

OCR

Oxford Cambridge and RSA

Monday 15 May 2017 – Morning

GCSE RELIGIOUS STUDIES A (WORLD RELIGION(S))

B589/01 Perspectives on World Religions

Candidates answer on the Answer Booklet.

OCR supplied materials:

- 12 page Answer Booklet (OCR12)
(sent with general stationery)

Other materials required:

None

Duration: 1 hour



INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number in the spaces provided on the Answer Booklet. Please write clearly and in capital letters.
- Use black ink.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Any additional paper used must be securely fastened to the Answer Booklet.
- Answer **two** questions.
 - You must answer your two questions from **different** sections.
Section A – Responsibility for the Planet
Section B – War, Peace and Human Rights
Section C – Prejudice and Equality
 - You must answer **all** parts (a)–(e) of the questions that you choose.
- Do **not** write in the barcodes.

INFORMATION FOR CANDIDATES


- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **51**.
- You will be assessed on the quality of written communication in your answer to the following: parts d) and e) of all questions. Questions marked with a pencil (✎) will carry 3 additional marks for spelling, punctuation and grammar. Where there is more than 1 question assessing spelling, punctuation and grammar the highest mark will count.
- This document consists of **12** pages. Any blank pages are indicated.

SECTION A – Responsibility for the Planet

If you choose **one** question from this section you must answer **all** parts (a–e) of the question.

1 Buddhism

- (a) State the name of **one** scientific theory about the origin of humanity. [1]
- (b) Give **two** examples of how human behaviour has a bad effect on the environment. [2]
- (c) Describe **one** Buddhist teaching about the relationship between animals and humans. [3]
- (d) Explain why many Buddhists believe they should care for the environment. [6]


-  (e) 'Religious explanations for the origin of the world are of no use to believers today.'

Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer. [12]

 Spelling, punctuation and grammar [3]

2 Christianity


- (a) State the name of **one** scientific theory about the origin of humanity. [1]
- (b) Give **two** examples of how human behaviour has a bad effect on the environment. [2]
- (c) Describe **one** Christian teaching about the relationship between animals and humans. [3]
- (d) Explain why many Christians believe they should care for the environment. [6]

-  (e) 'Religious explanations for the origin of the world are of no use to believers today.'

Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer. [12]

 Spelling, punctuation and grammar [3]


3 Hinduism

- (a) State the name of **one** scientific theory about the origin of humanity. [1]
- (b) Give **two** examples of how human behaviour has a bad effect on the environment. [2]
- (c) Describe **one** Hindu teaching about the relationship between animals and humans. [3]
- (d) Explain why many Hindus believe they should care for the environment. [6]
-  (e) 'Religious explanations for the origin of the world are of no use to believers today.'

Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Hinduism in your answer. [12]

 Spelling, punctuation and grammar [3]


4 Islam

- (a) State the name of **one** scientific theory about the origin of humanity. [1]
- (b) Give **two** examples of how human behaviour has a bad effect on the environment. [2]
- (c) Describe **one** Muslim teaching about the relationship between animals and humans. [3]
- (d) Explain why many Muslims believe they should care for the environment. [6]
-  (e) 'Religious explanations for the origin of the world are of no use to believers today.'

Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer. [12]

 Spelling, punctuation and grammar [3]


5 Judaism

- (a) State the name of **one** scientific theory about the origin of humanity. [1]
- (b) Give **two** examples of how human behaviour has a bad effect on the environment. [2]
- (c) Describe **one** Jewish teaching about the relationship between animals and humans. [3]
- (d) Explain why many Jews believe they should care for the environment. [6]
-  (e) 'Religious explanations for the origin of the world are of no use to believers today.'

Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer. [12]

 Spelling, punctuation and grammar [3]

6 Sikhism

- (a) State the name of **one** scientific theory about the origin of humanity. [1]
- (b) Give **two** examples of how human behaviour has a bad effect on the environment. [2]
- (c) Describe **one** Sikh teaching about the relationship between animals and humans. [3]
- (d) Explain why many Sikhs believe they should care for the environment. [6]
-  (e) 'Religious explanations for the origin of the world are of no use to believers today.'

Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Sikhism in your answer. [12]

 Spelling, punctuation and grammar [3]

SECTION B – War, Peace and Human Rights

If you choose **one** question from this section you must answer **all** parts (a–e) of the question.

7 Buddhism

- (a) Give **one** example, other than being killed or injured, of how war affects civilians. [1]
- (b) Give **two** possible effects of the Universal Declaration of Human Rights. [2]
- (c) Describe **one** Buddhist teaching which could be used to support the idea of human rights. [3]
- (d) Explain how Buddhist beliefs support Buddhist attitudes towards war. [6]



- (e) 'If religious people cared for others, they would never fight in a war.'

Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer. [12]

Spelling, punctuation and grammar [3]

8 Christianity

- (a) Give **one** example, other than being killed or injured, of how war affects civilians. [1]
- (b) Give **two** possible effects of the Universal Declaration of Human Rights. [2]
- (c) Describe **one** Christian teaching which could be used to support the idea of human rights. [3]
- (d) Explain how Christian beliefs support the Just War Theory. [6]




- (e) 'If religious people cared for others, they would never fight in a war.'

Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer. [12]

Spelling, punctuation and grammar [3]


9 Hinduism

- (a) Give **one** example, other than being killed or injured, of how war affects civilians. [1]
- (b) Give **two** possible effects of the Universal Declaration of Human Rights. [2]
- (c) Describe **one** Hindu teaching which could be used to support the idea of human rights. [3]
- (d) Explain how Hindu beliefs support Hindu attitudes towards war. [6]
-  (e) 'If religious people cared for others, they would never fight in a war.'

Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Hinduism in your answer. [12]

 Spelling, punctuation and grammar [3]


10 Islam

- (a) Give **one** example, other than being killed or injured, of how war affects civilians. [1]
- (b) Give **two** possible effects of the Universal Declaration of Human Rights. [2]
- (c) Describe **one** Muslim teaching which could be used to support the idea of human rights. [3]
- (d) Explain how Muslim beliefs support the concept of jihad. [6]
-  (e) 'If religious people cared for others, they would never fight in a war.'

Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer. [12]

 Spelling, punctuation and grammar [3]


11 Judaism

- (a) Give **one** example, other than being killed or injured, of how war affects civilians. [1]
- (b) Give **two** possible effects of the Universal Declaration of Human Rights. [2]
- (c) Describe **one** Jewish teaching which could be used to support the idea of human rights. [3]
- (d) Explain what Jews mean when they refer to the concept of being victims of war. [6]
-  (e) 'If religious people cared for others, they would never fight in a war.'

Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer. [12]

 Spelling, punctuation and grammar [3]

12 Sikhism

- (a) Give **one** example, other than being killed or injured, of how war affects civilians. [1]
- (b) Give **two** possible effects of the Universal Declaration of Human Rights. [2]
- (c) Describe **one** Sikh teaching which could be used to support the idea of human rights. [3]
- (d) Explain how Sikh beliefs support the concept of dharma yudh. [6]
-  (e) 'If religious people cared for others, they would never fight in a war.'

Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Sikhism in your answer. [12]

 Spelling, punctuation and grammar [3]

SECTION C – Prejudice and Equality

If you choose **one** question from this section you must answer **all** parts (a–e) of the question.

13 Buddhism

- (a) What is meant by the term ‘gender equality’? [1]
- (b) Give **two** ways Buddhists could show they are against racism. [2]
- (c) Describe **one** Buddhist attitude towards the caste system. [3]
- (d) Explain how the way Asoka treated non-Buddhists might affect the attitudes Buddhists have to other religions. [6]



- (e) ‘The most important thing religion can do is to get rid of inequality in the world.’

Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer. [12]

Spelling, punctuation and grammar [3]

14 Christianity

- (a) What is meant by the term ‘gender equality’? [1]
- (b) Give **two** ways Christians could show they are against racism. [2]
- (c) Describe **one** teaching from the Bible that could be used in a discussion about equality. [3]
- (d) Explain how Christian beliefs about evangelism might affect their relationship with members of other faiths. [6]




- (e) ‘The most important thing religion can do is to get rid of inequality in the world.’

Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer. [12]

Spelling, punctuation and grammar [3]


15 Hinduism

- (a) What is meant by the term 'gender equality'? [1]
- (b) Give **two** ways Hindus could show they are against racism. [2]
- (c) Describe **one** Hindu attitude towards the caste system. [3]
- (d) Explain how Hindu beliefs support an attitude of tolerance towards other religions. [6]
-  (e) 'The most important thing religion can do is to get rid of inequality in the world.'

Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Hinduism in your answer. [12]

 Spelling, punctuation and grammar [3]

16 Islam


- (a) What is meant by the term 'gender equality'? [1]
- (b) Give **two** ways Muslims could show they are against racism. [2]
- (c) Describe **one** teaching from the Qur'an that could be used in a discussion about equality. [3]
- (d) Explain how Muslim attitudes towards conversion might affect their relationships with members of other faiths. [6]
-  (e) 'The most important thing religion can do is to get rid of inequality in the world.'

Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer. [12]

 Spelling, punctuation and grammar [3]

17 Judaism

- (a) What is meant by the term 'gender equality'? [1]
- (b) Give **two** ways Jews could show they are against racism. [2]
- (c) Describe **one** teaching from the Torah that could be used in a discussion about equality. [3]
- (d) Explain how Jewish attitudes to the status of non-Jewish religions might affect their relationship with members of other faiths. [6]


-  (e) 'The most important thing religion can do is to get rid of inequality in the world.'

Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer. [12]

 Spelling, punctuation and grammar [3]

18 Sikhism

- (a) What is meant by the term 'gender equality'? [1]
- (b) Give **two** ways Sikhs could show they are against racism. [2]
- (c) Describe **one** teaching from the Guru Granth Sahib Ji that could be used in a discussion about equality. [3]
- (d) Explain how Sikh beliefs support an attitude of tolerance towards other religions. [6]

-  (e) 'The most important thing religion can do is to get rid of inequality in the world.'

Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Sikhism in your answer. [12]

 Spelling, punctuation and grammar [3]

END OF QUESTION PAPER

**Copyright Information**

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download from our public website (www.ocr.org.uk) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.