacifistic stance.

(d) 'Capital Punishment is always wrong.'

[4]

Do you agree or disagree? Give two reasons for your answer. You must include reference to religious beliefs in your answer.

- Capital Punishment is a deterrent against committing serious crimes.
- It helps to make reparation for the crime committed.
- Society needs to be protected from serious criminals and that the only way that this could happen is to eliminate those who are a threat to society.
- Many Christians have campaigned in favour of the death penalty basing their beliefs on Scripture itself. They have suggested that in Leviticus it allows for Capital Punishment 'An eye for an eye and a tooth for a tooth'.
- Jesus gives an antithesis to this law (the law of revenge) and qualifies it by saying "But I say to you do not take revenge on someone who wrongs you. If anyone who slaps you on the right cheek let him slap you on the left also". Of course we needn't take this in a literal sense but the spirit of it needs to be taken into account.
- Christian teaching is based not only on the words of the Old Testament but the words of Jesus himself. Jesus was quite clear in stating that the Old Testament Laws were given because the people were weak and this particular law was given so as to limit revenge.
- Christians claim that those who belong to God's kingdom and are living by the power of the Holy spirit need to take on board kingdom principles.
- Jesus meant that we should not have an attitude of revenge. He taught that we should have an attitude of forgiveness. This would support Christian teaching that the dignity of the human being needs to be taken into account when meeting out punishment.
- In Genesis it states that we are all made in the 'image and likeness of God'. Therefore even a cold-blooded murderer needs to be treated with dignity as a human being no matter how difficult this may be. Some would argue that the purpose of punishment is for reform also.
- From a Christian perspective, reform should lead to repentance – being truly sorry for the crime committed and wanting to change. How can anyone be led to a position of true repentance if they are already dead?
- The dignity of the person needs to be considered in the light of Christian teaching as a whole. If Christians expect ultimate forgiveness from God for their sins then they too should be prepared, in the words of the Lord's prayer 'to forgive those who have trespassed against them'.
- Forgiving the person does not mean however, that the criminal a shouldn't pay for the crime, justice can be seen to be done in ways that contribute to the reformation of character rather than the destruction of the individual.
- Christian duty is to try to make criminals see the error of what they have done and leave the judgement up to God.

(e) 'It's a waste of time trying to reform criminals.'

[8]

Do you agree or disagree? Give reasons or evidence for your answer, showing that you have considered more than one point of view. You must include reference to religious beliefs in your answer.

- Every human being is special made in the 'image and likeness of God' and as such is holy. Each person is precious and must be given the chance to live according to the intended purposes of God. Therefore it is worth trying to change the person who is living a life of crime into one who wants to fulfil his/her purpose.
- Each person must be given the chance of repentance in order to ask God personally for forgiveness for sins committed. Without this chance a person could end up in Hell for all eternity.
- Humans are not free to make the decision about who to reform and who not to – Christ died so that all could be forgiven. It is a Christian's duty to evangelise and work at bringing all to a point of repentance and acknowledgement of this fact.
- Christianity is a religion of love and compassion. God is portrayed in the Bible as a father waiting for the repentant sinner to return and returning to God involves a change of heart.
- Society needs protecting from criminals that threaten the safety of others'; this may warrant eliminating them through the death penalty.
- Some criminals seem unable to change and are unresponsive to the call for change.

Unit 6 – Hinduism

Q.1 (a) Describe the internal features of a mandir

Expect answer to refer to:

- The inner shrine
- Image of the deity
- Shikara - spire directly above the altar
- The mandapa - pillared or main hall
- Antarala - space between inner shrine and main hall

AO1 [4]

(b) Explain why a mandir is important to many Hindus

Expect answer to refer to:

- It is the home of God or a particular god or goddess
- Place where everyone gets together for special occasions like weddings or festivals
- Puja and arti performed on a daily basis
- Mandir is a meeting point between heaven and earth

AO1 [4]

(c) Explain how Hindus worship in a mandir

Expect answer to refer to:

- Taking off of shoes before entering main part of temple - some wash their hands
- Ringing of the bell
- Hindus stand or sit on floor to pray - some silent prayers some aloud
- Some play musical instruments - singing bhajans/hymns
- Reciting mantras or meditation or chanting
- Listening to the scriptures
- Listening to sermons or special talks
- Arti ceremony - giving of flowers, food or money - worshippers receive prashad

AO1 [4]

- (d) **'Daily Puja is the most important act of worship in Hinduism'. Do you agree? Give two reasons for your answer. You must include reference to religious beliefs in your answer**

Arguments could include:

- It shows daily commitment to the religion
- It shows a personal relationship with the gods
- It shows devotion
- It brings the worshipper into God's presence
- Some would argue that is a done out of duty not want
- Other forms of worship such as arti or festival just as important

AO2 [4]

- (e) **'It is difficult to be a Hindu in Britain today'. Do you agree? Give reasons or evidence for your answer showing that you have considered more than on point of view. You must include reference to religious beliefs in your answer**

Arguments could include:

- Values of the West can be very different to the values of the East
- There are many activities and occasions which are a threat to the Hindu way of life
- The culture is different
- Being a religious minority
- Rules of dress etc
- It is possible with the support of the Hindu community
- Family ties are very strong in Hinduism
- It is possible to adapt to western culture without betraying Hindu values
- Religious and racist prejudice

AO2 [8]

Q.2 (a) Describe what Hindus believe about God (Brahman)

Expect answer to refer to:

- Brahman as the ultimate spiritual reality, universal spirit, creative principle and life force
- Source of all forms of life in the universe
- Impersonal. Ultimate being manifested in Trimurti
- Essence of life - same reality as the atman or essential self of living beings
- Eternal and indestructible

AO1 [4]

(b) Explain Hindu attitudes to abortion

Expect answer to refer to:

- Goes against Hindu teaching of ahimsa
- Life starts at time of conception so abortion involves taking life and is wrong. This brings consequences for the karma of those responsible
- Child has already taken shape in the womb, inherited a soul from a previous existence, and will not have the opportunity to achieve moksha
- It is better to preserve the life of the mother rather than the foetus

AO1 [4]

(c) Explain how Hindu beliefs in life after death might affect their way of life

Expect answer to refer to:

- Moksha as the ultimate goal of every Hindu
- Good karma needed to break the cycle of reincarnation
- Karma also determines the level of reincarnation
- Karma - law of cause and effect - will influence Hindu behaviour, attitude to duty of ashramas, duty of varna etc
- Hindu death rites also influenced by belief in life after death

AO1 [4]

(d) 'Belief in life after death is the most important Hindu belief'. Do you agree? Give two reasons for your answer. You must include reference to religious beliefs in your answer

Arguments could include:

- It influences all aspects of a Hindu's life
- It is the motivation for all actions
- It is the basis of all duty
- Other beliefs just as important
- Belief in Brahman is more important

AO2 [4]

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

Arguments could include:

- Sanctity of life and therefore no-one should interfere with natural processes
- God is the source of every form of life and therefore all life should be treated with the utmost respect
- Mercy-killing is not acceptable - it goes against the principle of ahimsa
- It is a religious and moral duty (dharma) to look after the elderly and infirm
- Suffering results from previous existence so must face this
- Life of earth is a gift from God and he alone can take it back
- Euthanasia can in some circumstances be regarded as a religious act
- Some modern Hindu reformers have said it can be a good deed to help end a painful life and therefore it is a more obligation
- Others would argue that it is the quality of life that is important

AO2 [8]

Q.3 (a) Describe the main features of Vishnu

Expect answer to refer to:

- Vishnu is the second member of the Trimurti - the sustainer
- Worshipped by Vaishnavites as supreme god
- Closely related to his avatars, especially Krishna and Rama
- Lakshmi is his consort; Garuda his vehicle
- Four arms, blue in colour
- Holds lotus flower, discus, club and conch shell

AO1 [4]

(b) Explain the concept of varna in Hinduism

Expect answer to refer to:

- The fact that there are four varnas which are divided into sub-groups called jati. People divided according to their traditional jobs
- Varna dependant on actions in previous lives
- Varnas in order of importance - Brahmins, Kshatriyas, Vaishyas and Shudras
- Fifth group call Untouchables
- Some Hindus will only mix with members of their own caste and not marry anyone from another caste
- Caste system derived from Primal man

AO1 [4]

(c) Explain how bhakti is practiced in Hinduism

Expect answer to refer to:

- Way of loving service and devotion to God
- Clean and decorated puja room to create special environment to develop the feeling of Bhakti
- Expressed in many form of devotion - prayer, living righteously, helping the poor and fulfilling duties of Varnashramadharma
- Chanting and puja and dance
- Burning of incense, lighting a lamp
- Worshippers should bathe, wear clean clothes and put ash on their foreheads
- Merging with the deity
- Chanting Hare Krishna
- Compassion for fellow humans
- Embracing those from lower castes

AO1 [4]

- (d) **'The caste system is out of date'.
Do you agree? Give two reasons for your answer.
You must include reference to religious beliefs in your answer**

Arguments could include:

- It gives society a strong structure
- It acknowledges people have different strengths and weaknesses
- It gives people a purpose in life
- It is discrimination in an age of equality
- Raises the question of rights
- Very difficult for anyone to change from one occupation to another
- Marriage restricted to within each group
- Has been the very foundation of Hindu society's structure for thousands of years

AO2 [4]

- (e) **'Marriage is the most important ashrama'.
Do you agree? Give reasons or evidence for your answer showing that
you have considered more than one point of view.
You must include reference to religious beliefs in your answer**

Arguments could include:

- Holy and religious duty
- Alliance between two families
- Forms part of the second ashrama
- Sex only allowed within marriage
- Hindu duty to have children
- Main gods have consorts
- Other ashramas equally important

AO2 [8]

Q.4 (a) Describe a Hindu marriage ceremony

Expect answers to refer to:

- Welcoming of the groom
- Presenting the bride
- Sacred fire
- Holding hands
- Seven steps
- Scarf tied and carried
- Sprinkling of rice grains
- Looking at the northern star

AO2 [4]

(b) Explain why Rama and Sita are important to Hindus

Expect answers to refer to:

- Rama is a role model - perfect son, an ideal king, a true husband, and a real friend
- Sita is the ideal wife
- Sita represents the qualities of loyalty, caring and devotion
- Rama and Sita are the role models for Hindu married couples
- Heroes of the Ramayana

AO1 [4]

(c) Explain how Hindus celebrate Divali

Expect answers to refer to:

- Decorating homes, offices, temples etc with coloured lights or diva lamps
- Families meet together
- Sisters arrange a party for their brothers
- New clothes worn and houses cleaned and decorated
- Rangoli patterns drawn in chalk outside of houses
- Animals washed and decorated; bells put around their necks and given special food to eat
- Debts and bills are paid
- Everybody tries to turn over a new leaf
- Gifts and cards exchanged
- Divali lamps put on rafts in the rivers

AO1 [4]

- (d) 'A Hindu should only marry another Hindu'.
Do you agree? Give two reasons for your answer.
You must include reference to religious beliefs in your answer**

Arguments could include:

- Rules of the varna system - marriage within caste
- It is the basis of dharma
- Would avoid religious problems such as religion of children
- Basis of arranged marriages
- Love is the most important reason for marriage
- Inter-religious marriages have been successful

AO2 [4]

- (e) 'Hindu rites of passage are important today'.
Do you agree? Give reasons or evidence for your answer showing that
you have considered more than one point of view.
You must include reference to religious beliefs in your answer**

Arguments could include:

- Child cannot remember the celebration at birth
- It is simply an excuse for a party people cannot afford
- It is a means of parents begging a gift for their child
- Marriages are for families to come together
- Funerals are for the disposal of bodies
- It is important because the child has been given a name for the rest of its life
- It is an opportunity to thank God for the safe arrival of the child
- For Hindus the writing on the tongue of Om creates a bond between the child and God
- Even non-religious people create opportunities to celebrate the birth of a child
- Different festivals vary in importance according to region
- People want to marry before God
- They feel that vows made before God are more important
- Funerals celebrate a person's religious life and beliefs
- Funerals give the mourners the opportunity to pray for the souls of the deceased
- They can commend the soul to God

AO2 [8]

Unit 7 – Islam

Q.1 (a) Describe the internal features of a mosque. [4]

Use LOR marking. Details that could be described include:

- The symbol of the crescent moon and star.
- Clocks displaying prayer times.
- Ablution/toilet area.
- Shoe racks.
- Mihrab or niche indicating the direction of Makksh.
- Minbar or platform for an imam to lead prayers.
- Prayer hall with carpets for prayer.

(b) Explain how Muslims prepare for prayer. [4]

Use LOR marking. Points that might be explained include:

- At a mosque a muezzin recites the call to prayer.
- Muslims remove shoes as a sign of respect and preparation.
- Muslims perform ablution or wudu in order to be clean for prayer.
- Muslims may perform ghusl in order to be clean.
- Muslims adopt the right intention to pray or niyyah as part of the preparation for prayer.
- Muslims begin with recitation of the bismillah to start prayer.
- Muslims must find a clean place for prostration (using prayer mat) as requirement for prayer.

(c) Explain the importance of jumu'ah [4]

Use LOR marking. Points that might be explained include:

- Because jumu'ah is the Friday midday prayer.
- All male adult Muslims are required to attend if possible as part of the Muslim community.
- Women may attend if duties allow.
- A sermon usually follows this prayer as an exposition of faith matters
- A sermon is delivered by an imam as the leader of a religious community
- It is an opportunity for Muslims to gather as part of a mosque community

- (d) **'All Muslim children should attend a mosque school (madrasah).'** [4]
Do you agree? Give *two* reasons for your answer.
(You must include reference to religious beliefs in your answer.)

Use LOR marking. Reasons or evidence that could be given include:

- All Muslim children should attend to learn how to read the Qur'an in Arabic
- All Muslim children should attend to learn about the Qur'an
- All Muslim children should attend to learn about the culture of Islam
- All Muslim children should be part of the ummah of Islam
- It is the duty of parents to send boys to the mosque school
- Girls may be taught the Qur'an at home
- It is not necessary for girls to attend a mosque school

- (e) **'Prayer is the most important pillar of Islam.'** [8]

Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view. (You must include reference to religious beliefs in your answer.)

Use LOR marking. The following points could be considered and evaluated:

- Daily prayer is one of the five pillars of faith – salah – because it is a duty.
- Prayer may also be performed privately – duah – and is part of the duty of a Muslim.
- The Shahadah is the most important belief of Islam as the first pillar of faith.
- Prayer follows belief in the Shahadah as the second pillar.
- Prayer may be the most important daily practice in Islam.
- Prayer is only one of five pillars
- Regular daily prayer is particularly important in Islam
- All of the pillars of faith are important

2. (a) **Describe Muslim birth customs** [4]

Use LOR marking. Details that could be described are:

- The adhan or call to prayer is whispered into the right ear of a baby, usually by a father or male relative.
- A male baby is circumcised after birth.
- A baby is given something sweet to eat.
- After seven days the baby's head is shaved.
- An equivalent weight in silver (to the hair) may be given to charity.
- Traditionally a name is chosen on the seventh day – an animal is sacrificed and the meat distributed to friends and neighbours.

(b) Explain how Muslims following dietary laws. [4]

Use LOR marking. Points that might be explained include:

- Islam has guidance on halal (permitted) food.
- Islam has guidance on haram (forbidden) food.
- Islamic guidance is found in the Qur'an, Hadith and Sunnah.
- In extreme circumstance Muslims do not have to follow the dietary laws.
- Muslims may only eat halal meat ~(where an animal is killed according to Muslim tradition).
- Alcohol is forbidden.
- Pork is forbidden.
- Muslims must fast when required.

(c) Explain why there are different branches of Islam. [4]

Use LOR marking. Points that might be explained include:

- The division of Shia and Sunni Muslims was originally political.
- The division occurred after the death of the Prophet Muhammad.
- Sunni Muslims followed Abu Bakr, a friend of the Prophet Muhammad, as the first caliph.
- Shia Muslims followed Ali, a member of the Prophet Muhammad's family.
- Sunni Muslim's are the largest group of Muslims in the world.
- Many Muslims today simply regard themselves as Muslims as followers of a universal religion.

(d) 'It is belief in the ummah that makes Islam a world religion.' Do you agree? Give two reasons for your answer. (You must include reference to religious beliefs in your answer.) [4]

Use LOR marking. Reasons that could be given include:

- Islam is a worldwide religion.
- All Muslims share in a belief in the ummah – the worldwide community of Islam.
- Islam has the common language of Arabic throughout the world.
- All Muslims pray at set times and unified in prayer.
- Some Muslim countries are in conflict.
- Religious belief may be compromised by cultural differences.
- Religious belief may be compromised by political differences.
- Muslim countries may be in conflict with each other.
- Muslim countries may experience civil war.

- (e) **'Pre-marital sex is always wrong.'** [8]
Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view. (You must include reference to religious beliefs in your answer.)

Use LOR marking. The following points could be considered and evaluated:

- Pre-marital sex is rejected by Muslims as being wrong
- Pre-marital sex may lead to promiscuity
- Pre-marital sex may lead to babies being conceived outside of marriage
- Society has changed and its expectations about sexual behaviour
- Pre-marital sex is forbidden in the Qur'an
- Some Muslims practice pre-marital sex
- The Muslim viewpoint is that sex outside of marriage is wrong
- Pre-marital sex will undermine the nature of arranged marriages
- Many people who have pre-marital sex marry
- Many people who have pre-marital sex are committed to each other
- Many people who have pre-marital sex are not promiscuous
- Many other religious believers take the view that sex before marriage is always wrong
- Many other religious believers take the view that sex before marriage is acceptable within a committed relationship

3. (a) **Describe the Prophet Muhammad's Hijrah** [4]

Use LOR marking. Details that could be described include:

- Muhammad left Makkah to settle in Medina
- He left Makkah with his friend Abu Bakr
- At first they hid in a cave for three days
- He emigrated to Medina in 622CE with his followers and family
- He built the first mosque in Medina
- It marks the beginning of the Muslim calendar

(b) **Explain why Muhammad is regarded as the seal of the Prophets.** [4]

Use LOR marking. Points that might be explained include:

- Muhammad is one of the prophets of Islam
- According to the Qur'an Muhammad is the last of the prophets
- Muslims believe Muhammad was sent as the seal of the prophets
- His personality, character and behaviour warrant this title
- This is the last revelation of Allah
- The Qur'an, the Hadith and Sunnah make complete Allah's revelation.

(c) **Explain how Muslims perform hajj.** [4]

Use LOR marking. Points that may be explained include:

- Muslims may need to save sufficient money to pay for hajj.
- Muslims must be able to meet the physical demands of hajj.
- Pilgrims must apply for a hajj visa because of large numbers.
- Muslims may increase their religious devotions; more private prayer and increased reading of the Qur'an.
- Pilgrims wear ihram robes
- Pilgrims enter a state of ihram or religious purity and devotion

(d) **'Muslim dress customs create a sense of identity.'** [4]
Do you agree? Give two reasons for your answer. (You must include reference to religious beliefs in your answer.)

Use LOR marking. Reasons that could be given include:

- Dress customs in Islam are often cultural.
- Dress customs help Muslims live a life of 'modesty'.
- Dress customs apply to both men and women.
- Dress customs demonstrate a commitment to the religion
- Dress customs give Muslims a distinct appearance.
- Dress customs are less important today.
- Identity is more than dress customs.

- (e) **'Pilgrimage is out-of-date.'** [8]
Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view. (You must include reference to religious beliefs in your answer.)

Use LOR marking. The following points could be considered and evaluated:

- Pilgrimage is an important part of the ummah.
- Pilgrimage helps to create a sense of the worldwide community of Islam.
- Pilgrimage brings together Muslims from all over the world.
- Pilgrimage is one of the five pillars of faith.
- It shows the commitment of a Muslim to follow the five pillars.
- It allows Muslims to see the shrine of the Ka'ba.
- Pilgrimage allows Muslims the opportunity to visit sacred places associated with the life of the Prophet Muhammad.
- Muslims may see images of the Ka'ba on television.
- It is not actually possible for all Muslims to go on pilgrimage.

4. (a) **Describe a Muslim funeral ceremony.** [4]

Use LOR marking. Details that could be described include:

- A Muslim funeral takes place quickly after death.
- The body may be wrapped in ihram robes or clean white cloth.
- In Muslim countries the body is placed directly into the ground; in the UK a coffin is used.
- The imam leads the funeral prayers.
- The family and community gather for the prayers
- Only men attend the cemetery.
- Burial is the custom of Islam.
- The body is placed on the right side with the head facing towards Makkah.
- Muslims are buried in a cemetery or section reserved for Muslims.

- (b) **Explain what Muslims believe about life after death.** [4]

Use LOR marking. Points that may be explained include:

- Muslims believe in life after death.
- The Muslim term for this belief is akhirah.
- This is one of the most important beliefs in Islam.
- Muslims believe the body remains in the ground until the Last Day.
- On the Day of Judgement the soul is reunited with the body.
- Those who have lived a good life will go to Paradise.
- Those who have lived a bad life will go to hell.
- All are judged by Allah.

(c) Explain how Muslims celebrate Id-ul-Adha [4]

Use LOR marking. Points that might be explained include:

- Celebration of Id-ul-Adha involves a sacrifice of an animal.
- The animal is normally a sheep or goat.
- The meat is shared with families and friends and the poor.
- The festival lasts for three days.
- On the first day Muslims attend prayers at the mosque.
- Presents are exchanged.

**(d) 'Animals should never be killed for religious celebrations.' [4]
Do you agree? Give two reasons for your answer. (You must include reference to religious beliefs in your answer.)**

Use LOR marking. Reasons that could be given include:

- It is perceived as cruel to kill animals as part of religious celebration.
- Sacrificing animals was an ancient religious ritual which is not relevant today.
- Killing animals for religious celebrations is not appropriate today
- All life, including animals, is special.
- Killing animals as part of a religious celebration is traditional
- God is thanked for the life of the animal
- The animal sacrifice is shared as food among family, friends and the community and is an act of sharing
- Special food is part of the religious ritual
- It is an important tradition

**(e) 'Islam is always shown in a negative way by the media.' [8]
Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view. (You must include reference to religious beliefs in your answer.)**

Use LOR marking. The following points could be considered and evaluated:

- Islam is often shown as having links to terrorism.
- Islam is often shown as a very strict religion.
- Media coverage tends to focus on negative aspects.
- Jihad is regarded as holy war.
- Religion generally received negative presentation from the media.
- Media coverage of all religions is not more positive.
- Britain is becoming a multi-cultural society so there is more of an interest in media stories about Islam.
- People generally are better educated about the religion of Islam.
- Muslims are shown in a variety of contexts on television, films and in the press.
- There are Muslims terrestrial television channels which promote Islam in a positive way.
- There are positive role models of Muslims in the media.
- Muslim characters are found in contemporary 'soaps' on television.

Unit 8 – Judaism

Q.1 (a) Describe the internal features of a synagogue

Use Level of Response

Look for a rounded account of the internal features of a synagogue. Details that could be described include:

- Ark - Aron Hakodesh - a cupboard in the front of the synagogue which faces east towards Jerusalem. It contains the Torah Scrolls. Covered with a decorative curtain called the parochet.
- Sefer Torah - Torah Scrolls. Jewish holy book. Scrolls written onto parchment with the five books of Law. Covered with a mantle and breastplate and read with a yad.
- Ner Tamid - Eternal Light. Found above the Ark. Small lamp where the light is kept on night and day.
- Bimah - Raised platform used to read the Torah. It is found in the centre of an Orthodox synagogue so everyone can see. Reform synagogue - found in front of the Ark.
- Menorah - 7 branched candle stick found near the Ark.
- Women's gallery - either to the side, upstairs or at the back of synagogue.

Credit reference to Siddur, stained glass windows, mikveh, Remembrance Board, Rabbi's seat.

AO1 [4]

(b) Explain how Jews use the synagogue.

Use Level of Response

Reasons that might be explained include:

- To celebrate - rites of passage.
- To learn/study - attend lessons in the synagogue - normally taught by the rabbi. Meetings and lectures.
- To relax - youth clubs and clubs for other ages etc.
- To worship/prayer - festivals and Shabbat. Daily worship.

AO1 [4]

(c) Explain why the Beth Din is important to Jews.

Use Level of Response

Points that could be developed include:

- Deals with issues about Jewish law.
- Licences food outlet and shops; licences factories that produce food; restaurants.
- Helps a person who wishes to convert to Judaism and carries out conversions.
- Deals with disputes within a business or wider Jewish community.
- Issues the 'get' to those wishing to divorce.

- (d) **'Jews need a rabbi to guide and lead them.'**
Do you agree or disagree? Give *two* reasons for your answer.
You must include reference to religious beliefs in your answer.

Use Level of Response

Reasons that could be given include:

- (Not necessarily for and then against)
- The rabbi supports the spiritual welfare of their congregation.
- They prepare children for their Bar/Bat Mitzvah and teach his community about Judaism.
- Answers questions and resolves disputes regarding Jewish law.
- Members of the community can lead synagogue worship.
- The cantor/chazzan often conducts services.
- The cantor/chazzan leads the singing in the community.
- The cantor/chazzan can assist the rabbi in their pastoral duties.

AO2 [4]

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

Use Level of Response

The following points could be considered and evaluated:

- The Torah was compiled a long time ago - it is now out of date.
- The Torah was written at a certain time and those issues are not relevant now.
- Laws such as obeying kashrut are too structured to follow today.
- Only the Ten Commandments are really relevant today.
- The Torah provides Jews with instructions about how to lead their lives.
- The Ten Commandments have been used for moral and legal rules today.
- The Torah is centuries old and Jews still live by these laws.
- The Torah is the Word of god and therefore still important.
- It teaches Jews about the covenant and all Jewish laws and also Jewish history.
- By studying the Torah, Jews can feel closer to God.

AO2 [8]

Q.2 (a) Describe Jewish teachings about God.

Use Level of Response

Look for a rounded account of the teachings about God. Details that could be described include:

- God is the creator and is eternal.
- Jews believe in one God (monotheism).
- God is everywhere, all the time (omnipresent).
- God can do anything at all (omnipotent).
- Judges and forgives.
- Knows everything about everyone.
- During the festival of Rosh Hashanah, Jews seek God's forgiveness. God will judge them at this time.
- Jews believe that God created the world out of nothing (ex nihilo).
- Everything in the world is under God's control.

AO1 [4]

(b) Explain Jewish teachings about the afterlife.

Use Level of Response

Reasons that might be explained include:

- Death is not the end.
- God will judge everyone on the things they have done and the things they should have done, and the evil will be punished.
- Jews believe death is not the end and the soul continues after death.
- Everyone has free will and must take responsibility for their actions.
- Jews prefer to concentrate on life on earth rather than talk about the afterlife.
- There will be a resurrection of the soul and body.
- The Torah refers to loved ones being reunited after death.

Orthodox Jews - resurrection of the dead and the immortality of the soul. The soul lives on in Heaven until the coming of the Messiah, then the dead will be resurrected - body and soul will be reunited.

Reform Jews - immortality of the soul. Jews speak of Heaven and Hell but not clearly. Heaven is a place where Jews can feel close to God. Hell is a place where souls go to be cleansed of their sins before entering Heaven.

AO1 [4]

(c) Explain Jewish attitudes towards homosexuality.

Use Level of Response

Points that could be developed include:

Orthodox attitude: -

- It is immoral and a threat to family life.
- Homosexuals cannot fulfil God's first command 'Be fruitful and multiply'.
- Jews cannot be re-produced - it is a waste of God's seed.
- The Talmud disapproves of lesbianism.
- Leviticus 18:22 says 'You shall not lie down with a man in the same way you would lie down with a woman'.
- Jews believe that homosexuality can be cured with regular psychotherapy.

Reform attitude:-

- People do not have a choice who they are - they are what God made them.
- Accept homosexuality on the understanding that they are 'non-practicing' and discreet.

(d) 'Jews must always keep the Ten Commandments.'

Do you agree or disagree? Give two reasons for your answer. You must include reference to religious beliefs in your answer.

Use Level of Response

Reasons that could be given include:

- (Not necessarily for and then against)
- The Ten Commandments are a guide for life today.
- Develops their faith and they are obeying God.
- They state a Jew's duty to God and human beings.
- They are not relevant today.
- The Ten Commandments are out of date.
- Celebrating festivals and observing rites of passage are more important.

AO2 [4]

(e) 'The purpose of sex is to create new life.'

Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view. You must include reference to religious beliefs in your answer.

Use Level of Response

The following points could be considered and evaluated:

- Sex is part of God's creation and creating new life.
- Sex is important to ensure the continuation of the human race.
- The Torah states that Jews should be 'Fruitful and multiply' [Genesis 1v28].
- Sex shows the couple obey God's commandments.
- Large families are a gift from God - to waste sperm would be disrespectful to God.
- We live in a modern society.
- We have been given free will.
- We can make our own decisions about sex.
- Access to contraception allows people to practise 'safe sex'.
- Sex is an expression of a couple's love for each other.
- A couple may not be ready for, or with to have a family.

AO2 [8]

Q.3 (a) Describe how Jews celebrate Pesach.

Use Level of Response

Look for a rounded account of how Jews celebrate Pesach. Details that could be described include:

- Home is prepared - all yeast is removed and house cleaned.
- Special cutlery is used for Pesach.
- Children search for chametz - bedikat chametz.
- Seder table is set - Haggadah, two candles, cup for Elijah, salt water, red wine, three matzot.
- Seder plate - shank bone, roasted egg, bitter herbs, haroset, karpas (green vegetable).
- Mother lights candles to welcome the festival.
- Father recites Kiddush over glass of wine.
- Father breaks the middle matzo in two - replaces one half and hides the other.
- Four questions asked by the youngest person.
- Father reads answers from the Haggadah.
- After the second glass of wine, all wash their hands.
- Small matzo distributed to all and eaten.
- Bitter herbs are dipped in haroset and eaten.
- Main meal is eaten.
- Search for hidden matzo which is eaten as dessert.
- Two more glasses of wine are drunk, Grace said and hymns of praise and songs are sung.

AO1 [4]

(b) Explain the importance of women in Judaism.

Use Level of Response

Reasons that might be explained include:

- Observe and prepare for festivals including Shabbat.
- Teaches children about festivals, Shabbat and Jewish history.
- Teaches child Hebrew and discuss religious issues with them.
- Runs the home and ensures the family observe Kashrut.
- Important in the continuation of Judaism.
- Women have held positions of respect in Jewish history.
- Women can become rabbis in Reform synagogue.

AO1 [4]

(c) Explain Jewish dietary laws.

Use Level of Response

Points that could be developed include:

- Kosher - fitting or correct. Food that Jews can eat. Jews can only eat animals that have cloven hooves and chew the cud (e.g. cows and sheep) and fish but if they have fins and scales (e.g. cod and salmon).
- Treifa - forbidden. Food that Jews cannot eat. For example pig and prawns.
- Parev - neutral. Food that does not contain milk or meat. For example fruit, vegetables, eggs and bread.
- Shechitah - method of killing by a qualified shochet. A cut across the throat is made with a razor sharp knife. The animal feels no pain.
- Removing the blood - Jews use salt and water to remove the blood from meat. This is carried out by the shochet.
- Mixing milk and meat - Jews are forbidden to mix milk and meat based on the laws of the Torah. This requires separation in preparation, cooking, eating, washing and storing utensils.

AO1 [4]

(d) 'Taking part is the best way to learn about festivals.'

Do you agree or disagree? Give two reasons for your answer. You must include reference to religious beliefs in your answer.

Use Level of Response

Reasons that could be given include:

- (Not necessarily for and then against)
- It helps children to focus on the festival.
- Children learn more by doing rather than just reading about a festival.
- Children feel they have an important role to play in the home.
- Taking part in the activities is considered 'fun'.
- Some children are shy and may feel intimidated by such involvement.
- Celebrating the festivals may be considered tedious for a child.
- It may result in some children turning their back on their religion.

AO2 [4]

(e) 'Pesach is the most important Jewish festival.'

Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.

You must include reference to religious beliefs in your answer.

Use Level of Response

The following points could be considered and evaluated:

- It celebrates coming out of Egypt and their freedom.
- Allows Jews to remember their past - how their ancestors were slaves in Egypt.
- Celebrates God's power in helping Israelites escape Egypt.
- To teach Jewish children about their past.
- To celebrate the birth of a nation.
- To bring the Jewish community together.
- Pesach recalls a past event - it has no real relevance today.
- There are more important festivals.
- Shabbat - weekly festival - credit significance of Shabbat.
- Rosh Hashanah and Yom Kippur are more important because they focus on repentance, forgiveness and judgment.

AO2 [8]

Q.4 (a) Describe a brit milah (circumcision) ceremony.

Use Level of Response

Look for a rounded account of a brit milah (circumcision) ceremony. Details that could be described include:

- Takes place at home or the synagogue.
- Mohel (trained circumciser) performs the circumcision.
- The foreskin is removed from the baby boy's penis eight days after birth.
- It can take place on Shabbat or Yom Kippur. Can be postponed if the baby has ill-health.
- Parents select a man and women to act as Kvatters (godparents).
- The godmother would take the baby from his mother and carries him on a cushion to the room where the ceremony will take place.
- Women are not present during the ceremony.
- The mohel places the baby on an empty chair known as the Chair of Elijah.
- The sandek will hold the baby on his lap where the circumcision takes place.
- The father recites a blessing acknowledging that God has commanded this operation so the baby can enter the covenant.
- The mohel recites a blessing over the child and performs the operation.
- The baby is given his name and a blessing is made over a glass of wine.
- A drop of wine is placed on the boys then returned to his mother.
- After the ceremony a celebration will take place.

AO1 [4]

(b) Explain why Abraham is important to Jews.

Use Level of Response

Reasons that might be explained include:

- Abraham is the first patriarch or father of the Jews.
- God made the covenant with Abraham and promised him Canaan (Israel).
- Abraham was the one who believed and taught others that there was only one God.
- Jews today can be linked back to Abraham as all Jewish males are circumcised at 8 days old.

AO1 [4]

(c) Explain how Jesus may show their identity.

Use Level of Response

Points that could be developed include:

- Kippah (yarmulka) - skull cap worn by Jewish men. Worn to show God is above them and as a sign of awe and respect to God. Wearing the kippah also reminds Jews that they are in the presence of God and provides Jews with an identity. It also separates God and humans and therefore God is above all mankind.
- Tallit - Prayer shawl. Worn during morning prayers and on Shabbat. The tassels are important as they are a reminder of God's command - 'make tassels on your garments'. The 5 knots on each tassel are a reminder of the 5 Books of Law. The 8th thread in each tassel is a reminder of circumcision. The fringes, called tzitzit, represent the 613 commandments (mitzvot). Shows God's presence around the worshipper. A blessing is said when putting on the tallit.
- Tefillin - phylacteries - cubit black leather boxes with leather straps - contains the Shema. Worn by males over the age of Bar Mitzvah during morning prayers in response to Deuteronomy 6 v4-9. Also reminds Jews they worship God in their heart and mind and also to reinforce Jewish identity.
- *Credit reference to Hasidim:-*
- Men - beards and ringlets of hair (peyes) that are allowed to grow on the sides of the head, wear a long cloak, a large hat, black shoes and a white shirt buttoned up to the neck. Visible tzitzit. Their suits are usually black or navy. Fur hat worn on Shabbat.
- Women dress modestly - long sleeves, high neck, knees covered. Some women shave their hair off and wear a wig (sheitel). Traditional married women cover their heads with hats or scarves while attending worship services.
- Magen David - symbol of Judaism. In the middle ages, Jews were often required to wear badges to identify themselves as Jews. Since 1948, the Magen David has been the symbol found on the Israeli flag. The entwining triangles make them inseparable, like the Jewish people.
- Mezuzah - touch the mezuzah and then kiss the fingers that touched it, expressing love and respect for God and his mitzvot and reminding themselves of the mitzvot contained within them.

AO1 [4]

- (d) **'A Jew should only marry another Jew.'**
Do you agree or disagree? Give *two* reasons for your answer.
You must include reference to religious beliefs in your answer.

Use Level of Response

Reasons that could be given include:

- (Not necessarily for and then against)
- Various problems can occur, e.g. when bringing up children deciding whether to have a Brit Milah and Bar Mitzvah ceremony.
- Disagreements can also take place in the home - celebrating festivals and observing food laws.
- There may also be issues relating to worship, e.g. Shabbat, attending the synagogue and obeying the 613 commandments.
- This will ensure the continuation of the faith and the nation - they will have children who will be brought up as Jews.
- Male Orthodox Jew would wish for a Jewish bride - being Jewish is determined solely by the mother.
- You cannot help who you fall in love with.
- Religion should not determine a successful marriage.
- Couples could participate in the other person's religion.
- Society today is multi faith.

AO2 [4]

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

Use Level of Response

The following points could be considered and evaluated:

- There is religious tolerance in today's multi faith society.
- More knowledge about religions has increased tolerance and respect.
- Much of the religion is practised in the home so it is not difficult.
- Socialising should not be a problem - Jews could take their own food.
- Wearing the kippah, having side locks (Hasidic Jews) - non Jews could mock.
- Studying Hebrew and the Torah is time consuming in Britain.
- Taking time off work for Shabbat and other festivals might be difficult - time consuming, time off work/school.
- It might be difficult to obtain kosher food.
- There are fewer restaurants available for kosher food.

AO2 [8]



WJEC
245 Western Avenue
Cardiff CF5 2YX
Tel No 029 2026 5000
Fax 029 2057 5994
E-mail: exams@wjec.co.uk
website: www.wjec.co.uk