

GCSE

Religious Studies A World Religion(s)

Unit **B589**: Perspectives on World Religions

General Certificate of Secondary Education

Mark Scheme for June 2015

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
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Awarding Spelling, Punctuation and Grammar to scripts with a coversheet

1. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
 - a. Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
 - b. Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
 - c. Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (eg grammar only)	Mark if candidate eligible for two thirds (eg grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3
6	2	4
7	2	5
8	3	5
9	3	6

2. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point 1 above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
3. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point 1 above.
4. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

AO1 part (d) question

Level 3 5-6	<p>A good answer to the question. Candidates will demonstrate a clear understanding of the question.</p> <ul style="list-style-type: none"> • A fairly complete and full description/explanation/analysis • A comprehensive account of the range/depth of relevant material. • The information will be presented in a structured format • There will be significant, appropriate and correct use of specialist terms. • There will be few if any errors in spelling, grammar and punctuation
Level 2 3-4	<p>A satisfactory answer to the question. Candidates will demonstrate some understanding of the question.</p> <ul style="list-style-type: none"> • Information will be relevant but may lack specific detail • There will be some description/explanation/analysis although this may not be fully developed • The information will be presented for the most part in a structured format • Some use of specialist terms, although these may not always be used appropriately • There may be errors in spelling, grammar and punctuation
Level 1 1-2	<p>A weak attempt to answer the question. Candidates will demonstrate little understanding of the question.</p> <ul style="list-style-type: none"> • A small amount of relevant information may be included • Answers may be in the form of a list with little or no description/explanation/analysis • There will be little or no use of specialist terms • Answers may be ambiguous or disorganised • Errors of grammar, punctuation and spelling may be intrusive
Level 0 0	<p>No evidence submitted or response does not address the question.</p>

AO2 part (e) question

Level 4 10-12	<p>A good answer to the question. Candidates will demonstrate a clear understanding of the question.</p> <ul style="list-style-type: none"> Answers will reflect the significance of the issue(s) raised Clear evidence of an appropriate personal response, fully supported A range of points of view supported by justified arguments/discussion The information will be presented in a clear and organised way Clear reference to the religion studied Specialist terms will be used appropriately and correctly <p>Few, if any errors in spelling, grammar and punctuation</p>	Level 2 4-6	<p>A limited answer to the question. Candidates will demonstrate some understanding of the question.</p> <ul style="list-style-type: none"> Some information will be relevant, although may lack specific detail. Only one view might be offered and developed Viewpoints might be stated and supported with limited argument/discussion The information will show some organisation Reference to the religion studied may be vague Some use of specialist terms, although these may not always be used appropriately <p>There may be errors in spelling, grammar and punctuation</p>
Level 3 7-9	<p>A competent answer to the question. Candidates will demonstrate a sound understanding of the question.</p> <ul style="list-style-type: none"> Selection of relevant material with appropriate development Evidence of appropriate personal response Justified arguments/different points of view supported by some discussion The information will be presented in a structured format Some appropriate reference to the religion studied Specialist terms will be used appropriately and for the most part correctly <p>There may be occasional errors in spelling, grammar and punctuation</p>	Level 1 1-3	<p>A weak attempt to answer the question. Candidates will demonstrate little understanding of the question.</p> <ul style="list-style-type: none"> Answers may be simplistic with little or no relevant information Viewpoints may not be supported or appropriate Answers may be ambiguous or disorganised There will be little or no use of specialist terms <p>Errors of grammar, punctuation and spelling may be intrusive</p>
		Level 0 0	<p>No evidence submitted or response does not address the question.</p>

MARK SCHEME

Question	Answer	Mark	Guidance
Section A			
1a	<p>State one reason a Buddhist might give for not caring about environmental problems.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Environmental problems are just part of the natural cycle of creation and destruction • The physical world is an illusion (maya), so there is no need to be concerned about it • Achieving nibbanna is the only important thing • The problems are too great for humans to solve • They are not all the fault of humans therefore it is not up to humans to attempt to solve them • There are much more important and pressing issues such as war, poverty and famine • Religion comes first before caring for the environment • Ignorance of the results of actions <p>1 mark for a correct response</p>	1	
1b	<p>Give two ways Buddhists could help to solve environmental problems.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • By cutting down carbon emissions • By recycling • By reducing consumption of energy • By joining an environmental group • By voting for environmental policies 	2	

Question	Answer	Mark	Guidance
	1 mark for each response		
1c	<p>Describe one belief that Buddhists might hold about the origin of the world.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • The universe is cyclical so the world has no origin • The Buddha refused to pronounce on this issue • The Buddha considered this issue to be a distraction (c.f. The parable of the arrows) • That this is not an issue that is of particular concern to Buddhists • Acceptance of the scientific view that the world came about as a result of natural events such as the 'Big Bang' <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	
1d	<p>Explain different Buddhist attitudes towards animals.</p> <p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>For Buddhists, the distinction between animals and humans is blurred by the idea of rebirth. Hence they are to be treated as significant and to a large extent, the care which should be shown to humans can be applied to animals. This means that they must not be exploited by hunting and preferably should not be killed for food, although this could be a necessity to support human life, which is more important.</p> <p>Underpinning all of this is the view that animals should be treated with respect according to the teaching of ahimsa.</p> <p>Also, the first precept says do not take life and it is usually widely interpreted</p>	6	

Question	Answer	Mark	Guidance
	<p>to include animals. Even if they have to be used for food or as a beast of burden, they should be treated with compassion.</p> <p>Attitudes may be affected by cultural considerations.</p>		
1e	<p>‘Being religious is more important than caring for the planet.’</p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>From the point of view of many Buddhists, the apparent opposites in the statement are not opposites at all. To be religious in the sense of following the five precepts and eightfold path and particularly applying ahimsa to one's life naturally implies care of the environment.</p> <p>However some Buddhists might take the view that other aspects of Buddhism are just as important and maybe more so. Joining the monastic Sangha or making time for meditation could be seen as more significant than doing things for the environment.</p> <p>Others would see the need to care for the planet as important above all other concerns. The need to preserve the planet for future generations and to ensure that the human race and life on earth survive should take precedence over all other activities. For these people, being religious is just a luxury. It might be good for the individual person but it is an irrelevance when compared to environmental concerns.</p> <p>Other religious people might see individual spiritual development and the quest for meaning as most significant, over and above preservation of the world. They might even see the preservation of the world as up to God, who after all created the world in the first place and could therefore mend it without human help.</p>	12	

Question	Answer	Mark	Guidance
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid.	SPaG 3	
2a	<p>State one reason a Christian might give for not caring about environmental problems.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • God, as the creator and sustainer of the world will ensure that it does not ultimately come to any harm • The doctrine of free will allows humans to do as they wish • The scientific evidence for environmental damage is weak • The problems are too great for humans to solve • They are not all the fault of humans therefore it is not up to humans to attempt to solve them • There are much more important and pressing issues such as war, poverty and famine • Spreading the Gospel is much more important • Religion comes first before caring for the environment • It is the will of God • Ignorance of the results of actions • It is part of the 'end times' philosophy <p>1 mark for a correct response</p>	1	
2b	<p>Give two ways Christians could help to solve environmental problems.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • By cutting down carbon emissions • By recycling • By reducing consumption of energy 	2	Candidates may not use the word environment in the response but an appropriate connection between the response and the question may be assumed.

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • By joining an environmental group • By voting for environmental policies • By praying • By supporting a charity <p>1 mark for each response</p>		
2c	<p>Describe one belief that Christians might hold about the origin of the world.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Some Christians accept the scientific view that the world came about as a result of natural events such as the 'Big Bang' • For others the world is part of the creation by God using natural processes • Some believe that the world was created by divine intervention alone • Some take the creation narrative(s) as fact / literally <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	
2d	<p>Explain different Christian attitudes towards animals.</p> <p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>For some Christians, because God created animals for the use of human beings, human beings are therefore entitled to use them in any way they want. Some might even take the view that animals are distinctively inferior to human beings and are worth little, if any moral consideration, because humans have souls and reason but animals don't.</p> <p>Other Christians take the view that the Bible shows that God made his covenant with animals as well as human beings. Some believe that human</p>	6	Only one attitude developed = no more than Level 2/4.

Question	Answer	Mark	Guidance
	<p>and non-human animals have the same origin in God. St Francis of Assisi said that animals "had the same source as himself". Therefore for some Christians, animals must possess souls.</p> <p>Christians believe that the animal kingdom should be cared for (stewardship) and that dominion over them should be balanced by respect for them as God's creation. Jesus referred to God's care even for the sparrows.</p> <p>Attitudes may be affected by cultural considerations.</p>		
2e	<p>'Being religious is more important than caring for the planet.'</p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>From the point of view of some Christians, the apparent opposites in the statement are not opposites at all. To be religious means to have respect and care for the world which God created. Belief will naturally be reflected in practice.</p> <p>However, some Christians might take the view that other aspects of Christianity are just as important and maybe more so. Evangelism and worship for example could be seen as more important. These are truly religious activities bringing one closer to God. Evangelism is particularly important as people need to gain salvation to obtain eternal life in the world to come. This world will pass away, so caring for it is hardly relevant.</p> <p>Others would see the need to care for the planet as important above all other concerns. The need to preserve the planet for future generations and to ensure that the human race and life on earth survive should take precedence over all other activities. For these people, being religious is just a luxury. It might be good for the individual person but it is an irrelevance when compared to environmental concerns.</p>	12	

Question	Answer	Mark	Guidance
	Other religious people might see individual spiritual development and the quest for meaning as most significant, over and above preservation of the world. They might even see the preservation of the world as up to God, who after all created the world in the first place and could therefore mend it without human help.		
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid.	SPaG 3	
3a	<p>State one reason a Hindu might give for not caring about environmental problems.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Environmental problems are just part of the natural cycle of creation and destruction • The physical world is an illusion, so there is no need to be concerned about it • Achieving nibbanna is the only important thing • The problems are too great for humans to solve • They are not all the fault of humans therefore it is not up to humans to attempt to solve them • There are much more important and pressing issues such as war, poverty and famine • Religion comes first before caring for the environment • Ignorance of the results of actions <p>1 mark for a correct response</p>	1	

Question	Answer	Mark	Guidance
3b	<p>Give two ways Hindus could help to solve environmental problems.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • By cutting down carbon emissions • By recycling • By reducing consumption of energy • By joining an environmental group • By voting for environmental policies <p>1 mark for each response</p>	2	
3c	<p>Describe one belief that Hindus might hold about the origin of the world</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Some Hindus accept the scientific view that the world came about as a result of natural events such as the 'Big Bang' • The world is part of the creation by the divine, using natural processes • An example of a Hindu creation story • The universe is an extension of God • The world was created by divine intervention alone • Some Hindus may believe creation narratives to be literally true • Purusha sukta <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	
3d	<p>Explain different Hindu attitudes towards animals.</p> <p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p>	6	

Question	Answer	Mark	Guidance
	<p>Some Hindus see a gradation of animals to humans which implies that they must be respected. All have atman. Brahman is all pervading.</p> <p>Most Hindus believe that non-human animals are inferior to human beings and there is a significant distinction between humans and animals as only humans can achieve moksha. Despite this, the doctrine of reincarnation shows the strong connection between humans and non human animals and some animals are regarded as sacred (cow). However in the Rig Veda there are references to animal sacrifice.</p> <p>Some of the most significant gods are portrayed in animal form (e.g. Ganesh and Hanuman).</p> <p>Attitudes may be affected by cultural considerations.</p>		
3e	<p>‘Being religious is more important than caring for the planet.’</p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>From the point of view of many Hindus, the apparent opposites in the statement are not opposites at all. To be religious means to have respect and care for the world. If ahimsa is practised, care for the environment will be reflected in practice as a matter of course.</p> <p>However, some Hindus might take the view that other aspects of Hinduism are just as important and maybe more so. Pilgrimage to Varanasi, visiting the mandir, or performing puja at home could be seen as equally or more significant. The environment is vital to life and like everything else is pervaded by Brahman, so it should be respected accordingly.</p> <p>Others would see the need to care for the planet as important above all other concerns. The need to preserve the planet for future generations and to ensure that the human race and life on earth survive should take</p>	12	

Question	Answer	Mark	Guidance
	<p>precedence over all other activities. For these people, being religious is just a luxury. It might be good for the individual person but it is an irrelevance when compared to environmental concerns.</p> <p>Other religious people might see individual spiritual development and the quest for meaning as most significant, over and above preservation of the world. The physical world is considered by some Hindus be an illusion (maya) and therefore unimportant. They might even see the preservation of the world as up to the Divine, who after all created the world in the first place and could therefore mend it without human help.</p>		
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid.	SPaG 3	
4a	<p>State one reason a Muslim might give for not caring about environmental problems.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Allah, as the creator and sustainer of the world will ensure that it does not ultimately come to any harm • The doctrine of free will allows humans to do as they wish • The scientific evidence for environmental damage is weak • The problems are too great for humans to solve • They are not all the fault of humans therefore it is not up to humans to attempt to solve them • There are much more important and pressing issues such as war, poverty and famine • Religion comes first before caring for the environment • It is the will of Allah • Ignorance of the results of actions 	1	

Question	Answer	Mark	Guidance
	1 mark for a correct response		
4b	<p>Give two ways Muslims could help to solve environmental problems.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • By cutting down carbon emissions • By recycling • By reducing consumption of energy • By joining an environmental group • By voting for environmental policies <p>1 mark for each response</p>	2	
4c	<p>Describe one belief that Muslims might hold about the origin of the world.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Some Muslims accept the scientific view that the world came about as a result of natural events such as the 'Big Bang' • The world is part of the creation by Allah using natural processes • The world was created by divine intervention alone • Some Muslims may take creation narratives literally <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	
4d	<p>Explain different Muslim attitudes towards animals.</p> <p>Examiners should mark according to AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>For Muslims, animals are part of Allah's creation but were created for the</p>	6	

Question	Answer	Mark	Guidance
	<p>use of humans. They are not of the same order as humans.</p> <p>This means that animals should be treated respectfully as part of Allah's creation and where possible should be treated with kindness and compassion, even when they are to be slaughtered for food. Their place in creation is clearly below humans.</p> <p>The sacrifice of animals at eid ul adha reflects the subordinate role of animals.</p> <p>Attitudes may be affected by cultural considerations.</p>		
4e	<p>'Being religious is more important than caring for the planet.'</p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>From the point of view of many Muslims, the apparent opposites in the statement are not opposites at all. To be religious means to have respect and care for the world. The world is Allah's creation and it is appropriate and necessary that Muslims respect it and therefore care for it. Care for the environment will be reflected in practice as a matter of course.</p> <p>However, some Muslims might take the view that other aspects of Islam are just as important and maybe more so. Keeping the Five Pillars or attending the Mosque could be seen as more important and significant for the individual believer.</p> <p>Others would see the need to care for the planet as important above all other concerns. The need to preserve the planet for future generations and to ensure that the human race and life on earth survive should take precedence over all other activities. For these people, being religious is just a luxury. It might be good for the individual person but it is an irrelevance when compared to environmental concerns.</p>	12	

Question	Answer	Mark	Guidance
	Other religious people might see individual spiritual development and the quest for meaning as most significant, over and above preservation of the world. They might even see the preservation of the world as up to Allah, who after all created the world in the first place and could therefore mend it without human help.		
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid.	SPaG 3	
5a	<p>State one reason a Jew might give for not caring about environmental problems.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • G-d, as the creator and sustainer of the world will ensure that it does not ultimately come to any harm • In the messianic age any damage will be fixed by G-d • The doctrine of free will allows humans to do as they wish • The scientific evidence for environmental damage is weak • The problems are too great for humans to solve • They are not all the fault of humans therefore it is not up to humans to attempt to solve them • There are much more important and pressing issues such as war, poverty and famine • Religion comes first before caring for the environment • It is the will of G-d • Ignorance of the results of actions <p>1 mark for a correct response</p>	1	
5b	Give two ways Jews could help to solve environmental problems.	2	

Question	Answer	Mark	Guidance
	<p>Responses might include:</p> <ul style="list-style-type: none"> • By cutting down carbon emissions • By recycling • By reducing consumption of energy • By joining an environmental group • By voting for environmental policies <p>1 mark for each response</p>		
5c	<p>Describe one belief that Jews might hold about the origin of the world.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Some Jews accept the scientific view that the world came about as a result of natural events such as the 'Big Bang' • The world is part of the creation by G-d using natural processes • The world was created by divine intervention • Some Jews may take the creation narrative(s) literally <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	
5d	<p>Explain different Jewish attitudes towards animals.</p> <p>Examiners should mark according to AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>For Jews, animals are part of G-d's creation and therefore should be respected and treated well.</p> <p>However, humans take priority over animals as G-d has given human beings dominion over all living things (Genesis). G-d gives human beings the right to control all non-human animals and they can be used for the benefit of</p>	6	

Question	Answer	Mark	Guidance
	<p>humans.</p> <p>Dominion is balanced with stewardship which means that animals should be cared for and not misused. They have been provided for food, but deserve to be treated well when slaughtered. The need to care for animals is to be found in the commandments. For example, the 10 Commandments require Shabbat rest for animals as well as humans.</p> <p>Attitudes may be affected by cultural considerations.</p>		
5e	<p>‘Being religious is more important than caring for the planet.’</p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>From the point of view of many Jews, the apparent opposites in the statement are not opposites at all. To be religious means to have respect and care for the world. The world is G-d’s creation and it is appropriate and necessary that Jews respect it and therefore care for it. Care for the environment will be reflected in practice as a matter of course.</p> <p>However, some Jews might take the view that other aspects of Judaism are just as important and maybe more so. Keeping commandments or attending the Synagogue for example, could be seen as more important and significant for the individual believer and for the Jewish community.</p> <p>Others would see the need to care for the planet as important above all other concerns. The need to preserve the planet for future generations and to ensure that the human race and life on earth survive should take precedence over all other activities. For these people, being religious is just a luxury. It might be good for the individual person but it is an irrelevance when compared to environmental concerns.</p> <p>Other religious people might see individual spiritual development and the quest for meaning as most significant, over and above preservation of the world. They might even see the preservation of the world as up to G-d, who</p>	12	

Question	Answer	Mark	Guidance
	after all created the world in the first place and could therefore mend it without human help.		
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid.	SPaG 3	
6a	<p>State one reason a Sikh might give for not caring about environmental problems.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Environmental problems are just part of the natural cycle of creation and destruction • The physical world is an illusion, so there is no need to be concerned about it • Achieving union with Waheguru is the only important thing • The problems are too great for humans to solve • They are not all the fault of humans therefore it is not up to humans to attempt to solve them • There are much more important and pressing issues such as war, poverty and famine • Religion comes first before caring for the environment • It is the will of Waheguru • Ignorance of the results of actions <p>1 mark for a correct response</p>	1	
6b	<p>Give two ways Sikhs could help to solve environmental problems.</p> <p>Responses might include:</p>	2	

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • By cutting down carbon emissions • By recycling • By reducing consumption of energy • By joining an environmental group • By voting for environmental policies <p>1 mark for each response</p>		
6c	<p>Describe one belief that Sikhs might hold about the origin of the world. Responses might include:</p> <ul style="list-style-type: none"> • Some Sikhs accept the scientific view that the world came about as a result of natural events such as the 'Big Bang' • For others, the world is part of the creation by Waheguru using natural processes • The creation of the world is an expression of Wahguru and of his will (Hukam) • Some take the view that the world was created by divine intervention only <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	
6d	<p>Explain different Sikh attitudes towards animals.</p> <p>Examiners should mark according to AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Sikhs generally believe that non-human animals are inferior to human beings and this affects their status and how they can be treated by humans. However they are still a creation of Waheguru. As Waheguru is all pervading, he is to be found in animals as well.</p> <p>The doctrine of reincarnation in Sikhism shows a clear connection between</p>	6	

Question	Answer	Mark	Guidance
	<p>humans and non human animals which means they must be given respect. In fact many Sikhs are vegetarian to ensure they do not misuse animals. Khalsa Sikhs are obliged to be vegetarians.</p> <p>Though animals are to be respected, humans are to be respected above all other life forms.</p> <p>Attitudes may be affected by cultural considerations.</p>		
6e	<p>‘Being religious is more important than caring for the planet.’</p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>From the point of view of many Sikhs, the apparent opposites in the statement are not opposites at all. To be religious means to have respect and care for the world. Wahguru is all pervading and respect for the environment is respect of him.</p> <p>If ahimsa is practised, care for the environment will be reflected in practice as a matter of course. Sewa implies care for others which can only be achieved if the environment is preserved.</p> <p>However, some Sikhs might take the view that other aspects of Sikhism are just as important and maybe more so. Visiting the Gurdwara or sharing food in the Langar or visiting the Golden Temple in Amritsar could be seen as equally or more significant.</p> <p>Others would see the need to care for the planet as important above all other concerns. The need to preserve the planet for future generations and to ensure that the human race and life on earth survive should take precedence over all other activities. For these people, being religious is just a luxury. It might be good for the individual person but it is an irrelevance when compared to environmental concerns.</p> <p>Other religious people might see individual spiritual development and the</p>	12	

Question	Answer	Mark	Guidance
	quest for meaning as most significant, over and above preservation of the world. They might even see the preservation of the world as up to the Waheguru, who after all created the world in the first place and could therefore mend it without human help.		
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid.	SPaG 3	
Section B			
7a	<p>State one meaning of the term 'peace'.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • No war • Calm • Tranquillity • The presence of Justice <p>1 mark for a correct response</p>	1	
7b	<p>Give two ways a pacifist might respond to a war.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Protest against the war • Refuse to be conscripted • Help in non-combatant roles e.g. As a stretcher bearer • Practice civil disobedience • Pray • Speak out against it • An emotional response (only accept one if two are offered) <p>1 mark for each response</p>	2	

Question	Answer	Mark	Guidance
7c	<p>Describe one Buddhist teaching about war.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Buddhism teaches that war goes against the first precept ahimsa – non harming • War conflicts with the requirements of the six perfections • Buddhists should treat others with compassion • War may not be considered to be a ‘right action’ • Other Buddhists might be prepared to go to war if an overall reduction in suffering (dukkha) is served by engaging in conflict • Buddhist nations may need an army for defence which might lead to participation in a non-aggressive war <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	
7d	<p>Explain the attitudes Buddhists might have towards the Universal Declaration of Human Rights.</p> <p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>Because Buddhists believe that all people have an equal value and chance of achieving nibbana, which is supported by the First Precept and the Eightfold Path, many Buddhists would have a positive attitude towards the UDHR. In fact some Buddhists would take the view that Buddhism shares the underlying principles of the UDHR; that all people are born free and are equal in dignity and rights. The belief in anatta – that there is no enduring self - removes egotism and focuses Buddhist on the needs of all people, as does the UDHR.</p> <p>The UDHR expects all people to act in a spirit of ‘brotherhood, which is an attitude many Buddhists would find appealing as it reflects the natural inter-connectivity between people. Buddhism understand that selfishness on the part of one person or group of people is bound to affect others, and lead to</p>	6	

Question	Answer	Mark	Guidance
	<p>pain and suffering for the selfish individual or group as well. Right action and compassion are key aspects of Buddhist life.</p> <p>Similarly, Buddhists share the attitude that people have the right to life and liberty and security of person.</p>		
7e	<p>‘War is a good thing.’</p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>On the one hand, most Buddhists would be against the stimulus because they reject war as it goes against the first precept ahimsa / non-harming. Violence in the view of many Buddhists is also the cause of negative consequences and it contradicts the requirements of the six perfections and of aspects of the eightfold path such as right action and right livelihood. Buddhism requires that everyone is treated with compassion. That is hardly possible in a war.</p> <p>Other Buddhists might take the view that violence leads to worse violence so war can never be good. It increases anger which is one of the three poisons.</p> <p>On the other hand, some Buddhists might accept that war can be good, if the greater good of enlightenment or an overall reduction in suffering is served by engaging in conflict. War has led for example to good technological and medical benefits.</p> <p>Buddhist nations will need an army for defence which might lead to participation in a non-aggressive war, which would be a good thing in the view of some.</p> <p>Others would take the view that war only leaves the situation in a worse state. The losers are bound to seek revenge some time. It is far better to seek a peaceful approach and work together.</p>	12	

Question	Answer	Mark	Guidance
	<p>Others might say that on occasions war is 'a good thing'. Hitler for example could not have been stopped – war was the only solution. So WWII is considered by some, to have been a 'good war'.</p> <p>Others might say that only war brings out the great human virtues of courage, comradeship and valour.</p> <p>Some might say it is better to fight a war than live in an uneasy peace where serious issues are unresolved.</p>		
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid.	SPaG 3	
8a	<p>State one meaning of the term 'peace'.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • No war • Calm • Tranquillity • The presence of Justice • Living in harmony • Non violence <p>1 mark for a correct response</p>	1	
8b	<p>Give two ways a pacifist might respond to a war.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Protest against the war • Refuse to be conscripted • Help in non-combatant roles e.g. As a stretcher bearer • Practice civil disobedience 	2	

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • Pray • Speak out against it • An emotional response (only accept one if two are offered) <p>1 mark for each response</p>		
8c	<p>Describe one Christian teaching about war.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • War seems to be given approval in significant parts of the Bible especially in the Old Testament. • Jesus said that he had come not to bring peace but a sword • War has seen to be appropriate because of the Pauline view that those in authority have been appointed by God • The Just War theory allows for war under circumstances which is consistent with Christians ideals • In the past war has been considered appropriate in defence of the faith <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	
8d	<p>Explain the attitudes Christians might have towards the Universal Declaration of Human Rights.</p> <p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>Most Christians would have a positive attitude towards the UDHR. Christianity teaches that all people have an equal value. All people are children of God, made in his image and deserve to be treated equally with equal rights. This attitude is exactly what is enshrined in the UDHR: – that all people are born free and are equal in dignity and rights.</p>	6	Only one attitude expressed in the response = no more than L2/4.

Question	Answer	Mark	Guidance
	<p>Similarly, the idea that all people are brothers which is found in Christianity is an attitude which underpins the UDHR. It actually states that people should act in a spirit of 'brotherhood'. The statement in the UDHR that people have the right to life and liberty and security of person, is echoed in the teaching of Christianity.</p> <p>Some Christians might have a more sceptical attitude towards the UDHR, seeing it as a document based on human aspirations which, in an imperfect world, will never be fully implemented. Jesus said the poor (inequality) will always be with us so we must not be surprised if equality is difficult if not impossible to achieve. Also, as humans are fatally flawed by original sin, grand proposals can come to nothing. Unless the hearts of people are changed so they embrace the Kingdom of God and share the love of Christ, enterprises such as the UDHR, are likely to fail.</p>		
8e	<p>'War is a good thing.'</p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Many Christians would naturally be against the sentiment in the stimulus. How can killing and destruction ever be 'good'? Jesus is described as the Prince of Peace. War goes against all that he said about turning the other cheek. However it may be inevitable and in the view of many Christians, can be justified and may even be a good thing, especially if it fulfils the requirements of a 'Just War'. Possibly it is never good in an absolute sense.</p> <p>Others would take the view that war only leaves the situation in a worse state. The losers are bound to seek revenge some time. It is far better to seek a peaceful approach and work together.</p> <p>Others might say that on occasions war is 'a good thing'. Hitler for example could not have been stopped – war was the only solution. So WWII is considered by some, to have been a 'good war'.</p> <p>Others might say that only war brings out the great human virtues of</p>	12	

Question	Answer	Mark	Guidance
	<p>courage, comradeship and valour.</p> <p>Some might say it is better to fight a war than live in an uneasy peace where serious issues are unresolved.</p>		
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid.	SPaG 3	
9a	<p>State one meaning of the term 'peace'.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • No war • Calm • Tranquillity • The presence of Justice <p>1 mark for a correct response</p>	1	
9b	<p>Give two ways a pacifist might respond to a war.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Protest against the war • Refuse to be conscripted • Help in non-combatant roles e.g. As a stretcher bearer • Practice civil disobedience <p>1 mark for each response</p>	2	

Question	Answer	Mark	Guidance
9c	<p>Describe one Hindu teaching about war.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Ahimsa suggest that warfare is to be avoided at all costs • Hindus believe there can be moral reasons for a war, e.g. to remove a tyrant, in self-defence or if the people feel oppressed by a foreign power • The scriptures record approval of warfare under conditions e.g as long as no civilians are hurt (Laws of Manu) • Instructions to kshatriya are given in the Bhagavad Gita - Kshatriyas should fight with care respect and mercy • The dharma of a kshatriya is to fight in a war if necessary • The dharma of a leader is to defend the country which might lead to war <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	
9d	<p>Explain the attitudes Hindus might have towards the Universal Declaration of Human Rights.</p> <p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>Many Hindus would have a positive attitude towards the UDHR because they believe that all people have an equal value and chance of achieving nirvana. All people are part of a unified whole according to some Hindus. Brahman pervades all people therefore differences between people do not, or should not, exist</p> <p>Hence some Hindus would take the view that Hinduism shares the underlying principles of the UDHR; that all people are born free and are equal in dignity and rights. Those who follow Ghandi's teachings in particular would share this attitude.</p>		

Question	Answer	Mark	Guidance
	<p>The secular state of India would share these views but they are less easy to accept for Hindus who approve of the system of Varna where there are expectations of lifestyle which imply or even requires some inequalities. Hence some Hindus might have some scepticism towards the UDHR as it can be seen as undermining some of the traditional social aspects of Hinduism.</p>		
9 e	<p>‘War is a good thing.’</p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Many Hindus would disagree with the sentiment in the stimulus because they reject war as it goes against the Hindu doctrine of ahimsa – the belief that no harm should be done to any living things. It also contradicts the view that violence can lead to bad karma for the perpetrator and that violence leads to worse violence.</p> <p>However many Hindus believe in moral reasons for a war, e.g. to remove a tyrant, in self-defence or if the people feel oppressed by a foreign power. This means that war may have a good outcome but not necessarily that it is good. There is also support in the scriptures which record the approval of warfare under certain conditions, for example, provided no civilians are hurt (Laws of Manu). Instructions to Kshatriya are given in the Bhagavad Gita - Kshatriyas should fight with care respect and mercy.</p> <p>Others would take the view that war only leaves the situation in a worse state. The losers are bound to seek revenge some time. It is far better to seek a peaceful approach and work together.</p> <p>Others might say that on occasions war is ‘a good thing’. Hitler for example could not have been stopped – war was the only solution. So WWII is considered by some, to have been a ‘good war’.</p>	12	

Question	Answer	Mark	Guidance
	<p>Others might say that only war brings out the great human virtues of courage, comradeship and valour.</p> <p>Some might say it is better to fight a war than live in an uneasy peace where serious issues are unresolved.</p>		
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid.	SPaG 3	
10a	<p>State one meaning of the term 'peace'.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • No war • Calm • Tranquillity • The presence of Justice <p>1 mark for a correct response</p>	1	
10b	<p>Give two ways a pacifist might respond to a war.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Protest against the war • Refuse to be conscripted • Help in non-combatant roles e.g. As a stretcher bearer • Practice civil disobedience • Pray • Speak out against it • An emotional response (only accept one if two are offered) <p>1 mark for each response</p>	2	

Question	Answer	Mark	Guidance
10c	<p>Describe one Muslim teaching about war.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • War is acceptable in self-defence after the example of the Battle of Badr in 624 CE to protect Muslims in al-Madinah • War may be acceptable to protect Islam (Lesser Jihad) • War may also be necessary as part of the daily struggle by Muslims against evil • War may be seen as obligation, in some cases (And fight in the Way of Allah those who fight you, but transgress not the limits. Surah 2.190) <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	
10d	<p>Explain the attitudes Muslims might have towards the Universal Declaration of Human Rights.</p> <p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>Many Muslims would have a positive attitude towards the UDHR because they believe that all people have an equal value before Allah. All people are children of Allah, made by him and deserve to be treated equally with equal rights. This accords well with the underlying principles of the UDHR; that all people are born free and are equal in dignity and rights.</p> <p>The UDHR also says that people should act in a spirit of brotherhood and that they have the right to life and liberty and security of person, which is also echoed in the teaching of Islam and in the idea of the Ummah.</p> <p>For some Muslims the UDHR has to be viewed in the context of the primacy of Sharia law. The Cairo DHR (1990) aimed to do this. Hence the attitude of some Muslims would be that the UDHR may suit some non-Muslim countries but it has to be reshaped in the light of Sharia law before it would</p>	6	

Question	Answer	Mark	Guidance
	be accepted by all Muslims.		
10e	<p>‘War is a good thing.’</p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>For some Muslims the sentiment in the stimulus is wrong because they take the view that pacifism may be a better path to justice or that violence leads to worse violence.</p> <p>For many others however war is acceptable in self defence after the example of the Battle of Badr in 624 CE to protect Muslims in al-Madinah. Similarly, war may be acceptable to protect Islam (Lesser Jihad). War may also be necessary as part of the daily struggle against evil, for all Muslims. In this sense it is good, or at least a good thing. War may be the only way to bring about justice.</p> <p>Others would take the view that war only leaves the situation in a worse state. The losers are bound to seek revenge some time. It is far better to seek a peaceful approach and work together.</p> <p>Others might say that on occasions war is ‘a good thing’. Hitler for example could not have been stopped – war was the only solution. So WWII is considered by some, to have been a ‘good war’.</p> <p>Others might say that only war brings out the great human virtues of courage, comradeship and valour. Some might say it is better to fight a war than live in an uneasy peace where serious issues are unresolved.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid.	SPaG 3	

Question	Answer	Mark	Guidance
11a	<p>State one meaning of the term 'peace'.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • No war • Calm • Tranquillity • The presence of Justice <p>1 mark for a correct response</p>	1	
11b	<p>Give two ways a pacifist might respond to a war.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Protest against the war • Refuse to be conscripted • Help in non-combatant roles e.g. As a stretcher bearer • Practice civil disobedience <p>1 mark for each response</p>	2	
11c	<p>Describe one Jewish teaching about war.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • War can be commanded by G-d (Milchemet mitzvah), which is recorded in the scriptures. (Holy War) • War can be necessary in self-defence, as last resort but damage should be limited and civilians not involved (Milchemet reshut) • For some Jews a pre-emptive war is acceptable, for example in defence of Israel. <p>Marks should be awarded for a statement supported by any combination of</p>	3	

Question	Answer	Mark	Guidance
	development and exemplification.		
11d	<p>Explain the attitudes Jews might have towards the Universal Declaration of Human Rights.</p> <p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>Most Jews would have a very positive attitude towards the UDHR. Judaism has clear teachings about social justice. The idea of tzedekah shows that caring for others is important.</p> <p>The teachings of prophets such as Amos accord well with the UDHR. Some Jews might support the UDHR because Jews believe that all people have an equal value. All people are children of G-d, made in his image and deserve to be treated equally with equal rights. Judaism shares the underlying principles of the UDHR; that all people are born free and are equal in dignity and rights. Jewish manumission laws can be interpreted as supporting this.</p> <p>The UDHR also says that people should act in a spirit of brotherhood and that they have the right to life and liberty and security of person, which is also echoed in the teaching of Judaism. Biblical teaching about care for the poor an alien align with the UDHR</p> <p>Jews have also experienced the denial of human rights, for example during the Holocaust. This experience strengthens the attitude that things have to change and that rights have to be enshrined in law and public declarations like the UDHR.</p> <p>Other Jews might have the attitude that the fight against anti-Semitism and the issue of the security of Israel mean that the UDHR will always be more of an aspiration than a reality.</p>	6	

Question	Answer	Mark	Guidance
11e	<p>‘War is a good thing.’</p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Many Jews would disagree with the sentiment in the stimulus because on the one hand, Judaism is committed to peace and justice. Many Jews regard pacifism as a better path to justice and that violence leads to worse violence. This attitude anticipates the Messianic age.</p> <p>However many Jews also believe that war can be commanded by G-d (Milchemet mitzvah), as recorded in the scriptures. Also war can be necessary in self-defence, as last resort but damage should be limited and civilians not involved, known as Milchemet reshut – optional war. For some Jews a pre-emptive war, for example in defence of Israel, is acceptable. In these cases war can be good – or at least a good thing although much of its consequences are bad at the time of the fighting.</p> <p>Others would take the view that war only leaves the situation in a worse state. The losers are bound to seek revenge some time. It is far better to seek a peaceful approach and work together.</p> <p>Others might say that on occasions war is ‘a good thing’. Hitler for example could not have been stopped – war was the only solution. So WWII is considered by some, to have been a ‘good war’.</p> <p>Others might say that only war brings out the great human virtues of courage, comradeship and valour.</p> <p>Some might say it is better to fight a war than live in an uneasy peace where serious issues are unresolved.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid.	SPaG 3	

Question	Answer	Mark	Guidance
12a	<p>State one meaning of the term 'peace'.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • No war • Calm • Tranquillity • The presence of Justice <p>1 mark for a correct response</p>	1	
12b	<p>Give two ways a pacifist might respond to a war.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Protest against the war • Refuse to be conscripted • Help in non-combatant roles e.g. As a stretcher bearer • Practice civil disobedience • Pray • Speak out against it • An emotional response (only accept one if two are offered) <p>1 mark for each response</p>	2	
12c	<p>Describe one Sikh teaching about war.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Sikhs teach that they have the right and an obligation to defend themselves in a righteous war (dharma yudh) • War is also acceptable against tyranny and oppression • Guru Gobind Singh Ji laid down occasions when war (dharma yudh) is acceptable • Zafar–nama (Letter of victory / Guru Gobind Singh 1707) contains the 	3	

Question	Answer	Mark	Guidance
	<p>doctrine of the use of force being justifiable if all other peaceful means have failed</p> <ul style="list-style-type: none"> • The festival of Hola Mahalla, is an opportunity for Sikhs to practice military exercises and hold mock battles. <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>		
12d	<p>Explain the attitudes Sikhs might have towards the Universal Declaration of Human Rights.</p> <p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>The attitude of many Sikhs towards the UDHR is positive. Sikhism has clear teaching about social justice. People do not belong to a caste / Jat / Zat.</p> <p>The Mul Mantra emphasises the equality of all people before the divine.</p> <p>Sikhs believe Waheguru is a just creator and expects justice amongst people.</p> <p>Sikhs have fought for social justice (against the British, for example). This positive attitude towards the UDHR is underpinned by the Sikh belief that all people have an equal value. All people are children of Waheguru and deserve to be treated equally with equal rights.</p> <p>Hence some Sikhs would take the view that Sikhism shares the underlying principles of the UDHR; that all people are born free and are equal in dignity and rights.</p>	6	
12e	<p>'War is a good thing.'</p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p>	12	

Question	Answer	Mark	Guidance
	<p>Many Sikhs would concur with the sentiment in the stimulus in so far as they believe that war is acceptable and good, if it is a defensive war or a righteous war (dharma yudh). War is also acceptable against tyranny and oppression, hence the symbol of the kirpan. Guru Gobind Singh Ji laid down occasions when war (dharma yudh) is acceptable. Zafar–nama (Letter of victory / Guru Gobind Singh 1707) contains the doctrine of the use of force being justifiable if all other peaceful means have failed. Khalsa Sikhs see defensive war as an obligation. So war can be good in the sense that its outcome is good.</p> <p>Others such as the Namdhari Sikhs take a pacifist view that violence just leads to worse violence and that pacifism is a better path to justice and peace.</p> <p>Others would take the view that war only leaves the situation in a worse state. The losers are bound to seek revenge some time. It is far better to seek a peaceful approach and work together.</p> <p>Others might say that on occasions war is ‘a good thing’. Hitler for example could not have been tamed – war was the only solution so it was good. Others might say that only war brings out the great human virtues of courage, comradeship and valour. Better to fight a war than live in an uneasy peace where serious issues are unresolved.</p>		
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid.	SPaG 3	

Section C

Question	Answer	Mark	Guidance
13a	<p>What is meant by sexism?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Prejudice against one gender • Discrimination against one gender • Belief that one gender is inferior <p>1 mark for a correct response</p>	1	Do not accept examples.
13b	<p>Give two examples of how people are not treated equally.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Employment opportunities can be denied because of gender or class • Promotion at work can be denied because of gender or class • Sports are often associated with one sex or the other • Dress codes may differ for women and men • Roles within marriage can lead to inequality through tokenism • In some countries, only some of the population is allowed to vote • Monks and nuns do not follow the same rules • Unequal treatment of women in employment <p>1 mark for each response</p>	2	The emphasis must be on the how , not why.
13c	<p>Describe one attitude Buddhists might have about prejudice.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Prejudice is wrong • The belief in the eternal self is the root cause of prejudice. This undermines the truth that all people have equal value and status, leading to selfishness which in turn leads to prejudice 	3	

	<ul style="list-style-type: none"> • Prejudice can be destroyed by the recognition that the eternal self does not exist (anatta) which will lead to the acceptance of all people • Prejudice is not a skilful action • Prejudice does not accord with ahimsa <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>		
13d	<p>Explain why some Buddhists support the idea of equality.</p> <p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>Buddhists (e.g. Aung San Suu Kyi) might stand up for equal treatment of people because of the Buddhist teaching about compassion for all sentient being. This implies fair treatment. The teaching about 'right action' and 'right intention' also requires fair and equal treatment.</p> <p>The ideas of maitri (loving kindness / helpfulness) and katruan (conviviality) underpin ideas about equality.</p> <p>The example of the Buddha shows that for Buddhists all people are equal because they are equal in the search for nibbana. Similarly, reference might be made to the example of the Dali Llama.</p>	6	
13e	<p>'Religion cannot overcome racism.'</p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>From the point of view of Buddhism, this is a defeatist attitude. The fundamental beliefs of Buddhism mean that all people, regardless of race, should be treated equally and racism should not exist in Buddhist societies or amongst followers of Buddhism. If more people were accepting of Buddhist philosophy, racism would diminish significantly.</p>	12	

	<p>Some Buddhists might not consider this an important issue preferring to concentrate on themselves. Others would see that racism is a source of suffering (dukkha) and should be repudiated.</p> <p>However the reality is different. Racism does exist and the influence of religious people and religions seems to be very limited. In fact, religion has sometimes been the source of racism not its cure.</p> <p>As each generation comes along the Buddhist teachings have to be brought to their notice, so that racism can be defeated. It will be an endless battle. Education is a key part of this battle.</p> <p>Some would argue that the fear of others who are different is just part of being human. It has always happened and always will. Religion is not a strong enough force to eradicate racism, so it will always be there.</p> <p>Others would say that racism can be defeated without reference to religion. It is just a matter of ensuring that people get to know about each other and agree that no race is superior to another. The law in the U.K. has done more to defeat racism than religion ever has.</p>		
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid.	SPaG 3	
14a	<p>What is meant by sexism?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Prejudice against one gender • Discrimination against one gender • Belief that one gender is inferior <p>1 mark for a correct response</p>	1	Do not accept examples.
14b	<p>Give two examples of how people are not treated equally.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Employment opportunities can be denied because of gender or class 	2	The emphasis must be on the how , not why.

	<ul style="list-style-type: none"> • Promotion at work can be denied because of gender or class • Sports are often associated with one sex or the other • Dress codes may differ for women and men • Roles within marriage can lead to inequality through tokenism • Unequal treatment of women in employment • In some countries only some of the population is allowed to vote • In some churches there is a hierarchy which can be seen as a form of inequality as women are prevented from reaching the highest positions <p>1 mark for each response</p>		
14c	<p>Describe one attitude Christians might have about prejudice.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Prejudice is wrong • God created all people in his image which means that no one is better than another hence there should be no prejudice • Paul taught all are equal before the sight of God ('neither Jew nor Greek') <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	
14d	<p>Explain why some Christians support the idea of equality.</p> <p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>In recent times, many Christians (e.g. Martin Luther King and Desmond Tutu) have been involved in the fight for equality. Underpinning their actions is the Christian teaching that all people are made in the image of God and are equal before him.</p> <p>Jesus treated all people equally. He also instructed his followers to 'love their</p>	6	

	<p>neighbour' and emphasised this in the parable of the Good Samaritan. This implies equality.</p> <p>For most Christians, Paul's teaching about neither 'Jew nor Greek' – although principally about Christians, implies that Christians should treat all people equally. 'God does not show favouritism' (Romans). Also Peter in the Acts, 'God is no respecter of persons'.</p>		
14e	<p>'Religion cannot overcome racism.'</p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>From the point of view of Christianity, this is a defeatist attitude. The fundamental beliefs of Christianity mean that all people, regardless of race, should be treated equally and racism should not exist in Christian societies or amongst followers of Jesus. If more people were Christians, racism would diminish significantly.</p> <p>However the reality is different. Racism does exist and the influence of religious people and religions seems to be very limited. In fact, religion has sometimes been the source of racism, not its cure.</p> <p>As each generation comes along, Christian teachings have to be brought to their notice so that racism can be defeated. It will be an endless battle. Evangelism and education are key aspects of this battle.</p> <p>Some would argue that the fear of others who are different is just part of being human. It has always happened and always will. Religion is not a strong enough force to eradicate racism, so it will always be there.</p> <p>Others would say that racism can be defeated without reference to religion. It is just a matter of ensuring that people get to know about each other and agree that no race is superior to another. The law in the U.K. has done more to defeat racism than religion ever has.</p>	12	

	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid.	SPaG 3	
15a	<p>What is meant by sexism?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Prejudice against one gender • Discrimination against one gender • Belief that one gender is inferior <p>1 mark for a correct response</p>	1	Do not accept examples.
15b	<p>Give two examples of how people are not treated equally.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Employment opportunities can be denied because of gender or class • Promotion at work can be denied because of gender or class • Sports are often associated with one sex or the other • Dress codes may differ for women and men • Roles within marriage can lead to inequality through tokenism • Unequal treatment of women in employment • In some countries only some of the population is allowed to vote • Dharma is person specific so equality may be inappropriate • The varna system implies some inequality <p>1 mark for each response</p>	2	The emphasis must be on the how , not why.
15c	<p>Describe one attitude Hindus might have about prejudice.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Prejudice is wrong • Prejudice seems to be built into the social system of jati, which is seen as a corruption of the varna system • According to Hinduism, all humans are of one race 	3	

	<ul style="list-style-type: none"> • People have different roles and the teaching drawn from the Parusha Suktam suggests such divisions are necessary and right. This should not lead to prejudice but to the acceptance of others • Brahman is all pervasive and in all people so it is wrong to be prejudiced towards anyone. • In modern India many people take the view that no one should be prejudiced against another other just because of a person's birth. <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>		
15d	<p>Explain why some Hindus support the idea of equality.</p> <p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>Hindu attitudes towards equality are based on a range of ideas. Ghandi and the founders of modern India had to fight for equality whilst ruled by the British empire.</p> <p>Although the jati system seems to make inequality a feature of Hinduism the idea of the origin of humanity in the single source of the Purusha Sukta can be used to show that as all are derived from this source, all are equal. Many Hindus consider the jati system to be a corruption of the varna system which is not necessarily about inequality.</p> <p>Theistic Hinduism upholds human equality on the basis that all people are God's creatures.</p> <p>Advaita Hinduism would uphold equality on the basis that all creatures are a part of Brahman.</p> <p>Hindus believe in the equality of sentient beings. Ahimsa demands that people are treated well.</p>	6	

15e	<p>'Religion cannot overcome racism.'</p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>From the point of view of many Hindus, this is a defeatist attitude. The fundamental beliefs of Hinduism mean that all people, regardless of race, should be treated equally and racism should not exist in India or amongst Hindus outside India. If more people were Hindus, racism would diminish significantly. Ahimsa and the belief that Brahman pervades all people make racism a nonsense.</p> <p>Ghandi, whilst he did not overtly combat racism (eg against the black people of South Africa) his teaching of satyagraha (insistence on the truth) implied a fight against inequalities of all sorts.</p> <p>However the reality is different. Racism does exist and the influence of religious people and religions seems to be very limited. In fact, religion has sometimes been the source of racism not its cure.</p> <p>As each generation comes along Hindu teachings have to be brought to their notice so that racism can be defeated. It will be an endless battle. Education is a key part of this battle.</p> <p>Some would argue that the fear of others who are different is just part of being human. It has always happened and always will. Religion is not a strong enough force to eradicate racism, so it will always be there.</p> <p>Others would say that racism can be defeated without reference to religion. It is just a matter of ensuring that people get to know about each other and agree that no race is superior to another. The law in the U.K. has done more to defeat racism than religion ever has.</p>	12	
	<p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid.</p>	<p>SPaG 3</p>	

16a	<p>What is meant by sexism?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Prejudice against one gender • Discrimination against one gender • Belief that one gender is inferior <p>1 mark for a correct response</p>	1	Do not accept examples.
16b	<p>Give two examples of how people are not treated equally.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Employment opportunities can be denied because of gender or class • Promotion at work can be denied because of gender or class • Sports are often associated with one sex or the other • Dress codes may differ for women and men • Roles within marriage can lead to inequality through tokenism • Unequal treatment of women in employment • In some countries only some of the population is allowed to vote • In Islam, the rules regulating marriage and divorce are unequal <p>1 mark for each response</p>	2	The emphasis must be on the how , not why.
16c	<p>Describe one attitude Muslims might have about prejudice.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Prejudice is wrong • Surah 49:13 teaches that Allah created all people and therefore all people are equal regardless of their different nationality, colour, sex or religion • In his final sermon the prophet declared that there is neither black or white • The Prophet demonstrated a lack of prejudice in his life, seeking equality and trying to bring people together 	3	

	Marks should be awarded for a statement supported by any combination of development and exemplification.		
16d	<p>Explain why some Muslims support the idea of equality.</p> <p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>Muslim teaching that all humans are made in the image of Allah means that all people are equal, before him. However they can be equal, but different</p> <p>Islam also teaches that Allah loves all his people equally, even those who have yet to convert (revert) to become Muslims.</p> <p>Muhammad's last sermon supports this. (All mankind is the progeny of Adam and Adam was fashioned out of clay.)</p> <p>Islam teaches that all Muslims are equal as part of the Ummah – the world wide community of Muslims. If there is to be differentiation, it is by piety.</p>	6	
16e	<p>'Religion cannot overcome racism.'</p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>From the point of view of Islam, this is a defeatist attitude. The fundamental beliefs of Islam mean that all people, regardless of race, should be treated equally and racism should not exist in Muslim societies or amongst Muslims. If more people were Muslims, racism would diminish significantly. In his last sermon Muhammad makes it clear that there should be no racism in Islam. His first muezzin was black</p> <p>However, the reality is different. Racism does exist and the influence of religious people and religions seems to be very limited. In fact, religion has sometimes been the source of racism not its cure.</p>	12	

	<p>As each generation comes along Muslim teachings have to be brought to their notice so that racism can be defeated. It will be an endless battle. Promoting Islam is the key to this. Education is also important.</p> <p>Some would argue that the fear of others who are different is just part of being human. It has always happened and always will. Religion is not a strong enough force to eradicate racism, so it will always be there.</p> <p>Others would say that racism can be defeated without reference to religion. It is just a matter of ensuring that people get to know about each other and agree that no race is superior to another. The law in the U.K. has done more to defeat racism than religion ever has.</p>		
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid.	SPaG 3	
17a	<p>What is meant by sexism?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Prejudice against one gender • Discrimination against one gender • Belief that one gender is inferior <p>1 mark for a correct response</p>	1	Do not accept examples.
17b	<p>Give two examples of how people are not treated equally.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Employment opportunities can be denied because of gender or class • Promotion at work can be denied because of gender or class • Sports are often associated with one sex or the other • Dress codes may differ for women and men • Roles within marriage can lead to inequality through tokenism • Unequal treatment of women in employment • In some countries only some of the population is allowed to vote • There are different roles for men and women in the synagagogue 	2	The emphasis must be on the how , not why.

	<ul style="list-style-type: none"> • A woman can not apply for a Get <p>1 mark for each response</p>		
17c	<p>Describe one attitude Jews might have about prejudice.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Prejudice is wrong • Jews have experienced the evils of prejudice first hand and believe it should be avoided and challenged • The Torah teaches respect for all people, for example in the teaching in Leviticus about how strangers should be welcomed. <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	
17d	<p>Explain why some Jews support the idea of equality.</p> <p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>Jewish teaching about the treatment of strangers in the land implies that all should be treated equally. The scriptures (Prophets) look towards a time of peace and equality.</p> <p>The idea of the Jews as a chosen people does not mean they are superior, rather, it implies they have been chosen to set an example to others of how G-d wants people to live.</p> <p>Different interpretations of the teaching leads to different beliefs being held by different sects of Judaism, which affects their attitudes towards equality, for example, on the issue of gender between Reform, Liberal, Orthodox Judaism and secular Jews.</p>	6	

17e	<p>‘Religion cannot overcome racism.’</p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>From the point of view of Judaism, this is a defeatist attitude. The fundamental beliefs of Judaism mean that all people, regardless of race, should be treated equally and racism should not exist in Jewish societies or amongst Jews. If more people were accepting of Jewish teaching, racism would diminish significantly.</p> <p>However the reality is different. Racism does exist and the influence of religious people and religions seems to be very limited. In fact, religion has sometimes been the source of racism not its cure. Free will implies that racism will always be there. Some might argue that Jewish nationalism has a racist tenor.</p> <p>As each generation comes along Jewish teachings have to be brought to their notice so that racism can be defeated. It will be an endless battle. Education is a key part of this battle.</p> <p>Some would argue that the fear of others who are different is just part of being human. It has always happened and always will. Religion is not a strong enough force to eradicate racism, so it will always be there.</p> <p>Others would say that racism can be defeated without reference to religion. It is just a matter of ensuring that people get to know about each other and agree that no race is superior to another. The law in the U.K. has done more to defeat racism than religion ever has.</p>	12	
	<p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid.</p>	<p>SPaG 3</p>	

18a	<p>What is meant by sexism?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Prejudice against one gender • Discrimination against one gender • Belief that one gender is inferior <p>1 mark for a correct response</p>	1	Do not accept examples.
18b	<p>Give two examples of how people are not treated equally.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Employment opportunities can be denied because of gender or class • Promotion at work can be denied because of gender or class • Sports are often associated with one sex or the other • Dress codes may differ for women and men • Roles within marriage can lead to inequality through tokenism • Unequal treatment of women, for example, in employment • In some countries only some of the population is allowed to vote <p>1 mark for each response</p>	2	The emphasis must be on the how , not why.
18c	<p>Describe one attitude Sikhs might have about prejudice.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Prejudice is wrong • The Gurus taught that all people have the essence of Waheguru within them and therefore prejudice against people is wrong, because we are all equal and have the divine spark within us, despite our differences. • Everyone can join the Khalsa – there is no prejudice • Sikhism is founded on the belief that all people and faiths should be respected which implies a lack of prejudice 	3	

	<ul style="list-style-type: none"> • Everybody can conduct any of the roles in Sikhism. There is no reason for prejudice • Anyone is welcome to eat in the Langar. <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>		
18d	<p>Explain why some Sikhs support the idea of equality.</p> <p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>Sikh teachings refer frequently to equality of all people regardless of caste, race or religion.</p> <p>As all people have been created by Waheguru and have the essence of Waheguru in them, there cannot be any notion of one being better than another.</p> <p>This is echoed in the teaching of the Gurus. For example, Guru Nanak Dev Ji taught that everyone could achieve liberation from reincarnation. The Gurus had followers of several religions.</p> <p>It is fundamental tenet of Sikhism that it supersedes caste. In practising Sikhism, one has to practise equality, for example in the Langar.</p> <p>Also Gurus taught the equality of other faiths. The Sikhs belief in the equality of sentient beings also means that equality should be supported.</p>	6	
18e	<p>'Religion cannot overcome racism.'</p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>From the point of view of Sikhism, this is a defeatist attitude. The fundamental beliefs of Sikhism mean that all people, regardless of race, should be treated equally and racism should not exist in Sikh societies or amongst followers of the Gurus. The example of Guru Tegh Bahadur in dying</p>	12	

	<p>for the rights of people of another faith (Hindus) show that Sikhs should defend the rights of all people. Such vision will surely conquer racism as well.</p> <p>The all pervading nature of Waheguru means that all people should be respected as they all have him within them. The Gurdwara has doors on all sides (four doors) to show that all are welcome and to be treated equally, regardless of race. If more people were Sikhs, racism would diminish significantly.</p> <p>However, the reality is different. Racism does exist and the influence of religious people and religions seems to be very limited. In fact, religion has sometimes been the source of racism not its cure.</p> <p>As each generation comes along Sikh teachings have to be brought to their notice so that racism can be defeated. It will be an endless battle. Education is a key part of this battle.</p> <p>Some would argue that the fear of others who are different is just part of being human. It has always happened and always will. Religion is not a strong enough force to eradicate racism, so it will always be there.</p> <p>Others would say that racism can be defeated without reference to religion. It is just a matter of ensuring that people get to know about each other and agree that no race is superior to another. The law in the U.K. has done more to defeat racism than religion ever has.</p>		
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid.	SPaG 3	
		Total 51	

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