

**GCSE**

**Religious Studies B  
(Philosophy and Applied Ethics)**

Unit **B601**: Philosophy of Religion 1

General Certificate of Secondary Education

**Mark Scheme for June 2016**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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## 1. 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.

## 2. 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.

### 3. Subject-specific Marking Instructions

We do not annotate Religious Studies scripts, with the exception of BP (above) and a tick on each page where there are responses present.

#### 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.

## AO1 part (d) question

<b>Level 3</b> <b>5-6</b>	<p>A <b>good</b> answer to the question.</p> <p>Candidates will demonstrate a clear understanding of the question.</p> <p>A fairly complete and full description/explanation/analysis</p> <p>A comprehensive account of the range and depth of relevant material.</p> <p>The information will be presented in a structured format</p> <p>There will be significant, appropriate and correct use of specialist terms.</p> <p>There will be few if any errors in spelling, grammar and punctuation</p>
<b>Level 2</b> <b>3-4</b>	<p>A <b>satisfactory</b> answer to the question.</p> <p>Candidates will demonstrate some understanding of the question.</p> <p>Information will be relevant but may lack specific detail</p> <p>There will be some description/explanation/analysis although this may not be fully developed</p> <p>The information will be presented for the most part in a structured format</p> <p>Some use of specialist terms, although these may not always be used appropriately</p> <p>There may be errors in spelling, grammar and punctuation</p>
<b>Level 1</b> <b>1-2</b>	<p>A <b>weak</b> attempt to answer the question.</p> <p>Candidates will demonstrate little understanding of the question.</p> <p>A small amount of relevant information may be included</p> <p>Answers may be in the form of a list with little or no description/explanation/analysis</p> <p>There will be little or no use of specialist terms</p> <p>Answers may be ambiguous or disorganised</p> <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>

## AO2 part (e) question


<p><b>Level 4</b> <b>10-12</b></p>	<p>A <b>good</b> answer to the question. Candidates will demonstrate a clear understanding of the question. 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 Few, if any errors in spelling, grammar and punctuation</p>	<p><b>Level 2</b> <b>4-6</b></p>	<p>A <b>limited</b> answer to the question. Candidates will demonstrate some understanding of the question. 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 There may be errors in spelling, grammar and punctuation</p>
<p><b>Level 3</b> <b>7-9</b></p>	<p>A <b>competent</b> answer to the question. Candidates will demonstrate a sound understanding of the question. 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 There may be occasional errors in spelling, grammar and punctuation</p>	<p><b>Level 1</b> <b>1-3</b></p>	<p>A <b>weak</b> attempt to answer the question. Candidates will demonstrate little understanding of the question. 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 Errors of grammar, punctuation and spelling may be intrusive</p>
		<p><b>Level 0</b> <b>0</b></p>	<p><b>No evidence submitted or response does not address the question.</b></p>



## Section A

Question	Answer	Mark	Guidance
1a	<p><b>Give the meaning of the term ‘gods’.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Supernatural beings who are worshipped</li> <li>• Beings who have built up good kamma and living in the godly realm</li> <li>• Deities</li> <li>• Beings who have been lulled into a false sense of security</li> </ul> <p>1 mark for response.</p>	1	
1b	<p><b>State two things bodhisattvas might do for Buddhists.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Help people on the path to enlightenment</li> <li>• Help save people from all forms of suffering</li> <li>• Model positive qualities and values for all</li> <li>• Deliberately enter the ‘hell realms’ in order to alleviate pain</li> </ul> <p>1 mark for each response.</p>	2	
1c	<p><b>Describe one Buddhist miracle.</b></p> <p>Responses might include descriptions of the following:</p> <ul style="list-style-type: none"> <li>• An example of a miracle within a religious context</li> <li>• Miracles associated with the Buddha’s life, e.g. he can read minds, he can float in the air, he can pass through solid objects.</li> <li>• Miracles associated with birth of all buddhas past, present and future to show their holiness</li> <li>• An event beyond natural explanation e.g healing meditation such as Reiki</li> <li>• Buddhists reaching nibbana are said to perform miracles such as flying though the air (Theravada Buddhism)</li> </ul>	3	<p>The mark scheme lists some examples but candidates should <b>describe one</b> only. Credit only examples that are connected to the religion and not just everyday life. Credit will not be given for general examples from everyday life e.g. birth of a baby or surviving a car crash.</p>


Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• Buddhas and bodhisattvas perform miracles to help people on the path to enlightenment. (Mahayana Buddhism)</li> <li>• Miracle of the Dharma, the teaching that destroys all sufferings.</li> </ul> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>		
1d	<p><b>Explain why the Buddha is important to Buddhists.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <ol style="list-style-type: none"> <li>1. The Buddha is very important to Buddhists as he taught that the prime aim for people is to seek enlightenment. He achieved enlightenment and provided teachings to help others attain this for themselves. Through his life and example, he demonstrated a personal journey that anyone could attain enlightenment by seeking to stop craving for things. The desire or wishing for anything could be seen as a craving and would be against Buddhist teachings.</li> <li>2. Some may explain in some detail the Three Jewels as the key teachings he left everyone and the impact they have.</li> <li>3. The Buddha was said to have superhuman powers and abilities but because human beings are skeptical he would decline people a miracle when asked for one. He even went on to say that he disliked, rejected and despised them. The Buddha refused to use his superhuman powers and warned that miraculous powers should not be the reason for practising Buddhism. He showed a way to deal with pain and suffering that could be achieved by all.</li> </ol>	6	
1e	<p><b>“Belief in God has no value today”.</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p>	12	<p>It is important that candidates are able to demonstrate religious knowledge and apply it to the <b>value</b> of belief in God or not in <b>today’s society</b>. The ‘value’ part of this statement must be</p>

Question	Answer	Mark	Guidance
	<p>Candidates are likely to agree with this statement because the Buddha refused to talk about whether there is a God or not. Such knowledge does not help people find their way to nibbana, he argued.</p> <p>Candidates may discuss the limited nature of the realm of the gods and their limited ways of intervention. Thus making them of little value to people nowadays.</p> <p>In agreement with this statement, most candidates may explain the most important thing for Buddhists to think about is to find a way to stop desires and cravings as these are the root of suffering. Humans are trapped in the wheel of samsara and need to escape this through good deeds and actions on earth. The Four Noble Truths and The Middle Way may be developed in more detail to show that it is life on earth and how one conducts one's life that is more important, than believing in God or gods.</p> <p>Some may argue that the Buddha left it up to the individual as to whether they believed in god(s) or not and for some Buddhists they do believe in God and therefore they are important to them, possibly from a cultural point of view.</p> <p>Some may discuss the growing rise of secularism in the world, especially in the West and argue that religious beliefs in God have little value to many people. For many people it is living for the moment, as this is the only life one has. That is of more importance, rather than to argue whether one should believe in God or not.</p> <p>Some may argue that the age of science and rationalisation proves that we can explain so much more than we could in the past. Therefore in the past a belief in God would help people to make sense of the world and the universe. This is now no longer the case. It is of little value.</p> <p>Some may discuss the poor spiritual state of people in the world and the negative impact that this seems to have had upon moral values. Therefore turning back to religious beliefs in God could be a way to restore moral behaviours and care of each other.</p> <p>Some may argue that a lot of the troubles in the world are related to religious beliefs and that this is true of history as well. They may argue that they create problems and are of little use in modern times. They suggest that if one got rid of religious beliefs in God, life on earth would be better.</p> <p> Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.</p>	<p>SPaG 3</p>	<p>addressed.</p>

Question	Answer	Mark	Guidance
2a	<p><b>What do Christians mean when they say that God is compassionate?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Sympathetic with others' suffering</li> <li>• Pitying</li> <li>• Caring</li> <li>• Understanding of needs</li> <li>• Tender-hearted</li> <li>• Kindly</li> </ul> <p>1 mark for response.</p>	1	Answers that refer to "loving" or "omnibenevolent" are not acceptable on their own.
2b	<p><b>Give two ways in which the Holy Spirit might influence Christians.</b></p> <p>Responses might include a belief that:</p> <ul style="list-style-type: none"> <li>• Guides</li> <li>• Comforts</li> <li>• Intercedes</li> <li>• Heals</li> <li>• Allows people to 'speak in tongues'</li> </ul> <p>1 mark for each response</p>	2	The nature of the "influence" may be, emotional, intellectual as well as practical in nature.
2c	<p><b>Describe one Christian miracle.</b></p> <p>Responses might include some of the following:</p> <ul style="list-style-type: none"> <li>• An example of a miracle within a religious context</li> <li>• Any example from the Bible, both Old and New Testaments</li> <li>• Any examples provided from pilgrimage centres such as Lourdes and Walsingham where miracles are said to have happened</li> <li>• An event beyond natural explanation e.g. Jesus walking on water</li> </ul>	3	The mark scheme lists some examples but candidates should <b>describe one</b> only. Credit only examples that are connected to the religion and not just everyday life. Credit will not be given for general examples from everyday

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• The creation of the world</li> <li>• Resurrection</li> <li>• Healing miracles</li> <li>• Nature miracles</li> </ul> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>		life e.g. birth of a baby or surviving a car crash.
2d	<p><b>Explain some reasons Christians might give for the existence of God.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Some may explain the rationale behind the different philosophical arguments for the existence of God e.g. ontological, teleological and moral arguments or cite scientific theories as an example of the work of God (first cause). It is to be fully credited if the candidates explain these in detail and demonstrate clear understanding of the different arguments.</p> <p>Some may explain what is meant by spiritual or miraculous experiences that convince people to believe in God. Evidence of the Bible as the Word of God, its history and importance in the Christian community may be explained and cited as a reason for believing in God. Some other candidates may focus upon the life and work of Jesus Christ with the promise of the Holy Spirit convincing people of the reality of God.</p> <p>The upbringing in a Christian family and the influence of parents and cultures within communities may result in people believing there is a God and to not question this.</p> <p>A belief in God provides a psychological comfort to many. It provides meaning and purpose to life. It makes sense of this world and provides hope for the after life. For these reasons many do believe in God.</p>	6	Candidates must recognise that the question asks for <b>reasons</b> . The candidates can get high levels even if they just focus upon the philosophical arguments. But there must be more than one argument explained. Or they can cite different reasons completely. A minimum of two must be included to satisfy the question.


Question	Answer	Mark	Guidance
2e	<p><b>“Belief in God has no value today.”</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>For Christians, belief in God is vital and of huge value. It gives them a reason to live and a way of life. The example of Christ, who pointed his followers towards God, is followed today. The fact that some two thousand years have passed and that Christianity is the largest religion in the world, that a third of the world’s population is Christian, is in itself evidence belief in God has great value to many nowadays.</p> <p>The saving and redemptive nature of the work of Christ on the cross may be developed to explain the value of Christ to Christians. It helps people come to terms with their wrong doing, guilt and sinfulness and to find a way forward that gives hope and a belief that there is life after death.</p> <p>Some may explain the importance and value of the resurrection of Christ to followers of Jesus, as a way to show there is eternal life, and that people need to believe in this to secure eternal life. That gives people great hope that there is another life and that is of great value and comfort too.</p> <p>Some may discuss the growing rise of secularism in the world, especially in the West and argue that a religious belief in God has little value to many people. For many people it is living for the moment, as this is the only life one has; that is of more importance rather than to argue whether one should believe in God or not.</p> <p>Some may argue that the age of science and rationalisation proves that we can explain so much more than we could in the past. Therefore in the past a belief in God would help people to make sense of the world and the universe. This is now no longer the case. It is of little value.</p> <p>Some may discuss the poor spiritual state of people in the world and the negative impact that this seems to have had upon moral values. Therefore turning back to religious beliefs in God could be a way to restore moral behaviours and care of each other.</p>	12	<p>It is important that candidates are able to demonstrate religious knowledge and apply it to the <b>value</b> of belief in God or not in <b>today’s society</b>. The ‘value’ part of this statement must be addressed.</p>

Question	Answer	Mark	Guidance
	<p>Some may argue that a lot of the troubles in the world are related to religious beliefs and that this is true of history as well. They may argue that they create problems and of little use in modern times. They suggest that if one got rid of religious beliefs in God life on earth would be better.</p> <p>Some may argue that a lot of the troubles in the world are related to religious beliefs and that this is true of history as well. They may argue that they create problems and are of little use in modern times. They suggest that if one got rid of religious beliefs in God, life on earth would be better.</p> <p> Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.</p>	SPaG 3	
3a	<p><b>What is meant by the term ‘trimurti’?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Three key aspects of Brahman</li> <li>• Three forms of the one Supreme Spirit</li> <li>• Three Gods</li> </ul> <p>1 mark for response.</p>	1	
3b	<p><b>Give two ways in which Rama might influence Hindus.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• As the best example of the ideal son</li> <li>• As the best example of the ideal father</li> <li>• As the best example of ideal king/ideal human</li> <li>• To show people how to live, based upon principles and not possessions</li> <li>• To set very high moral standards for Hindus to emulate</li> </ul> <p>1 mark for each response</p>	2	

Question	Answer	Mark	Guidance
3c	<p><b>Describe one Hindu miracle.</b></p> <p>Responses might include some of the following:</p> <ul style="list-style-type: none"> <li>• An example of a miracle within a religious context</li> <li>• Any example from the countless examples of miracles in Hinduism from the most ancient of times right to the present day e.g. the ocean allowing a floating bridge to be built on itself to let the armies of Lord Rama cross; child Prahlad</li> <li>• The creation of the world</li> <li>• The Hindu Milk Miracle of September 21st 1995</li> <li>• Someone able to manifest use of supernormal powers (<i>siddhi</i>) through meditation and physical austerities.</li> </ul> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	<p>The mark scheme lists some examples but candidates should <b>describe one</b> only. Credit only examples that are connected to the religion and not just everyday life. Credit will not be given for general examples from everyday life e.g. birth of a baby or surviving a car crash.</p>
3d	<p><b>Explain some reasons Hindus might give for the existence of God.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Some may explain the rationale behind the different philosophical arguments for the existence of God e.g. ontological, teleological and moral arguments or cite scientific theories as an example of the work of God (first cause).</p> <p>Some may explain what is meant by spiritual or miraculous experiences that convince people to believe in God.</p> <p>For many Hindus the existence of the universe is evidence of a God and therefore reason to believe. Evidence from their sacred writings and texts may be explained and cited as a reason for believing in God. Some other candidates may focus upon the historical evidence in the life and work of incarnations of the Trimurti through avatars.</p> <p>The upbringing in a Hindu family and the influence of parents and cultures within communities may result in people believing there is a God and to not question this.</p>	6	<p>Candidates must recognise that the question asks for <b>reasons</b>. The candidates can get high levels even if they just focus upon the philosophical arguments. But there must be more than one argument explained. Or they can cite different reasons completely. A minimum of two must be included to satisfy the question.</p>




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	<p>A belief in God provides a psychological comfort to many. It provides meaning and purpose to life. It makes sense of this world and provides hope for the after life. For these reasons many do believe in God.</p>		
3e	<p><b>“Belief in God has no value today.”</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Hinduism in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Candidates are likely to disagree with this statement if they are Hindu. Many believe that there are many gods manifesting themselves as aspects of the Ultimate Reality. This concept helps Hindus make sense of the world in which they live. They also believe in reincarnation and this provides hope that eventually, after multiple rebirths they will reach moksha. This is of great value to people. It makes sense of the meaning and purpose for living. They may explain the meaning of Ultimate Reality or Supreme Spirit as God. Believing in God/deities gives structure in life to pray and praise.</p> <p>Candidates may explain the three key aspects of the Trimurti and that Hindus believe in many universes. They believe that the Supreme Spirit is in all things and in many places. Therefore it helps them to put into perspective the important things in life and the less important things in life e.g. materialism.</p> <p>Some may discuss the growing rise of secularism in the world, especially in the West and argue that religious beliefs in God have little value to many people. For many people it is living for the moment, as this is the only life one has; that is of more importance rather than to argue whether one should believe in God or not.</p> <p>Some may argue that the age of science and rationalisation proves that we can explain so much more than we could in the past. Therefore in the past a belief in God would help people to make sense of the world and the universe. This is now no longer the case. It is of little value.</p> <p>Some may discuss the poor spiritual state of people in the world and the negative impact that this seems to have had upon moral values. Therefore turning back to religious belief in God could be a way to restore moral behaviours and care of each other.</p>	12	<p>It is important that candidates are able to demonstrate religious knowledge and apply it to the <b>value</b> of belief in God or not in <b>today’s society</b>. The ‘value’ part of this statement must be addressed.</p>

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	<p>Some may argue that a lot of the troubles in the world are related to religious beliefs and that this is true of history as well. They may argue that they create problems and of little use in modern times. They suggest that if one got rid of religious beliefs in God, life on earth would be better.</p> <p>Some may argue that a lot of the troubles in the world are related to religious beliefs and that this is true of history as well. They may argue that they create problems and are of little use in modern times. They suggest that if one got rid of religious beliefs in God life on earth would be better.</p> <p> Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.</p>	SPaG 3	
4a	<p><b>What do Muslims mean when they say that Allah is compassionate?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Sympathetic with others' suffering</li> <li>• Pitying</li> <li>• Caring</li> <li>• Understanding of needs</li> <li>• Tender-hearted</li> <li>• Kindly</li> </ul> <p>1 mark for response.</p>	1	Answers that refer to "loving" or "omnibenevolent" are not acceptable on their own.
4b	<p><b>Give two ways in which the teaching of Muhammad ﷺ might influence Muslims.</b></p> <p>Responses might include :</p> <ul style="list-style-type: none"> <li>• Provided the teachings through the Qur'an for Muslims to live by</li> <li>• Help Muslims to submit to the will of Allah</li> <li>• Provides a structure to everyday living</li> <li>• Directs people's thoughts and behaviour towards Allah</li> <li>• Revered Prophet who is listened to because He is Allah's final messenger</li> </ul> <p>1 mark for each response</p>	2	.


Question	Answer	Mark	Guidance
4c	<p><b>Describe one Islamic miracle.</b></p> <p>Responses might include some of the following:</p> <ul style="list-style-type: none"> <li>• An example of a miracle within a religious context</li> <li>• Existence of the universe</li> <li>• Creation of the world</li> <li>• An event beyond natural explanation e.g the recitation of the Qur'an to an illiterate man</li> <li>• Allah's revelation of the Qur'an to Muhammad ﷺ</li> <li>• Stories related to Muhammad's ﷺ life in order that the religion of Islam was protected e.g. Al-Mi'raj – the Ascent</li> </ul> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	<p>The mark scheme lists some examples but candidates should <b>describe one</b> only. Credit only examples that are connected to the religion and not just everyday life. Credit will not be given for general examples from everyday life e.g. birth of a baby or surviving a car crash.</p>
4d	<p><b>Explain some reasons Muslims might give for the existence of Allah.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Some may explain the rationale behind the different philosophical arguments for the existence of Allah e.g. kalam, ontological, teleological and moral arguments or cite scientific theories as an example of the work of Allah (first cause).</p> <p>Some may explain what is meant by spiritual or miraculous experiences that convince people to believe in Allah.</p> <p>For many Muslims the existence of the universe is evidence of Allah and therefore reason to believe. Evidence from the Qur'an and Hadith may be explained and cited as a reason for believing in Allah. The Qur'an is believed to be the exact words of Allah and cannot be changed. Some other candidates may focus upon the life and work of Muhammad ﷺ to explain why they believe in the existence of Allah.</p> <p>The upbringing in a Muslim family and the influence of parents and cultures within communities may result in people believing in Allah and to not question this.</p>	6	<p>Candidates must recognise that the question asks for <b>reasons</b>. The candidates can get high levels even if they just focus upon the philosophical arguments. But there must be more than one argument explained. Or they can cite different reasons completely. A minimum of two must be included to satisfy the question.</p>

Question	Answer	Mark	Guidance
	<p>A belief in Allah provides a psychological comfort to many. It provides meaning and purpose to life. It makes sense of this world and provides hope for the after life. For these reasons many do believe in Allah.</p>		
4e	<p><b>“Belief in God has no value today.”</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>It is likely that candidates will disagree with this statement from a Muslim point of view. It is the Muslims’ belief that Muhammad ﷺ was the final prophet and was showing the world the way to Allah (God). It is a religion that tries to convert followers because of beliefs about Heaven, Hell and the Day of Judgment. Their religious beliefs direct their daily lives and occupations and how they relate to others. It is of great value to Muslims. It makes sense of the world to them and gives them hope that there is a better life to all who submit to the will of Allah.</p> <p>Some may discuss in detail the observance of the Five Pillars to demonstrate the value of believing in Allah today. Indeed it could be argued that a belief in Allah is needed even more nowadays because of the immoral and secular nature of the Western world.</p> <p>Some may discuss the growing rise of secularism in the world, especially in the West and argue that religious beliefs in God have little value to many people. For many people it is living for the moment, as this is the only life one has; that is of more importance, rather than to argue whether one should believe in God or not.</p> <p>Some may argue that the age of science and rationalisation proves that we can explain so much more than we could in the past. Therefore in the past a belief in God would help people to make sense of the world and the universe. This is now no longer the case. It is of little value.</p> <p>Some may discuss the poor spiritual state of people in the world and the negative impact that this seems to have had upon moral values. Therefore turning back to religious beliefs in God could be a way to restore moral behaviours and care of each other.</p>	12	<p>It is important that candidates are able to demonstrate religious knowledge and apply it to the <b>value</b> of belief in God or not in <b>today’s society</b>. The ‘value’ part of this statement must be addressed.</p>

Question	Answer	Mark	Guidance
	<p>Some may argue that a lot of the troubles in the world are related to religious beliefs and that this is true of history as well. They may argue that they create problems and are of little use in modern times. They suggest that if one got rid of religious beliefs in God, life on earth would be better.</p> <p> Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.</p>	SPaG 3	
5a	<p><b>What do Jews mean when they say that G-d is compassionate?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Sympathetic with others' suffering</li> <li>• Pitying</li> <li>• Caring</li> <li>• Understanding of needs</li> <li>• Tender-hearted</li> <li>• Kindly</li> </ul> <p>1 mark for response.</p>	1	Answers that refer to "loving" or "omnibenevolent" are not acceptable on their own.
5b	<p><b>Give two ways in which Jewish scriptures might influence Jews.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Provides a historical perspective to the origins of the Jews</li> <li>• Provides teachings and morals to live by</li> <li>• Guides people in times of trouble</li> <li>• Give rules which must be obeyed</li> <li>• Is studied to find solutions to situations and issues.</li> </ul> <p>1 mark for each response</p>	2	

Question	Answer	Mark	Guidance
5c	<p><b>Describe one Jewish miracle.</b></p> <p>Responses might include some of the following:</p> <ul style="list-style-type: none"> <li>• An example of a miracle within a religious context</li> <li>• Any example from the Torah e.g. the Crossing of the Red Sea, the burning bush, the ten plagues</li> <li>• Existence of the universe</li> <li>• An event beyond natural explanation</li> <li>• Creation of the world</li> <li>• Healing miracles</li> <li>• Nature miracles</li> </ul> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	<p>The mark scheme lists some examples but candidates should <b>describe one</b> only. Credit only examples that are connected to the religion and not just everyday life. Credit will not be given for general examples from everyday life e.g. birth of a baby or surviving a car crash.</p>
5d	<p><b>Explain some reasons Jews might give for the existence of G-d.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Some may explain the rationale behind the different philosophical arguments for the existence of G-d e.g. ontological, teleological and moral arguments or cite scientific theories as an example of the work of G-d (first cause).</p> <p>Some may explain what is meant by spiritual or miraculous experiences that convince people to believe in G-d.</p> <p>For many Jews the existence of the universe is evidence of a G-d and therefore reason to believe. Evidence related to the Torah may be explained and cited as a reason for believing in G-d. The Torah is believed to be G-d's law and cannot be changed. Some other candidates may focus upon the life and work of various prophets such as Abraham and Moses to explain why they believe in the existence of G-d.</p>	6	<p>Candidates must recognise that the question asks for <b>reasons</b>. The candidates can get high levels even if they just focus upon the philosophical arguments. But there must be more than one argument explained. Or they can cite different reasons completely. A minimum of two must be included to satisfy the question.</p>


Question	Answer	Mark	Guidance
	<p>The upbringing in a Jewish family and the influence of parents and cultures within communities may result in people believing there is a G-d and to not question this.</p> <p>A belief in G-d provides a psychological comfort to many. It provides meaning and purpose to life. It makes sense of this world and provides hope for the after life. For these reasons many do believe in G-d.</p>		
5e	<p><b>“Belief in G-d has no value today.”</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>For some Jews this statement may be acceptable. Such Jews who are secular but fiercely proud of being Jewish and wish to preserve their traditions and life style may support this statement. Of greater importance to them is not whether there is a G-d, but how to preserve their identity and traditions in the wake of persistent anti-semitism. Therefore some may be dismissive of religious beliefs.</p> <p>Because of the Holocaust there are some Jews who have come to believe there is no G-d and therefore such religious beliefs in G-d would be meaningless, possibly induce anger in them. Where was G-d in their suffering some may say? Therefore it is of no value to believe in a G-d who does nothing to help the appalling suffering of the people, if He exists.</p> <p>For Orthodox and Reformed Jews they would disagree with the statement. Such belief in G-d gives them their identity as the Covenanted People and they have laws and a way of life that is to be carried on to this day. Therefore it is of value to them.</p> <p>Some may discuss the growing rise of secularism in the world, especially in the West and argue that religious beliefs in G-d have little value to many people. For many people it is living for the moment, as this is the only life one has; that is of more importance rather than to argue whether one should believe in G-d or not.</p>	12	<p>It is important that candidates are able to demonstrate religious knowledge and apply it to the <b>value</b> of belief in God or not in <b>today’s society</b>. The ‘value’ part of this statement must be addressed.</p>

Question	Answer	Mark	Guidance
	<p>Some may argue that the age of science and rationalisation proves that we can explain so much more than we could in the past. Therefore in the past a belief in G-d would help people to make sense of the world and the universe. This is now no longer the case. It is of little value.</p> <p>Some may discuss the poor spiritual state of people in the world and the negative impact that this seems to have had upon moral values. Therefore turning back to religious beliefs in G-d could be a way to restore moral behaviours and care of each other.</p> <p>Some may argue that a lot of the troubles in the world are related to religious beliefs and that this is true of history as well. They may argue that they create problems and are of little use in modern times. They suggest that if one got rid of religious beliefs in G-d, life on earth would be better.</p> <p> Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.</p>	SPaG 3	
6a	<p><b>What do Sikhs mean when they say that Waheguru is compassionate?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Sympathetic with others' suffering</li> <li>• Pitying</li> <li>• Caring</li> <li>• Understanding of needs</li> <li>• Tender-hearted</li> <li>• Kindly</li> </ul> <p>1 mark for response.</p>	1	Answers that refer to "loving" or "omnibenevolent" are not acceptable on their own.
6b	<p><b>Give two ways in which the lives of Gurus might influence Sikhs.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• provide role models for Sikhs</li> <li>• provide teachings to follow</li> </ul>	2	



Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• guide people through life</li> <li>• set up the Khalsa as the path to complete commitment to Waheguru</li> </ul> <p>1 mark for each response</p>		
6c	<p><b>Describe one Sikh miracle.</b></p> <p>Responses might include some of the following:</p> <ul style="list-style-type: none"> <li>• An example of a miracle within a religious context</li> <li>• Story of the poor man Lalo and the rich man Malik Bhago</li> <li>• The creation of the world</li> <li>• An event beyond natural explanation</li> <li>• Existence of the universe</li> <li>• Account from the gurus that show miraculous powers happening e.g. the disappearance of Guru Nanak in the river for three days.</li> </ul> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	<p>The mark scheme lists some examples but candidates should <b>describe one</b> only. Credit only examples that are connected to the religion and not just everyday life. Credit will not be given for general examples from everyday life e.g. birth of a baby or surviving a car crash.</p>
6d	<p><b>Explain some reasons Sikhs might give for the existence of Waheguru.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Some may explain the rationale behind the different philosophical arguments for the existence of Waheguru e.g. ontological, teleological and moral arguments or cite scientific theories as an example of the work of Waheguru (first cause).</p> <p>Some may explain what is meant by spiritual or miraculous experiences that convince people to believe in Waheguru.</p> <p>For many Sikhs the existence of the universe and the whole world is evidence of Waheguru. The immanence of Waheguru could be explained in all things as evidence of Waheguru and therefore reason to believe. Evidence of the existence of the Adi Granth Sahib as the Word of</p>	6	<p>Candidates must recognise that the question asks for <b>reasons</b>. The candidates can get high levels even if they just focus upon the philosophical arguments. But there must be more than one argument explained. Or they can cite different reasons completely. A minimum of two must be included to satisfy the question.</p>

Question	Answer	Mark	Guidance
	<p>Waheguru may be explained and cited as a reason for believing in Waheguru. The Adi Granth Sahib demonstrates the existence of a personal Waheguru and brings together all the teachings of the gurus.</p> <p>The upbringing in a Sikh family and the influence of parents and cultures within communities may result in people believing in Waheguru and to not question this.</p> <p>A belief in Waheguru provides a psychological comfort to many. It provides meaning and purpose to life. It makes sense of this world and provides hope for the after life. For these reasons many do believe in Waheguru.</p>		
6e	<p><b>“Belief in God has no value today.”</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Sikhism in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Candidates are likely to disagree with this statement from a Sikh perspective. Sikhs believe that God (Waheguru) is in everything and they can have a personal relationship with God. This is essential Sikh philosophy and helps them make sense of the world and give a way to live their lives. Therefore it is of value to have a religious belief in God (Waheguru).</p> <p>For some it is so important and of great value that they will take a further course of commitment by joining the Khalsa and outwardly show the value of believing in God by wearing the Five Ks. Candidates may elaborate more upon the way in which the immanence of God (Waheguru) influences their worship, music, daily living. Their ultimate goal in life is to achieve union with God (Waheguru) and become totally dependent upon God (Waheguru). This gives them purpose and direction for their lives. It is of great value and importance to Sikhs.</p> <p>Some may discuss the growing rise of secularism in the world, especially in the West and argue that religious beliefs in God have little value to many people. For many people it is living for the moment, as this is the only life one has; that is of more importance, rather than to argue whether one should believe in God or not.</p>	12	<p>It is important that candidates are able to demonstrate religious knowledge and apply it to the <b>value</b> of belief in God or not in <b>today’s society</b>. The ‘value’ part of this statement must be addressed.</p>


Question	Answer	Mark	Guidance
	<p>Some may argue that the age of science and rationalisation proves that we can explain so much more than we could in the past. Therefore in the past a belief in God would help people to make sense of the world and the universe. This is now no longer the case. It is of little value.</p> <p>Some may discuss the poor spiritual state of people in the world and the negative impact that this seems to have had upon moral values. Therefore turning back to religious beliefs in God could be a way to restore moral behaviours and care of each other.</p> <p>Some may argue that a lot of the troubles in the world are related to religious beliefs and that this is true of history as well. They may argue that they create problems and are of little use in modern times. They suggest that if one got rid of religious beliefs in God, life on earth would be better.</p> <p> Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.</p>	<p>SPaG 3</p>	

## Section B

Question	Answer	Mark	Guidance
7a	<p><b>Give one example of a Buddhist festival.</b></p> <ul style="list-style-type: none"> <li>• Wesak</li> <li>• Asala Puja</li> <li>• Magha Puja</li> <li>• Poson</li> </ul> <p>1 mark for response.</p>	1	
7b	<p><b>Give two uses of symbols in Buddhist worship.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• To represent key beliefs</li> <li>• To communicate spiritual and religious ideas</li> <li>• To encourage physical actions to represent honour, humility, submission or show respect e.g. prostration in front of a statue of the Buddha</li> <li>• Giving gifts such as food, flowers to a Buddharupa</li> <li>• To help meditations or praying through designing and making mandalas</li> <li>• Specific use of symbols e.g. lighting incense sticks to involve all the senses</li> </ul> <p>1 mark for each response</p>	2	<p>Note it is not expected candidates should explain the meaning of the symbol or to name them. Credit can be given for generic usage as long as it is accurate to that particular religion, as well as specific examples.</p>
7c	<p><b>Describe one form of worship in the home.</b></p> <p>Responses might include descriptions of:</p> <ul style="list-style-type: none"> <li>• Forms of meditation</li> <li>• Reading or chanting from holy books</li> <li>• Paying homage before the Buddha statue at a home shrine</li> <li>• Gifts offered to the Buddha which may include food, flowers decorations and incense in the shrine room</li> </ul>	3	

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• Family recite the Three Refuges and the five precepts before the image</li> <li>• Details about a festival such as observing Wesak or other traditions' festivals may be cited</li> </ul> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>		
7d	<p><b>Explain how meditation might help some Buddhists.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Meditation helps Buddhists focus their attention and mind on the Buddha's teachings. This is because the Buddha taught that it is the way to reach nibbana; it is not through worship of the Buddha himself, but through devotion or meditating upon the Buddha's teachings/rules. Buddhists meditate upon the Three Refuges and 5 Precepts both individually and communally. They may explain how meditating on texts from sacred writings emphasise the importance of meditation, to give worth to the teachings of the Buddha.</p> <p>Meditation is a defining feature of Buddhism and most schools of Buddhism practise it. It is a method to get people to see the world differently, to control cravings, change attitudes and work towards enlightenment.</p> <p>Some may explain the individual benefit of meditation, to allow the Buddhist to deepen their commitment to the Buddhist rules. They may elaborate upon different forms of meditation such as one 'samatha' for the development of concentration and secondly 'vipassana' for the development of insight.</p> <p>Meditation helps Buddhist monks and the Sangha to enhance their faith. It is hoped that through meditation people will see clearly the reality of the Buddha's teaching.</p> <p>In Mahayana Buddhism meditation and prayers may be said to the Buddha and bodhisattvas for help on their path to nibbana.</p>	6	Candidates who list types of prayer alone will not be able to achieve higher levels. They must apply <b>how</b> meditation helps, giving examples, demonstrating their understanding of application of beliefs.


Question	Answer	Mark	Guidance
	<p>Candidates may explain how meditation in the home helps families and individuals. It brings families close together. It stops people being selfish and craving for material possession. Each family home is likely to have small shrines to help people meditate, though it is possible to mediate without any aids.</p> <p>Meditation helps relieve suffering and put things into context.</p>		
7e	<p><b>“You don’t need to go to a vihara to worship.”</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Candidates are likely to agree with this statement from a Buddhist perspective. For most Buddhists in this country they will have possible routines to meditate and reflect upon the Buddhist teachings as and when they want to. Candidates may discuss the meaning of the concept of worship and, that for some Buddhists it is not about praising any figure and therefore going to any religious place is not necessary.</p> <p>Candidates may argue that the Buddha did not expect them to worship any divine being but rather reflect upon his teachings, the importance of personal meditation and their inner journey to enlightenment. In that respect it is a personal and private action and for many it is done privately, not with lots of other people or in a vihara.</p> <p>Candidates could describe worship at home, at a small shrine and point out that the majority of Buddhists worship there. They may describe the differences between the monks and the laity and forms of worship. For Buddhist monks it would be necessary to go to a vihara, as that is where they live and practice their faith. It may be argued that those who live near a vihara may go to worship on festival days or special occasions. Most lay Buddhists will have their own shrine room in their own home and worship there or go to a centre where other Buddhists meet.</p> <p>Candidates may describe the similar kinds of worship that happen in both the home and vihara emphasising it is not necessary to go a vihara to worship.</p>	12	

Question	Answer	Mark	Guidance
	<p>Candidates may discuss differences between private and public worship but it must be connected to the building identified in the question.</p> <p>Some may argue that one should go to a vihara at times because it reinforces the sense of community of Buddhists and it can deepen one spiritually being with others, especially monks who have devoted their lives to Buddhism and live in such a simplistic manner. Going to a vihara and experiencing worship there may deepen one's faith and help put into practice the teachings of the Buddha and become more Buddha-like.</p> <p>From a secular view point, candidates may argue that worship of any kind is meaningless and pointless in today's world. It leads people away from the realities of life and is not rational.</p> <p>Others may contrast other forms of worship with other religions and say how important it is to go to a place of worship to strengthen the whole community of believers. Buddhists should do the same.</p> <p> Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.</p>	<p>SPaG 3</p>	
8a	<p><b>Give one example of a Christian festival.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Holy Communion/Mass/Eucharist</li> <li>• Easter</li> <li>• Christmas</li> <li>• Advent</li> <li>• Harvest</li> </ul> <p>1 mark or response</p>	1	
8b	<p><b>Give two uses of symbols in Christian worship.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• To represent key beliefs</li> <li>• To communicate spiritual and religious ideas</li> <li>• To light candles to represent prayers</li> </ul>	2	<p>Note: it is not expected candidates should explain the meaning of the symbol or to name them. Credit can be given for generic usage as long as</p>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• To give praise and honour e.g. genuflecting in front of crosses</li> <li>• Crossing oneself on entry to a church</li> <li>• Using water in baptism</li> <li>• Eating and drinking bread and wine</li> <li>• Wearing symbols such as a cross</li> </ul> <p>1 mark for each response</p>		<p>it is accurate to that particular religion, as well as specific examples.</p> <p>Candidates must refer <b>two</b> uses but these may refer to just <b>one</b> symbol.</p>
8c	<p><b>Describe one form of worship in the home.</b></p> <p>Responses might include descriptions of:</p> <ul style="list-style-type: none"> <li>• Saying grace before a meal</li> <li>• Reading and studying the Bible in a house group</li> <li>• Praying and singing hymns</li> <li>• Quiet reflection time on one's own</li> </ul> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	
8d	<p><b>Explain how prayer might help some Christians.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Candidates could explain different types of prayer, both individually and communally, explaining how prayer helps Christians develop a more personal relationship to God by praising God, confessing their sins to God and thanking God. Prayer is a form of communication with God and it helps Christians worship God.</p> <p>Saying prayers helps Christians to follow the example of Jesus, who regularly went off to pray and taught his followers not only how and when to pray, but what to pray for, through the Lord's Prayer.</p>	6	<p>Candidates who list types of prayer alone will not be able to achieve higher levels. They must apply <b>how</b> prayer helps, giving examples, demonstrating their understanding of application of beliefs.</p>




Question	Answer	Mark	Guidance
	<p>Candidates may explain how praying the Lord's Prayer together unites Christians all over the world, as well in their community, both past, present and in the future.</p> <p>Candidates may develop their answer from various denominational approaches to prayer e.g. Quakers and praying in silence, various liturgies by the Catholic or Orthodox traditions or praying in tongues in Pentecostal churches. This may result in detailed explanations about how these different forms of prayer help various denominations.</p> <p>Through prayer Christians deepen their faith in God and prayers get answered. Some candidates may talk about the power of prayer, e.g. miracles happening as answers to prayers.</p>		
8e	<p><b>“You don't need to go to a church to worship God.”</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Some candidates may disagree with this statement and argue that worshipping together on a regular basis and remembering key events in the life of Christ throughout the year helps strengthen the beliefs of the Christians and acts as a witness to others about the claims of Christianity. Therefore one should go to church regularly. Christianity is a religion that believes in converting others. The Church has grown from the early apostles into a community that reaches out to others. Hence going to church is important.</p> <p>Some candidates may discuss the original meaning of the word 'church' and argue that one does not need a special building to go to church, as it means the 'body of Christian believers'. Therefore what is important is to meet and worship together but it could be anywhere. Most people will assume the statement is talking about a building known as a church and argue whether one should go there or not.</p> <p>Some candidates may talk about the value of private worship at home and collective worship, both of which are valuable and needed by Christians. Therefore you can worship God anywhere, not just in a church. Candidates may discuss differences and between private</p>	12	

Question	Answer	Mark	Guidance
	<p>versus public worship but it must be connected to the building identified in the question.</p> <p>Some may discuss the differences between the denominations and the importance of sacraments to certain groups and the need to attend church for repentance and forgiveness, for example, but others could argue that God is everywhere and can be worshipped anywhere in an different ways. Some could discuss the benefits of going to church on a regular basis and how that strengthens one's beliefs and understanding of the religion, thus arguing it is needed.</p> <p>Some may discuss other ways of worshipping God. One does not need to go to a building, but prayer at home or live according to the teachings of Jesus, giving to charity, reading and studying the Bible would be others ways to worship God.</p> <p>From a secular view point candidates may argue that worship of any kind is meaningless and pointless in today's world. It leads people away from the realities of life and is not rational.</p> <p>Others may contrast other forms of worship with other religions and argue that who is to say that a church is the only place one can worship God, when other religions make that claim e.g. Jews and a synagogue or Muslims and a mosque.</p> <p> Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.</p>	<p>SPaG 3</p>	
9a	<p><b>Give one example of a Hindu festival.</b> Responses might include:</p> <ul style="list-style-type: none"> <li>• Divali</li> <li>• Holi</li> <li>• Dussehra</li> </ul> <p>1 mark for a response.</p>	1	


Question	Answer	Mark	Guidance
9b	<p><b>Give two uses of symbols in Hindu worship.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• To represent key beliefs</li> <li>• To communicate spiritual and religious ideas</li> <li>• Offering food to murtis</li> <li>• Using a puja tray</li> <li>• Ringing bells</li> <li>• Dressing the murtis daily</li> <li>• Dancing</li> <li>• Chanting</li> <li>• Lighting diva lamps</li> </ul> <p>1 mark for each response</p>	2	<p>Note it is not expected candidates should explain the meaning of the symbol or to name them. Credit can be given for generic usage as long as it is accurate to that particular religion, as well as specific examples.</p>
9c	<p><b>Describe one form of worship in the home.</b></p> <p>Responses might include descriptions of:</p> <ul style="list-style-type: none"> <li>• Offering a puja in the shrine room</li> <li>• Praying and chanting</li> <li>• Yoga and meditation</li> <li>• Offering hospitality to all and especially needy people</li> <li>• Reading sacred books together</li> </ul> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	
9d	<p><b>Explain how prayer might help some Hindus.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p>	6	<p>Candidates who list types of prayer alone will not be able to achieve higher levels. They must apply <b>how</b> prayer helps, giving</p>

Question	Answer	Mark	Guidance
	<p>Prayer in Hindu family worship is very important. It is one of the five daily duties of all Hindu families. Therefore it binds family members together and makes them a very close knit group.</p> <p>Whether praying in a mandir, or at home, families will pray and meditate by chanting the name of a God repeatedly and saying the daily prayer "Let us meditate on the glorious light of the creator. May he guide our minds and inspire us with understanding." This helps Hindus root their life in Brahman who can guide them in life.</p> <p>Praying is regarded as a mystical experience that helps the person to concentrate their mind on God. It is a form of worship and helps people connect to God.</p> <p>When praying Hindus experience the presence of God which gives insight and freedom from desire and evil. So it is a very important feature of Hinduism to meditate and pray. In that way they achieve good karma and hence progress towards moksha.</p>		examples, demonstrating their understanding of application of beliefs.
9e	<p><b>"You don't need to go to a mandir to worship God."</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Hinduism in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Candidates are likely to agree with this statement and explain that for most Hindus worship happens in the home. They are likely to explain what happens there and point out that the family is the basic unit of Hindu society and is the custodian of its traditions and customs. Therefore one does not need to go to a mandir to worship God. Most will worship at home in their own shrine room.</p> <p>On the other hand, going to worship in a mandir has a positive impact upon the worshippers as it can reinforce a sense of community and unite believers in a common aim. Coming together can strengthen one's faith and it can make the worship more spectacular and visual. Some may discuss the festivals and their importance to Hindus, which can be more relevant and meaningful if one shares in them with a group at a mandir. Festivals such as Divali or Holi would be such examples.</p>	12	

Question	Answer	Mark	Guidance
	<p>For many Hindus away from India, going to a local mandir may be a very important way of preserving their traditions and beliefs. Therefore some may disagree with the statement.</p> <p>Other reasons why one does not need to go to a mandir to worship is because of the many different deities that Hindus can choose to worship. It is up to each family to decide whom they worship. Therefore they will worship at home focusing upon their particular deity.</p> <p>Candidates may discuss differences between private and public worship but it must be connected to the building identified in the question.</p> <p>Because Hinduism is a way of life, they may argue that every day is a form of worship and therefore it is not needed to go to a mandir to worship God. Respect for life (ahimsa) or following one's dharma could be argued as more important than going to a mandir.</p> <p>From a secular view point candidates may argue that worship of any kind is meaningless and pointless in today's world. It leads people away from the realities of life and is not rational.</p> <p>Others may contrast other forms of worship with other religions and argue that who is to say that one has to worship in any building and which religion is right.</p> <p> Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.</p>	<p>SPaG 3</p>	
10a	<p><b>Give one example of an Islamic festival.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Eid-ul-Adha</li> <li>• Eid-ul-Fitr</li> </ul> <p>1 mark for a response</p>	1	

Question	Answer	Mark	Guidance
10b	<p><b>Give two uses of symbols in Muslim worship.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• To represent key beliefs</li> <li>• To communicate spiritual and religious ideas</li> <li>• To express meaning and beauty of sacred texts and buildings in the form of calligraphy</li> <li>• Washing hands and body as an act of purity</li> <li>• Wearing modest clothes</li> <li>• Using prayer beads to pray</li> <li>• Chanting</li> <li>• Doing physical actions such as prostrations, rakah etc.</li> <li>• Using a prayer mat to worship on 'clean' ground</li> </ul> <p>1 mark for each response</p>	2	<p>Note it is not expected candidates should explain the meaning of the symbol or to name them. Credit can be given for generic usage as long as it is accurate to that particular religion, as well as specific examples.</p>
10c	<p><b>Describe one form of worship in the home.</b></p> <p>Responses might include descriptions of:</p> <ul style="list-style-type: none"> <li>• Daily prayers facing the Ka'bah</li> <li>• Preparation of certain foods e.g. halal meat</li> <li>• Reading and studying the Qu'ran</li> <li>• Rites of passage carried out in the home e.g. the welcome of a new born child in the family</li> </ul> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	
10d	<p><b>Explain how prayer might help some Muslims.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>It is likely that candidates will explain that Islam is about submitting oneself to the will of Allah and wherever Muslims are in the world they are expected to follow the Five Pillars of Islam, one</p>	6	<p>Candidates who list types of prayer alone will not be able to achieve higher levels. They must apply <b>how</b> prayer helps, giving examples, demonstrating their understanding of</p>

Question	Answer	Mark	Guidance
	<p>of which is compulsory praying (Salat). Men, women and children over 12 years of age are expected to pray every day. In that way it unites the community all over the world and enhances one's faith in Allah. Prayer helps people to submit to the will of Allah.</p> <p>Candidates may explain how the Jummah prayers on a Friday morning and the Shahadah which is said daily are vital for a Muslim to worship Allah. This rhythmic action and discipline of daily prayer is a way of showing devotional worship to Allah. It reinforces a faith to Allah, as well as reinforces a sense of unity and worldwide community amongst Muslims.</p> <p>Candidates may explain how different forms of prayer help different people e.g. Du'ah prayers and Salat and the differences between the sexes as regards praying and worship.</p> <p>It helps Muslims connect to the past, present and future generations of believers and gives them a feeling of identity worldwide.</p> <p>It helps Muslims put into context what is the most important thing in life i.e. to submit to Allah over and above all else.</p>		application of beliefs.
10e	<p><b>“You don't need to go to a mosque to worship Allah.”</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>It is likely that candidates will disagree with this statement from a Muslim point of view. Wherever there are Muslims, one will find a mosque. There are calls to prayer daily from the muezzin and Muslims are expected to attend the mosque if they can, especially on Friday for the Jummah prayers. Candidates are likely to discuss the importance of attending the mosque and for children to learn to read the Qur'an in Arabic and learn about other ways to live a good Muslim life; for Muslim men the importance of attending the mosque is very important.</p> <p>For many the mosque is more than a place of worship. It is a school and a social place and so going to the mosque is vital. It is where they can practise their religion and worship Allah freely.</p> <p>Candidates may argue how important worship of Allah is to a Muslim and the links to the Five</p>	12	


Question	Answer	Mark	Guidance
	<p>Pillars of Islam. Such worship of Allah shows humbleness and total dedication to the will of Allah.</p> <p>Candidates may discuss differences between private and public worship but it must be connected to the building identified in the question.</p> <p>On the other hand some candidates may argue that one can worship Allah anywhere as long as there is a clean piece of ground and one can face in the direction of Makkah. All Muslims try their utmost to pray/worship five times a day but not all can get to a mosque to worship. Therefore although it is encouraged to attend the mosque is it not necessary all of the time to go to a mosque to worship Allah.</p> <p>Others may talk about other ways to worship Allah, other than attending prayers at a mosque. The Hajj and Fast at Ramadan are equally important to Muslims to worship Allah. Therefore some may argue that there are other things that are just as needed to worship Allah, as well as attending the local mosque.</p> <p>From a secular view point candidates may argue that worship of any kind is meaningless and pointless in today's world. It leads people away from the realities of life and is not rational.</p> <p>Others may contrast other forms of worship with other religions and argue that who is to say that a mosque is the only place one can worship Allah when other religions make that claim e.g. Jews and a synagogue or Christians in a church.</p> <p> Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.</p>	<p>SPaG 3</p>	
11a	<p><b>Give one example of a Jewish festival.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Shabbat</li> <li>• Rosh Hashanah</li> <li>• Pesach</li> <li>• Purim</li> <li>• Sukkot</li> </ul>	1	



Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• Shavuot</li> <li>• Hanukah</li> </ul> <p>1 mark for a response</p>		
<b>11b</b>	<p><b>Give two uses of symbols in Jewish worship.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• To represent key beliefs</li> <li>• To communicate spiritual and religious ideas</li> <li>• Wearing specialist items of clothing in obedience to G-d</li> <li>• Preparing foods at certain times in certain ways e.g kosher food.</li> <li>• Doing physical actions such as carrying the Torah scrolls round the synagogue</li> <li>• Lighting menorah</li> <li>• Eating specialist foods at festival times</li> <li>• To emphasise the importance of communities e.g. family gatherings at Shabbat</li> <li>• To express the importance of obedience to G-d e.g. preparing for Shabbat</li> </ul> <p>1 mark for each response</p>	2	<p>Note it is not expected candidates should explain the meaning of the symbol or to name them. Credit can be given for generic usage as long as it is accurate to that particular religion, as well as specific examples.</p>
<b>11c</b>	<p><b>Describe one form of worship in the home.</b></p> <p>Responses might include descriptions of:</p> <ul style="list-style-type: none"> <li>• Weekly observance of Shabbat in the home on Friday evening</li> <li>• Daily prayers</li> <li>• Grace before meals</li> <li>• Studying sacred texts</li> <li>• Wearing certain clothes at certain times</li> <li>• Celebrating a festival e.g. Pesach</li> <li>• Keeping a kosher kitchen</li> <li>• Observing a rites of passage in the family e.g. rituals associated with death of a loved one -sitting shiva</li> </ul>	3	


Question	Answer	Mark	Guidance
	<p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>		
11d	<p><b>Explain how prayer might help some Jews.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Candidates may explain how Judaism is a way of life. Celebrating Shabbat every Friday evening and Saturday and visiting the local synagogue, if possible, are very important to Jews. During such times, ritual prayers are said and blessings are asked for or thanks are given to G-d. So prayer helps Jews connect and develop further their covenant relationship with G-d.</p> <p>Candidates could explain that Jews are expected to pray three times a day or pray at any time and any place as well. When so doing it helps them to put G-d first in their lives. Private supplications may be included in their prayers. It helps them to be thankful for the many blessings they have received, acknowledging that G-d is in their everyday lives and it helps them realise that in all places life is sacred and should be hallowed.</p> <p>Candidates may explain the importance of the Siddur and other Jewish daily prayer books to support forms of worship of G-d. It is part of the ten commandments and it reinforces Jewish identity.</p> <p>Some candidates may describe the special clothing worn at prayer times, reflecting the importance of the covenant relationship to Jews and their obedience to G-d, as they are following the commandments from the Torah to wear these items.</p> <p>Some credit must be given if candidates raise detail about different sects of Judaism and their ways of praying e.g. either using Hebrew or vernacular language, the role of men and women at prayer in the synagogue etc.</p>	6	<p>Candidates who list types of prayer alone will not be able to achieve higher levels. They must apply <b>how</b> prayer helps, giving examples, demonstrating their understanding of application of beliefs.</p>

Question	Answer	Mark	Guidance
11e	<p data-bbox="331 215 1099 247"><b>“You don’t need to go to a synagogue to worship G-d.”</b></p> <p data-bbox="331 284 1509 347"><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</b></p> <p data-bbox="331 384 1099 448">Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p data-bbox="331 485 1547 651">Some candidates may agree with the statement and point out that Jews are a scattered family all over the world. Also there are different sects of Jews, some more devout than others. Depending upon one’s degree of religious commitment to Judaism will determine how important attending a synagogue is to one, to worship God. For some Jews attendance at a synagogue is obligatory.</p> <p data-bbox="331 687 1491 783">Some Jews are secular Jews. They are more concerned with preserving their identity and customs and do not believe in G-d. Therefore going to a synagogue is not needed. Worshipping G-d is not needed.</p> <p data-bbox="331 820 1565 986">However, for most religious Jews, synagogues are very important places of worship, studying and socialising. Candidates are likely to explain the importance for Jewish men of going to synagogue for weekly services and festivals. The importance of the Ark and the Torah scrolls is likely to be developed and provide a reason why Jews would say they need to go to the synagogue to worship G-d. It is the only place where they can see and hear the words of G-d.</p> <p data-bbox="331 1023 1541 1189">On the other hand, many Jews worship at home. The home is the bridge between the religion and the race. It is the backbone of the observances and customs of the faith. In that respect it could be argued that the home and family are more important and needed, than going to a synagogue to worship G-d. Indeed in their history Jews have many times been dispersed all over the world and do not have a synagogue to go to worship.</p> <p data-bbox="331 1225 1451 1289">Candidates may discuss differences between private and public worship but it must be connected to the building identified in the question.</p> <p data-bbox="331 1326 1543 1390">On the other hand it could argued that for many Jews who are unable to get to Jerusalem for some of the pilgrim festivals the local synagogue is the nearest thing to be able to fulfil certain</p>	12	

Question	Answer	Mark	Guidance
	<p>mitzvot associated with key festivals. Therefore going into the synagogue on key festivals is very important and needed.</p> <p>Some may argue that going to worship at a synagogue strengthens the faith of the community and helps successive generations come to understand the importance of worshipping G-d. Therefore it is needed.</p> <p>From a secular view point candidates may argue that worship of any kind is meaningless and pointless in today's world. It leads people away from the realities of life and is not rational.</p> <p>Others may contrast other forms of worship with other religions and argue that who is to say that a synagogue is the only place one can worship G-d, when other religions make that claim e.g. Christians in a church or Muslims and a mosque.</p> <p> Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.</p>	<p>SPaG 3</p>	
12a	<p><b>Give one example of a Sikh festival.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Baisakhi</li> <li>• Diwali (Diwali)</li> <li>• Hola Mohalla</li> <li>• Gurburbs</li> <li>• Melas</li> </ul> <p>1 mark for response</p>	1	
12b	<p><b>Give two uses of symbols in Sikh worship.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• To represent key beliefs</li> <li>• To communicate spiritual and religious ideas</li> </ul>	2	<p>Note it is not expected candidates should explain the meaning of the symbol or to name them. Credit can be given for generic usage as long as</p>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• Wearing specialist clothing to show commitment</li> <li>• Waving the chauri</li> <li>• Providing a special room within the gurdwara to house the Guru Granth Sahib Ji</li> <li>• Offering and sharing food to symbolise equality</li> </ul> <p>1 mark for each response</p>		it is accurate to that particular religion, as well as specific examples.
12c	<p><b>Describe one form of worship in the home.</b></p> <p>Responses might include descriptions of :</p> <ul style="list-style-type: none"> <li>• Reading a studying the Sikh sacred book</li> <li>• Studying the Guru Granth Sahib Ji</li> <li>• Praying together</li> <li>• Meditate on Waheguru</li> <li>• Singing sacred songs together</li> </ul> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	
12d	<p><b>Explain how prayer might help some Sikhs.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Candidates may explain how by following Guru Nanak’s teachings about prayer, it frees them to worship God any place and time. He also taught that all people are equal in the eyes of God and that what is important is to follow God’s path. So actions and praying together are very important. Nanak taught that Sikhs can pray wherever and whenever they want.</p> <p>Candidates may explain how prayer is a spiritual experience between oneself and God. It is a spiritual and inward experience. In that way, through prayer, the worshipper relates to God. Nothing must hinder this. The core of Sikh worship is praying and meditating on God.</p>	6	Candidates who list types of prayer alone will not be able to achieve higher levels. They must apply <b>how</b> prayer helps, giving examples, demonstrating their understanding of application of beliefs.


Question	Answer	Mark	Guidance
	<p>Some may explain how having set times of prayer either at the home or in the gurdwara puts God at the centre of their lives and reinforces His importance to them.</p> <p>Praying and meditating on the name of God, known as nam, is central to Sikh worship. Such prayers proclaim the oneness of God and His powerful nature. This helps Sikhs develop a loving personal relationship with God. Doing this helps Sikhs feel united in the wider community.</p>		
12e	<p><b>“You don’t need to go to a gurdwara to worship Waheguru.”</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Sikhism in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Candidates may agree with this statement and argue that Guru Nanak said that worship is a natural part of religion but it does not require elaborate forms of rituals. It is a spiritual and inward experience that relates to the worship of Waheguru. Nothing must hinder this. Therefore worship of Waheguru can take place at any place or time. One does not need to only go to a gurdwara to worship Waheguru.</p> <p>Some may discuss the meaning of the word ‘worship’ and point out that there are different ways of worshipping Waheguru. Meditation or acting out selflessly day by day to others is equally needed and an important way to worship Waheguru, as well as going to the gurdwara.</p> <p>On the other hand Sikhs are likely to disagree with the statement because the gurdwara houses the sacred writings. It is the ‘door of the Guru’. Candidates could describe the main focus of the building, i.e. central room to worship Waheguru with the focal point being the Guru Granth Sahib Ji. The sovereignty of Waheguru’s word is worshipped, listened to and read to the entire congregation. Members listen to a sermon about the passage. At the end of worship parshad is offered and then a common meal is shared in the langar. Some may argue that this is so important that Sikhs do need to go to a gurdwara to worship Waheguru. Worshipping and eating together is a mark of unity and a symbol of generosity. They are following the example of Guru Nanak and therefore it is needed.</p>	12	

Question	Answer	Mark	Guidance
	<p>Some may argue that as the whole Sikh community are responsible for worship, anyone can lead it or read from the sacred writings then it is important for Sikhs to go to the local gurdwara. Every member is equal and all have a part to play in the community and in worship. Therefore it is needed to go to the gurdwara to worship Waheguru.</p> <p>Candidates may discuss differences between private and public worship but it must be connected to the building identified in the question.</p> <p>From a secular view point candidates may argue that worship of any kind is meaningless and pointless in today's world. It leads people away from the realities of life and is not rational.</p> <p>Others may contrast other forms of worship with other religions and argue that who is to say that a gurdwara is the only place one can worship Waheguru, when other religions make that claim e.g. Jews and a synagogue or Muslims and a mosque.</p> <p> Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.</p>	<p>SPaG 3</p>	

Question	Answer	Mark	Guidance
13a	<p><b>What is meant by the term ‘reincarnation’?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• To be reborn in another body</li> <li>• To embody anew</li> <li>• In/made flesh again or again in flesh</li> </ul> <p>1 mark for a response.</p>	1	
13b	<p><b>State two reasons why some Buddhists believe in the afterlife.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• No one can ‘know’ really if there is life after death; there is no empirical evidence for the afterlife. It is up to individuals to decide this or not</li> <li>• The Buddha taught people are trapped in the wheel of samsara until they attain nibbana</li> <li>• Buddhist teaching connected to the five khandas and kamma</li> <li>• Cultural upbringing may encourage some to believe in the afterlife</li> <li>• Varying beliefs by different schools of Buddhism</li> </ul> <p>1 mark for each response</p>	2	
13c	<p><b>Describe what some Buddhists mean by anatta.</b></p> <p>Responses might include a description of the following:</p> <ul style="list-style-type: none"> <li>• There is no eternal, unchanging soul or self</li> <li>• The changing constantly of one’s thoughts, feelings and actions with time and experience. Therefore the Buddha taught there can be no permanent ‘I’ or ‘self’.</li> <li>• The individual is only a collection of five ever changing components, known as khandas</li> </ul> <p>Marks should be awarded for any combination of statements, development and exemplification.</p>	3	




Question	Answer	Mark	Guidance
13d	<p><b>Explain Buddhist beliefs about what happens to people after death.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Buddhists believe that people are trapped in the wheel of samsara, experiencing rebirth after rebirth. This is due to cravings that lead to attachments to certain things. The realm into which they will be reborn is determined by their attitudes and behaviours. Because Buddhists do not believe in a permanent self or soul it is the changing 4 khandas left, after the body is left behind, that link to one life and another. The khandas are always changing but are connected to one another through the process of cause and effect. Rebirth is not a good thing and each new birth depends on the previous existence. It is determined by the action of kamma . The only way to break free from this sequence of events is by eliminating desire (tanha) and following the Middle Way. This promotes 'perfection' and release from multiple rebirths.</p> <p>It is the aim of every Buddhist to escape the wheel and attain nibbana. This is freedom from greed, hatred and delusion. If someone manages to achieve this state of nibbana whilst alive then after death they believe that when they die they will not be reborn.</p>	6	
13e	<p><b>“People are only good in this life because they fear the next life.”</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Candidates are likely to agree with this statement from a Buddhist point of view. They may agree that there are consequences of one's actions that impact upon the next life and they believe it is important to live a good life because they fear what the future may hold for them if they do not follow the teachings of the Buddha. The whole point of the Buddha's teachings was to find a way to enlightenment, through understanding the links between the wheel of samsara, kamma and nibbana. Candidates may explain these concepts of rebirths and the relationship between moral behaviour whilst on earth and future rebirths. Thus arguing it is very important to live a good life as this will affect what happens in the next life. So if one is to secure a 'good' next life one must think about one's actions whilst on earth.</p>	12	

Question	Answer	Mark	Guidance
	<p>On the other hand some candidates may disagree with the statement stating that as there is no self but a constant changing self then fearing about the next life is irrelevant or unnecessary. It is the here and now that one should be more concerned with, not thinking about the next life. The Buddha argued that our actions and right mindfulness could lead to attaining nibbana on earth. Achieving nibbana in this life means not being attached to things or craving things. This is what all Buddhists should be trying to attain. The Buddha taught that if one was to attain nibbana it would be when one automatically didn't think about the motives for one's actions, behaviours or deeds. Therefore to live a good life for fear of the next life would be the wrong motive for doing good and would not release one from the cycle of samsara.</p> <p>Other religious beliefs may be discussed about punishment and places to go to after death e.g. heaven and hell that support this statement and are contrary to the Buddhist position about life after death.</p> <p>Some candidates may argue from a secular or atheistic point of view stating the statement is irrelevant. Those who do not believe that there is any form of afterlife are likely to disagree with the statement and recommend that all should make the most of this life as it is the only one that one has. They could argue that religion instils fear and guilt into people about a future and it is wrong, as there is no evidence to support there is another life after death.</p> <p>Some may argue that there is no evidence to prove either way there is another life after death so it is pointless to discuss it or argue about it.</p> <p> Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.</p>	<p>SPaG 3</p>	
14a	<p><b>What is meant by the term 'resurrection'?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• To rise again from the dead</li> <li>• To restore to life again</li> <li>• The life there after death</li> </ul> <p>1 mark for a response.</p>	1	


Question	Answer	Mark	Guidance
14b	<p><b>Give two ways Christian beliefs in life after death are shown at a funeral.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• They refer to scriptures at the start of the service</li> <li>• They pray for the souls of the departed</li> <li>• They bury the body so that on the Day of Judgement they can be resurrected</li> <li>• The traditional words used in the committal reinforce the idea of life after death</li> <li>• A sermon may be preached about Jesus showing there is life after death</li> <li>• Candles are lit to show belief in interceding for the soul of the departed</li> </ul> <p>1 mark for each response</p>	2	
14c	<p><b>Describe what some Christians mean by heaven.</b></p> <p>Responses might include descriptions of the following:</p> <ul style="list-style-type: none"> <li>• It is a place free from suffering</li> <li>• Heaven is where a believer can be with God for eternity</li> <li>• It was a place promised by Jesus to everyone who believes in him as Saviour and Lord</li> <li>• It is a life of perfect fellowship with God and is free from all evil</li> <li>• It is the opposite of Hell</li> <li>• Paradise with God</li> </ul> <p>Marks should be awarded for any combination of statements, development and exemplification.</p>	3	
14d	<p><b>Explain Christian beliefs about what happens to the soul after death.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Both the gospels and the creeds assert that the present life does not end in nothing: death only ends life on earth. Because God is love Christians believe that God does not desert his people at the point of death, for his love is ever lasting and so life with God is also everlasting. Christians believe that although the body dies, the soul does not and that it is reunited with</p>	6	

Question	Answer	Mark	Guidance
	<p>God. It is thought that souls reunite with loved ones who have already died. They also believe that there will be a Day of Judgment when all will be resurrected and called to account for their actions. This is linked to ideas of free will, sin, heaven and hell.</p> <p>Some may explain the differences of beliefs and practices between denominations e.g. prayer interceding for the soul, purgatory etc.</p> <p>Some take the Bible literally true and believe that evil people will be in hell and damnation for eternity. Other Christians believe in redemption and salvation for all by the death of Jesus on the cross and so all will go to heaven if they acknowledge Jesus as Lord and Saviour.</p>		
14e	<p><b>“People are only good in this life because they fear the next life.”</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>From some Christian viewpoints, candidates are likely to agree with this statement. Because many Christians believe in a God who will judge both the ‘living and the dead’ at the end of time, it matters how they live their life. Those who have tried to live by the Golden Rule and believe in Jesus are promised eternal life, where as those who have not believed or done evil will be judged harshly and punished. This brings about fear and guilt in people and so they may agree with the statement.</p> <p>Many Christians live good lives out of love of God and love of Him. Therefore they would dispute this statement.</p> <p>Some candidates may refer to biblical teachings or parables to point out teachings about life after death and being judged. The parable of the sheep and the goats is an obvious teaching. In which case some may agree with the statement. They may even say that it is a good thing to fear God as it prompts good behaviour. What is so wrong with that?</p> <p>Candidates may discuss the different concepts of heaven, purgatory and hell held by different groups of the Christians to argue why they agree or disagree with the statement.</p>	12	

Question	Answer	Mark	Guidance
	<p>On the other hand some could argue against the statement saying that Christians believe in a God of love and that the death of Jesus on the cross was a gift for all of humankind. All are saved by the cross of Jesus. Therefore all will go to heaven in time. However it still requires people to acknowledge Jesus as God's Son and turn away from their sinful life. However it is unlikely that they would agree with the statement.</p> <p>Some may use information about the awesome nature of God as someone to be feared as well as loved. Therefore from a philosophical point of view some Christians may agree with this.</p> <p>Other religious beliefs may be discussed that point to beliefs about reincarnation and multiple rebirths that would not support this statement.</p> <p>Some candidates may argue from a secular or atheistic point of view. Those who do not believe that there is any form of afterlife are likely to disagree with the statement and recommend that all should make the most of this life as it is the only one that one has. They could argue that religion instils fear and guilt into people about a future and it is wrong, as there is no evidence to support there is another life after death.</p> <p>Some may argue that there is no evidence to prove either way there is another life after death so it is irrelevant and pointless to discuss it or argue about it.</p> <p> Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.</p>	<p>SPaG 3</p>	
15a	<p><b>What is meant by the term 'rebirth'?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• To be reborn in another body</li> <li>• A second or new birth</li> <li>• To embody anew</li> </ul> <p>1 mark for a response</p>	1	

Question	Answer	Mark	Guidance
15b	<p><b>Give two ways Hindu beliefs in life after death are shown at a funeral.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Cremation takes place as soon as possible to release the atman</li> <li>• A tulsi leaf and water from the Ganges is given to purify the person for the next life</li> <li>• The eldest son usually has the responsibility to release the atman by cracking the skull</li> <li>• The ashes are usually scattered in running water to release the soul</li> <li>• Mourning is subdued as they believe life moves on and death is not the end</li> </ul> <p>1 mark for each response</p>	2	
15c	<p><b>Describe what some Hindus mean by moksha.</b></p> <p>Responses might include descriptions of the following:</p> <ul style="list-style-type: none"> <li>• Moksha is when one is free from the cycle of rebirths</li> <li>• Moksha is when a Hindu is at one with the Supreme Spirit or Ultimate Reality</li> <li>• It is the ultimate purpose or goal to attain</li> <li>• It is when one has overcome ignorance and desires</li> <li>• It is the soteriological goal of Hindus</li> </ul> <p>Marks should be awarded for any combination of statements, development and exemplification.</p>	3	
15d	<p><b>Explain Hindu beliefs about what happens to the atman after death.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>They may explain the concept of atman being housed in a body and is the person in essence. They believe there is a spark of God in everyone. It is the breath of life or inner vitality. It is not controlled by the body or effected by evil and is eternal.</p> <p>They believe that eventually the atman and Brahman unite to become ultimately one. They are fused with the other and can no longer be separated. For Hindus when this happens they</p>	6	

Question	Answer	Mark	Guidance
	<p>believe this is what Reality is and Hindus say “You are that”.</p> <p>The ultimate goal is to achieve moksha, but in a paradoxical way that is a desire so should not be a goal at all, since its attainment depends upon one’s abandonment of all desire and attachment, including the desire for moksha.</p> <p>They are like to explain the process of reincarnation and the cosmic effects of the laws of karma and how it relates to the progress made towards liberation or moksha. The links to samsara and the cycles of existence are likely to be explained, that determine a person’s destiny and the wish to become liberated from the cycle.</p> <p>Some candidates may explain the importance to release the soul quickly in order for the next stage of the rebirth to happen.</p>		
15e	<p><b>“People are only good in this life because they fear the next life.”</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Hinduism in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>From a Hindu point of view, candidates could argue that many may agree with this statement. Because Hindus believe in multiple rebirths until one attains moksha – freedom from the cycle of rebirths. But if a Hindu does not learn how to be good in this life they will experience difficulties in the next life. What they are born into in the next life is determined by their actions on earth in the current life. Therefore there is a sense in which they should fear the next life and try and live a good life as possible.</p> <p>However, behaving well just in order to attain moksha is not the right desire to attain moksha. It is not right to be good just because one fears the next life. It is the motive that is the most important thing for Hindus. One should look at why one does things. To live a good life for fear of the next life would not be a good motive. Therefore Hindus are likely to disagree with this statement in that sense.</p> <p>Some candidates may talk about the impact of the caste system on Hindu beliefs and practices.</p>	12	


Question	Answer	Mark	Guidance
	<p>Although it is outlawed it still impacts upon Hindu ways of dealing with people and prevents certain groups associating with others; this impacts upon the way they relate to each other. This is also connected to beliefs about the next life. For some there is a sense of accepting the life one is given, if it is bad, due to being punished for a previous life. In which case, some people do not help others in needs. They do not fear the next life but believe they do not have to help everyone in need because they are being punished for a previous life. This view is dying out but still remains in some Hindu groups. Therefore they would not agree with this statement but say it is irrelevant.</p> <p>Other religious beliefs may be discussed that point to beliefs about resurrection, heaven and hell that support this statement.</p> <p>Some candidates may argue from a secular or atheistic point of view. Those who do not believe that there is any form of afterlife are likely to disagree with the statement and recommend that all should make the most of this life as it is the only one that we have. They could argue that religion instils fear and guilt into people about a future and it is wrong, as there is no evidence to support there is another life after death.</p> <p>Some may argue that there is no evidence to prove either way there is another life after death so it is irrelevant and pointless to discuss it or argue about it</p> <p> Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.</p>	SPaG 3	
16a	<p><b>What is meant by the term ‘mourning customs’?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Ways to show grief or sadness after a death</li> <li>• Traditions that people observe when someone has died</li> <li>• Practices or behaviours expected when someone dies</li> <li>• Conventional habits to show grief</li> </ul> <p>1 mark for a response</p>	1	If the candidate just gives an example of a tradition or custom this is not answering the question. E.g. wears something ‘black’ no marks to be awarded for just an example.



Question	Answer	Mark	Guidance
16b	<p><b>Give two ways Muslim beliefs in life after death are shown at a funeral.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• The Shahadah is recited reaffirming their hope for life in paradise</li> <li>• The body is washed and ceremonially dressed as a form of spiritual preparation of the body for the next life. The body and the soul must work together</li> <li>• Reciting passages from the Qur'an is common, reflecting the clear belief that there is life after death</li> <li>• No cremations would be permitted, only burials because of their belief about the resurrection of the body on the day of Judgement</li> <li>• Prayers are said at the funeral for Allah to have mercy on the deceased and for Allah's forgiveness of the deceased in the next life.</li> </ul> <p>1 mark for each response</p>	2	
16c	<p><b>Describe what some Muslims mean by hell.</b></p> <p>Responses might include description of the following:</p> <ul style="list-style-type: none"> <li>• They believe that life after death will be affected by the type of evil and good deeds one did whilst on earth. Some deeds are shirk and result in eternal damnation and can never be forgiven by Allah. This is known as hell</li> <li>• There are different levels of punishments according to the gravity of one's sins.</li> <li>• Some believe that Allah will choose how long people spend in hell or be condemned for eternity.</li> <li>• Muhammad ﷺ described hell as a place of fire</li> <li>• A place where the wicked are abandoned with none to remember them and where they are tormented after death.</li> </ul> <p>Marks should be awarded for any combination of statements, development and exemplification.</p>	3	


Question	Answer	Mark	Guidance
16d	<p><b>Explain Muslim beliefs about what happens to the soul after death.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Candidates are likely to explain what the soul is and its connection to Allah. It is important that Muslims keep their soul as pure as possible in preparation for the Day of Judgment in the afterlife. Because of this, candidates may explain the relationship between the body and the soul whilst on earth and how it impacts upon their beliefs about what happens after death.</p> <p>Some may explain what akhira means to Muslims and that this life is a test for the next life. They may explain how behaviours on earth will impact upon what happens in the next life.</p> <p>Some may explain the concepts of paradise and hell in detail and what is considered shirk. They may explain the different levels of hell and forms of punishment but that Allah is merciful and that it is possible for bad people to enter paradise after they have been punished.</p> <p>Some may explain the differences of interpretations of the Qur'an leading to different ways in which Muslims live in order to be 'good Muslims' and therefore have different beliefs about what happens after death.</p>	6	
16e	<p><b>“People are only good in this life because they fear the next life.”</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>From a Muslim point of view, candidates may agree with this statement because they believe that Allah gives each individual human a soul and on the Day of Judgement it is believed that both the body and the soul will be judged according to their deeds on earth. The Qur'an teaches that there is life after death and that there is to be a Day of Judgement. As the Qur'an is believed to be the very words of Allah this is not disputed. Muslims try to keep their soul as pure as possible and clean in preparation of the Day of Judgement. The Day of Judgement is a</p>	12	

Question	Answer	Mark	Guidance
	<p>key belief of Muslims and therefore many will agree with the statement.</p> <p>Some may discuss Muslims believing this life is a test for the next life. The afterlife is far more important than this life on earth. Therefore this may be why some Muslims will fear this life and try their best to be good.</p> <p>Some candidates may discuss the concepts of heaven and hell and their influence on Muslim thinking and behaviours. For many the fear of hell will drive Muslims to try to live a good life. However, because Muslims believe in a merciful God they may argue that they do not need to fear the next life as they will be punished at first for any wrong doing and then allowed into heaven.</p> <p>Many Muslims live good lives out of love of Allah and a desire to obey willingly. Therefore they would dispute this statement.</p> <p>Some candidates may discuss the importance of following the Qur'an and the example of Muhammad ﷺ to be rewarded in the next life. Therefore to try and live up to these high ideals and expectations is not easy and it may lead to fear amongst Muslims. However it still drives them to behave appropriately.</p> <p>Some may disagree with the statement arguing that death is faced without fear and in the spirit of hope. They are given the shariah or guidance as to what they can and cannot do. If they follow this they do not need to fear Allah and the Day of Judgement. Muslims have a common understanding of what is good and evil, hence their religion is a way of life as well as a set of beliefs. By submitting to the will of Allah, as laid out in the Qur'an, they will be rewarded. It is their choice to submit. No-one should be forced to submit and therefore it should not be through fear that Muslims behave well in this life to ensure a good next life.</p> <p>Other religious beliefs may be discussed that point to beliefs about resurrection, heaven and hell that support this statement.</p> <p>Some candidates may argue from a secular or atheistic point of view. Those who do not believe that there is any form of afterlife are likely to disagree with the statement and recommend that all should make the most of this life as it is the only one that we have. They could argue that religion instils fear and guilt into people about a future and it is wrong, as there is no evidence to support there is another life after death.</p>		

Question	Answer	Mark	Guidance
	<p>Some may argue that there is no evidence to prove either way there is another life after death so it is irrelevant and pointless to discuss it or argue about it</p> <p> Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.</p>	<p>SPaG 3</p>	
17a	<p><b>What is meant by the term ‘mourning customs’?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Ways to show grief or sadness after a death</li> <li>• Traditions that people observe when someone has died</li> <li>• Practices or behaviours expected when someone dies</li> <li>• Conventional habits to show grief</li> </ul> <p>1 mark for each response</p>	1	<p>If the candidate just gives an example of a tradition or custom this is not answering the question. E.g. wears something ‘black’ no marks to be awarded for just an example.</p>
17b	<p><b>Give two ways Jewish beliefs in life after death are shown at a funeral.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• People say Kaddish, a prayer that for peace in heaven for all Jews</li> <li>• They say a confession as death approaches to recognise that the life is returning to G-d who gave it.</li> <li>• Blessings are said to pray for the departed and the loved ones left behind</li> <li>• Orthodox Jews will not allow cremations because of the belief in the resurrection of the body</li> </ul> <p>1 mark for each response</p>	2	
17c	<p><b>Describe what some Jews believe about the connection between the body and the soul.</b></p> <p>Responses might include descriptions of the following:</p> <ul style="list-style-type: none"> <li>• The soul is the bit of G-d breathed into mankind as He did with Adam</li> <li>• The soul is from God and gives life to the body</li> <li>• Each night the soul leaves the body and is refreshed in heaven</li> </ul>	3	

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• Neither the body nor the soul can survive without the other</li> <li>• In the future the soul will be judged according to the actions of the body and will be determined whether it goes to paradise or hell</li> </ul> <p>Marks should be awarded for any combination of statements, development and exemplification.</p>		
17d	<p><b>Explain what some Jews believe happens to the soul after death.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Some candidates may explain the evolving nature of Jewish beliefs about life after death and the soul. Originally there was no strong belief about life after death. Therefore when one died that was the end and any sense of connection with G-d was cut off. Gradually there evolved Jewish traditions that came to believe that there was a purpose after the life of someone on earth. It was in the Talmudic period that rabbis' opinions began to change. Initially there was a belief in a messianic redemption and then all would be reconstituted before judgment. The righteous people would enjoy G-d's presence for ever. The wicked would be punished.</p> <p>Some may explain in details beliefs about Sheol and what the scriptures teach about this shadowy existence.</p> <p>Candidates may explain the different beliefs held by different groups of Jews. For example the Orthodox Jews believe in the bodily resurrection and therefore will only have burials of the dead, not cremations. But the Reform Jews believe in a spiritual afterlife.</p> <p>Some secular Jews would not believe in anything other than this life and argue that this life is all there is.</p>	6	


Question	Answer	Mark	Guidance
17e	<p><b>“People are only good in this life because they fear the next life.”</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>From a Jewish point of view, some candidates may disagree with this statement because Judaism is not very concerned with explaining beliefs about the afterlife and links with the body and soul. For a long time Jews believed that after death everyone went to a place called Sheol and stayed there for eternity. Therefore the statement would be meaningless for many. However gradually beliefs changed and there came to be a belief that there is some form of life after death and that people either went to heaven or hell based upon G-d’s judgement.</p> <p>Some may explain the Jewish belief about the sins of the fathers on the present generation and the impact this had upon beliefs. If one believed this then the statement would again be meaningless.</p> <p>Many Jews live good lives out of love of G-d and obedience to Him. Therefore they would dispute this statement.</p> <p>However as there is no clear teaching about the afterlife many candidates may argue that this statement is not relevant to Jews. What is of far more importance to any Jews is living here and now according to G-d’s commandments. Many Jews would say that it is idle to speculate about immortality and links to behaviours of the individual whilst living on earth. But because it is so unclear it would be wrong to agree with the statement or disagree with it if one was a Jew.</p> <p>Other religious beliefs may be discussed that point to beliefs about resurrection, heaven and hell that support this statement.</p> <p>Some candidates may argue from a secular or atheistic point of view. Those who do not believe that there is any form of afterlife are likely to disagree with the statement and recommend that all should make the most of this life as it is the only one that we have. They could argue that religion instils fear and guilt into people about a future and it is wrong, as there is no evidence to support there is another life after death.</p>	12	

Question	Answer	Mark	Guidance
	<p>Some may argue that there is no evidence to prove either way there is another life after death so it is irrelevant and pointless to discuss it or argue about it</p> <p> Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.</p>	SPaG 3	
18a	<p><b>What is meant by the term ‘rebirth’?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• To be reborn in another body</li> <li>• A second or new birth</li> <li>• To embody anew</li> </ul> <p>1 mark for a response</p>	1	
18b	<p><b>Give two ways Sikh beliefs in life after death are shown at a funeral.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Hymns are sung that say that earth is not thy permanent home and that death is the dawn of a new day</li> <li>• The service highlights the soul’s future journey</li> <li>• Prayers are said to wish the soul well in the next life</li> <li>• Mourners will wear white to symbolise purity of the soul after leaving this earth</li> <li>• Bodies are cremated to show no need for a physical body but that the soul can be reborn in a new body</li> <li>• The saying of the Sohilla prayer reinforces the belief that eternal soul will be totally entangled with Waheguru as one</li> <li>• Mourning is subdued as they believe life moves on and death is not the end</li> </ul> <p>1 mark for each response</p>	2	

Question	Answer	Mark	Guidance
18c	<p><b>Describe one Sikh belief about samsara.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• It is the cycle of rebirths or reincarnation</li> <li>• The cycle of birth and earth as a consequence of action</li> <li>• It is the goal of all Sikhs to escape samsara</li> </ul> <p>Marks should be awarded for any combination of statements, development and exemplification.</p>	3	
18d	<p><b>Explain Sikh beliefs about what happens to the atman after death.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Candidates are likely to explain what Sikhs understand by the term atman and that at death the atman leaves the body for a new dwelling. Depending upon the actions of previous lives will impact upon which body the atman will be reborn. They are likely to explain the laws of karma and these determine whether one has a good or a bad next life.</p> <p>Candidates could explain the ultimate goal or purpose for a Sikh and that the cycle of reincarnation known as samsara is not the goal but the means to attaining mukti- liberation from multiple rebirths. They believe that the atman is eternal and wants to exist with Waheguru in utter bliss.</p> <p>Candidates may also explain the link between karma and the grace and will of Waheguru. Just because someone lives a good life and cares for others it still depends upon the grace of Waheguru whether that person stops having rebirths. It is through Waheguru's grace that the final liberation happens.</p> <p>Some candidates may explain these beliefs using teachings from the Guru Granth Sahib Ji.</p>	6	



Question	Answer	Mark	Guidance
18e	<p><b>“People are only good in this life because they fear the next life.”</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Sikhism in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>From a Sikh’s point of the view, candidates are likely to disagree with the statement because Sikhs believe that even if everyone lived a very good life and followed the teachings of the Gurus it is still up to the grace of Waheguru as to whether someone enters into the eternal bliss with God. Sikhs know that they have to both live a good life and serve the needs of others at all times and worship Waheguru, but this will not guarantee them a place with Waheguru in the next life. It all depends upon the grace and will of Waheguru to enter heaven. Therefore because of these beliefs that are not likely to agree with the statement.</p> <p>Sikhs also believe in rebirths and look to a time when they can break away from the cycle of samsara and attain mukti. However the individual has to work at being a gurmukh (a god orientated person) if they want Waheguru’s grace to liberate them from the cycle of samsara. Therefore they may agree with the statement.</p> <p>On the other hand, because Sikhs believe in many rebirths, they may not fear because they know they have many chances to eventually become god- orientated.</p> <p>Because of the belief of free will, even though there is a spark of Waheguru in everything, they would argue that it is up to the individual to decide whether they are going to follow Waheguru’s ways or not. Therefore it does not tend to be fear that drives a Sikh to be good but rather their own decision that following the ways of the Gurus leads to a life of harmony and equality for all.</p> <p>Other religious beliefs may be discussed that point to beliefs about resurrection, heaven and hell that support this statement.</p> <p>Some candidates may argue from a secular or atheistic point of view. Those who do not believe that there is any form of afterlife are likely to disagree with the statement and recommend that all should make the most of this life as it is the only one that we have. They could argue that</p>	12	

Question	Answer	Mark	Guidance
	<p>religion instils fear and guilt into people about a future and it is wrong, as there is no evidence to support there is another life after death.</p> <p>Some may argue that there is no evidence to prove either way there is another life after death so it is irrelevant and pointless to discuss it or argue about it</p> <p> Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.</p>	SPaG 3	

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