



GCSE MARKING SCHEME

**RELIGIOUS STUDIES
(SPECIFICATION A)**

SUMMER 2015

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2015 examination in GCSE RELIGIOUS STUDIES (SPECIFICATION A). They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

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

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Level of Response Grid

AO1

Questions (a) – (c)

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

AO2

Question (d)

Level	Level Descriptor	Mark Total
0	Makes no relevant point of view.	0
1	A simple, appropriate justification of a point of view.	1
2	<p>Either: An expanded justification of one point of view, with appropriate example and /or illustration which includes religious teaching.</p> <p>Or: A second, simple, appropriate justification of a viewpoint of view possibly linked to evidence or example.</p>	2
3	An expanded justification of one point, with appropriate examples and/or illustration, which includes religious teaching and a second appropriate justification of a point of view.	3
4	An expanded justification of two viewpoints, incorporating the religious and moral aspects at issue and their implications for the individual and the rest of society.	4

Question (e)

Level	Level Descriptor	Mark Total
0	Makes no relevant point of view, e.g. yes.	0
1	Communicates clearly and appropriately Either: A simple, appropriate justification of a point of view, possibly linked to evidence or example and making a simple connection between religion and people's lives. Or: Two simple appropriate justifications of a point of view.	1 - 2
2	Communicates clearly and appropriately using limited specialist language Either: An expanded justification of one point of view, with appropriate example which includes religious teaching and /or illustration AND either a second simple appropriate justification Or: Two appropriate justification of a point of view linked to evidence or example, which includes religious teaching.	3 - 4
3	Communicates clearly and appropriately using and interpreting specialist language an expanded justification of one point of view, with appropriate examples which includes religious teaching and/or illustration, There is also adequate recognition of an alternative or different point of view, using relevant evidence and religious teaching /or moral reasoning to formulate judgements.	5 - 6
4	Communicates clearly and appropriately using specialist language extensively a thorough discussion, including alternative or different views of the religious and moral aspects at issue and their implications for the individual and the rest of society.	7 - 8

Assessment of spelling, punctuation and the accurate use of grammar

The grid below is for use when marking question 1(e) only.

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the 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.
<i>Intermediate performance</i> 2 – 3 marks	Candidates spell, punctuate and use the 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.
<i>High performance</i> 4 – 5 marks	Candidates spell, punctuate and use the 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.

Special Guidance for Examiners

*Please note carefully **and** apply consistently:*

- There is a policy of ‘positive marking’ employed in this Specification.
- This means that the exemplars in the mark scheme are only meant as **helpful guides**.

*Therefore any other acceptable or suitable answers **should be credited** even though they are not actually stated in the mark scheme.*

- Words **merely copied** from the stimulus without further comment or addition, or **mere descriptions** of what is in visual stimulus, **should not gain full credit**.

Rules for Marking

1. Differentiation will be achieved on the basis of candidates' responses.
2. The purpose of the levels of response grids is to help achieve consistency among examiners and avoid 'penny-point' marking. To avoid Centres misinterpreting the way scripts have been marked ticks must NOT be used when marking.
3. The whole answer, or part answer, must be read and then, taking everything into account, allocated to the level 'best fit' using the level descriptors above. Where there are two marks assigned to a level, the higher mark will be given where all or most of the descriptor is satisfactorily met. The lower mark will be given where the answer barely matches the descriptor.
4. Correct and relevant material should be indicated by a "L1", "L2", etc. (showing achievement of the criteria in the level description). This should be at the end of the answer next to the right hand margin. The mark should be written immediately to its right, just inside the examiner's column. No comments should be added.
5. Marks for each part question should be clearly written in the column provided, and the total for the whole question clearly written in the box provided at the end of the question. The statement of the Level of Response should be written alongside (to the left) the total marks– not in the marks column.
6. Where an examiner feels that a response is particularly weak, and has not achieved even the lowest level of response, "0" should be written in the mark column, and "LO" written alongside.
7. No mark scheme can ever anticipate or include every possible detail or interpretation; examiners should use their professional judgement to decide whether a candidate's particular response answers the question in relation to the particular assessment objective
8. Candidates will express their ideas in language different from that given in any mark scheme or outline. Positive marking therefore, on the part of examiners, will recognise and credit correct statements of ideas, valid points and reasoned arguments irrespective of the language level employed. Credit should also be given for answers that are acceptable even if they are not referred to in the mark scheme.

Please remember to total marks for each question.

Seeking Advice

If Assistant Examiners have any doubts concerning the awarding of any marks on the paper, they should consult with the Principal Examiner for that examination paper immediately.

**GCSE RELIGIOUS STUDIES MARK SCHEME
UNIT 1 – CHRISTIANITY**

SUMMER 2015

Q.1 (a) Describe what happened when Jesus was baptised.

Look for a rounded account of the baptism of Jesus. Details that could be described include:

- John the Baptist.
- River Jordan.
- John's questioning of the appropriateness of him baptising Jesus.
- Jesus' response.
- Jesus baptised.
- God's words.
- Holy Spirit descending like a dove.

AO1 [4]

(b) Explain how Christians might celebrate Advent.

There are specific activities that are part of Advent, but give credit to any that Christians may take part in during the Advent period.

Points that could be developed include:

- Advent candle / Advent crown.
- Advent calendars.
- Advent services.
- Church decked in purple for repentance.
- Focus on Jesus' coming.
- Christingle.
- Carol services.
- Putting up decorations.
- Nativity plays.

AO1 [4]

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

Reasons that might be explained include:

- The story show Jesus fulfilling John's declaration that the Messiah is at hand.
- John confirms Jesus' identity...("Behold the Lamb of God").
- ... and mission ("who takes away the sins of the world").
- God confirms Jesus' identity ("my beloved Son").
- It show Jesus' identification with Mankind.
- Shows Jesus as God and Man.
- Shows his identification with Man's state that will be fulfilled on the cross.
- God' confirmation of Jesus' mission ("with whom I am well pleased").
- Shows the extent of God's love for mankind.
- Shows all three Persons of the Trinity working together.
- Jesus gives an example to follow.
- For some, it supports the case for adult baptism.

AO1 [4]

- (d) 'It is still possible to follow Jesus' teaching in Britain.'**
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer.)

Reference must be made to the AO2 Question (d) Level Descriptor.

Reasons can be for or against the quotation.

Reasons that may be given and expanded include:

(Not necessarily for and then against)

- Faith calls for commitment.
- Christians have support of the church.
- Christians have the empowering of the Holy Spirit.
- People respect genuine faith.
- People respect faith as long as it isn't imposed on others.
- A Christian must try to be like Christ.
- Treating others well builds friendships.
- Many British laws do reflect the teachings of Jesus and the Bible.
- Society has become secularised, Christianity isn't the norm any longer.
- Christian attitudes are out-of-date.
- Christian attitudes are out-of-step.
- Sunday is no longer special – clash between work and church.
- Some teachings are extreme, e.g. turn the other cheek, forgive 70x7.
- Can't always forgive, e.g. murder.
- You won't get on in this life if you're too nice.
- Can't always love your neighbour – many people don't even know their neighbour.
- Overt shows of faith are ridiculed.
- Peer pressure.

AO2 [4]

- (e) 'Babies shouldn't be baptised.'**
Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.
(You must include reference to religious beliefs in your answer.)
Marks for spelling, punctuation and the accurate use of grammar are allocated to this question. **[5]**

Reference must be made to the AO2 Question (e) Level Descriptor.

Candidates should be expected to follow the rubric clearly.

Candidates achieving the higher levels should be including appropriate religious and moral reasoning in their answer.

Points that could be discussed include:

- Some believe it washes away original sin.
- It enters the child into the Christian Family / The Church family vows support.
- The godparents promise to assist in the child's upbringing.
- The parents accept their responsibilities for the child's Christian upbringing.
- It emphasises the importance of the new child.
- It's not wrong, because confirmation will complete it.
- It's too young for the child to understand.
- It should be an individual's own choice.
- A religion should not be forced on anyone.
- Believer's baptism is more appropriate.
- It's imposing the parent's wishes and beliefs on the child.

AO2 [8]

Q.2 (a) Describe a Sunday service in a church or chapel.

NB. Points made will depend upon the service that has been chosen. Elements that reflect a rite of passage or a festival are acceptable.

Look for a rounded account of a Sunday service. Details that could be described include:

- Liturgy.
- Hymns.
- Prayers (formal or free).
- Psalms.
- Bible readings.
- Bread and wine.
- Offering.
- Sermon.
- Notices.
- Reciting the creed.
- A.C.T.S.

AO1 [4]

(b) Explain how features of a church or chapel may help people to worship.

Points that could be developed include:

- Large space for communal worship.
- Candles, lighting – for atmosphere.
- Stained glass, cross, images, icons – for focus.
- Organ / music for singing.
- Font – baptism, reminder of commitment / belonging.
- Lectern – hear Bible / God's word.
- Pulpit – hear God's word explained.
- Altar – reminder of Christ's sacrifice, bread and wine.

AO1 [4]

(c) Explain why Christians worship God.

Reasons that might be explained include:

- He is their Creator.
- He is their Father.
- Thank Him for sending Christ.
- Thank Him for daily provision.
- Ask for forgiveness.
- Thank Him for forgiven sin.
- Ask for help, guidance.
- Thank Him for answered prayer.
- Praise to express gratitude, commitment.
- As a response of awe at the wonders of nature and life.
- They are commanded to 'love God with all your heart and soul and strength'.

AO1 [4]

- (d) **'Christians should belong to a church or chapel.'**
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer.)

Reference must be made to the AO2 Question (d) Level Descriptor.
Reasons can be for or against the quotation.
Reasons that may be given and expanded include:

(Not necessarily for and then against)

- It's God's House.
- It shows commitment.
- Provides discipline so one isn't drawn away by the busyness of life.
- It enables one to meet with other believers.
- It provides facilities for worship, altar etc.
- It provides teaching on the Faith.
- Gives access to pastoral care.
- Provides a context for serving others.
- Facilitates charitable involvement.
- Provides access to the sacraments.
- God is omnipresent.
- God can be worshipped anywhere.
- Living a good life is the most important thing.
- Not everyone is able to attend church: e.g. places where there is persecution.
- Some people are housebound.
- Should belong to a body, not necessarily a building.
- Some people have lost trust in the Church, e.g. recent priest scandals.

AO1 [4]

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

Reference must be made to the AO2 Question (e) Level Descriptor.
Candidates should be expected to follow the rubric clearly.
Candidates achieving the higher levels should be including appropriate religious and moral reasoning in their answer.

Points that could be discussed include:

- It is a sacrament.
- It was commanded by Christ, 'Do this in remembrance of me'.
- It is Christ's body and blood (transubstantiation).
- It symbolises the core of Christian belief, Christ's death for mankind's sin.
- Roman Catholics include Mass in every service.
- It is just a symbolic act.
- Living life by God's commands is true worship.
- Private devotion shows true worship.
- There are other sacraments.
- All worship is valued by God.
- It can be an empty ritual.

AO2 [8]

Q.3 (a) Describe the main features of a Christian marriage ceremony.

Look for a rounded account of a marriage ceremony. Points made will depend upon the denomination that has been chosen. Details that could be described include:

- Priest / minister explains reasons for marriage.
- Asks for objections.
- Priest / minister proclaims God's presence.
- Leads couple in the vows – love, honour, etc.
- Leads couple in final vows, for better or worse etc.
- Bible reading, e.g. Wedding at Cana.
- Sermon.
- Hymns.
- Exchange of rings.
- 'Whom God has joined together...'
- Signing of register.

AO1 [4]

(b) Explain how Christians might keep their marriage vows.

Some answers might refer to specific vows: some may be in line with the spirit of the vows, such as general examples of how one might demonstrate love, comfort, cherish etc.

Points that could be developed include:

- Tell his / her spouse of their love for them.
- A sexual relationship.
- Give presents.
- Help in the work of the home / family.
- Listen to each other's problems.
- Be faithful.
- Take care of each other in illness (sickness and health).
- Stick together when money is tight (richer or poorer).
- Do things together.
- Attend church together.
- Pray for each other.
- Stay together 'till death do us part'.

AO1 [4]

(c) Explain why many Christians believe the family is important.

Reasons that might be explained include:

- God created a family in Adam and Eve.
- God chose to enter the world in a family.
- Families are God's ideal for human relations.
- 'It is not good that man should be alone'.
- Ideal environment for raising children.
- Provide support in hard times.
- Ensure we aren't selfish.
- Ensure we aren't lonely.
- Building blocks of society.
- Church as a family

AO2 [4]

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

Reference must be made to the AO2 Question (d) Level Descriptor.

Reasons can be for or against the question.

Reasons that may be given and expanded include:

(Not necessarily for and then against)

- They will share the same Faith.
- They will follow the same lifestyle.
- They will build a Christian home.
- They will have the same understanding of marriage.
- There won't be arguments or tension over Faith issues.
- They will bring up children in the one Faith.
- Agreement over the marriage ceremony.
- They will take vows before God together.
- They may be pulled away from the Faith if they marry a non-believer.
- Paul said not to be yoked to unbelievers.
- Can't help who you fall in love with.
- Love is all that matters.
- Religion shouldn't keep people apart.
- True love will overcome differences.
- Any coming together of Faiths is a good thing.
- Children will be brought up to value diversity.
- They may influence a non-believer to join the Faith.

AO2 [4]

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

Reference must be made to the AO2 Question (e) Level Descriptor.

Candidates should be expected to follow the rubric clearly.

Candidates achieving the higher levels should be including appropriate religious and moral reasoning in their answers.

Points that could be discussed include:

- Wedding vows say, 'till death do us part'.
- Christian marriage is for life.
- The ring is a symbol of everlasting love.
- 'What God has joined, let no man break apart'.
- Jesus' teaching that remarriage is adultery.
- Marriage is a sacrament.
- The Roman Catholic Church does not recognise divorce.
- Violence or abuse should be grounds for at least separation.
- Jesus said divorce can be allowed in cases of adultery.
- Ending a bad marriage may be the only way to find happiness.
- Annulment can be an option in some cases.
- You may be abandoned through no choice or fault of your own.
- God would surely want people to find happiness again.
- Christianity is all about second chances.

AO2 [8]

Q.4 (a) Describe a Christian funeral service.

Look for a rounded account of a funeral service. Details that could be described include:

- The coffin brought to the church/chapel.
- Prayers for the deceased.
- Eulogy.
- Appropriate Bible readings, e.g. "I am the Resurrection and the life", Psalm 23.
- Appropriate hymns, eg Psalm 23.
- Minister's white robes.
- At the graveside, crematorium.
- Committal.
- Lowering of the coffin/closing of the curtains.
- Handful of earth/'dust to dust...'

AO1 [4]

(b) Explain why Christians believe funeral services are important.

Reasons that might be explained include:

- Pay their last respects.
- Say a final farewell.
- Celebrated the life of the deceased.
- Draw a line and move on.
- A chance to mourn.
- Opportunity for public grief.
- Support each other.
- Entrust a loved one to God's keeping.
- Be reminded of the Christian hope in life after death.

AO1 [4]

(c) Explain how hospices help those who are dying.

Points that could be developed include:

- Help them face death with dignity.
- Provide palliative care, pain relief.
- Homely environment, not a hospital.
- Accessible to family at all times.
- Time to make peace with people.
- Time to make peace with God.
- Allow death to come naturally.

AO1 [4]

- (d) **'Everyone goes to Heaven.'**
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer.)

Reference must be made to the AO2 Question (d) Level Descriptor.

Reasons can be for or against the quotation.

Reasons that may be given and expanded include:

(Not necessarily for and then against)

- God is merciful.
- God will forgive.
- Would a good God create a Hell?
- There is no proof any such place exists.
- This life is all we have.
- Jesus spoke of Hell as well as Heaven.
- The Bible speaks of Hell.
- God is just.
- Unrepentant wrongdoers must be punished.
- The good must be rewarded.
- It would make no sense of questions like why evil people seem to prosper and good people suffer in this life.
- Then why be good?

AO2 [4]

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

Reference must be made to the AO2 Question (e) Level Descriptor.

Candidates should be expected to follow the rubric clearly.

Candidates achieving the higher levels should be including appropriate religious and moral reasoning in their answers.

Points that could be discussed include:

- Life is God's gift.
- God gives and God takes away.
- No-one has the right to end a life.
- Ten Commandments, 'Thou shalt not kill'. This could be applied to a range of examples, e.g. murder, capital punishment, abortion, euthanasia, war.
- We should not play God and decide when a life can start or when it can end.
- Sanctity of life provokes charitable enterprises.
- Sanctity of life promotes equality.
- Human life is uniquely precious, we are made in God's image.
- The individual has the right to decide if they wish their life to end.
- Ethical decisions should be relative.
- Helping someone die can be the most loving thing.
- Other concerns may over-ride sanctity of life.
- Quality of life may be a consideration for euthanasia.
- Prospective quality of life may be a consideration for abortion.
- The needs of justice may be a consideration for capital punishment.
- Extreme wickedness may forfeit the sanctity of a person's life.
- Wars may be fought to defend the sanctity of life.
- Not all life is sacred: animals are for our practical use.
- Animal life is also sacred, created by God.

AO2 [8]

UNIT 2 – CHRISTIANITY THROUGH THE GOSPELS

Q.1 (a) Describe Jesus' temptations in the wilderness.

Expect answers to refer to the Gospel account: Mathew 4: 1-11:

- Turning stones into bread – Jesus replied that people do not live by bread alone but by the word of God.
- To worship the devil – Jesus replied that God is the only one who should be worshipped.
- To jump from the pinnacle of the temple – Jesus replied that God should not be tempted.

AO1 [4]

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

Expect answers to refer to:

- Gives a guide through life.
- Helps with moral situations.
- Inspires Christians from day to day.
- Provides comfort.
- Provides strength in adversity.

AO1 [4]

(c) Explain how Christians might remember Jesus' temptations.

Expect candidates to refer to:

- Lent services.
- Self-sacrifice.
- Giving up luxuries.
- Pilgrimage.
- Everyday living, prayerfulness

AO1 [4]

(d) 'It is impossible not to give in to temptation.' Do you agree *or* disagree? Give *two* reasons for your answer. (You must include reference to religious beliefs in your answer.)

Arguments could include:

- Temptations often come when people are at their weakest.
- Temptations focus on the weaknesses of human nature e.g. greed.
- Temptations focus on the things that people really want.
- It is difficult but not impossible.
- Many people have withstood temptation.
- Jesus' example an inspiration to Christians.
- Strength through prayer and self-discipline.

AO2 [4]

- (e) **'Christianity is still important in Britain today.'**
Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.
(You must include reference to religious beliefs in your answer.)
Marks for spelling, punctuation and the accurate use of grammar are allocated to this question. [5]

Arguments could include:

- Christianity is still regarded as the 'official' religion of Britain.
- The Queen as Head of State is also the Head of the Anglican Church.
- Royal family follow Christian rites of passage.
- Christian places of worship are still to be found in most areas.
- Christian values are still respected and still have an influence on government.
- Many people still follow Christian rites of passage.
- Holidays in Britain follow the Christian calendar.
- Christian festivals are still prominent in Britain today.
- Christian symbols are still evident and used in British society.
- Britain is a multi-faith society and other faiths have a strong influence which can be seen as diminishing the status and influence of Christianity.
- Sunday is no longer a special day in Britain – shops open etc.
- The way in which the media often portrays Christianity and Christians as not being part of mainstream society or having a religious faith as being 'odd'.
- Secularisation. Religion is seen as irrelevant by many people.
- Challenges from science/scientists to fundamental Christian beliefs.

AO2 [8]

- Q.2 (a) Describe Jesus' teaching on public and private prayer.**

Expect answers to refer to:

- To pray in private – behind closed doors and to be concise and to the point; God knows what people want before they ask; God will reward.
- To pray in public – not to pray in front of others so as to gain praise for themselves; not to be hypocritical; to be short because the value of prayer does not depend on its length.

Max Level 3 if only public **or** private.

AO1 [4]

- (b) Explain why the Eucharist/Communion service is important to some Christians.**

Expect answers to refer mainly to:

- Reminder of the events of the Last Supper.
- Helps Christians to focus on the Crucifixion.
- Reminds Christians of the meaning of Christ's sacrifice.
- Jesus commanded Christians to celebrate the Eucharist.

AO1 [4]

(c) Explain how Christians might use prayer.

Answers could refer to:

- To form a personal relationship with God.
- As a way of relieving problems.
- As a way of receiving God's help and guidance.
- To thank God, to pray for others in need.
- As a congregational prayer.
- As a private prayer.
- Acts of prayer (thanksgiving etc).

AO1 [4]

**(d) 'Christians should worship God every day.'
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer.)**

Arguments could include:

- It is important that God is remembered every day.
- God should be the focus of a Christian's life from day to day.
- A Christian should show thanks and commitment to God every day.
- Everything a Christian does should be worship.
- Some Christians believe that worship should take place in a church or chapel on a Sunday.
- There are other important practices in Christianity.
- People should worship only if they want to.

AO2 [4]

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

Credit relevant reasons which might include:

- Many people have had experiences of God answering prayers.
- Jesus taught that God would answer every prayer.
- God does answer every prayer but not always in the way people expect.
- Many do not make an effort to find God's answers.
- Many people have prayed earnestly and found no answer.
- Many people have found that prayer makes no difference to the outcome.
- Some would argue that God answers only true prayers.

AO2 [8]

Q.3 (a) Describe what Jesus taught about loving your neighbour.

Answers may focus on the parable of the Good Samaritan:

- The context where the young man asks Jesus 'who is my neighbour'?
- The story of the man being attacked and left for dead and the priest and the levite passing.
- The Samaritan helping.
- Jesus' question 'which one was the neighbour'?
- Jesus' command to do likewise.

AO1 [4]

(b) Explain why Christians believe they should care for others.

Expect answers to refer to:

- Jesus' teaching.
- Jesus' example e.g. healing, feeding the five thousand.
- Christian responsibility to show love.
- It is one of the virtues of the kingdom of God.

AO1 [4]

(c) Explain how Christians might show themselves to be good neighbours.

Answers could refer to:

- Fellowship.
- Friendship.
- Support in times of difficulty.
- Comfort and support.

AO1 [4]

**(d) 'Actions are more important than words.'
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer.)**

Arguments could include:

- Christianity has always succeeded through being seen.
- It was Jesus' actions that brought people to him.
- Words without deeds are meaningless.
- Jesus taught that we would be known by our fruits.
- Jesus taught that we should be like the Good Samaritan.
- People have always strongly expressed their beliefs in words.
- Words of worship are a very strong way of expressing identity.
- Sometimes people act not out of belief but selfish motives.
- Often words inspire the deeds which follow.

AO2 [4]

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

Arguments could include:

- It's very difficult to forgive and forget.
- Hatred can be very deep seated.
- It goes against human nature – the 'natural' feeling is revenge.
- Enemies don't deserve to be loved – we should keep our love for those that deserve it.
- It's difficult but not impossible – Jesus showed that it could be done and other Christians have successfully followed his example. If we are to be Christ-like then we must love our enemies. We must learn to love our enemies but hate their crimes.
- Loving our enemies and forgiving them is the only way to settle feuds and avoid war.

AO2 [8]

Q.4 (a) Describe what Jesus taught about doing good secretly.

Expect answers to refer to:

- Doing good should not be done publicly to attract praise.
- Left hand should not know what the right hand is doing.
- God will reward what is done secretly.

AO1 [4]

(b) Explain why Sunday observance is important to many Christians.

Expect answers to refer mainly to:

- It is part of the Ten Commandments.
- It is a day to celebrate Jesus' resurrection.
- It shows commitment to the Christian faith by giving one day a week to worship.
- It gives time to go to worship and to focus on spiritual matters.
- It gives time for families to be together.
- Everybody needs a day of rest.

AO1 [4]

(c) Explain how Christians might do good secretly.

Credit explanation of any relevant ways which could include:

- Anonymous donations e.g. to charities, hospitals, etc.
- Anonymous sponsorship of different initiatives.
- Accounts given to the press focusing on the receiver not the giver.
- Work within the local community not done in the glare of publicity.

AO1 [4]

**(d) 'Live for this life not the next.'
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer.)**

Arguments could include:

- The present is the only time that is really ours.
- The next life depends on how we live in this life.
- The next life belongs to God.
- This life is the only chance to show Christian virtues.
- This life lasts only a short time, the next is for eternity.
- Jesus died so that we could have eternal life.

AO2 [4]

- (e) **'Christians should not be wealthy.'**
Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.
(You must include reference to religious beliefs in your answer.)

Arguments could include:

- Christians should give up everything for God.
- Possessions get in the way of faith.
- You cannot serve God and money.
- Christian living should revolve around God and not material wealth.
- A Christian's treasure should be in Heaven not on earth.
- A real Christian would have given his wealth to the poor.
- It's not practical for everyone to be poor.
- Jesus did not teach against wealth but against being selfish with wealth.
- Many rich Christians use their wealth for the good of others.
- If everyone was poor who would help the less fortunate.

AO2 [8]

UNIT 3 – ROMAN CATHOLICISM 1

Q.1 (a) Describe how Catholics may celebrate Christmas.

Look for a rounded account how Catholics may celebrate Christmas.

Details that could be described include:

- Christmas begins with the First Mass of Christmas on Christmas Eve.
- Christmas ends on the feast of the Baptism of the Lord.
- Catholics should go to Mass on Christmas Day as it is a holyday of obligation.
- There are many religious customs that help Catholics celebrate Christmas – the Crib, giving of gifts/cards and singing Christmas carols.
- Christmas is a time when Catholics do good works to help them celebrate this important time.
- In Mass at Christmas time the priest will wear gold or white vestments and the readings and themes are about the love God has for the world.
- Nativity Plays.

AO1 [4]

(b) Explain why Christmas is an important festival for Catholics.

Reasons which might be explained include:

- Christmas is an important festival because it celebrates that God became human in the person of Jesus (Doctrine of the Incarnation).
- It remembers that Jesus is God's gift to the humankind.
- The festival of Christmas celebrates that Jesus is the fulfilment of Old Testament prophecies.
- Christmas is a time when God gives salvation to the whole human race.
- Christmas is an important festival because it inspires Catholics to spend time with their family, pray more and help others.

AO1 [4]

(c) Explain how Catholics celebrate Advent.

Look for a detailed account of how Catholics celebrate Advent. Details that could be developed include:

- Many families have a crib in their homes.
- The Advent wreath is displayed with candles being lit on the four Sundays.
- The liturgical colour worn by priests is purple.
- Catholics pray more during Advent
- The Jesse Tree - traces Jesus' family tree back to Jesse, the Father of David.
- The Sacrament of Reconciliation.
- Charity.

AO1 [4]

- (d) 'Loving God is more important than loving your neighbour.'**
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer.)

Reasons that could be given include:

- God created the world and therefore deserves our love.
- The Great Commandment places loving God in front of love of neighbour.
- The parable of The Sheep and the Goats states you will be judged by the way you treat other people – love of neighbour.
- Agape (unconditional) love is considered by many to be the most important love.

AO2 [4]

- (e) 'Christmas has lost its religious meaning.'**
Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.
(You must include reference to religious beliefs in your answer.)
Marks for spelling, punctuation and the accurate use of grammar are allocated to this question.

[5]

The following points could be considered and evaluated:

- Society is generally more secular making Christmas more of a non-religious time.
- The focus is mainly shopping and gifts with commercialisation the core purpose of the season.
- Christmas images in the media have no relationship with the birth of Jesus and focus on Santa Claus and commercial products.
- Many lapsed Christians go to church on Christmas Day to remember the true meaning of the season.
- Television and radio stations have special broadcasts and programmes to highlight the true meaning of Christmas.
- Most schools have nativity plays and carol concerts.
- Christmas decorations can recognise and celebrate the joy of Jesus' birth.

AO2 [8]

Q.2 (a) Describe Catholic teaching about God as Father.

Look for a rounded account of Catholic teaching about God as Father.

Details that could be described include:

- Reference to The Creed 'We believe in one God...'
- The first part of the Holy Trinity.
- God as Creator (Genesis 1-3).
- God as Father who Jesus spoke to in the New Testament (e.g. In the Garden of Gethsemane).
- God as Father – characteristics of a father – caring, loving, supportive, forgiving.
- Attributes of God.

AO1 [4]

(b) Explain why the Holy Spirit is important for Catholics.

Reasons which might be explained include:

- The Holy Spirit is the power of God in action in the world.
- In the Old Testament the Holy Spirit was present at the creation, in the lives of the people of God and inspired the kings and prophets.
- In the New Testament the Holy Spirit is present at Jesus' baptism.
- The Holy Spirit is seen in the work of Jesus in his teaching, healing and preaching.
- Today the Holy Spirit is seen at work in the sacraments and through the leaders of the church.

AO1 [4]

(c) Explain how Catholics use the Bible.

Look for a detailed account of how Catholics use the Bible.

Details that could be developed include:

- The Bible is used in the celebration of the Mass with reading from the Old and New Testament.
- Many Catholics read the Bible at home both individually and as a family.
- Passages from the Bible can be used in meditation.
- Prayers from the Bible such as the Our Father can be used in public prayer.
- Prayers and passages from the Bible can be used in Catholic schools (RE lessons or assemblies).
- The Bible can be used to seek advice on an issue and to inform your conscience.

AO1 [4]

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

Reasons that could be given include:

- The belief that Jesus taught forgiveness of all, including enemies.
- Jesus forgave his torturers on the cross.
- Jesus' teaching on how many times you should forgive.
- Some crimes are so bad you cannot forgive them – credit examples.
- Anger makes it hard to forgive.
- If somebody is not truly sorry, it is hard to forgive them.

AO2 [4]

- (e) **'There is no life after death.'**
Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.
(You must include reference to religious beliefs in your answer.)

The following points could be considered and evaluated:

- There is no proof that there is a Heaven or Hell.
- The human body is mortal and scientists claim that is the end of life.
- The belief you have a soul cannot be proven.
- The resurrection of Jesus is proof that there is life after death.
- Belief in the soul and the immortal nature of humans is central to Christian teaching.
- The belief that our bodies are mortal but our souls are immortal.

AO2 [8]

- Q.3 (a) Describe the main features of a Roman Catholic church.**

Look for a rounded description of the features of a Roman Catholic church.

Details that could be described include:

- The altar is found in a central place in the sanctuary. It is a table, made of wood or stone, at which the sacrifice of the Mass is offered. It is usually covered with a white cloth and has candles placed on it.
- The crucifix is always in a prominent position in the church. A crucifix is a cross with the figure of Jesus on it. It reminds Catholics that Jesus died for their sins.
- The lectern is a bookstand from which the Word of God is proclaimed.
- The tabernacle is a locked box which is kept in the sanctuary or a side chapel. Unused consecrated hosts from a previous Mass is kept in the tabernacle.
- The font is a basin which is used for baptisms.
- The Paschal Candle is a large decorated candle which is usually kept near the font. The Paschal Candle is a symbol of the Risen Christ and is lit at different times throughout the year.
- The confessional Box (reconciliation room) is a place where Catholics can confess their sins and receive God's forgiveness.
- Credit external features.

AO1 [4]

- (b) Explain the social role of the Catholic Church.**

Points that could be developed include:

- Belief that we are all sons and daughters of God the Father and are therefore one family caring for each other.
- To follow the teaching of Jesus who taught us to 'love one another'.
- The Church has responsibilities at both local and international level.
- Local organisations that strive to work on the social role of the Church are the SVP, The Legion of Mary and justice and peace groups.
- There are many international charities such as CAFOD who fulfil the social role of the Catholic Church.
- The Parable of the Sheep and the Goats reminds Catholics of their social role (to feed the hungry, clothe the poor etc) and Jesus told his followers they will be judged on their actions.

AO1 [4]

(c) Explain why some Catholics go on pilgrimage.

Points which might be explained include:

- The Catholic Church is 'Pilgrim People' and therefore life is a journey towards God.
- A pilgrimage brings you closer to God as it focuses your prayers and intentions.
- Places such as Lourdes and Rome are extremely important for Catholics and visiting there is a deeply religious experience.
- A pilgrimage can be an opportunity to ask for healing, forgiveness and allows a person to grow in holiness.

AO1 [4]

**(d) 'You don't have to go to church to be a Catholic.'
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer.)**

Reasons that could be given include:

- Going to church shows your commitment to the Catholic faith.
- Praying or attending Mass in a church is the best way to worship as a Catholic.
- At the end of the Mass the priest challenges the congregation to 'live the Mass in their daily lives'.
- Catholics can pray at home and don't need to go to church.
- Doing good works such as charity work is more important than going to church.
- Some Catholics may not be able to go to church - not able to travel, work commitments etc.

AO2 [4]

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

The following points could be considered and evaluated:

- When you go to Mass you receive God's strength through his body and blood.
- Jesus said 'Do this in memory of me' which is a direct command.
- Mass is a communal event and it binds and strengthens the local community/parish.
- 'Keep the Sabbath day' is one of the Ten Commandments.
- Some people cannot go to Mass because of work commitments or illness.
- Good actions/helping others is more important than one hour a week in Mass.
- You can worship or communicate with God through group or private prayer.

AO2 [8]

Q.4 (a) Describe the main feature of a Catholic marriage ceremony.

Look for a rounded account of the main features of a Catholic marriage ceremony.

Details that could be described include:

- Explanation that a marriage in a Mass is a Nuptial Mass.
- Liturgy of the Word and prayers of intercession.
- The questions and consent.
- The exchange of vows.
- The blessing of the rings.
- The Nuptial blessing.
- Signing the marriage register.

AO1 [4]

(b) Explain Catholic teaching about marriage to non-Catholics.

Look for a detailed account of Catholic teaching about marriage to non-Catholics.

Details that could be described include:

- Marriage is a sacrament and it may be better if it was between two people who share the same faith.
- A primary purpose of marriage is to bring up children and they should be educated in the Catholic faith; if the non-Catholic parent does not believe in God or religion, it could cause conflict in the family.
- Respect and tolerance is needed in a family.
- Catholics believe love for one another will overcome any tensions and therefore inter-faith marriage can be successful.
- Mixed marriages can and do work so therefore the Catholic Church does not oppose Catholics marrying non-Catholics.

AO1 [4]

NB Credit where a candidate has interpreted the question as: 'Explain Catholic teaching about Catholic marriage to someone who is not a Catholic.'

(c) Explain why Catholics believe sex is important in marriage.

Reasons which might be explained include:

- Sex should always be between a married couple because it is exclusive.
- Sex is for procreation.
- Sex unites a couple in a unique and intimate way.
- Unnatural contraception is not acceptable.

AO1 [4]

- (d) 'It is easy being a Catholic in Britain today.'**
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer.)

Reasons that could be given include:

- There are many Catholics who have a strong faith who use their family and community to help them overcome difficulties.
- The provision of a Catholic education is very important.
- The strength of the parish community working with schools and families.
- The impact of secularisation and/or relativism on faith and belief.
- The loss of traditional communities and the demands of modern life (e.g. having to work on a Sunday).
- The attractiveness of alternative faith systems.

AO2 [4]

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

The following points could be considered and evaluated:

- Catholics believe marriage is for life and if you divorce you should not remarry.
- In the Catholic Church you must have received an annulment to get married.
- Some Catholics believe that if you remarry you are committing adultery because you are still married to your wife/husband.
- All humans make mistakes and you should be allowed to make a fresh start.
- A man or a woman could have been in an abusive relationship and should not be punished if they find love again.
- Some Catholics' husband/wife could abandon them and some believe they should be allowed to marry again.
- Many Catholics believe in forgiveness and a fresh start and remarriage can bring real happiness to people.

AO2 [8]

UNIT 4 – ROMAN CATHOLICISM 2

Q1. (a) Explain how God reveals himself to mankind.

Look for an explanation of ways in which God reveals himself to mankind.
Details that could be explained include:

- God reveals himself to mankind through the Bible - who he is and how he wants us to live our lives.
- God reveals himself through miracles - both in the Bible and in the world today (e.g. Lourdes).
- God reveals himself through the numinous - the experience of wonder and awe in the world today (e.g. nature).
- God reveals himself through prayer - a believer may feel the presence of God when praying.

Credit any appropriate answers.

AO1 [4]

(b) Explain Catholic teaching about the origin of evil.

Reasons which might be explained include:

- God did not create evil.
- Evil originated in the free choice God gave humans.
- Evil originated in the free choice of created beings who reject God and goodness.
- This is evident in the account of The Fall from the Book of Genesis.
- Reference to Satan as the source of evil.
- Reference to moral and natural evil.

AO1 [4]

(c) Explain why Catholics use the Bible to make moral decisions.

Reasons which might be explained include:

- The Bible is the word of God and is therefore a guide for life.
- The Bible is the revelation of what God wants Catholics to do when making moral decisions.
- Even though the Bible was written a long time ago scholars and theologians have interpreted its teachings and have made it relevant for modern times.
- Old Testament rules such as the Ten Commandments are still relevant today when making moral decisions.
- The Sermon on the Mount is a model for Christian moral behaviour.

AO1 [4]

- (d) **'God is all-knowing.'**
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer.)

Reasons that could be given include:

- Some would argue that God does not know everything because he would not have created humankind knowing the terrible things they have done to his creation.
- Others would say that if God knows everything then human beings do not have free will.
- Some might argue that God does know everything but chooses not to intervene and humans are allowed to make their own decisions (free will).
- Some might argue that if God does know everything then why does he not intervene?
- Some might argue that if God has created the world and is Omnipotent (all powerful) and Omnibenevolent (all loving) then he must be all knowing.

AO2 [4]

- (e) **'Only God should end life.'**
Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.
(You must include reference to religious beliefs in your answer.)
Marks for spelling, punctuation and the accurate use of grammar are allocated to their question. **[5]**

The following points could be considered and evaluated:

- Use of statues, paintings and other aids to devotion.
- God created life and only God can take it away.
- If society enforces the death penalty they are acting like God.
- War causes death and suffering and this goes against the teachings of the Church as God does not want people to die or suffer.
- Sometimes society has to protect itself against serious criminals and taking a person's life (Capital punishment) is necessary.
- Going to war is sometimes the most moral act (Just War) and the death of people is sometimes for the greater good.

AO2 [8]

- Q.2 (a) Describe the role of the Pope in the Catholic Church.**

Look for a rounded account of the role of the Pope in the Catholic Church.
Details that could be described include:

- The need for hierarchy in human institutions which is true of the Catholic Church.
- The Pope appoints bishops to work with him in leading the Catholic Church.
- The Pope is the visible head of the universal Church.
- The Pope travels the world to celebrate the Catholic faith.
- The Pope meets with world leaders to discuss important political and moral issues.
- The Pope celebrates Mass and the sacraments.
- Different ways to follow a specific vocation.

AO1 [4]

(b) Explain why Catholics believe the Pope is the successor of Saint Peter.

Points that could be developed include:

- St Peter was chosen by Jesus to be the first Pope, 'Thou art Peter and on this rock I will build my Church'.
- Catholics believe this authority is passed on in an unbroken line from pope to pope otherwise known as Papal Succession.
- At the election of a pope the Holy Spirit is called upon to guide the cardinals to make the right choice.
- This succession given the Pope authority to rule and guide the whole Catholic Church as he is the Vicar (in place) of Christ

AO1 [4]

(c) Explain how Catholics show devotion to Mary, the Mother of God, through art.

Reasons which might be explained include:

- Use of statues, paintings and other aids to devotion.
- Art which focuses on Biblical texts, such as the annunciation, Elizabeth's dialogue with Mary or the Nativity.
- Art which shows Mary as the protecting mother of Jesus – holding the baby Jesus or at the foot of the cross.
- Art which portrays Mary as the mother of the Church through the Communion of Saints – people pray to Mary as a mediator.
- Art which portrays Mary as Mother of the Church.

AO1 [4]

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

Reasons that could be given include:

- Your conscience is a gift from God and should always be followed.
- Your conscience is supreme and Christians are obliged to follow it.
- If a conscience is informed (read the Bible, listen to Church teachings etc.) then it should be followed.
- A person may believe their conscience is wrong and badly informed.
- Your conscience is only a guide and you make your own decisions.
- A person may use their conscience as an excuse to do evil acts.

AO2 [4]

- (e) **'There will never be one united Christian Church.'**
Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.
(You must include reference to religious beliefs in your answer.)

The following points could be considered and evaluated:

- The differences of belief are too great for unity to be possible (Beliefs about Mary and the Eucharist).
- Differences have become more extreme in modern times (gay marriage).
- There is a history of prejudice and violence that would be difficult to overcome.
- Some Christians firmly oppose unity.
- There is a desire of many Christians for unity.
- The prayer of Jesus for unity means that Jesus is directing the Church towards unity.
- There is agreement on many issues and evidence the different denominations can work together.

AO2 [8]

- Q.3 (a) Describe the different ways Catholics might follow their vocation.**

Look for a rounded account of the ways a Catholic can follow their vocation in life.

Details that could be described include:

- A Catholic man could be called to become a priest and serve God through the priestly life.
- Religious men and women may be called to join a Religious Order and to take the vows of poverty, chastity and obedience.
- The two types of Religious Orders are apostolic and contemplative – both have a different calling.
- A lay person could follow their calling by simply living a moral life following the teachings of the Church (family life).
- Catholics can respond to God's calling by following a career path such as a teacher or a nurse.
- Different ways to follow a specific vocation.

AO1 [4]

- (b) **Explain why Catholics should value themselves.**

Reasons which might be explained include:

- Catholics should treat life as a gift from God.
- 1 Corinthians 6: 19-20 states 'do you not know that your body is the temple of the Holy Spirit?'
- Catholics should not abuse their bodies by smoking, too much alcohol, drugs and obesity as it is destroying the gift of life from God.
- Catholics should avoid sexual immorality as there are many warnings against this in the Bible.
- Catholics believe they are made in 'the image and likeness of God' and therefore they should respect what has been created.
- Catholics should be good examples to others in the way they live their lives.

AO1 [4]

(c) Explain what Catholicism teaches about being a responsible citizen in the world.

Reasons which might be explained include:

- Looking at the environment by being good stewards of God's creation (Genesis 1).
- By being obedient to the law in the Bible (Romans 13).
- Having a responsible attitude towards oneself and others.
- By supporting charities both locally (SVP) and internationally (CAFOD) showing concern for the less fortunate.
- By avoiding conflict and war – striving to work in harmony.

AO1 [4]

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

Reasons that could be given include:

- Belief that you have free will and if you choose to eat too much it is up to you.
- Eating disorders may be caused by psychological problems and should not be condemned.
- The belief that obesity is less of an evil than drug or alcohol abuse.
- Food is a special commodity and should not be misused.
- God gave us our bodies as a gift and that should not be abused.
- Food abuse can lead to obesity which puts a huge strain on families and the health service.

AO2 [4]

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

The following points could be considered and evaluated.

- The human body is mortal and when it dies that is it.
- You have an obligation to use your gifts to enrich your life or help others.
- Many believe you have an immortal part to your body, the soul.
- The teaching of St Paul that your body is 'the temple of the Holy Spirit'.
- Reference to personality - emotions, feelings and love.
- Reference to conscience, freewill and soul.

AO2 [8]

Q.4 (a) Describe Catholic teaching about capital punishment.

Look for a rounded account of Catholic teaching about capital punishment. Details that could be described include:

- The Catholic Church believes that in some cases Capital Punishment is acceptable.
- Many Catholics believe that capital punishment is wrong because it undermines the principle of respect for all life.
- The Catholic Church teaches that repentance and forgiveness are important even when dealing with serious offences.
- The Old Testament idea of 'an eye for an eye' needs to change to forgiveness and reform.

AO1 [4]

(b) Explain why justice is important for Catholics.

Reasons which might be explained include:

- God created all people equally therefore every person has a right to justice.
- Justice is a central part of Jesus's teaching on equality.
- All people should have the same rights to access to goods and services.
- God is a God of justice and Catholic followers should emulate that.

AO1 [4]

(c) Explain how Catholics treat others fairly.

Details that could be developed include:

- Catholics actively campaign against prejudice.
- Catholics promote 'Racial Justice Week' in parishes and schools.
- The promotion of charity work both locally (SVP) and internationally (CAFOD) to ensure all people are treated fairly.
- The impact of the Pope on meeting with world leaders to promote fairness to all nations.
- Catholics do not discriminate.
- Treating all people equally.

AO1 [4]

- (d) **'Suffering brings people closer to God.'**
Do you agree or disagree? Give *two* reasons for your answer.
(You must include reference to religious beliefs in your answer.)

Reasons that could be given include:

- Suffering is part of human life and Christians believe it can be for a reason.
- God cannot intervene but praying to God at bad times could help to develop faith.
- Suffering is because humans have free will and it can often be a result of bad choices – that could lead to repentance and a closer relationship with God.
- Some could argue that suffering makes you drift away from God – e.g. why do babies suffer?
- The belief that God should intervene and stop suffering.

AO2 [4]

- (e) **'Christians should never use violence to fight for justice.'**
Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.
(You must include reference to religious beliefs in your answer.)

The following points could be considered and evaluated:

- War is destructive and innocent lives are taken.
- During the history of humankind war has meant billions of human lives have been lost.
- Jesus preached tolerance and patience – he was a pacifist.
- The most influential people of the last century (Martin Luther King, Gandhi etc) believed in non-violent protest and pacifism.
- Violence only leads to further violence – 'He who lives by the sword dies by the sword'.
- Sometimes war and violence is the only alternative.
- The Just War theory lays down simple and practical reasons why you need to go to war and how the war should be conducted.
- The example of Camilo Torres who believed violence was necessary when fighting poverty and oppression (social justice) in Colombia.

AO2 [8]

UNIT 5 – CHRISTIAN PHILOSOPHY AND ETHICS

Q.1 (a) Describe what Christians believe about the nature of God.

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

Accept a variety of approaches.

- God as omnipotent, omniscient, omnibenevolent – expect unpacking of these.

Other teaching may include:

- God as omnipresent.
- God is Creator, Provider and Sustainer.
- God is transcendent and immanent.
- Beliefs about the Trinity – Father, Son and Holy Spirit – these beliefs could be unpacked and given credit.
- God is Holy – perfect

AO1 [4]

(b) Explain why some people do not believe in God.

Accept all relevant reasons.

Reasons which might be explained include:

- Some would take an empirical approach and say that more proof is needed for God's existence.
- Some may feel that they would need to have a religious experience to believe in God.
- Some may have experienced suffering on a large scale and are disbelieving that a loving God could exist in light of this.
- Some may take an evolutionary approach and suggest that mankind was not 'created' in any way but is purely the result of evolution.

AO1 [4]

(c) Explain the design argument for the argument for the existence of God.

Look for a detailed account of the argument from design.

Details that could be developed include:

- The nature of the argument is inductive.
- The premise of the argument design implies that there is a designer and the designer is God.
- The argument is based on observation of the universe.
- St. Thomas Aquinas – archer analogy.
- William Paley's watch analogy.
- Modern developments – anthropic and aesthetic principles.

AO1 [4]

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

Reasons that could be given include:
(Not necessarily for and then against)

- Conscience is considered to be a God-given reason. Christians need to listen to their consciences and act in faith is of paramount importance.
- Of course, decisions would be made in the light of the following authoritative sources:
Reading the Bible, the Bible as God's Word could help to confirm or question any decisions made, particularly if there are references within scripture dealing with the particular problem.

Accept relevant examples.

- Consulting Church teachings which set out the Church's position on moral issues.
- Asking advice from other Christians; this would help a person to understand the issue from the perspective of others who also have a faith, giving a more holistic and objective approach to moral decision making.
- Praying about the situation, Christians, in relationship with God could seek guidance through prayer where God's Holy Spirit could give guidance about the issue through addressing one's conscience.
- Sometimes conscience goes against what Church teaching states and a person may believe that conscience is paramount e.g. Camillo Torres – to take up arms.
- Perhaps one's conscience cannot be trusted. If a person has ignored his/her conscience for many years then it may not be a good informer.
- In this case it would be necessary to seek advice from other authoritative sources so that conscience becomes informed.

Perhaps there is no such thing as conscience – decisions should be made existentially.

AO2 [4]

- (e) **'Humans are to blame for all suffering.'**
Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.
(You must include reference to religious beliefs in your answer.)
Marks for spelling, punctuation and the accurate use of grammar are allocated to this question. [5]

The following points could be considered and evaluated:
(Not necessarily for and then against)

- Oppressive governments may be responsible for the suffering of others.
- There may be refusal to take personal responsibility to showing care and concern towards family or local community etc.
- Some suggest that suffering may be the fault of those who do suffer, e.g. making oneself homeless through illegal immigration.
- The obligation that Christians have towards those who suffer cannot be disputed. Christianity teaches that God demands his people to liberate those who suffer and they have a duty to do so. They may fail in their duty to be compassionate.

- Humans can be to blame for moral evils which cause suffering and could be avoided.
- The fall of humanity could be referred to – human responsibility for sin entering the world.
- Human selfishness and greed could be to blame.
- Many Christians believe that the devil is a reality, interpreting Scripture in a literal way. A supernatural force may be the cause of evil and suffering in our world.
- Some believe that the devil is a power that seeks to turn people away from God and is the cause of so much evil in society.
- Some may suggest that if God is omnipotent then the responsibility for suffering rests with him.
- Some scientists suggest there is no such notion of natural evil – it is just the way that nature is working in an evolutionary way.
- Irenaeus' theodicy of God allowing evil and suffering may be referred to.

AO2 [8]

Q.2 (a) Describe Christian teaching about Capital punishment.

Look for a rounded account of Christian teaching about Capital Punishment. Details that could be described include:

- All Christian churches believe that life is sacred. Each person should be treated with dignity and respect.
- Christian teaching about capital punishment is divided. Some Christian churches agree whilst others are totally opposed to it. Those opposed stress the need for encouraging the reformation of character which is part of our Christian duty. No one has a right to take a human life apart from God.
- In Leviticus it allows for Capital Punishment “An eye for an eye and a tooth for a tooth”. Based on this some churches would agree that capital punishment makes **reparation** for the serious crime committed.
- Others would suggest that in order to protect society from serious criminals, the only way as there is a need to eliminate those who are a threat to society.

AO1 [4]

(b) Explain the benefits of living in a multicultural society.

Reasons which might be explained include:

- It could help to promote tolerance.
- It could enrich knowledge and understanding of humanity.
- Diversity helps to combat prejudices.
- A sense of global identity could be gained, leading to a sense of kingdom of God.

AO1 [4]

(c) Explain how Christians can be good citizens of the world.

Look for a detailed account of ways in which Christians can be good citizens. Details that could be developed include:

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

AO1 [4]

**(d) ‘Criminals deserve to be treated fairly.’
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer.)**

Reasons that could be given include:

- Criminals are human beings and should be treated with dignity and respect.
- Reference to the aims of punishment, deference, retribution, reparation, reform.
- The notion that forgiveness and the opportunity for change is given.
- The notion of justice being done.
- Criminals should be encouraged to take part in programmes which aim at effecting change of attitude, e.g. restorative justice.
- Criminals should be punished to protect society from further harm.
- Reference to 'An eye for an eye, a tooth for a tooth'.

AO2 [4]

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

The following points could be considered and evaluated.
(Not necessarily for and then against)

- The notion of self-defence, whilst being attacked, would be justifiable in most people’s eyes: Also, if a person, for example a defenceless child or old person, was being attacked, then surely the noblest thing to do would be to come to their defence.
- A classic case of justifying war would be the case of a ‘Just War’. St Thomas Aquinas initially set down conditions for this and the defence of one’s country in the face of an attack was most certainly one which many would support.
- In Leviticus the Law stated ‘an eye for an eye and a tooth for a tooth’. This law limited revenge but nevertheless supports the notion of it.

- However, Jesus stated 'You have heard it said, 'an eye for an eye and a tooth for a tooth', but I say to you, whosoever slaps you on the one cheek, turn to him the other also'. Those who belong to the kingdom of God should have an attitude of non-revenge.
- Helder Camara's notion of the spiral of violence, it certainly doesn't solve problems. There are usually other ways of resolving the situation without using violence.
- Pacifism and the stance of Quakers may be referred to.
- Non-violent direct action may be a more effective means of achieving results.

AO2 [8]

Q.3 (a) Describe Christian teaching about the nature of mankind.

Look for a rounded account of Christian teaching about what it means to be human.

Details that could be described include:

- Humans are created in God's image and likeness.
- Humans are the pinnacle of God's creation.
- Human nature – physical, social, emotional, spiritual, intellectual and sexual.
- Created for relationship with God and each other.

AO1 [4]

(b) Explain, with examples, what is meant by moral relativism.

Reasons which might be explained include:

- Moral decisions are made with regard for situations and consequences of actions rather than actions.
- The focus of the moral decision is on the person's needs - what might be considered right in one situation may change in the next.
- Moral relativism reflects the differences in cultural norms.
- It is a more flexible way of making moral decisions and is not bound by rules.
- Accept all examples that clearly support the explanation.

AO1 [4]

(c) Explain why Christians believe you should value yourself.

Look for a detailed account of ways in which Christians can value themselves.

Details that could be developed include:

- Life is a gift from God so humans should be grateful.
- Humans have stewardship of their bodies and are accountable.
- The body is the temple of God's Holy Spirit and therefore should be a suitable dwelling place.
- Lead by example – teach younger generations to take care of the body.
- The Bible instructs believers to do so and should be followed as an authoritative source.

AO1 [4]

- (d) **'Reading the Bible helps people to make important decisions in life.'**
Do you agree or disagree? Give *two* reasons for your answer.
(You must include reference to religious beliefs in your answer.)

Reasons that could be given include:
(Not necessarily for and then against)

- Sometimes the Bible doesn't refer to the issue, e.g. abortion.
- It can be difficult to understand what is inferred in Scripture as it is open to interpretation. (e.g. different Church teachings on moral issues reflect this.)
- It can be regarded as too rigid an approach in the twenty first century.
- As God's Word, Christians believe that it is inspired by the Holy Spirit – therefore is authoritative.
- It contains advice on daily living which is appropriate for decision making.
- Through reading of the sacred text and prayerful consideration of what it has revealed, Christians believe that they have been guided by God.
- The Bible gives numerous examples of those who are faithful to God. Christians can learn from their personal example.
- Church teaching is based in Scripture and this information is given to churches via texts such as the Catholic Catechism/encyclicals etc.
- Sermons are based upon the Bible.
- Moral issues are considered in the light of Biblical teaching, e.g. moral issues such as abortion, euthanasia etc.

AO2 [4]

- (e) **'Drinking alcohol in moderation is not bad for you.'**
Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.
(You must include reference to religious beliefs in your answer.)

The following points could be considered and evaluated:
(Not necessarily for and then against)

- Drinking alcohol could be a way of socialising and can in moderation have health benefits.
- It was traditionally seen as a sign of God's blessing and therefore reminds Christians of the covenant relationship with God.
- Those who take a sacramental view of Holy Communion would most definitely agree that drinking the wine that has been blessed by the priest is effective in bringing about God's grace.
- Some would suggest that it is better to abstain from drinking alcohol because it could lead to dependency and is a bad example for others.
- Drinking too much alcohol can lead to tragic consequences. They therefore try to be self-disciplined and self-controlled whether or not they are total abstainers.
- There are strong statements in the Bible about not getting drunk.
- It is common sense to avoid alcohol when making important decisions.
- Christians should not be thinking just of personal benefits – if drinking alcohol is harmful to one's company, e.g. because that person may have a problem with alcohol then the Christian should abstain from drinking even moderately.

AO2 [8]

Q.4 (a) Describe the work of Christian charities.

Look for a rounded account of the work of Christian charities. Details that could be described include:

- Candidates could include the aims and objectives of the chosen charities.
- Reference could be made to the aim to put the love of God into practice.
- Candidates may refer to Christian obligation to 'love one's neighbour' in a practical way.
- Description of the work of the charities referred to should be characteristic of the charities chosen.
- Candidates may write about short term as well as long term aid and could achieve level four if either one is covered in enough detail.

AO1 [4]

(b) Explain how Christians might make a choice about their occupation.

Details that could be developed include:

- The Bible does not have a list of jobs that only Christians should do. However, Christianity teaches that Christians should be 'in the world, but not of it', meaning that Christians should act appropriately wherever they are in order to draw people to the Gospel message.
- Christians like others have a responsibility to work and care for their families, the only available jobs may seem unsuitable but it should be considered that earning a living is what is important.
- Certain jobs may be considered incompatible with Christian teaching and to undertake these jobs may be immoral e.g. working for a cigarette company, working in a casino – credit all relevant examples.
- The notion of a Christian vocation – the call to do the will of God by serving Him in a particular way, e.g. missionary work. They may choose occupations which seek to fulfil Gospel values such as jobs which: Prevents exploitation of others; ensures that human rights are upheld; helps to eradicate debt; education of others; ministerial work, medical work; stewardship of the environment.
- Some jobs may expect a person to work on a Sunday and this may go against personal conscience.

AO1 [4]

(c) Explain why Christians believe sustainable development is important.

Reasons which might be explained include:

- It is important to take stewardship of the planet seriously.
- Christians believe that future generations should be considered.
- It is selfish to be reckless with the earth's resources.
- The earth belongs to God and humans have a duty to care for it.

AO1 [4]

- (d) **'Child labour is always wrong.'**
Do you agree or disagree? Give *two* reasons for your answer.
(You must include reference to religious beliefs in your answer.)

Reasons that could be given include:
(Not necessarily for and then against)

- Deprives children of a childhood.
- Usually involves exploitation.
- In most countries it is illegal and therefore against the law.
- In some cases it is necessary for survival – e.g. farming.
- Children should be paid for works of art that are sold.

AO2 [4]

- (e) **'Charity work is never a waste of time.'**
Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.
(You must include reference to religious beliefs in your answer.)

The following points could be considered and evaluated:
(Not necessarily for and then against)

- Christianity teaches that humans have a responsibility and duty to help others irrespective of the immediate consequences. They should have a preferential option for the poor. To follow the Biblical ethic it is important and has eternal consequences.
- Christianity teaches that God is benevolent [good] and that God wants all people to enjoy a 'good life'.
- Numerous Christian Charities have been set up to help those in need and there are many examples of the effectiveness of their work – credit any examples.
- Change is effected through charity work and a difference is made to Government policies through the dogged petitions of those involved [credit examples].
- Christians believe that they have a responsibility to try to make the world a better, more equal place for everyone.
- Some may argue that despite the work of charities the world is still a place where many people are poor and suffering, while there are some very rich people and institutions living more comfortable lives.
- People living in developing countries often have a very low standard of living; they do not benefit from modern medical care, have few opportunities for education and little or no access to technology. Government corruption means that aid does not reach those who are severely affected.

AO2 [8]

UNIT 6 – HINDUISM

Q.1 (a) Describe the items found on a home shrine.

Answers could refer to:

- Murti
- Picture
- Flowers
- Perfume
- Sacred water from the Ganges
- Offerings of food
- Incense, ghee lamp

AO1 [4]

(b) Describe the role of the priest in a Hindu community.

Answers could refer to:

- Perform regular worship in the temple - puja, artri ceremony etc.
- Conduct special ceremonies
- Help Hindus to celebrate festivals
- Conduct rites of passage in the mandir or in the home

AO1 [4]

(c) Explain how a Hindu might celebrate Durga Puja.

Answers could refer to:

- Durga worshipped as Kumari, Parvati and Kali
- Worshipped as Lakshmi
- Barley seeds planted
- Literature displayed in the home
- Lighting of diya
- Performing of yagna
- Offerings of ghee, rice pudding and sesame seeds offered to Durga
- Kanya puja performed

AO1 [4]

**(d) 'Hindus do not need to go to the mandir (temple) to worship.'
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer.)**

Accept any relevant reasons which might include:

- Hindus worship three times daily at home
- Not many mandirs in the UK
- Many rarely visit mandirs
- Sometimes Hindus have to make long journeys to them
- Temples can inspire devotion
- Festivals and marriages celebrated in temples
- Sense of belonging to community comes from visiting temples
- Priests lead worship and preach in mandirs

AO2 [4]

- (e) **‘Performing puja is not the most important practice in Hinduism.’**
Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.
(You must include reference to religious beliefs in your answer.)
Marks for spelling, punctuation and the accurate use of grammar are allocated to this question. [5]

Accept arguments such as:

- Many important practices in Hinduism
- Festivals can be argued to be more important than puja - community occasions; they are a way of remembering important events in Hinduism
- Arguments could be put forward for rites of passage - marking milestones in a Hindu's life.
- Puja helps Hindus to show their devotion to God
- Puja helps Hindus to develop their relationship with God
- Puja being an act of love
- Asking for a blessing on themselves, their family and others
- Puja being spiritually fulfilling
- Puja as an important part of dharma

AO2 [8]

- Q.2 (a) Describe the role of parents in Hinduism.**

Expect answers to refer to:

- Teach Hindu rites and practices in the home
- Lead puja in the home
- Fulfil the duties of the householder ashrama
- Pass beliefs and traditions passed from generation to generation
- Care and discipline of children
- Role-models for children

AO1 [4]

- (b) Explain the main features of a Hindu marriage ceremony.**

Expect answers to refer to:

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

AO1 [4]

- (c) **Explain how the example of Rama and Sita might influence a Hindu married couple.**

Expect answers to refer to:

- Regarded as the ideal couple
- Rama's devotion to Sita
- Rama's protection of Sita
- Sita's love, support and faithfulness to Rama

AO1 [4]

- (d) **'Parents should never choose who their children marry.'**
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer.)

Accept any relevant reasons which might include:

- Parents know their children well and so want to assist them in finding ideal partner
- Evidence that parents will arrange marriages for those who have already fallen in love
- In parents' interest to assist children in finding mutually acceptable partner
- Hindus brought up in close knit families with strong sense of fulfilling dharma
- Cannot love someone they do not know
- Participants may never have met before wedding ceremony

AO2 [4]

- (e) **'No Hindu family is complete until there are children.'**
Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.
(You must include reference to religious beliefs in your answer.)

Credit arguments such as:

- It is a Hindu's dharma to have children
- Children are essential to carry the religion from generation to generation
- Children are needed to celebrate many practices and festivals
- Children seen as a blessing
- Some Hindus not able to have children
- Householder stage of life possible without children
- Family can be looked upon as being extended

AO2 [8]

- Q.3 (a) Describe Hindu beliefs about Krishna.**

Answers could refer to:

- Avatar of Vishnu
- Hero of the Bhagavad Gita which is probably the best-loved part of all the Hindu Scriptures.
- Teaches Hindus about duty
- Teaches people the right ways to worship

AO1 [4]

(b) Explain why the belief in avatars is important in Hinduism.

Answers could refer to:

- They are manifestations of god
- They come to earth in times of need to conquer evil
- Many of the avatars are heroes of Hindu literature
- Many avatars are role-models for Hindus
- Avatars can make god more accessible to many Hindus as they can appear in a more personal form

AO1 [4]

(c) Explain how a Hindu might perform bhakti.

Expect answers to refer to:

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

AO1 [4]

**(d) 'Hindus believe in one god.'
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer.)**

Arguments could include:

- Brahman is the only ultimate reality
- All worship is ultimately directed to Brahman
- Gods may have independent existence but are, on an ultimate level, really one
- Brahman is in all things
- Some Hindus regard Vishnu or Shiva as the supreme God
- Some Hindus worship many different gods as part of their worship of Brahman

AO2 [4]

- (e) **‘Stories about the gods help children learn about their religion’.**
Do you agree? Give reasons or evidence for your answers, showing that you have considered more than one point of view.
(You must include reference to religious beliefs in your answer.)

Expect answers to refer to:

- Stories are colourful and engaging
- Gods personify many concepts making them more understandable to children
- Many stories about gods as children so children can relate to them
- Gods in the stories are role-models in terms of behaviour and virtues
- Many of the stories difficult to believe and accept in the modern world
- Gods have special powers and not really relevant
- Some stories unsuitable for children
- Better ways to teach children about religion e.g. taking part

AO2 [8]

- Q.4 (a) Describe Hindu teaching on the ashramas.**

Answers could refer to:

- The student stage
- The householder stage
- The retirement stage
- The ascetic stage
- Expect references to the duties/responsibilities associated with each stage

AO1 [4]

- (b) Explain how a Hindu might follow dharma during the retirement stage of life.**

Expect answers to refer to:

- Handing over responsibility to elder son
- Retirement from daily work
- Detachment from worldly goods and material concerns
- Devote time to quietness, solitude, study of scriptures and meditation
- Help to educate children

AO1 [4]

- (c) Explain the role of sacred texts in Hinduism.**

Expect answers to refer to

- Used for ritual ceremonies
- Sources of great wisdom and truth
- Use in temple worship and domestic ceremonies
- Guide individuals in their daily conduct

AO1 [4]

- (d) **'The ashramas are no longer relevant.'**
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer.)

Arguments could include:

- They give a structure to a person's life
- They are a way of putting milestones on life's journey
- They are a way of recognising different duties and responsibilities.
- In Hinduism they are part of a person's dharma and affect karma
- They have religious significance in Hinduism
- Seem old fashioned in modern society
- All people's lives do not follow the same structure
- Less important in a secular society.

AO2 [4]

- (e) **'Children learn about their religion best through taking part in festivals.'**
Do you agree? Give reasons or evidence for your answer showing that you have considered more than one point of view.
(You must include reference to religious beliefs in your answer.)

Credit arguments such as:

- Festivals are colourful and interesting
- Children learn by taking part and having fun
- Community occasions – beliefs and traditions passed from generation to generation
- Taking part from an early age means better understanding of the history and customs of the religion
- Festivals only one aspect of a religion
- Festivals can be celebrated in a superficial way
- Better ways to teach children e.g. through puja, in the home

AO2 [8]

UNIT 7 – ISLAM

Q.1 (a) Describe how Muslims perform salah.

Details that could be described include:

- Salah may be performed as part of a communal prayer in a mosque
- Salah may be performed at home as a family
- Salah may be performed individually
- Salah is performed on a prayer mat
- Salah is performed five times each day; Fajr, Zuhr, Asr, Maghrib, Isha
- Muslims perform salah in the direction of the Ka'ba
- Muslims wash by performing wudu before salah prayer
- Muslims perform salah at the prescribed times
- Shoes are removed for salah prayer
- Women cover their heads; men may cover their heads

AO1 [4]

(b) Explain why a muezzin is important to Muslims.

Reasons which may be explained include:

- A muezzin performs the adhan
- This is important to call Muslims to formal prayer
- A muezzin performs the call to prayer five times each day
- A muezzin may work as a mosque caretaker
- An imam may perform the functions of a muezzin

AO1 [4]

(c) Explain Muslim teaching about jihad.

Reasons which may be explained include:

- Jihad allows any Muslim to strive to be a good Muslim
- Jihad is the daily struggle to live as a good Muslim
- There are two types of jihad
- One is a personal striving to be a good Muslim
- The other meaning of jihad is the concept of holy war
- Jihad is a Muslim holy war
- It may only be fought in the defence of Islam

AO1 [4]

- (d) **'A mosque is mainly a place of worship.'**
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer.)

Reasons that could be given include:

- A mosque is a 'place for prostration'
- A mosque is a community centre for a local Muslim community
- A mosque may have a madrasah or Muslim school
- It is a focal point for a Muslim community
- A mosque may be used for wedding and funeral services
- Main function of a mosque is for daily prayer
- A Muslim community gather for the celebration of festivals
- Many mosques are increasingly a cultural centre
- Many mosques have an education centre
- A mosque may have a mortuary

AO1 [4]

- (e) **'Children should always follow their parents' religion.'**
Do you agree? Give reasons or evidence for your answer showing that you have considered more than one point of view.
(You must include reference to religious beliefs in your answer.)
Marks for spelling, punctuation and the accurate use of grammar are allocated to this question. [5]

The following points could be considered and evaluated:

- Children should be allowed to follow any religion of choice
- Muslim parents believe it is their duty to bring up their children in the Muslim religion
- Children may be brought up within a religious background and as adults make their own choices
- Most children follow the religion of their parents anyway
- Parents may follow different religious
- Islam is a way of life so Muslim parents are teaching their children a way of life
- Children are not really able to decide if they want to follow a religion or not
- There are practical considerations if a child follows a different religion

AO2 [8]

- Q.2 (a) Describe the role of sacred texts in Islam.**

Details that could be described include:

- Sacred texts are a source of religious beliefs
- Muslims believe the Qur'an contain the words of Allah
- Sacred texts are a source of authority for religious believers
- Sacred texts are important historical documents
- Sacred texts record the actions and saying of the Prophet Muhammed
- Sacred texts are a source of guidance for Muslim behaviour
- The Qur'an is used in worship

AO1 [4]

(b) Explain the importance of Hajj for Muslims.

Points that could be developed include:

- Muslims follow in the footsteps of the Prophet Muhammed
- Muslims are able to visit the birthplace of the Prophet Muhammed
- The Qur'an states that Muslims must complete this pilgrimage
- Muslims visit Ka'ba which they face five times a day in prayer
- Muslims perform a series of religious rituals
- It allows Muslims to be part of the Ummah on Hajj

AO1 [4]

(c) Explain the importance of the hadith to Muslims

Reasons which may be explained include:

- The hadith is a collection of the actions and sayings of the Prophet Muhammad
- Through study of the hadith Muslims try to follow the example of the Prophet Muhammad
- Muslims look to the sayings of the Prophet Muhammad for guidance today
- The hadith is one important written source of authority for Muslims
- The times of formal prayers are found in the hadith

AO1 [4]

**(d) 'Islam is a worldwide religion.'
Do you agree *or* disagree? Give *two* reasons for your answer.
(You must include reference to religious beliefs in your answer.)**

Reasons that could be given include:

- Ummah is a term which represents the world wide community of Islam
- Islam is considered to be the second largest religion in the world
- Islam is not found and practised in every country in the world
- Islam has spread to all the continents of the world today
- Islam as a religion is continuing to expand throughout the world
- Muslims are persecuted in some countries and in this sense it is accepted as a worldwide religion
- Islam is considered the second largest religion in the UK
- There are many Muslims countries

AO1 [4]

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

The following points could be considered and evaluated.

- Pilgrimage is a Pillar of Faith
- It is the fifth Pillar of Faith
- Pilgrimage has a timeless purpose
- Pilgrimage is out of date in modern society
- Muslims are able to walk practically in the footsteps of the Prophet Muhammad
- Pilgrimage is not necessary because of the mass media
- Muslims may make a spiritual pilgrimage anyway without going on pilgrimage
- Practically not all Muslims are able to go on pilgrimage to Makkah
- Pilgrimage is one important aspect of the Ummah of Islam
- It is important to actually visit the sacred places of Islam

AO2 [8]

- Q.3 (a) Describe how Muslims celebrate the month of Ramadan.**

Details that could be described include:

- Muslims fast during the month of Ramadan
- Muslims fast between sunrise and sunset
- Daily fast may end with a meal
- Muslims fast at home and in work
- Muslims may visit a mosque more often during Ramadan
- Muslims may pray more frequently during Ramadan
- Muslims may read the Qur’an more frequently during Ramadan

AO1 [4]

- (b) **Explain why Muslims fast.**

Reasons which may be explained include:

- Saum is one of the Five Pillars of the Muslim religion
- It is a duty of being a Muslim
- It is following the example of the Prophet Muhammad
- It is a teaching from the Qur’an
- It allows Muslims to share in the experience of fasting
- It allows Muslims to identify with the poor and share in their suffering
- It allows Muslims to appreciate what they have
- To be part of the Ummah of Islam

AO1 [4]

(c) Explain the importance of Id-ul-Fitr for Muslims.

Details that could be developed include:

- Muslims celebrate Id-ul-Fitr annually
- Id-ul-Fitr is celebrated as a family
- Id-ul-Fitr is celebrated within a Muslim community
- It is an opportunity to buy new clothes, exchange clothes and gifts
- Id-ul-Fitr marks the end of the Muslim month of fasting
- Food may be shared in a community
- Families attend mosques for special services
- Children will not attend school
- Parents may take time off work
- Id-ul-Fitr is the festival of fast-breaking

AO1 [4]

**(d) 'Taking part is the best way to learn about festivals.'
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer.)**

Reasons that could be given include:

- Taking part in festivals is an opportunity for sharing stories
- Taking part in the celebration of festivals allow Muslims to gather as a community
- It is only important to understand the story of a festival
- Festivals usually commemorate an historical event so taking part is not necessary
- Festivals are always an opportunity for religious teaching
- Festivals have special custom and rituals
- Some aspects of festival celebration are out of date, such as animal sacrifice

AO1 [4]

**(e) 'Dress customs help Muslims express their faith.'
Do you agree? Give reasons or evidence for your answer, showing that
you have considered more than one point of view.
(You must include reference to religious beliefs in your answer.)**

The following points could be considered and evaluated:

- Dress customs are an expression of faith
- Dress customs help to create a sense of religious identity
- Muslims should dress in a 'modest way' to follow Muslim teaching
- Dress customs are not important for expressing faith in society today
- Modesty in dress is an expectation from the Qur'an
- Dress customs may attract unwanted publicity
- Dress customs may be controversial in a multi-cultural society
- Dress customs are a practical way to demonstrate faith
- Faith does not need to be expressed through dress customs
- Dress customs are out of date
- There are other ways of expressing faith

AO2 [8]

Q.4 (a) Describe what happens when a Muslim dies.

Details that could be described include:

- Recitations from the Qur'an
- A body is washed by members of the family
- Burial quickly after death
- The body may be wrapped in ihram robes
- The body may be wrapped in a white shroud
- Men are wrapped in three pieces; women in five pieces
- Face is left uncovered
- No coffin is used; the body is placed directly into the ground
- In the UK a coffin must be used
- Head is turned towards Makkah
- An imam recites prayers
- Passages of the Qur'an are recited at the graveside
- Men attend the graveside

AO1 [4]

(b) Explain Muslim teaching about paradise and hell.

Explanations that could be included:

- Muslims believe in both paradise and hell
- Heaven or paradise is a place of reward for those with faith
- Heaven or paradise is a place for those who have lived good lives
- Heaven is a place of spiritual and physical pleasure
- Hell or Jahannam is a place of punishment for those without faith
- Hell or Jahannam is a place of punishment for those who have not lived good lives
- Hell is a place of spiritual and physical punishment
- Muslims beliefs about paradise and hell are contained in the Qur'an and the hadith
- Muslims believe there are number of 'gates' or 'levels' in both paradise and hell

AO1 [4]

(c) Explain Muslim teaching about the Day of Judgement.

Points that could be developed include:

- The Muslim belief in life after death is known as akhirah
- This day is known to Allah alone
- The Day of Judgement is when everyone will be judged
- The Day of Judgement will take place at the end of the world
- It is also known as the Last Day
- Allah will judge everyone on their faith and actions

AO1 [4]

- (d) **'Only Allah should end human life.'**
Do you agree or disagree? Give *two* reasons for your answer.
(You must include reference to religious beliefs in your answer.)

Reasons that could be given include:

- Muslims believe length of life is determined by Allah alone
- Euthanasia is mercy-killing motivated by compassion
- Euthanasia is forbidden in the Qur'an
- Suicide is forbidden in the Qur'an
- Euthanasia may be necessary in certain medical situations
- It is interfering with the will of Allah
- It already takes place in some countries, e.g. Switzerland
- Euthanasia may be a necessary evil

AO1 [4]

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

The following points could be considered and evaluated:

- Muslim belief in an afterlife gives meaning to this life
- The first pillar of Muslim belief is the Shahadah
- Muslim belief in an afterlife gives hope
- The most important belief is belief in God
- Without belief in God there can be no belief in an afterlife
- Muslim belief in an afterlife gives meaning to life
- It is not possible to say which is the most single important Muslim belief
- A Muslim must believe in all Five Pillars
- There are many other important beliefs in the Muslim religion

AO2 [8]

UNIT 8 – JUDAISM

Q.1 (a) Describe how a Jewish boy receives his name.

Reference may be made to:

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

AO1 [4]

(b) Explain how Jews obey the Ten Commandments.

Reference may be made to:

- They will believe in and worship only one God.
- Use God's name with respect.
- They will observe the Sabbath day.
- Credit reference to honouring their father and mother, not committing murder or committing adultery, not stealing, or lying, or being envious of others.

AO1 [4]

(c) Explain why Jews should care for others.

Reference may be made to:

- It is a duty to help those who are worse off.
- Jews believe that everyone is equal in the eyes of God so should be cared for.
- Justice is important in Judaism. People should be treated fairly.
- Humanity is made in the 'image of God' so should be cared for.
- 'Love thy neighbour'.
- Reference to the last six of the Ten Commandments.

AO1 [4]

- (d) **'Dress customs help Jews express their identity.'**
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer.)

Points that could be discussed include:

- It shows devotion to God.
- Helps a person to be in the correct frame of mind for worship.
- They are meaningful - kippah, reminder that God is above them, tefillin - God must be kept in mind and heart, Tallit - 613 threads a reminder of the 613 mitzvot.
- It helps Jews focus on God and prevents other distractions.
- It show pride in their identity.
- It shows obedience - they are instructed to wear these in the Torah.
- Credit reference to Hasidim:
- Megan David - symbol of Judaism. Since 1948, the Megan David has been the symbol found on the Israeli flag. The intertwining triangles make them inseparable, like the Jewish people.

Accept alternative ways of expressing identity.

AO2 [4]

- (e) **'Festivals are the best way to teach children about their religion.'**
Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.
(You must include reference to religious beliefs in your answer.)
Marks for spelling, punctuation and the accurate use of grammar are allocated to this question. **[5]**

Reasons that may be given and explained include:

- It helps children to focus on the festival.
- Children learn more by doing, rather than just reading about a festival.
- Children feel they have an important role to play in the home.
- Taking part in the activities is considered 'fun'.
- Some children are shy and may feel intimidated by such involvement.
- Celebrating the festivals may be considered tedious for a child.
- It may result in some children turning their back on religion.

AO2 [8+5]

- Q.2 (a) Describe the role of the Beth Din in Judaism.**

Reference may be made to:

- The Beth Din deals with Jewish law.
- They provide licences for restaurants, food outlets, shop and factories that produce food.
- Helps a person who wishes to convert to Judaism and carries out conversions.
- Deals with disputes within a business or wider Jewish community.
- Issues the 'get' to those wishing to divorce.

AO1 [4]

(b) Explain the importance of the Shema for Jews.

Reference may be made to:

- It is a declaration of faith.
- The Shema states there is only one God.
- Reminds Jews that God is their God.
- It states that Jews should wear tefillin and place the mezuzah on their doorposts.
- The Shema should be the last thing a Jew says before death.

AO1 [4]

(c) Explain Jewish attitudes to abortion.

Reference may be made to:

- God is still involved in creating.
- Every life is holy and has a God-given purpose - to destroy it wilfully is a transgression against God.
- Credit reference to the Ten Commandments - 'You shall not kill'.
- Only God can end a life.
- Most Jews accept abortion if the mother's life is at risk.
- Reform Jews / some Orthodox Jews accept abortion if the mother is likely to suffer mental illness / emotional stress caused by pregnancy.
- Reform Jews accept abortion if the pregnancy was the result of rape/incest, or when the baby would be born with severe mental/physical handicap. Orthodox Jews are opposed to this.

AO1 [4]

**(d) 'Divorce is always wrong.'
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer.)**

Points that could be discussed include:

- Judaism has accepted divorce as a fact of life, although every effort will be made to keep the couple together.
- It is better for a couple to divorce than to remain together in a state of constant bitterness and strife.
- Some people fall out of love.
- People can change - credit suitable examples.
- Marriage is considered necessary for Jews.
- Marriage allows couples' personalities to develop.
- The Talmud states that a man without a woman is 'incomplete'.
- Marriage is seen as the most secure place to bring up a family.
- To potentially commit adultery goes against the Ten Commandments.

AO2 [4]

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

Reasons that may be given and explained include:

- It is physical act and is temporary.
- It lacks the sanctification of marriage.
- Could result in pregnancy.
- It could lead to a promiscuous lifestyle.
- Sex is holy and sacred and should be reserved for a married couple.
- It is acceptable in today's society.
- Contraception is readily available and is reliable.
- It is a natural way of showing love for each other.
- Media seem to encourage sex outside marriage.
- The number of marriages is declining - couples cohabit happily without marriage.
- The Talmud states that a man without a woman is (incomplete).

AO2 [8]

- Q.3 (a) Describe how Jews celebrate Yom Kippur.**

Reference may be made to:

- On the eve of Yom Kippur men use a mikveh.
- It is customary to wear white at Yom Kippur, as a sign of purity.
- Jews fast for 25 hours to concentrate on prayer and repentance.
- They do not wash, have sexual intercourse, anoint their bodies with oil or wear sandals / leather shoes, gold jewellery - no luxury.
- Five synagogue services - Jews reflect on sins and pray for forgiveness.
- Afternoon service - book of Jonah is read.
- The Kol Nidrei service is held as the sun sets - annulment of vows.
- Sins are confessed aloud by the congregation.
- Final prayers - the neilah 'the closing of the gates'. Doors of the Ark are now closed symbolising that God has completed His judgement.
- A single blast of the shofar announces that the fast is over.
- Relatives who have died are remembered and yahrzeit candles are lit.

AO1 [4]

- (b) Explain why Jews celebrate Rosh Hashanah.**

Reference may be made to:

- Evening service in the synagogue - God addressed as a King.
- Lengthy morning service - 100 notes sounded on Shofar.
- Prayers chanted revolving round evaluation of the past year, repentance for sins and seeking forgiveness.
- No work is done.
- At home there is a festive meal - no bitter food is eaten. Symbolic food are eaten/placed on the table - bread/apples dipped in honey, fish head, round chalah loaf.
- Custom of tashlich.
- Greetings exchanged - cards / telephone calls / in person - 'May you be inscribed (God's Book of Life) for a good year.'

AO1 [4]

(c) Explain Jewish teachings about resurrection.

Reference may be made to:

- Belief in the eventual resurrection of the dead is a fundamental belief in Judaism.
- References to resurrection are made in Jewish prayers.
- Resurrection of the dead will take place in the messianic age.
- The wicked will not be resurrected.
- Many Hasidic Jews believe in reincarnation.
- Reference to going to Heaven.

AO1 [4]

**(d) 'The Rabbi is the most important person in the Jewish community.'
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer.)**

Points that could be discussed include:

- The rabbi supports the spiritual welfare of their congregation.
- They prepare children for their Bar/Bat Mitzvah and reach his community about Judaism.
- Members of the community can lead synagogue worship.
- The cantor/chazzan often conduct services.
- The cantor/chazzan leads the singing in the community.
- The cantor/chazzan can assist the rabbi in their pastoral duties.

AO2 [4]

**(e) 'It is not difficult to follow Jewish dietary laws in Britain.'
Do you agree? Give reasons or evidence for your answer, showing that
you have considered more than one point of view.
(You must include reference to religious beliefs in your answer.)**

Reasons that could be given and explained include:

- It is easier to obtain kosher food in a multi-religious society.
- Much of the religion is practised in the home so it is not difficult.
- Socialising should not be a problem - Jews could take their own food.
- The food laws have been observed for so long, they are easy to follow.
- It may cause difficulties between the younger generation, in particular, who may find it difficult socialising with non-Jewish friends.
- There may be problems at school or in work obtaining kosher food.
- There are fewer restaurants available for kosher food.
- Obtaining kosher food may be difficult.

AO2 [8]

Q.4 (a) Describe how Jews worship in a synagogue.

Reference may be made to:

- Services can be led by a rabbi, a cantor or a member of the Jewish community.
- Hold three services a day.
- The Torah is collected from the ark and carried in procession at shoulder height to the bimah and is then placed on the Bimah to be read.
- A person would be 'called up' to read the Torah.
- After the Torah is read, it is carried around the synagogue before placing it back in the ark.
- Prayers and blessings are said.
- Sermons (a religious speech by the rabbi) will take place.
- Women's gallery - men and women worship separately in an Orthodox synagogue.
- Minyan (10 men) must be present.

AO1 [4]

(b) Explain why the Torah is important to Jews.

Reference may be made to:

- The Torah is important because it is the Word of God.
- God gave these words to Moses.
- The Torah contains information regarding the covenant, the 613 commandments, Ten Commandments, food laws, creation and other parts of Jewish history.
- The Torah teaches Jews how to lead a worthy life.
- The Torah allows Jews to feel closer to God.

AO1 [4]

(c) Explain what Judaism teaches about Israel as God's chosen nation.

Reference may be made to:

- God promised Abraham that he would provide him and his followers a land to call their own.
- Jews relationship with God depends on them keeping the 613 commandments.
- Jews understand the special relationship with God as a covenant.
- This is the nation that God delivered from slavery in Egypt.
- Jews understand that they must obey the covenant.

AO1 [4]

- (d) **'Synagogues are mainly places of worship.'**
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer.)

Points that could be discussed include:

- The ambience in the synagogue encourages Jews to continue their faith and Jewish lifestyle.
- Reading of the Torah only takes place in the synagogue.
- Importance of ritual objects found in the synagogue - Ark, Ten Commandments, Bimah, Ner Tamid, Menorah.
- The rabbi delivers a sermon in the synagogue.
- The synagogue serves a number of functions - House of Prayer, House of Assembly, House of Study, House of the People, House of Law, School.
- The synagogue can be used for various activities - crèche, youth clubs, activities for the elderly, study groups, use of library, place of education.
- The synagogue allows Jews to mix with other Jews. It is a social place - it binds the community together.

AO2 [4]

- (e) **'Jews should never marry non-Jews.'**
Do you agree? Give reasons or evidence for your answer, showing that you have considered more than one point of view.
(You must include reference to religious beliefs in your answer.)

Reasons that could be given and explained include:

- Various problems and disagreements can occur (credit suitable examples).
- The couple may not share similar beliefs.
- It is difficult to maintain a Jewish way of life - observing mitzvot.
- It does not ensure the continuation of the Jewish faith and nation.
- They may not be able to worship/celebrate festivals together in the synagogue and home.
- Marriage based on love is important.
- We live in a multi-cultural society.
- It may be difficult to find a Jewish partner in Britain.

AO2 [8]



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