

**GCSE**

**Religious Studies A World Religion(s)**

Unit **B589**: Perspectives on World Religions

General Certificate of Secondary Education

**Mark Scheme for June 2016**

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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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**Subject-specific Marking Instructions****General points**

It is important to remember that we are rewarding candidates' attempts at grappling with challenging concepts and skills. Reward candidates for what they know, understand and can do. Be positive. Concentrate on what candidates can do, not on what they cannot do.

For all parts of each response your first task is to match the response to the appropriate level of response according to the generic levels of response given below. Only when you have done this should you start to think about the mark to be awarded.

There are different ways of reaching a high level. Some candidates will go straight to the higher levels. Other candidates will gradually climb their way there by working their way through lower levels first.

The mark scheme for each paper will list responses which a candidate might offer. The list will not be exhaustive and where a candidate offers a response which is not listed,, examiners will be expected to use their knowledge and discretion as to whether the response is valid. Examiners who are in any doubt should contact their Team Leader immediately.

**Specific points**

Half marks must never be used.

Do not transfer marks from one part of a question to another. All questions, and sub-questions, are marked separately.

Mark what the candidate has written, do not assume that the candidate knows something unless they have written it.

Depending on the objective being assessed the levels of response start with one from the following list of flag words:

AO1 Weak, Satisfactory, Good

AO2 Weak, Limited, Competent, Good

During the standardisation process, examples of work at each level will be used to define the meaning of these flag words for the examination. In particular the word good must not be interpreted as the best possible response. It will be what is judged to be although better responses could be offered.

Remember that we are trying to achieve two things in the marking of the scripts:

- (i) to place all the candidates in the correct rank order
- (ii) to use the full range of marks available – right up to the top of the range; ‘Good’ means a good response *from a GCSE candidate* and can therefore be awarded the highest marks.

This means that it is imperative you mark to the agreed standard.

### **Written communication, Spelling, Punctuation and Grammar**

Written communication covers: clarity of expression, structure of arguments, presentation of ideas, grammar, vocabulary, punctuation and spelling.

In the marking of these questions the quality of the candidate's written communication will be one factor (other factors include the relevance and amount of supporting detail) that influences whether an answer is placed at the bottom, the middle, or the top, of a level.

The following points should be remembered:

- answers are placed in the appropriate level according to the RS assessment objectives, i.e. no reference is made at this stage to the quality of the written communication;
- when answers have been placed into the appropriate level, examiners should then consider quality of written communication in the placing of the answer towards the top or bottom of the level;
- the quality of written communication must **never** be used to move an answer from the mark band of one level to another.

**SPaG is now assessed in part (e) of each question. Please refer to the grid below when awarding the SPaG marks.**

**Spelling, punctuation and grammar (SPaG) Assessment Grid**

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

### 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

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

## AO2 part (e) question

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

## MARK SCHEME

Question	Answer	Mark	Guidance
<b>Section A</b>			
1a	<p><b>Give one Buddhist attitude to the treatment of animals.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Animals should be treated with respect according to the teaching of ahimsa in the five precepts</li> <li>• The distinction between animals and humans is blurred by the idea of rebirth so the care shown to humans can be applied to animals. As a result, hunting for sport for example is unacceptable although killing for food could be a necessity</li> <li>• The first precept says do not take life, usually widely interpreted to include animals</li> <li>• Animals should be treated with compassion</li> </ul> <p>1 mark for a correct response</p>	1	
1b	<p><b>State:</b></p> <p><b>i) one scientific view of the origin of life;</b></p> <p><b>ii) one Buddhist teaching about the origin of humanity.</b></p> <p>Responses might include:</p> <p>i)</p> <ul style="list-style-type: none"> <li>• Big Bang Theory</li> <li>• The theory of evolution</li> </ul> <p>ii)</p> <ul style="list-style-type: none"> <li>• Some Buddhists will hold to a traditional view from their own culture.</li> <li>• Others will adopt the views common in current scientific thinking about evolution by natural selection of the human species from other primates.</li> <li>• Some Buddhists refuse to respond to questions about causation and say there is no origin of humanity.</li> </ul> <p>1 Mark for each response</p>	2	

Question	Answer	Mark	Guidance
1c	<p><b>Describe one thing a Buddhist might do in response to environmental issues.</b></p> <p>Responses might include:</p> <p>Buddhists might:</p> <ul style="list-style-type: none"> <li>• Take direct action against a polluter</li> <li>• Take direct action as a protest against an environmental issue</li> <li>• Become involved in peaceful protest</li> <li>• Take political action</li> <li>• Respond personally by reducing use and creation of pollutants or reducing use of energy</li> <li>• Join an environmental organisation</li> <li>• Ethically engaged Buddhism</li> </ul> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	
1d	<p><b>Explain why Buddhists might feel responsibility for the planet.</b></p> <p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>Buddhists might feel responsible because the Buddha taught that respect for life and the natural world is essential. By living simply one can be in harmony with other creatures and learn to appreciate the interconnectedness of all lives.</p> <p>Ecological problems are caused by selfishness and greed leading to much suffering of people and the world of nature as a whole.</p> <p>Buddhist precepts emphasise ahimsa which means avoiding injury to any sentient creature. In seeking a right livelihood, Buddhists will show concern for the life of all creatures. To think of one's self as isolated from the rest of nature is to be unrealistic. Right Action requires care for the planet.</p>	6	

Question	Answer	Mark	Guidance
1e	<p><b>‘Only human life matters.’</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>The statement implies that humans are the most important and significant of species. As only their survival matters, they have the right to use the world as they wish and can legitimately dominate all other life forms for their benefit.</p> <p>For some Buddhists however animals and humans are both sentient beings and animals and humans have the potential to become enlightened. Rebirth means that a human could have been an animal or could be reborn as one Both have Buddha-nature.</p> <p>This seems to imply that animals and humans as are thought to be equal and would thus matter equally. Some Buddhists see animals as slightly lower in the order of sentient beings than humans because non human animals can not improve their karmic status</p> <p>Some would take the view that as people everywhere have had to subdue nature for their survival and have the right to do so now if the human race is to survive.</p> <p>Some religions teach that humankind has dominion over the world and its resources. This means the world can be used as humanity wishes.</p> <p>Others would take the view that the world’s resources have to be used for the benefit of all and exploitation for the benefit of humans only is likely to lead to self destruction. This contradicts the idea of stewardship. It is also irresponsible and for Buddhists, goes against the teachings about respect for life, compassion and ahimsa.</p> <p>Humans may have the right to do something but that does not mean it is the best course of action and if people follow the golden rule then a sensible balance can be struck between doing things because we can and doing things that benefit us but which are responsible towards the environment.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.	SPaG 3	

Question	Answer	Mark	Guidance
2a	<p><b>Give one Christian attitude to the treatment of animals.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Animals are a part of God’s creation and therefore should be treated with respect</li> <li>• Mankind was given dominion over the animals but this does not mean it is acceptable to treat them cruelly. It is matter of responsible stewardship of the environment and creation</li> <li>• Jesus referred, for example, to the care God had for the sparrows</li> <li>• The concept of stewardship</li> </ul> <p>1 mark for a correct response</p>	1	
2b	<p><b>State:</b></p> <p><b>i) one scientific view of the origin of life;</b></p> <p><b>ii) one Christian teaching about the origin of humanity.</b></p> <p>Responses might include:</p> <p>i)</p> <ul style="list-style-type: none"> <li>• Big Bang Theory</li> <li>• The theory of evolution</li> </ul> <p>ii)</p> <ul style="list-style-type: none"> <li>• Some Christians believe in the accounts of the creation of man and woman in Genesis</li> <li>• Others accept evolution, seeing God as the power behind it, guiding it towards the creation of higher life forms – humanity</li> <li>• Other Christians accept the idea of intelligent design which links scientific and religious thought, eliminating conflict</li> <li>• Christians believe humans have a special place in creation and are different from animals because of their ‘God consciousness’</li> </ul> <p>1 Mark for each response</p>	2	

Question	Answer	Mark	Guidance
2c	<p><b>Describe one thing a Christian might do in response to environmental issues.</b></p> <p>Responses might include:</p> <p>Christians might:</p> <ul style="list-style-type: none"> <li>• Take direct action against a polluter</li> <li>• Take direct action as a protest against an environmental issue</li> <li>• Become involved in peaceful protest</li> <li>• Take political action</li> <li>• Respond personally by reducing use and creation of pollutants or reducing use of energy</li> <li>• Join an environmental organisation</li> </ul> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	
2d	<p><b>Explain why Christians might feel responsibility for the planet.</b></p> <p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>Christians might feel responsible because of the teaching in Genesis of stewardship and the general idea of agape / loving one's neighbour require that humans look after the world for the next generation. Environmental issues are important to Christians because in their view, Christians believe the environment is given to humans in trust. Humans have a responsibility to look after God's creation. Environmental issues today indicate a world out of balance and Christians should act as good stewards of the environment to ensure it is not damaged beyond repair.</p>	6	
2e	<p><b>'Only human life matters.'</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>The statement implies that humans are the most important and significant of species. As only their survival matters, they have the right use the world as they wish and can legitimately dominate all other life forms for their benefit.</p>	12	

Question	Answer	Mark	Guidance
	<p>Some would take the view that as people everywhere have had to subdue nature for their survival and have the right to do so now if the human race is to survive.</p> <p>Christians have taken the view, based on Genesis, that humans are the most important because of their special creation by God and that they have souls. God gave them responsibility (dominion) over creation, so they must matter most. This could be taken to mean that the world can be used as humanity wishes because only human life matters</p> <p>Others would take the view that the world's resources have to be used for the benefit of all and exploitation for the benefit of humans only is likely to lead to self destruction. Exploitation is irresponsible and it contradicts the idea of stewardship which is also in Genesis.</p> <p>Humans may have the right to do something but that does not mean it is the best course of action and if people follow the golden rule then a sensible balance can be struck between doing things because we can and doing things that benefit us but which are responsible towards the environment.</p>		
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.	SPaG 3	

Question	Answer	Mark	Guidance
3a	<p><b>Give one Hindu attitude to the treatment of animals.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Some Hindus place equal value on humans and animals justified by reference to deities with animal elements and to the avatars of Vishnu, so animals should be treated with respect</li> <li>• Mistreatment of animals is against ahimsa</li> <li>• Mistreatment of animals goes against dharma to care for the environment and creates bad karma</li> <li>• For some Hindus, the soul could be reincarnated in the body of an animal. Animals should therefore be cared for and not treated cruelly</li> </ul> <p>1 mark for a correct response</p>	1	
3b	<p><b>State:</b></p> <p><b>i) one scientific view of the origin of life;</b></p> <p><b>ii) one Hindu teaching about the origin of humanity.</b></p> <p>Responses might include:</p> <p>i)</p> <ul style="list-style-type: none"> <li>• Big Bang Theory</li> <li>• The theory of evolution</li> </ul> <p>ii)</p> <ul style="list-style-type: none"> <li>• The cyclical understanding of creation means that there is an endless rotation of creation, existence and destruction and humans are just part of this process.</li> <li>• Scientific and religious views are different perspectives and not necessarily contradictory, so many Hindus will accept the evolutionary theory and its consequences for the status of humans and their origin.</li> <li>• The Purusha Shukta</li> </ul> <p>1 Mark for each response</p>	2	

Question	Answer	Mark	Guidance
3c	<p><b>Describe one thing a Hindu might do in response to environmental issues.</b></p> <p>Responses might include:</p> <p>Hindus might:</p> <ul style="list-style-type: none"> <li>• Take direct action against a polluter</li> <li>• Take direct action as a protest against an environmental issue</li> <li>• Become involved in peaceful protest</li> <li>• Take political action</li> <li>• Respond personally by reducing use and creation of pollutants or reducing use of energy</li> <li>• Join an environmental organisation such as chipko</li> </ul> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	
3d	<p><b>Explain why Hindus might feel responsibility for the planet.</b></p> <p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>Hindus would feel responsible because in their view humans should have a harmony with nature and with the whole creation. None of their traditions (Vedic, Upanishadic, orthodox, etc.) give Hindus authority over nature and creation. In Hinduism, there is a sympathetic identification of humanity with nature.</p> <p>Ahimsa, which in the context of environmental issues means forbidding the taking of life and/or causing injury to any sentient being, underlies a respect for the environment and a deep understanding of the need to be concerned about the way it is being treated by humans today.</p> <p>The world is identical to Brahman hence a responsibility towards it as towards Brahman.</p> <p>This view reflects the rural nature of Hinduism which is now being threatened by the rapid economic development of India.</p>	6	

Question	Answer	Mark	Guidance
3e	<p><b>‘Only human life matters.’</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>The statement implies that humans are the most important and significant of species. As only their survival matters, they have the right use the world as they wish and can legitimately dominate all other life forms for their benefit.</p> <p>From a Hindu point of view there is a connection between animals and humans through the doctrine of reincarnation. For some Hindus there is a gradation of animals to humans. However only humans can achieve moksha so Hindus might believe that non-human animals are inferior to human beings. Hindus also respect the environment and recognise how dependent humans are on other life forms for their existence.</p> <p>This does imply that human life is most significant and therefore matters most, but also shows that humans can not treat the environment as only they matter. They rely upon it.</p> <p>Some would take the view that as people everywhere have had to subdue nature for their survival and have the right to do so now if the human race is to survive.</p> <p>Some religions teach that humankind has dominion over the world and its resources. This means the world can be used as humanity wishes.</p> <p>Others would take the view that the world’s resources have to be used for the benefit of all and exploitation for the benefit of humans only is likely to lead to self destruction. This is irresponsible and for Hindus goes against the teachings of ahimsa.</p> <p>Humans may have the right to do something but that does not mean it is the best course of action and if people follow the golden rule then a sensible balance can be struck between doing things because we can and doing things that benefit us but which are responsible towards the environment.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.	SPaG 3	

Question	Answer	Mark	Guidance
4a	<p><b>Give one Muslim attitude to the treatment of animals.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Humans have a status above animals, but people will be responsible for cruel acts against them so they should be treated well</li> <li>• According to the Ahadith, Allah expects animals to be well treated by farmers and even at the point of slaughter</li> <li>• Animals must be killed in a way that respects their dignity</li> </ul> <p>1 mark for a correct response</p>	1	
4b	<p><b>State:</b></p> <p><b>i) one scientific view of the origin of life;</b></p> <p><b>ii) one Muslim teaching about the origin of humanity.</b></p> <p>Responses might include:</p> <p>i)</p> <ul style="list-style-type: none"> <li>• Big Bang Theory</li> <li>• The theory of evolution</li> </ul> <p>ii)</p> <ul style="list-style-type: none"> <li>• The Qur'an makes it clear that mankind was created (from clay) and that Allah has a personal interest in and is actively involved in the development of human life</li> <li>• Some Muslim scholars have seen echoes of scientific theories about the origins of life and of humans in parts of the Qur'an</li> <li>• Candidates might offer responses which reflect teaching in the Qur'an eg. 'He is the one who created you from dust, then from a drop of semen, then from a clot.' (cf Surah 40: 67. Surah 23: 12-14)</li> </ul> <p>1 Mark for each response</p>	2	

Question	Answer	Mark	Guidance
4c	<p><b>Describe one thing a Muslim might do in response to environmental issues.</b></p> <p>Responses might include:</p> <p>Muslims might:</p> <ul style="list-style-type: none"> <li>• Take direct action against a polluter</li> <li>• Take direct action as a protest against an environmental issue</li> <li>• Become involved in peaceful protest</li> <li>• Take political action</li> <li>• Respond personally by reducing use and creation of pollutants or reducing use of energy</li> <li>• Join an environmental organisation</li> </ul> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	
4d	<p><b>Explain why Muslims might feel responsibility for the planet.</b></p> <p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>Muslims might feel responsible because for example, in the Quran surah 22:65 it says “Do you not see that God has made subject to you (humans) all that is on the earth” Muslims believe that man has been given a responsibility by Allah on this earth and that man will be accountable to God for his actions and the trust placed in him. Muhammad ﷺ said; ‘Everyone of you is a guardian and is responsible for his charges’. Islam has urged humanity to be kind to nature and not to abuse the trust that has been placed on humans. In fact, to be kind to animals is an integral part of Islam for Muslims. Prophet Muhammad ﷺ announced the rewards of caring for animals and the importance of avoiding cruelty to animals. He urged kindness toward all living things.</p>	6	

Question	Answer	Mark	Guidance
4e	<p><b>‘Only human life matters.’</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>The statement implies that humans are the most important and significant of species. As only their survival matters, they have the right use the world as they wish and can legitimately dominate all other life forms for their benefit.</p> <p>People everywhere have had to subdue nature for their survival and have the right to do so now if the human race is to survive.</p> <p>Although human life may be superior, Muslims believe that animal life should be given appropriate respect. This is shown for example in the procedures associated with the ritual slaughter of animals.</p> <p>Muslims have taken the view, based on the teaching of the Qu’ran, that humans are the most important because of their special creation by Allah and that they have souls. Allah gave them responsibility over creation, so they must matter most. This could be taken to mean that the world can be used as humanity wishes because only human life matters</p> <p>Others would take the view that the world’s resources have to be used for the benefit of all and exploitation for the benefit of humans only is likely to lead to self destruction.</p> <p>Humans may have the right to do something but that does not mean it is the best course of action and if people follow the golden rule then a sensible balance can be struck between doing things because we can and doing things that benefit us but which are responsible towards the environment.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.	SPaG 3	

Question	Answer	Mark	Guidance
5a	<p><b>Give one Jewish attitude to the treatment of animals.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Deuteronomy refers to allowing animals rest like people on the seventh day</li> <li>• Mankind has dominion over animals which places responsibility on people to care for a part of G-d's creation</li> <li>• The way in which animals are killed shows respect for them, for example <a href="#">Kosher slaughtering</a> is designed to be as fast and painless as possible</li> <li>• The laws regarding treatment of animals are referred to as Tzaar Baalei Chayim, the prevention of cruelty to animals</li> </ul> <p>1 mark for a correct response</p>	1	
5b	<p><b>State:</b></p> <p><b>i) one scientific view of the origin of life;</b></p> <p><b>ii) one Jewish teaching about the origin of humanity.</b></p> <p>Responses might include:</p> <p>i)</p> <ul style="list-style-type: none"> <li>• Big Bang Theory</li> <li>• The theory of evolution</li> </ul> <p>ii)</p> <ul style="list-style-type: none"> <li>• Some Jews believe in the accounts of the creation of man and woman in Genesis</li> <li>• Others accept evolution seeing G-d as the power behind it guiding it towards the creation of higher life forms – humanity</li> <li>• Some Jews believe humans have a special place in creation and are different from animals because of their higher status implied by the story of the naming of the animals which gave Adam (mankind) power over them</li> <li>• The separation between animals and humans shown in the creation story means many Jews cannot accept the association of humanity with the animal kingdom which is an essential aspect of evolutionary theory</li> </ul> <p>1 Mark for each response</p>	2	

Question	Answer	Mark	Guidance
5c	<p><b>Describe one thing a Jew might do in response to environmental issues.</b></p> <p>Responses might include:</p> <p>Jews might:</p> <ul style="list-style-type: none"> <li>• Take direct action against a polluter</li> <li>• Take direct action as a protest against an environmental issue</li> <li>• Become involved in peaceful protest</li> <li>• Take political action</li> <li>• Respond personally by reducing use and creation of pollutants or reducing use of energy</li> <li>• Join an environmental organisation</li> </ul> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	
5d	<p><b>Explain why Jews might feel responsibility for the planet.</b></p> <p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>Jews might feel responsible because they believe the environment is given to humans in trust. Humans have a responsibility to look after G-d's creation. Environmental issues today indicate a world out of balance and Jews should act as good stewards of the environment to ensure it is not damaged beyond repair. The teaching in Genesis of dominion is balanced with that of stewardship and this is backed up by references to good husbandry and care in the use of natural resources. (Bal Tashkhit – do not destroy Deut 20:19 – 20)</p>	6	

Question	Answer	Mark	Guidance
5e	<p><b>‘Only human life matters.’</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>The statement implies that humans are the most important and significant of species. As only their survival matters, they have the right use the world as they wish and can legitimately dominate all other life forms for their benefit.</p> <p>Some would take the view that as people everywhere have had to subdue nature for their survival and have the right to do so now if the human race is to survive.</p> <p>Jews have taken the view, based on Genesis, that humans are the most important because of their special creation by God and that they have souls. God gave them responsibility (dominion) over creation, so they must matter most. This could be taken to mean that the world can be used as humanity wishes because only human life matters</p> <p>Others would take the view that the world’s resources have to be used for the benefit of all and exploitation for the benefit of humans only is likely to lead to self destruction. Exploitation is irresponsible and it contradicts the idea of stewardship which is also in Genesis.</p> <p>Humans may have the right to do something but that does not mean it is the best course of action and if people follow the golden rule then a sensible balance can be struck between doing things because we can and doing things that benefit us but which are responsible towards the environment.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.	SPaG 3	

Question	Answer	Mark	Guidance
6a	<p><b>Give one Sikh attitude to the treatment of animals.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• For some Sikhs, the soul could be reincarnated in the body of an animal. Animals should therefore be cared for and not treated cruelly</li> <li>• As a part of the creation animals should be treated respectfully and only killed if absolutely necessary for food</li> <li>• The ideal Sikh lifestyle of vegetarianism would give proper respect to animal life</li> </ul> <p>1 mark for a correct response</p>	1	
6b	<p><b>State:</b></p> <p><b>i) one scientific view of the origin of life;</b></p> <p><b>ii) one Sikh teaching about the origin of humanity.</b></p> <p>Responses might include:</p> <p>i)</p> <ul style="list-style-type: none"> <li>• Big Bang Theory</li> <li>• The theory of evolution</li> </ul> <p>ii)</p> <ul style="list-style-type: none"> <li>• Some Sikhs believe in the process of creation which has led to the creation of mankind rather than a sudden special event.</li> <li>• Some Sikhs are unlikely to accept the idea of the evolution of humans from other primates, as human life is the 'golden opportunity' through which one has a chance to become closer to Waheguru.</li> <li>• Waheguru is behind the process of creating humans, rather than an impersonal process of evolution</li> </ul> <p>1 Mark for each response</p>	2	

Question	Answer	Mark	Guidance
6c	<p><b>Describe one thing a Sikh might do in response to environmental issues.</b></p> <p>Responses might include:</p> <p>Sikhs might:</p> <ul style="list-style-type: none"> <li>• Take direct action against a polluter</li> <li>• Take direct action as a protest against an environmental issue</li> <li>• Become involved in peaceful protest</li> <li>• Take political action</li> <li>• Respond personally by reducing use and creation of pollutants or reducing use of energy</li> <li>• Join an environmental organisation</li> </ul> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	
6d	<p><b>Explain why Sikhs might feel responsibility for the planet.</b></p> <p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>Sikhs might feel responsible because for example; Guru Nanak said: “The earth is your mother.” Environmental issues are therefore important to Sikhs.</p> <p>Sikhs believe that an awareness of the sacred relationship between humans and the environment is necessary for the health of our planet and for our survival. Sikhs have a respect for the dignity of life, human and otherwise and therefore respect for the environment. The purpose of human beings is to be in harmony with all creation and human domination is to be rejected. Sikhs use the term eco-sophism, which literally means the wisdom of the universe. Such wisdom is required for the promotion of a sustainable and peaceful environment.</p>	6	

Question	Answer	Mark	Guidance
6e	<p><b>‘Being religious is more important than caring for the planet.’</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>The statement implies that humans are the most important and significant ‘species. As only their survival matters, they have the right use the world as they wish and can legitimately dominate all other life forms for their benefit.</p> <p>From a Sikh point of view although there is a connection between animals and humans through the doctrine of reincarnation, non-human animals are inferior to human beings. Animals are shown great respect and many Sikhs are vegetarian but humans are respected above all other life forms.</p> <p>This does imply that human life is most significant and therefore matters most, but also shows that humans can not treat the environment as only they matter. They rely upon it.</p> <p>Some would take the view that as people everywhere have had to subdue nature for their survival and have the right to do so now if the human race is to survive.</p> <p>Some religions teach that humankind has dominion over the world and its resources. This means the world can be used as humanity wishes.</p> <p>Others would take the view that the world’s resources have to be used for the benefit of all and exploitation for the benefit of humans only is likely to lead to self destruction. This is irresponsible and for Hindus goes against the teachings of ahimsa.</p> <p>Humans may have the right to do something but that does not mean it is the best course of action and if people follow the golden rule then a sensible balance can be struck between doing things because we can and doing things that benefit us but which are responsible towards the environment.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.	SPaG 3	

<b>Section B</b>			
<b>7a</b>	<p><b>State the meaning of the term ‘war’</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• A state of armed conflict between different nations or states or different groups within a nation or state</li> <li>• A sustained effort by groups of people to deal with or end a particular unpleasant or undesirable situation or condition</li> <li>• A state of competition, conflict, or hostility between different people or groups</li> </ul> <p>1 mark for a correct response</p>	1	
<b>7b</b>	<p><b>Give two examples of human rights which a Buddhist might support.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• The right to life</li> <li>• The right to fair treatment before the law</li> <li>• The right to own property</li> <li>• The right to meet with others peacefully</li> <li>• The right to work</li> <li>• The right to education</li> <li>• Freedom of speech</li> <li>• Right to religion</li> </ul> <p>1 Mark for each response</p>	2	Accept Examples

Question	Answer	Mark	Guidance
7c	<p><b>Describe one reason a person might give for being a pacifist.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Violence is wrong</li> <li>• Killing is wrong</li> <li>• Retaliation just continues the fight</li> <li>• Hitting back makes the defender as bad as the perpetrator</li> <li>• Peace is intrinsically good and must be sought at all costs even if it means suffering for it.</li> </ul> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	
7d	<p><b>Explain why human rights might be important to Buddhists.</b></p> <p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>The Eightfold Path and the first Precept support the idea that all people should be treated equally and therefore should have the same rights. The Buddha rejected the caste system believing people should be judged by their actions not by their birth Some Buddhists believe all beings are of equal value and humans should therefore be treated as having equal rights In the monastic sangah Buddhists learn to give equal respect to all. Right Action implies good treatment of others as does the First Precept – Compassion</p>	6	

Question	Answer	Mark	Guidance
7e	<p><b>Religious people should never claim their god is on their side in a war.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>The statement seems to suggest that God would not take one side or another in a war and that religious people must not say that God is supporting their fight.</p> <p>From a Buddhist perspective of course, belief in God is not necessarily part of the faith and therefore they would be unlikely to make the claim. However they might still claim that the war is acceptable because it accords with some aspect of the religion or their moral view, such as self defence or because it might be fought in the pursuit of greater enlightenment.</p> <p>Others would argue however that the even if a war can be justified intellectually; the reality of what it means to fight a war undermines this justification. The killing, maiming and destruction which result from a modern war cannot be justified at all.</p> <p>From the point of view of other religions, a loving God would surely never support humans going to war. It also arrogant of humans to think they know the mind of God and that they can be sure he supports one side against the other. So the statement is true.</p> <p>On the other hand, if the faith is in danger and physical fighting is the only way forward, it might seem to be true that if one is fighting for faith then surely the god of that faith must be on your side. Holy war is or has been justified in several of the largest world religions. Their holy books seem to support this view.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.	SPaG 3	

Question	Answer	Mark	Guidance
8a	<p><b>State the meaning of the term ‘war’</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• A state of armed conflict between different nations or states or different groups within a nation or state</li> <li>• A sustained effort by groups of people to deal with or end a particular unpleasant or undesirable situation or condition</li> <li>• A state of competition, conflict, or hostility between different people or groups</li> </ul> <p>1 mark for a correct response</p>	1	
8b	<p><b>Give two examples of human rights which a Christian might support.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• The right to life</li> <li>• The right to fair treatment before the law</li> <li>• The right to own property</li> <li>• The right to meet with others peacefully</li> <li>• The right to work</li> <li>• The right to education</li> <li>• Freedom of speech</li> <li>• Right to religion</li> </ul> <p>1 Mark for each response</p>	2	Accept Examples

Question	Answer	Mark	Guidance
8c	<p><b>Describe one reason a person might give for being a pacifist.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Because of Jesus teaching about not being violent</li> <li>• Violence is wrong</li> <li>• Killing is wrong</li> <li>• Retaliation just continues the fight</li> <li>• Hitting back makes the defender as bad as the perpetrator</li> <li>• Peace is intrinsically good and must be sought at all costs even if it means suffering for it.</li> </ul> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	
8d	<p><b>Explain why human rights might be important to Christians.</b></p> <p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>In the view of Christians, because all people are created in the image of god they should be treated equally and by implication with equal rights God is no respecter of persons – all people are equal in his eyes Jesus treated all people equally despite the prejudices of his day St Paul said neither Jew nor Greek..... The story of the Good Samaritan makes it clear that everyone is one's neighbour and should be treated equally.</p>	6	

Question	Answer	Mark	Guidance
8e	<p><b>Religious people should never claim their god is on their side in a war.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>The statement seems to suggest that for Christians God would not take one side or another in a war and that religious people must not say that God is supporting their fight.</p> <p>There have been many occasions when Christians have claimed that a war has been acceptable because it accorded with some aspect of the religion, such as self defence or because it might be fought in the pursuit of greater good or even so as to establish peace. To say God is on their side seems to have been justified.</p> <p>Others would argue however that even if a war can be justified intellectually; the reality of what it means to fight a war undermines this justification. The killing, maiming and destruction which result from a modern war cannot be justified at all. For Christians surely the loving God in whom they believe would never support humans going to war. It could also be thought also arrogant of Christians to say they know the mind of God and that they can be sure he supports one side against the other. So the statement seems to be true. God should be kept out of any justification for a war.</p> <p>On the other hand, if the faith is in danger and physical fighting is the only way forward, it might seem to be true that if one is fighting for faith then surely the god of that faith must be on your side. Holy war is justified in the Old Testament.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.	SPaG 3	

Question	Answer	Mark	Guidance
9a	<p><b>State the meaning of the term ‘war’</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• A state of armed conflict between different nations or states or different groups within a nation or state</li> <li>• A sustained effort by groups of people to deal with or end a particular unpleasant or undesirable situation or condition</li> <li>• A state of competition, conflict, or hostility between different people or groups</li> </ul> <p>1 mark for a correct response</p>	1	
9b	<p><b>Give two examples of human rights which a Hindu might support.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• The right to life</li> <li>• The right to fair treatment before the law</li> <li>• The right to own property</li> <li>• The right to meet with others peacefully</li> <li>• The right to work</li> <li>• The right to education</li> <li>• Freedom of speech</li> <li>• Right to religion</li> </ul> <p>1 Mark for each response</p>	2	Accept Examples

Question	Answer	Mark	Guidance
9c	<p><b>Describe one reason a person might give for being a pacifist.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Violence is wrong</li> <li>• Killing is wrong</li> <li>• Retaliation just continues the fight</li> <li>• Hitting back makes the defender as bad as the perpetrator</li> <li>• Peace is intrinsically good and must be sought at all costs even if it means suffering for it.</li> </ul> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	
9d	<p><b>Explain why human rights might be important to Hindus.</b></p> <p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following</p> <p>Hindus believe that everyone has an equal value because people are all God's children. This means that all people should be treated equally and they have the same rights. (Gandhi). Hence human rights are important.</p> <p>Although the Purusha Shukta suggests that the human race is divided, because the division is about roles, it does not mean people should not have human rights.</p>	6	

Question	Answer	Mark	Guidance
9 e	<p><b>Religious people should never claim their god is on their side in a war.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>The statement seems to suggest that God would not take one side or another in a war and that religious people must not say that God is supporting their fight.</p> <p>There have been many occasions when Hindus have claimed that a war has been acceptable because it accorded with some aspect of the religion, such as self defence or because it might be fought in the pursuit of greater good or even so as to establish peace. The existence of the Kshatriyas caste seems to support the view that when fighting, God or the gods are on their side. The Hindu scriptures contain many accounts of warfare and violent exploits. To say God is on their side seems to have been justified. (Mahabharata and Bhagavad Gita)</p> <p>Others would argue however that the even if a war can be justified intellectually; the reality of what it means to fight a war undermines this justification. The killing, maiming and destruction which result from a modern war cannot be justified at all. Wars in the past involved professional fighters and injury to civilians was forbidden. This is not the case today. So the statement seems to be true. God should be kept out of any justification for a war.</p> <p>On the other hand, if the faith is in danger and physical fighting is the only way forward, it might seem to be true that if one is fighting for faith then surely the god of that faith must be on your side. Holy war is or has been justified in several of the largest world religions. Their holy books seem to support this view.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.	SPaG 3	

Question	Answer	Mark	Guidance
10a	<p><b>State the meaning of the term ‘war’</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• A state of armed conflict between different nations or states or different groups within a nation or state</li> <li>• A sustained effort by groups of people to deal with or end a particular unpleasant or undesirable situation or condition</li> <li>• A state of competition, conflict, or hostility between different people or groups</li> </ul> <p>1 mark for a correct response</p>	1	
10b	<p><b>Give two examples of human rights which a Muslim might support.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• The right to life</li> <li>• The right to fair treatment before the law</li> <li>• The right to own property</li> <li>• The right to meet with others peacefully</li> <li>• The right to work</li> <li>• The right to education</li> <li>• Freedom of speech</li> <li>• Right to religion</li> </ul> <p>1 Mark for each response</p>	2	Accept Examples

Question	Answer	Mark	Guidance
10c	<p><b>Describe one reason a person might give for being a pacifist.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Violence is wrong</li> <li>• Killing is wrong</li> <li>• Retaliation just continues the fight</li> <li>• Hitting back makes the defender as bad as the perpetrator</li> <li>• Peace is intrinsically good and must be sought at all costs even if it means suffering for it.</li> </ul> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	
10d	<p><b>Explain why human rights might be important to Muslims.</b></p> <p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following.</p> <p>Muslims believe that everyone has an equal value because people are all created by Allah This means that all people should be treated equally and therefore they have the same rights There is an Islamic Declaration of Human Rights which shared much with the UDHR indicating the importance of human rights to Muslims.</p>	6	

Question	Answer	Mark	Guidance
10e	<p><b>Religious people should never claim their god is on their side in a war.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>The statement seems to suggest for Muslims that Allah would not take one side or another in a war and that religious people must not say that Allah is supporting their fight.</p> <p>There have been many occasions when Muslims have claimed that a war has been acceptable because it accorded with some aspect of the religion, such as self defence or because it might be fought in the pursuit of greater good or even so as to establish peace. To say Allah is on their side seems to have been justified.</p> <p>Others would argue however that the even if a war can be justified intellectually; the reality of what it means to fight a war undermines this justification. The killing, maiming and destruction which result from a modern war cannot be justified at all. For some Muslims, surely the loving god in whom they believe would never support humans going to war. It could also be thought arrogant of Muslims to say they know the mind of Allah and that they can be sure he supports one side against the other. So the statement seems to be true. Allah should be kept out of any justification for a war.</p> <p>On the other hand, if the faith is in danger or the nation is threatened and physical fighting is the only way forward, it might seem to be true that if one is fighting for faith then surely the god of that faith must be on your side. Holy war is or has been justified in Islam (Lesser Jihad) and the Qu'ran seems to support this view.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.	SPaG 3	

Question	Answer	Mark	Guidance
11a	<p><b>State the meaning of the term ‘war’</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• A state of armed conflict between different nations or states or different groups within a nation or state</li> <li>• A sustained effort by groups of people to deal with or end a particular unpleasant or undesirable situation or condition</li> <li>• A state of competition, conflict, or hostility between different people or groups</li> </ul> <p>1 mark for a correct response</p>	1	
11b	<p><b>Give two examples of human rights which a Jew might support.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• The right to life</li> <li>• The right to fair treatment before the law</li> <li>• The right to own property</li> <li>• The right to meet with others peacefully</li> <li>• The right to work</li> <li>• The right to education</li> <li>• Freedom of speech</li> <li>• Right to religion</li> </ul> <p>1 Mark for each response</p>	2	Accept Examples

Question	Answer	Mark	Guidance
11c	<p><b>Describe one reason a person might give for being a pacifist.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Violence is wrong</li> <li>• Killing is wrong</li> <li>• Retaliation just continues the fight</li> <li>• Hitting back makes the defender as bad as the perpetrator</li> <li>• Peace is intrinsically good and must be sought at all costs even if it means suffering for it.</li> </ul> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	
11d	<p><b>Explain why human rights might be important to Jews.</b></p> <p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>Jews believe that as all people are descended from Adam – despite differences they share a common ancestry and therefore deserve equal rights.</p> <p>Jewish teaching (e.g. Isaiah) looks forward to a time of equality for all the peoples of the world.</p> <p>Jews recognise from their own history of anti-Semitism how abuse of human rights must not be tolerated.</p>	6	

Question	Answer	Mark	Guidance
11e	<p><b>Religious people should never claim their god is on their side in a war.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>The statement seems to suggest that G-d would not take one side or another in a war and that religious people must not say that G-d is supporting their fight.</p> <p>There have been many occasions when Jews have claimed that a war has been acceptable because it accorded with some aspect of the religion, such as self defence or because it might be fought in the pursuit of greater good or even so as to establish peace. To say G-d is on their side seems to have been justified.</p> <p>Others would argue however that the even if a war can be justified intellectually; the reality of what it means to fight a war undermines this justification. The killing, maiming and destruction which result from a modern war cannot be justified at all. For Jews, surely the loving G-d in whom they believe would never support humans going to war. It could also be thought arrogant of Jews to say they know the mind of G-d and that they can be sure he supports one side against the other. So the statement seems to be true. G-d should be kept out of any justification for a war.</p> <p>On the other hand, if the faith is in danger or the nation is threatened as in the case of modern Israel and physical fighting is the only way forward; it might seem to be true that if one is fighting for faith then surely the god of that faith must be on your side. Holy war is or has been justified in Judaism and the Bible seems to support this view.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.	SPaG 3	

Question	Answer	Mark	Guidance
12a	<p><b>State the meaning of the term ‘war’</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• A state of armed conflict between different nations or states or different groups within a nation or state</li> <li>• A sustained effort by groups of people to deal with or end a particular unpleasant or undesirable situation or condition</li> <li>• A state of competition, conflict, or hostility between different people or groups</li> </ul> <p>1 mark for a correct response</p>	1	
12b	<p><b>Give two examples of human rights which a Sikh might support.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• The right to life</li> <li>• The right to fair treatment before the law</li> <li>• The right to own property</li> <li>• The right to meet with others peacefully</li> <li>• The right to work</li> <li>• The right to education</li> <li>• Freedom of speech</li> <li>• Right to religion</li> </ul> <p>1 Mark for each response</p>	2	Accept Examples

Question	Answer	Mark	Guidance
12c	<p><b>Describe one reason a person might give for being a pacifist.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Violence is wrong</li> <li>• Killing is wrong</li> <li>• Retaliation just continues the fight</li> <li>• Hitting back makes the defender as bad as the perpetrator</li> <li>• Peace is intrinsically good and must be sought at all costs even if it means suffering for it.</li> </ul> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	
12d	<p><b>Explain why human rights might be important to Sikhs.</b></p> <p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>For Sikhs, because the Gurus taught that because all people have been created by Waheguru all people have the same chance of working towards liberation from reincarnation. All people have the essence of Waheguru within them and therefore must be treated equally. Following the example of the Gurus leads to equal treatment and thus equal rights. The Sikh rejection of caste, promotion of equality and defence of the weak, all show how Sikhs agree with the importance of human rights.</p>	6	

Question	Answer	Mark	Guidance
12e	<p><b>Religious people should never claim their god is on their side in a war.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>The statement seems to suggest that for Sikhs Waheguru would not take one side or another in a war and that religious people must not say Waheguru is supporting their fight.</p> <p>There have been occasions when Sikhs have claimed that a war has been acceptable because it accorded with some aspect of the religion, such as self defence or because it might be fought in the pursuit of greater good or even so as to establish peace. To say Waheguru is on their side seems to have been justified.</p> <p>Others would argue however that the even if a war can be justified intellectually; the reality of what it means to fight a war undermines this justification. The killing, maiming and destruction which result from a modern war cannot be justified at all. For Sikhs, surely the loving god in whom they believe would never support humans going to war. It could also be thought also arrogant of Sikhs to say they know the mind of Waheguru and that they can be sure he supports one side against the other. So the statement seems to be true. Waheguru should be kept out of any justification for a war.</p> <p>On the other hand, if the faith is in danger or the nation is threatened and physical fighting is the only way forward, it might seem to be true that if one is fighting for the faith then surely the god of that faith must be on your side.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.	SPaG 3	

## Section C

Question	Answer	Mark	Guidance
13a	<p><b>State the meaning of the term ‘conversion’.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• the adoption of a new religion that differs from the convert's previous religion</li> <li>• Changing from one denomination to another within the same religion</li> </ul> <p>1 mark for a correct response</p>	1	
13b	<p><b>Give two causes of prejudice.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Preconceived ideas which influence judgment</li> <li>• Lack of education</li> <li>• Unwillingness to accept that people are different</li> <li>• Conforming to the views of a social group</li> <li>• Indoctrination</li> </ul> <p>1 Mark for each response</p>	2	
13c	<p><b>Describe one Buddhist teaching about equality.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Buddhism is based on kindness/affection, compassion and equality. Kindness is to give all beings peace and happiness without conditions. Compassion is to help all beings, just oneself in unity, from sufferings. All beings are equal without discrimination.</li> </ul> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	

Question	Answer	Mark	Guidance
13d	<p><b>Explain why Buddhists might have different attitudes to other religions.</b></p> <p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>Buddhism and Buddhists are generally tolerant of other faiths and so the general attitude is that of live and let live. However in many Buddhist cultures they consider Buddhism faith superior to other religions whilst still respecting them. In some countries however, Buddhist respect and tolerance for other religions has been severely tested and has sometimes failed to survive the attitude or the evangelism of those religions. The story of King Asoka shows that in Buddhist history, other faiths were tolerated. Buddhists have been active in ecumenical movements relating directly to the leaders of other faiths. Religions (most) teach people to behave morally which suggest a commonality which support the Buddhist view that despite their differences, religions have the same goal and should be respected.</p>	6	
13e	<p><b>'Religions should lead the fight for gender equality.'</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>As Buddhists generally reject gender discrimination and take the view that all humans should be regarded as equal including men and women, there is no reason why they would not accept this statement.</p> <p>After all, long before gender equality as an idea appeared, the Buddha had accepted women into the monastic community and women are now seen in Buddhism as having equal spiritual status and rights. The do not however have the same rights, status or authority as monks.</p> <p>On the other hand, although the Buddha agreed to an order of bhikkunis, extra rules were created for them which reflected the gender inequality of the time and even today cultural pressures lead to views amongst some Buddhists that imply that women must have a male rebirth to reach enlightenment. This could be considered to undermine the fight for gender equality. This view is not a universal one and is not held by many modern Buddhist scholars. However women are not always accorded the same opportunities to become bhikkunis or the same acceptance. This is not really in tune with the idea of gender equality in the secular mind.</p> <p>Some would say that the world is maya and the quest for enlightenment is the most important things for Buddhists. Buddhists should not therefore get involved in politics.</p>	12	

Question	Answer	Mark	Guidance
	<p>Others might take the view that all religions, because of their origins in times of inequality, have structures and attitudes built into them which mean that no matter how hard they try to be on the side of gender equality, their actions and arguments are always flawed or undermined by history</p> <p>Others might say that the fight for gender equality has been won so there is no need to continue the 'fight.</p> <p>Others might say it is a secular issue and the focus of religion should be on spiritual matters only.</p>		
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.	SPaG 3	

Question	Answer	Mark	Guidance
14a	<p><b>State the meaning of the term ‘ecumenism’.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• A movement promoting unity among Christian churches or denominations.</li> <li>• A movement promoting worldwide unity among religions</li> <li>• Coming together of churches</li> <li>• Christian Unity</li> </ul> <p>1 mark for a correct response</p>	1	
14b	<p><b>Give two causes of prejudice.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Preconceived ideas which influence judgment</li> <li>• Lack of education</li> <li>• Unwillingness to accept that people are different</li> <li>• Conforming to the views of a social group</li> <li>• Indoctrination</li> </ul> <p>1 Mark for each response</p>	2	
14c	<p><b>Describe one Christian teaching about equality.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Christians teach that all people are made in the image of God and are equal before him. Jesus treated all people equally.</li> <li>• The teaching underpinning the command to ‘love your neighbour’ and the parable of the Good Samaritan imply equality</li> <li>• Paul’s teaching about neither Jew nor Greek – although principally about Christians implies that Christians should treat all people equally (This possibly renders non-Christians as not equal)</li> </ul> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	Accept responses about how equality might be applied – loving others / agape as well as underpinning teaching

Question	Answer	Mark	Guidance
14d	<p><b>Explain why Christians might have different attitudes to other religions.</b></p> <p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>Responses may explain how Christian attitudes depend on how they interpret teachings. Some Christians will take the view that there is only one way to God and eternal life and that is through Jesus (John 14:6). Some Christians therefore consider all other religious paths to be wrong. Jesus commanded that his followers go and make disciples of all nations so is an evangelical and proselytising faith. Christians should seek to convert other to the faith. Other Christians take the view that religions should work together as they all share so much and have similar aspirations. Jesus said that he was going to prepare many mansions / rooms (John 14.2) which is taken to mean that all believers of different faiths could enjoy eternal life. Some Christians will work within ecumenical movements to bring faiths together and unite people showing their respect and positive attitude towards other religions. This may be based on the teaching of loving one's neighbour.</p>	6	
14e	<p><b>'Religions should lead the fight for gender equality.'</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Christian might support this and would draw attention to the example Jesus set by the way he treated women as equal at a time when they were very much second class citizens. Christians might also support their view by saying that gender discrimination like all discrimination, is wrong as all people are equal before God. He created all people in his own image. So Christians should be in the front of any fight of equality.</p> <p>On the other hand, scripture is ambivalent and views expressed by St Paul seem to support the idea of women being of lesser importance, certainly when it comes to worship. This continues in the attitudes of some denominations today, for example in the Roman Catholic Church which insists on a male priesthood. The idea that people can be equal but have different roles is also expressed by some Christians. Some might take the view that these sorts of attitudes suggest that Christianity should keep out of the debate. They do not really accord with the idea of gender equality in the secular mind. It is not really able to show that as a religion, it is fully committed to gender equality.</p>	12	

Question	Answer	Mark	Guidance
	<p>Other might go further and take the view that all religions, because of their origins in times of inequality, have structures and attitudes built into them which mean that no matter how hard they try to be on the side of gender equality, their actions and arguments are always flawed or undermined by history</p> <p>Others might say that the fight for gender equality has been won so there is no need to continue the 'fight.</p> <p>Others might say it is a secular issue and the focus of religion should be on spiritual matters only.</p>		
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.	SPaG 3	

Question	Answer	Mark	Guidance
15a	<p><b>State the meaning of the term ‘tolerance’.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• The willingness or ability to tolerate /accept the existence of opinions or behaviour that one dislikes or disagrees with</li> </ul> <p>1 mark for a correct response</p>	1	
15b	<p><b>Give two causes of prejudice.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Preconceived ideas which influence judgment</li> <li>• Lack of education</li> <li>• Unwillingness to accept that people are different</li> <li>• Conforming to the views of a social group</li> <li>• Indoctrination</li> </ul> <p>1 Mark for each response</p>	2	
15c	<p><b>Describe one Hindu teaching about equality.</b></p> <p>Responses might include:</p> <p>The idea of the origin of humanity in the single source of the Purusha Shukta can be used to show that as all are derived from this source, all are equal.</p> <p>Many Hindus consider the caste system to be a corruption of the varna system which is not necessarily about inequality.</p> <p>Some vedanta groups within Hindu orthodoxy also hold that one should follow one's own nature to realise perennial truth. So they uphold human rights on the basis of all human beings having the same essence which is the basis of equality.</p>	3	

Question	Answer	Mark	Guidance
	<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>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>		
15d	<p><b>Explain why Hindus might have different attitudes to other religions.</b></p> <p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>Hinduism is not an evangelical religion and Hindus view all religions as equal attempts to find the truth about life and the divine and therefore they demand respect. However, Hindus consider themselves closer to God than other religions whilst still respecting other religions. All the same, it would, be offensive to some Hindus to claim that only one pathway is acceptable.</p> <p>The Hindutva movement (current government) in India wishes to preserve the purity of Hindu culture and is intolerant of Christianity and Islam in India. Ramakrishna taught there were many paths to God so there is no need to attempt to convert others to the faith. Another Hindu view is that religions (most) teach people to behave morally which can be seen as helping people on the way to Moksha if they are then reborn as a Hindu in another life. Some Hindus view Hinduism as the oldest / purest/ most true religion from which all others have developed, so it is best. In recent history however Hindu respect and tolerance for other religions has been severely tested and has not always survived the attitude or the evangelism of those religions.</p>	6	

Question	Answer	Mark	Guidance
15e	<p><b>'Religions should lead the fight for gender equality.'</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>The apparent male domination of Hinduism has been tempered recently by the emphasis on the importance of the Goddess which has been overlooked by previous generations. Women have also held significant posts in Indian society in recent years and are treated equally before the law so there is no reason why Hinduism should not be leading the fight for equality. Young Hindus, especially those living in the urban areas of India and those brought up in the West would support the fight.</p> <p>On the other hand, some aspects of Hindu tradition seem to support the view that women are inferior to men. Cultural attitudes that women are home makers and must spend their time raising children are reinforced by stories such as Rama and Sita would seem to make it difficult for Hinduism as a religion to be seen as a leader in the fight for gender equality. Sita in the final book of the Ramayana, is treated badly and is banished despite her proven fidelity to Rama</p> <p>Other might go further and take the view that all religions, because of their origins in times of inequality, have structures and attitudes built into them which mean that no matter how hard they try to be on the side of gender equality, their actions and arguments are always flawed or undermined by history</p> <p>Others might say that the fight for gender equality has been won so there is no need to continue the 'fight.</p> <p>Others might say it is a secular issue and the focus of religion should be on spiritual matters only(specifically maya and renunciation).</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.	SPaG 3	

Question	Answer	Mark	Guidance
16a	<p><b>State the meaning of the term ‘conversion’.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• the adoption of a new religion that differs from the convert's previous religion</li> <li>• Changing from one denomination to another within the same religion</li> </ul> <p>1 mark for a correct response</p>	1	
16b	<p><b>Give two causes of prejudice.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Preconceived ideas which influence judgment</li> <li>• Lack of education</li> <li>• Unwillingness to accept that people are different</li> <li>• Conforming to the views of a social group</li> <li>• Indoctrination</li> </ul> <p>1 Mark for each response</p>	2	
16c	<p><b>Describe one Muslim teaching about equality.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Muslim teaching is based on the belief that all humans are made in the image of Allah they therefore equal, before him</li> <li>• Islam also teaches that Allah loves all his people equally</li> <li>• Islam teaches that all Muslims are equal as part of the Ummah – the world wide community of Muslims.</li> <li>• Differentiation is by piety.</li> </ul> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	

Question	Answer	Mark	Guidance
16d	<p><b>Explain why Muslims might have different attitudes to other religions.</b></p> <p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>Islam is a proselytising religion and seeks to bring people into the faith. On the face of it therefore, other religions are considered to be wrong, especially those that appear to be polytheistic. Attitudes towards Judaism and Christianity tend to be positive, because they share the same religious history as Islam, are seen as sharing in the divine revelation of Allah. Believers from another faith should be encouraged to revert to their natural faith– Fitra - which is manifested in Islam. At the same time, people should be treated in a fair way, no matter what religion they belong to.</p>	6	
16e	<p><b>‘Religions should lead the fight for gender equality.’</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Islam teaches all people are equal in the creation of Allah, so men and women are equal and therefore Islam could and should be a forceful religion in the fight for gender equality. However cultural factors can lead the perception that Islam is content with some inequalities; for example in dress which has some support in the Qur’an (Surah 33:59). Muslims often see a clear division of labour in the family which places the woman in the domestic situation. On the other hand Muslim woman have rights in marriage, divorce, inheritance, property, politics and business.</p> <p>Muslims might argue that equality does not mean there can be no differences. Difference in role does not imply a discriminatory attitude. It may actually be considered as respecting difference. After all, biologically the sexes are different and it can be argued that it is wrong to treat them as the same thing. This does not however really accord with the idea of gender equality in the secular mind.</p> <p>Other might go further and take the view that all religions, because of their origins in times of inequality, have structures and attitudes built into them which mean that no matter how hard they try to be on the side of gender equality, their actions and arguments are always flawed or undermined by history</p> <p>Others might say that the fight for gender equality has been won so there is no need to continue the ‘fight.</p> <p>Others might say it is a secular issue and the focus of religion should be on spiritual matters only.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.	SPaG 3	

Question	Answer	Mark	Guidance
17a	<p><b>State the meaning of the term ‘conversion’.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• the adoption of a new religion that differs from the convert's previous religion</li> <li>• Changing from one denomination to another within the same religion</li> </ul> <p>1 mark for a correct response</p>	1	
17b	<p><b>Give two causes of prejudice.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Preconceived ideas which influence judgment</li> <li>• Lack of education</li> <li>• Unwillingness to accept that people are different</li> <li>• Conforming to the views of a social group</li> <li>• Indoctrination</li> </ul> <p>1 Mark for each response</p>	2	
17c	<p><b>Describe one Jewish teaching about equality.</b></p> <p>Responses might include:</p> <p>Jewish teaching about the treatment of strangers in the land implies that all should be treated equally.</p> <p>The scriptures (Prophets) look towards a time of peace and equality</p> <p>Different interpretations of the teaching would lead to different beliefs between the different sects of Judaism and their attitudes towards equality and. For example, on the issue of gender between Reform, Liberal and Orthodox Judaism.</p> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	

Question	Answer	Mark	Guidance
17d	<p><b>Explain why Jews might have different attitudes to other religions.</b></p> <p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>Jews believe everyone should practise their own religion. This is generally considered to be the universal attitude toward other religions in Judaism. Jews respect other religious traditions and demand nothing of non Jews. Hence, their concern is to maintain their own faith and leave others alone. Jews (especially Orthodox) do not seek to convert those of other faiths and often discourage attempts to do so.</p> <p>Other Jews from a more liberal background see that because the moral codes of other religions tend to match the Noachide code means people following those religions are living according to G-d's will, which is all that is needed for a non Jew. As a result some Jews have the attitude that they need to communicate and work with other religions for the benefit of Judaism and mankind generally.</p>	6	
17e	<p><b>'Religions should lead the fight for gender equality.'</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Although the idea of all people being created by God and therefore of equal importance is to be found embedded in the teaching of Judaism, traditional Jewish attitudes towards women can be seen as sexist. This seems to make it difficult for Judaism to lead the fight against gender discrimination as the religion can be seen as discriminatory. For example, the separation of men and women in orthodox synagogues and the fact that only men are bound by the mitzvot.</p> <p>On the other hand Progressive Judaism has reviewed and reinterpreted the scriptures to support their views about equality leading the women taking a full part in all aspects of life and the religion. Secular Jews have been very much in the front of seeking to support the rights of women as evidenced by the attitudes of secular Jews in Israel</p> <p>Jews might argue that equality does not mean there can be no differences. Difference in role does not imply a discriminatory attitude. It may actually be considered as respecting difference. After all, biologically the sexes are different and it can be argued that it is wrong to treat them as the same thing. This does not however really accord with the idea of gender equality in the secular mind.</p>	12	

Question	Answer	Mark	Guidance
	<p>The emphasis on strong family and home life encourages a differentiation of roles amongst some Jews which might be seen as discriminatory.</p> <p>Other might go further and take the view that all religions, because of their origins in times of inequality, have structures and attitudes built into them which mean that no matter how hard they try to be on the side of gender equality, their actions and arguments are always flawed or undermined by history</p> <p>Others might say that the fight for gender equality has been won so there is no need to continue the 'fight.</p> <p>Others might say it is a secular issue and the focus of religion should be on spiritual matters only.</p>		
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.	SPaG 3	

Question	Answer	Mark	Guidance
18a	<p><b>What is the Sing Sabat Movement</b></p> <p>Responses might include:</p> <p>Sing Sabat Movement (1873) has the aim of achieving the spiritual, moral and educational re-awakening of the Sikh people.</p> <p>1 mark for a correct response</p>	1	
18b	<p><b>Give two causes of prejudice.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Preconceived ideas which influence judgment</li> <li>• Lack of education</li> <li>• Unwillingness to accept that people are different</li> <li>• Conforming to the views of a social group</li> <li>• Indoctrination</li> </ul> <p>1 Mark for each response</p>	2	
18c	<p><b>Describe one Sikh teaching about equality.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Sikh teachings refer frequently to equality of all people regardless of caste, race or religion.</li> <li>• 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.</li> <li>• Guru Nanak Dev Ji taught that everyone could achieve liberation from reincarnation.</li> <li>• It is fundamental tenet of Sikhism that it supersedes caste.</li> <li>• Gurus taught the equality of other faiths.</li> <li>• Sikhs believe in the equality of sentient beings.</li> </ul> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	

Question	Answer	Mark	Guidance
18d	<p><b>Explain why Sikhs have positive attitudes to other religions.</b></p> <p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>Sikhism is a religion which promotes religious tolerance. It was founded with the intention of defusing violent disagreement between faiths and it seeks to get behind the individual beliefs of a faith to show the common ground</p> <p>Sikhs believe that Sikhism is the simplest and most straightforward way of realising the presence of God, to be One with Him and attain salvation. However, anyone who truly believes in One God and worships One Almighty God is on the right track.</p> <p>Sikh scriptures, the Guru Granth Sahib Ji, even contain the writings of other faiths within it</p> <p>The langar is a place which welcomes people from all faiths to sit and eat together.</p> <p>The history of Sikhism and of the Gurus, promotes religious tolerance and acceptance of the believers from other faiths.</p> <p>All of this encourages a positive attitude despite the oppression from other religions which is sometimes experienced by Sikhs.</p>	6	
18e	<p><b>‘Religions should lead the fight for gender equality.’</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Sikh teaching emphasises the equality of men and women. This was promoted by Guru Nanak Dev Ji even though at the time this was novel and against the cultural norm. There is no priesthood in Sikhism and men and women can take a full part in worship so gender discrimination is not acceptable and is not promoted. The education of boys and girls, men and women to the highest level is promoted within Sikhism. This suggests that Sikhism is well placed to lead the fight against gender discrimination and that it should.</p> <p>On the other hand, cultural factors often mean that there are differences in the roles of men and women although this may not imply a discriminatory attitude. It may actually be considered as respecting difference. After all, biologically the sexes are different and it can be argued that it is wrong to treat them as the same thing. This does not however really accord with the idea of gender equality in the secular mind.</p> <p>Other might go further and take the view that all religions, because of their origins in times of inequality, have structures and attitudes built into them which mean that no matter how hard they try to be on the side</p>	12	

Question	Answer	Mark	Guidance
	<p>of gender equality, their actions and arguments are always flawed or undermined by history</p> <p>Others might say that the fight for gender equality has been won so there is no need to continue the 'fight.</p> <p>Others might say it is a secular issue and the focus of religion should be on spiritual matters only.</p>		
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		Total 51	

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