

Religious Studies

General Certificate of Secondary Education

Unit **B589**: Perspectives on World Religions

Mark Scheme for June 2012

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

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

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Subject-specific Marking Instructions**General points**

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

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

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

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

Specific points

Half marks must never be used.

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

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

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

AO1 Weak, Satisfactory, Good

AO2 Weak, Limited, Competent, Good

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

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

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

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

Written communication

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

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

The following points should be remembered:

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

AO1 part (d) question

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

AO2 part (e) question

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

Question		Answer	Mark	Guidance
1	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Recycle materials • Use green fuels • Use renewable energy • Reducing use and creation of pollutants • Reducing use of energy • Joining an environmental organisation <p>1 mark for a correct response</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • All beings are interdependent • Not caring for the environment is an act of selfishness • The environment must be cared for so future generations can enjoy it • Karma <p>1 mark for each response</p>	2	
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Animals should be treated with respect according to the teaching of ahimsa in the five precepts • The distinction between animals and humans is blurred by the idea of rebirth so the care shown to humans can be applied to animals so hunting for sport for example is unacceptable although killing for food could be a necessity. • The first precept says do not take life, usually widely interpreted to include animals • Animals should be treated with compassion <p>A statement 1 mark, with development 2 marks and exemplification 3 marks. Or three statements</p>	3	

Question	Answer	Mark	Guidance
(d)	<p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <ul style="list-style-type: none"> • According to Buddhists the universe is cyclical with layers of it being created and destroyed in cycles. As beings are reborn into higher realms, lower realms are destroyed. These are then recreated for the rebirth of beings. • The Buddha was not interested in the origin of the universe as contemplation of such an issue could not help a person reach nibbana. Concern over such a matter was distraction from the real aim of life which is the removal of dukkha. • Many Buddhists are content to go along with current scientific thinking as an appropriate explanation. <p>Matter and consciousness are pre existent in the universe</p>	6	
(e)	<p>Examiners should mark according to AO2 descriptors. Candidates might consider some of the following:</p> <p>Science obtains knowledge by empirical objective examination of data and the findings of science are incontrovertibly true. Anything else is obviously wrong.</p> <p>Scientists are not completely sure about their own view of the beginning of the universe so not all scientists think that science must be right and everyone else wrong.</p> <p>Some take the view that science explains how the world began whilst religion explains why.</p> <p>From a Buddhist point of view this is not really an important issue as there is no strongly held coherent view about exactly how the world was made and there are no creation myths in Buddhism that people could set against the scientific explanation.</p> <p>So for Buddhists it is not question of one being right and one being wrong.</p>	12	

Question		Answer	Mark	Guidance
		<p>Buddhism can coexist quite easily with scientific theories of what took place and it is not wrong because science seems to have an adequate explanation. Buddhism is about something more significant (removing dukkha and achieving nibbana) than a description of the origins of the universe.</p> <p>For other religious people the sacred texts and the myths may seem to be challenged by science and so there is a feeling that one is right and one is wrong. This can lead some believers to deny science as they see it as undermining all of their faith. Others accept that religion deals with something deeper than facts and that creation myths and beliefs serve a different existential purpose.</p> <p>Others take the view that as religions date from pre-scientific times their explanations are bound to be unscientific and therefore religion is wrong and worthless. Others respond with the view that this does not mean the religion is wrong just that believers should look beyond the myths and the religious teachings to the meaning.</p>		
2	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Recycle materials • Use green fuels • Use renewable energy • Reducing use and creation of pollutants • Reducing use of energy • Joining an environmental organisation <p>1 mark for a response</p>	1	

Question	Answer	Mark	Guidance
(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • God created people to be stewards of the earth • It is a way of loving one's neighbour • Not caring for the environment is an act of selfishness • The environment must be cared for so future generations can enjoy it • Sacred texts imply this • Humans may be judged on this <p>1 mark for each response</p>	2	
(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Animals are a part of God's creation and therefore should be treated with respect. • Mankind was given dominion over the animals but this does not mean it is acceptable to treat them cruelly. It is matter of responsible stewardship of the environment and creation. Jesus referred for example, to the care God had for the sparrows • The concept of stewardship <p>A statement 1 mark, with development 2 marks and exemplification 3 marks. Or three statements</p>	3	
(d)	<p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>Some Christians are literalists and believe the world to have been created as described in Genesis contradicting science. Other Christians try to match the myths in Genesis with the current theories about the origins of the universe so as to show that the Bible and science are compatible. The teachings of Creationism and the Intelligent Design view Other Christians, whilst believing that God is the source of the power behind the universe believe the creation stories to be myths with an existential meaning rather than a factual one.</p>	6	

Question	Answer	Mark	Guidance
(e)	<p>Examiners should mark according to AO2 descriptors. Candidates might consider some of the following:</p> <p>Science obtains knowledge by empirical objective examination of data and the findings of science are incontrovertibly true. Anything else is obviously wrong.</p> <p>Scientists are not completely sure about their own view of the beginning of the universe so not all scientists think that science must be right and everyone else wrong.</p> <p>Some take the view that science explains how the world began whilst religion explains why.</p> <p>Christians who believe the Bible to be true and the word of God will find science challenging their beliefs especially if they take Genesis literally. For some Christians the sacred texts and the myths may seem to be challenged by science and so there is a feeling that one is right and one is wrong. This can lead some believers to deny science as they see it as undermining all of their faith. Others accept that religion deals with something deeper than facts and that creation myths and beliefs serve a different existential purpose.</p> <p>Others take the view that as religions date from pre -scientific times their explanations are bound to be unscientific and therefore religion is wrong and worthless. Others respond with the view that this does not mean the religion is wrong just that believers should look beyond the myths and the religious teachings to the meaning.</p>	12	

Question		Answer	Mark	Guidance
3	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Recycle materials • Use green fuels • Use renewable energy • Reducing use and creation of pollutants • Reducing use of energy • Chipko movement – preservation of trees • Joining an environmental organisation <p>1 mark for a response</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • The whole world is part of Brahman hence caring for the environment is a way of showing care for God. • The world needs to be looked after as a person may be reborn into it again. • Not caring for the environment is an act of selfishness • The environment must be cared for so future generations can enjoy it • Karma <p>1 mark for each response</p>	2	

Question	Answer	Mark	Guidance
(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Some Hindus place equal value on humans and animals justified by reference • to deities with animal elements and to the avatars of Vishnu so animals should be treated with respect • Mistreatment of animals is against ahimsa • Mistreatment of animals goes against dharma to care for the environment and • creates bad karma • For some Hindus, the soul could be reincarnated in the body of an animal. Animals should therefore be cared for and not treated cruelly. <p>A statement 1 mark, with development 2 marks and exemplification 3 marks. Or three statements</p>	3	
(d)	<p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>Hindu creation myths have a common thread that everything originates and returns to the universal spirit, Brahman. This can combine with modern theories such as the Big Bang theory and the theory of Evolution</p> <p>Candidates might develop teachings from authoritative sources such as sacred texts religious leaders or traditions. For example they may refer to Hindu creation myths to show that some Hindu teaching seems to point to a cyclical view of the universe which seems to be compatible with the scientific view</p>	6	
(e)	<p>Examiners should mark according to AO2 descriptors. Candidates might consider some of the following:</p> <p>Science obtains knowledge by empirical objective examination of data and the findings of science are incontrovertibly true. Anything else is obviously wrong.</p> <p>Scientists are not completely sure about their own view of the beginning of the universe so not all scientists think that science must be right and everyone else wrong.</p>	12	

Question		Answer	Mark	Guidance
		<p>Some take the view that science explains how the world began whilst religion explains why.</p> <p>For many Hindus, science can be seen to compliment rather than contradict religion so the statement is wrong because many Hindus do not believe their myths to be factual accounts of how the world was created.</p> <p>Religious people, who believe their sacred texts to be literally true, will find science challenging their beliefs especially if they take the creation myths as fact. For some Hindus the sacred texts and the myths may seem to be challenged by science and so there is a feeling that one is right and one is wrong. This can lead some believers to deny science as they see it as undermining all of their faith. Others accept that religion deals with something deeper than facts and that creation myths and beliefs serve a different existential purpose.</p> <p>Others take the view that as religions date from pre -scientific times their explanations are bound to be unscientific and therefore religion is wrong and worthless. Others respond with the view that this does not mean the religion is wrong just that believers should look beyond the myths and the religious teachings to the meaning.</p>		
4	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Recycle materials • Use green fuels • Use renewable energy • Reducing use and creation of pollutants • Reducing use of energy • Joining an environmental organisation <p>1 mark for a response</p>	1	

Question	Answer	Mark	Guidance
(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • People do not own the world – it belongs to God given in trust (Khalifah) • People do not own the world – God will hold them accountable for how they have used it (akhira). • People must look after the world for future generations who will be part of the unity of Islam • Not caring for the environment is an act of selfishness • Humans may be judged on this <p>1 mark for each response</p>	2	
(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Humans have a status above animals, but people will be responsible for cruel acts against them so they should be treated well • According to the Hadith, Allah expects animals to be well treated by farmers and even at the point of slaughter • Animals must be killed in a way that respects their dignity <p>A statement 1 mark, with development 2 marks and exemplification 3 marks. Or three statements</p>	3	
(d)	<p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>Muslims believe that Allah as creator and sustainer of the universe created everything. They see the experience of the natural world as confirming the role of the creator.</p> <p>Where scientific theories can be compatible with this view Muslims will accept them. For example, the belief that everything was made from water in Surah 21:30 seems to be compatible with the scientific view that life began in a kind of primordial soup.</p>	6	

Question	Answer	Mark	Guidance
(e)	<p>Examiners should mark according to AO2 descriptors. Candidates might consider some of the following:</p> <p>Science obtains knowledge by empirical objective examination of data and the findings of science are incontrovertibly true. Anything else is obviously wrong.</p> <p>Scientists are not completely sure about their own view of the beginning of the universe so not all scientists think that science must be right and everyone else wrong.</p> <p>Some take the view that science explains how the world began whilst religion explains why.</p> <p>For many Muslims, science can be seen to compliment rather than contradict religion so the statement is wrong. Some Muslims believe the Qur'an is in agreement with science.</p> <p>However if the scientific view removes the need for a creator- Allah – then one view is right and the other wrong.</p> <p>Religious people, who believe their sacred texts to be literally true, will find science challenging their beliefs especially if they take Qur'an literally. For some Muslims the sacred text may seem to be challenged by the science and so there is a feeling that one is right and one is wrong. This can lead some believers to deny science as they see it as undermining all of their faith. Others accept that religion deals with something deeper than facts and that creation myths and beliefs serve a different existential purpose.</p> <p>Others take the view that as religions date from pre-scientific times their explanations are bound to be unscientific and therefore religion is wrong and worthless. Others respond with the view that this does not mean the religion is wrong just that believers should look beyond the myths and the religious teachings to the meaning.</p>	12	

Question		Answer	Mark	Guidance
5	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Recycle materials • Use green fuels • Use renewable energy • Reducing use and creation of pollutants • Replanting of trees during the festival of Tu B'shevat • Reducing use of energy • Joining an environmental organisation <p>1 mark for a response</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • G-d created people to be stewards of the earth • Jews respect the idea of tikkun – repairing the world • People should look after the world for future generations • Not caring for the environment is an act of selfishness • Mitzvot – 7 years fallow to allow the environment to recover <p>1 mark for each response</p>	2	
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Deuteronomy refers to allowing animals rest like people on the seventh day • Mankind has dominion over animals which places responsibility on people to care for a part of G-d's creation. • The way in which animals are killed shows respect for them for example Kosher slaughtering is designed to be as fast and painless as possible. • The laws regarding treatment of animals are referred to as Tzaar Baalei Chayim, the prevention of cruelty to animals. <p>A statement 1 mark, with development 2 marks and exemplification 3 marks. Or three statements</p>	3	

Question	Answer	Mark	Guidance
(d)	<p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following</p> <p>The teachings in Genesis are taken literally by some Jews as it is part of Torah and is the word of G-d written down by Moses. The psalms teach that the universe is the result of divine activity. (Psalm 8) Some Jews accept the big bang theory provided G-d is understood to have caused the big bang</p>	6	
(e)	<p>Examiners should mark according to AO2 descriptors. Candidates might consider some of the following:</p> <p>Science obtains knowledge by empirical objective examination of data and the findings of science are incontrovertibly true. Anything else is obviously wrong.</p> <p>Some take the view that science explains how the world began whilst religion explains why.</p> <p>Scientists are not completely sure about their own view of the beginning of the universe so not all scientists think that science must be right and everyone else wrong.</p> <p>For many Jews, science can be seen to compliment rather than contradict religion so the statement is wrong. However if the scientific view removes the need for a creator – G-d - then one view is right and the other wrong.</p> <p>Religious people, who believe their sacred texts to be literally true, will find science challenging their beliefs especially if they take Torah literally. For some Jews the sacred text and the myths may seem to be challenged by science and so there is a feeling that one is right and one is wrong. This can lead some believers to deny science as they see it as undermining all of their faith. Others accept that religion deals with something deeper than facts and that creation myths and beliefs serve a different existential purpose.</p>	12	

Question		Answer	Mark	Guidance
		Others take the view that as religions date from pre -scientific times their explanations are bound to be unscientific and therefore religion is wrong and worthless. Others respond with the view that this does not mean the religion is wrong just that believers should look beyond the myths and the religious teachings to the meaning.		
6	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Recycle materials • Use green fuels • Use renewable energy • Reducing use and creation of pollutants • Reducing use of energy • Joining an environmental organisation <p>1 mark for a response</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Humans should be in harmony with the earth which means they must protect • The world should be cared for as it is a manifestation of the Divine • People should look after the world for future generations • Not caring for the environment is an act of selfishness • Karma <p>1 mark for each response</p>	2	

Question	Answer	Mark	Guidance
(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • For some Sikhs, the soul could be reincarnated in the body of an animal. Animals should therefore be cared for and not treated cruelly. • As a part of the creation animals should be treated respectfully and only killed if absolutely necessary for food. • The ideal Sikh lifestyle of vegetarianism would give proper respect to animal life <p>A statement 1 mark, with development 2 marks and exemplification 3 marks. Or three statements</p>	3	
(d)	<p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>The mul mantra refers to Waheguru as the creator Sikhs believe that creation helps to give Waheguru, who is formless, reality in creation, especially in the hearts of humans.</p> <p>Some Sikhs accept the Big Bang theory and evolution provided Waheguru is accepted as the force behind these things.</p>	6	

Question	Answer	Mark	Guidance
(e)	<p>Examiners should mark according to AO2 descriptors. Candidates might consider some of the following:</p> <p>Science obtains knowledge by empirical objective examination of data and the findings of science are incontrovertibly true. Anything else is obviously wrong.</p> <p>Scientists are not completely sure about their own view of the beginning of the universe so not all scientists think that science must be right and everyone else wrong.</p> <p>Some take the view that science explains how the world began whilst religion explains why.</p> <p>For many Sikhs, science can be seen to compliment rather than contradict religion so the statement is wrong. However if the scientific view removes the need for a creator – Waheguru - then one view is right and the other wrong.</p> <p>Religious people, who believe their sacred texts to be literally true, will find science challenging their beliefs especially if they take the Mul Mantra and other texts literally. For some Sikhs the sacred text and the myths may seem to be challenged by science and so there is a feeling that one is right and one is wrong. This can lead some believers to deny science as they see it as undermining all of their faith. Others accept that religion deals with something deeper than facts and that creation myths and beliefs serve a different existential purpose.</p> <p>Others take the view that as religions date from pre -scientific times their explanations are bound to be unscientific and therefore religion is wrong and worthless. Others respond with the view that this does not mean the religion is wrong, just that believers should look beyond the myths and the religious teachings to the meaning.</p>	12	

Section B; War Peace and Human Rights

Question		Answer	Mark	Guidance
7	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • A freedom which all people should have • Something which everybody should be able to do without restriction • Fundamental freedom • Entitlement <p>1 mark for a response</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • The right to life • The right to fair treatment before the law • The right to own property • The right to meet with others peacefully • The right to work • The right to education • Freedom of speech <p>1 mark for each response</p>	2	
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • The Buddha rejected the caste system believing people should be judged by their actions not by their birth • Some Buddhists believe all beings are of equal value and humans should therefore be treated as having equal rights • In the monastic sangah Buddhists learn to give equal respect to all. <p>The Eightfold Path and the first Precept support the idea that all people should be treated equally and therefore should have the same rights.</p> <p>A statement 1 mark, with development 2 marks and exemplification 3 marks. Or three statements</p>	3	

Question	Answer	Mark	Guidance
(d)	<p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>The teaching on ahimsa leads many Buddhists to believe that warfare is wrong. The story of Asoka who on becoming a Buddhist gave up warfare. The eightfold path teaches compassion for others which cannot be possible during a war</p>	6	
(e)	<p>Examiners should mark according to AO2 descriptors. Candidates might consider some of the following:</p> <p>On the one hand the idea of equality is can be found in all faiths even if that particular word is not used in the original text.</p> <p>The Buddha rejected the caste system as unfair and considered a human's worth to depend on their action in this life rather than the caste they were born in to.</p> <p>For some Buddhists every sentient being is of equal value as they all have been or will be a human being</p> <p>These attitudes have led some Buddhists to stand up for the human rights of others. Sometimes the Monks have taken the lead as in Vietnam in the 1960s and 70s by committing suicide publicly as a protest against the war which was killing many innocent Vietnamese. Buddhist movements in the west promote human rights.</p> <p>On the other hand standing up for human rights is dangerous and whilst it might be right it may not be possible for ordinary believers to do this without risking their family's lives. Also the idea of human rights may not be as important as scraping a living and surviving in a hostile world. It could even be argued that standing up for human rights might cause more suffering than living without some and keeping one's head down.</p>	12	

Question		Answer	Mark	Guidance
		In some faiths a hierarchy of people is part of the religious system and not everyone has the same rights but it is, in the view of some, possible to be equal but different.		
8	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • A freedom which all people should have • Something which everybody should be able to do without restriction • Fundamental freedom • Entitlement <p>1 mark for a response</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • The right to life • The right to fair treatment before the law • The right to own property • The right to meet with others peacefully • The right to work • The right to education • Freedom of speech <p>1 mark for each response</p>	2	
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • All people are created in the image of god and should be treated equally and by implication with equal rights • Jesus treated all people equally despite the prejudices of his day • There is neither Jew nor Greek..... • The story of the Good Samaritan 	3	

Question	Answer	Mark	Guidance
	<p>Candidates might refer to specific teachings from authoritative sources such as sacred texts, religious leaders or traditions.</p> <p>A statement 1 mark, with development 2 marks and exemplification 3 marks. Or three statements</p>		
(d)	<p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>The arguments for the conduct of a Just War might convince a Christian that they can take part Self defence The bible does not specifically reject war – and although Jesus spoke about peace he did not speak out against the soldiers he met I have come not to bring peace but a sword Jesus' Disciples were armed at his arrest and prepared to fight Liberation Theology</p>	6	
(e)	<p>Examiners should mark according to AO2 descriptors. Candidates might consider some of the following:</p> <p>On the one hand the idea of equality is can be found in all faiths even if that particular word is not used in the original text.</p> <p>Modern reading of the Bible sees the creation story as underpinning the idea of a common ancestry created in the image of God and therefore equal and deserving of the same rights. Jesus, especially in the Gospel of Luke treats all people equally and seems to go out of his way to help outcasts and sinners. So there is plenty to suggest that Christians have reason to stand up for Human Rights and in the last two centuries, many have done just that.</p> <p>On the other hand standing up for human rights is dangerous and whilst it might be right, it may not be possible for ordinary believers to do this without risking their families' lives. Many Christians failed to do this during the second world war but it would be wrong to blame them because the consequences</p>	12	

Question	Answer	Mark	Guidance
	<p>were so terrible. It would not have done any good against Hitler's armies and secret police.</p> <p>Scripture has been read in different ways over time to enable one group to justify taking away the rights of others.</p> <p>In some faiths a hierarchy of people is part of the religious system and not everyone has the same rights but it is, in the view of some, possible to be equal but different.</p> <p>Also human rights may not be as important as scraping a living and surviving in a hostile world. The starving and diseased people in many poor countries need practical help rather than political help. It could even be argued that standing up for Human Rights might cause more suffering than living without some and keeping one's head down and getting on with trying to survive.</p>		
9	<p>(a)</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • A freedom which all people should have • Something which everybody should be able to do without restriction • Fundamental freedom • Entitlement <p>1 mark for a response</p>	1	
	<p>(b)</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • The right to life • The right to fair treatment before the law • The right to own property • The right to meet with others peacefully • The right to work • The right to education • Freedom of speech <p>1 mark for each response</p>	2	

Question	Answer	Mark	Guidance
(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Hindus believe that everyone has an equal value because people are all God's children. This means that all people should be treated equally and therefore have the same rights. (Gandhi) • The Purusha Shukta suggests that the human race is divided (the division is about roles) but that does not mean people should not have human rights and that they should be supported • Candidates might refer to specific teachings from authoritative sources such as sacred texts, religious leaders or traditions. <p>A statement 1 mark, with development 2 marks and exemplification 3 marks. Or three statements</p>	3	
(d)	<p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>Warfare is acceptable to many Hindus in order to remove a tyrant from power, to defend the country or one's family when people are oppressed by an occupying power. The Laws of Manu set out the rules for warfare and some Hindus accept this teaching today. In the story of Arjuna, Krishna encourages him to fight as a sacred duty. Kshatriya (warrior caste) The doctrine of karma / rebirth</p>	6	

Question	Answer	Mark	Guidance
(e)	<p>Examiners should mark according to AO2 descriptors. Candidates might consider some of the following:</p> <p>The common ancestry of all human being can be seen in the Purusha Sukta where the variety of castes is shown to originate from one source. This leads some to believe in the essential equality of all and therefore standing up for that is important. Ghandi and other prominent Hindus have done just that sometimes at great personal cost. However, others Hindus see inequality as inevitable just because of the Varna system and therefore do not see the need to stand up for Human Rights in this life.</p> <p>On the other hand standing up for human rights is dangerous and whilst it might be right, it may not be possible for ordinary believers to do this without risking their families' lives. Many people across the world failed to do this during the second world war and in communist countries, but it would be wrong to blame them because the consequences were so terrible. It would not have done any good against the armies and secret police.</p> <p>Scripture has been read in different ways over time to enable one group to justify taking away the rights of others.</p> <p>In some faiths a hierarchy of people is part of the religious system and not everyone has the same rights but it is, in the view of some, possible to be equal but different.</p> <p>Also human rights may not be as important as scraping a living and surviving in a hostile world. The starving and diseased people in many poor countries need practical help rather than political help. It could even be argued that standing up for Human Rights might cause more suffering than living without some and keeping one's head down and getting on with trying to survive.</p>	12	

Question		Answer	Mark	Guidance
10	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • A freedom which all people should have • Something which everybody should be able to do without restriction • Fundamental freedom • Entitlement <p>1 mark for a response</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • The right to life • The right to fair treatment before the law • The right to own property • The right to meet with others peacefully • The right to work • The right to education • Freedom of speech <p>1 mark for each response</p>	2	
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Muslims believe that everyone has an equal value because people are all created by Allah. • This means that all people should be treated equally and therefore have the same rights. • Islamic Declaration of Human Rights • Candidates might refer to specific teachings from authoritative sources such as sacred texts, religious leaders or traditions. <p>A statement 1 mark, with development 2 marks and exemplification 3 marks. Or three statements</p>	3	

Question	Answer	Mark	Guidance
(d)	<p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>Although Islam seeks to promote peace, it is not possible to accept a situation where there is injustice even if it can only be settled by violence.</p> <p>Enemies should be fought with justice and without hatred or a motive of revenge.</p> <p>Self defence is permitted but an individual Muslim is not permitted to start a war without the support of the Muslim community</p> <p>Lesser jihad may require a violent response to an evil.</p> <p>It may be necessary to fight to defend Islam which could be considered to be a Holy War</p>	6	
(e)	<p>Examiners should mark according to AO2 descriptors. Candidates might consider some of the following:</p> <p>Allah created all people according to the Quran, and therefore all people are equal. Muhammad set an example in trying in Al Madinah to bring peace to warring parties separated by religion. This attitude is balanced by the need to be obedient to authorities unless they do something which goes against Allah will. This has made it difficult for Muslims on occasions to speak out against inequalities and abuse of Human Rights. On the other hand, Muslims like Malcolm X in America did stand up for the rights of others.</p> <p>On the other hand standing up for Human Rights is dangerous and whilst it might be right, it may not be possible for ordinary believers to do this without risking their families' lives. Many people across the world failed to do this during the Second World War and in communist countries, but it would be wrong to blame them because the consequences were so terrible. It would not have done any good against the armies and secret police.</p>	12	

Question		Answer	Mark	Guidance
		<p>Scripture has been read in different ways over time to enable one group to justify taking away the rights of others.</p> <p>In some faiths a hierarchy of people is part of the religious system and not everyone has the same rights but it is, in the view of some, possible to be equal but different.</p> <p>Also Human Rights may not be as important as scraping a living and surviving in a hostile world. The starving and diseased people in many poor countries need practical help rather than political help. It could even be argued that standing up for Human Rights might cause more suffering than living without some and keeping one's head down and getting on with trying to survive.</p>		
11	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • A freedom which all people should have • Something which everybody should be able to do without restriction • Fundamental freedom • Entitlement <p>1 mark for a response</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • The right to life • The right to fair treatment before the law • The right to own property • The right to meet with others peacefully • The right to work • The right to education • Freedom of speech <p>1 mark for each response</p>	2	

Question	Answer	Mark	Guidance
(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • All people are descended from Adam – despite differences they share a common ancestry and therefore deserve equal rights. • Jewish teaching (e.g. Isaiah) looks forward to a time of equality for all the peoples of the world. • Jews recognise from their own history of anti-Semitism how abuse of human rights must not be tolerated. • Candidates might refer to specific teachings from authoritative sources such as sacred texts, religious leaders or traditions. <p>A statement 1 mark, with development 2 marks and exemplification 3 marks. Or three statements</p>	3	
(d)	<p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>A war might be considered to be Milchemet reshut – a just war where it is the last resort and all non violent possibilities have been exhausted. Damage limitation and restriction of civilian casualties are vital.</p> <p>The view that defence – pre-emptive if necessary - of Israel is vital for the survival of the state.</p> <p>Some Jews might consider a war to be right when their faith or state is under attack. This could be considered a Michemet mitzvah – a war commanded by G-d.</p>	6	

Question	Answer	Mark	Guidance
(e)	<p>Examiners should mark according to AO2 descriptors. Candidates might consider some of the following:</p> <p>G-d created Adam from whom all people are descended and therefore all people are equal but Jews as the chosen people have a particular responsibility to work harder to fulfil G-d's will and show to other people how G-d wants them to live. The Prophets speak of time of peace and equality for all. (Isaiah 2 - 3).</p> <p>The Jewish experience of the 20th Century holocaust had made many strong in their defence of Human Rights.</p> <p>On the other hand standing up for Human Rights is dangerous and whilst it might be right, it may not be possible for ordinary believers to do this without risking their families' lives. Many people across the world failed to do this during the Second World War and in communist countries, but it would be wrong to blame them because the consequences were so terrible. It would not have done any good against the armies and secret police.</p> <p>Scripture has been read in different ways over time to enable one group to justify taking away the rights of others.</p> <p>In some faiths a hierarchy of people is part of the religious system and not everyone has the same rights but it is, in the view of some, possible to be equal but different.</p> <p>Also human rights may not be as important as scraping a living and surviving in a hostile world. The starving and diseased people in many poor countries need practical help rather than political help. It could even be argued that standing up for Human Rights might cause more suffering than living without some and keeping one's head down and getting on with trying to survive.</p>	12	

Question		Answer	Mark	Guidance
12	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • A freedom which all people should have • Something which everybody should be able to do without restriction • Fundamental freedom • Entitlement <p>1 mark for a response</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • The right to life • The right to fair treatment before the law • The right to own property • The right to meet with others peacefully • The right to work • The right to education • Freedom of speech <p>1 mark for each response</p>	2	
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • The Gurus taught that because all people have been created by Waheguru all people have the same chance of working towards liberation from reincarnation. • All people have the essence of Waheguru within them and therefore must be treated equally. • Following the example of the Gurus rejection of caste, promotion of equality, defence of the weak. This means that the human rights of all people can be supported. • Candidates might refer to specific teachings from authoritative sources such as sacred texts, religious leaders or traditions. <p>A statement 1 mark, with development 2 marks and exemplification 3 marks. Or three statements.</p>	3	

Question	Answer	Mark	Guidance
(d)	<p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>War may be essential and therefore justified if it is the only way of protecting the weak and oppressed. This could be a war of righteousness – a dharma yudh.</p> <p>Sikhs wear the kirpan which encourages Sikhs to be brave and to fight oppression and tyranny.</p> <p>Guru Gobind Singh Ji laid down strict rules to justify warfare. It must not be conducted for selfish ends - this is to be found in the Zafar-nama letter</p> <p>Sikhs have a martial tradition which developed as a result of persecution by the Mughal emperors.</p> <p>The doctrine of karma / rebirth</p> <p>Examples of other Gurus.</p>	6	
(e)	<p>Examiners should mark according to AO2 descriptors. Candidates might consider some of the following:</p> <p>The Gurus taught that it did not matter what cast a person belonged to. Sikhs believe that all people have been created by Waheguru and have the essence of God within them. Guru Nanak Dev Ji taught that every human being has an equal chance of working towards their liberation from reincarnation.</p> <p>The creation of the Khalsa was aimed at promoting equality practically.</p> <p>The Gurdwara is a place of equality shown in the sharing of the langar meal and the karah parshad.</p> <p>Hence Sikhs have often stood up for the human rights of others.</p> <p>On the other hand standing up for Human Rights is dangerous and whilst it might be right, it may not be possible for ordinary believers to do this without risking their families' lives. Many people across the world failed to do this during the Second World War and in communist countries, but it would be wrong to blame them because the consequences were so terrible. It would not have done any good against the armies and secret police.</p>	12	

Question		Answer	Mark	Guidance
		<p>Scripture has been read in different ways over time to enable one group to justify taking away the rights of others.</p> <p>In some faiths a hierarchy of people is part of the religious system and not everyone has the same rights but it is, in the view of some, possible to be equal but different.</p> <p>Also human rights may not be as important as scraping a living and surviving in a hostile world. The starving and diseased people in many poor countries need practical help rather than political help. It could even be argued that standing up for Human Rights might cause more suffering than living without some and keeping one's head down and getting on with trying to survive.</p>		
13	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Characteristics which show the differences between male and female • Sexual difference <p>1 mark for a response</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Discrimination against women or men in job opportunities • Discrimination against women or men within the workforce • Discrimination in some countries in education • Discrimination in those religions that are male dominated • Discrimination by religious practices e.g. head scarves • Discrimination in pay <p>1 mark for each response</p>	2	

Question	Answer	Mark	Guidance
(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Racism is derived from ignorance or delusion which is one of the three poisons which needs to be overcome as pointless. • The belief in the eternal self is the root cause of prejudice. It undermines the truth that all people have equal value and status, leading to selfishness which in turn leads to prejudice. Recognition that the self does not exist (anatta) will lead to the acceptance of all people and therefore the end of racism. • Buddhism rejected the caste system and divisions within society and believes in regarding all people equally. • Candidates might develop teachings from authoritative sources such as Sacred texts, religious leaders or traditions. <p>A statement 1 mark, with development 2 marks and exemplification / amplification 3 marks. Or three statements</p>	3	
(d)	<p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>Overall Buddhists reject gender discrimination. All humans should be regarded as equal including men and women. The Buddha accepted women into the monastic community and women are seen in Buddhism as having equal spiritual status and rights. The Buddha agreed to an order of bhikkunis but with extra rules. Cultural pressures have led to views that imply that women must have a male rebirth to reach enlightenment but this view is not held by modern Buddhist scholars, however women are not always accorded the same opportunities to become bhikkunis or the same acceptance.</p>	6	

Question	Answer	Mark	Guidance
(e)	<p>Examiners should mark according to AO2 descriptors. Candidates might consider some of the following:</p> <p>In western society where ideas of freedom of choice are important, people should be able to choose whether to belong to one religion or another and must not be forced to do so as they were in the past. Just because some religious people think they have found the route to salvation does not mean that have the right to force others to join their religion.</p> <p>Some religions like Buddhism are tolerant of believers of another faith or of no faith at all. Buddhists would not expect to try to convert others.</p> <p>Some religions believe they have found a truth which is so important that it must be shared and people are in danger if they don't accept it as true. If God has revealed something then it must be true and people must be encouraged to take the same point of view and join the faith. If for example religious people believe that unless people convert they will suffer eternal damnation then some religious people believe it gives them the right and duty to try to convert others.</p> <p>Atheists try to covert people to their point of view.</p> <p>In Buddhism, other religions are acceptable but it is not possible to achieve nibbana through them</p> <p>Many people are brought up in a religion. To ask them to change religion can undermine family life for those people.</p> <p>There is nothing wrong with promoting your religion – we do it with other life styles and commercial products so provided it is done in an appropriate way it does not matter. People need to be given the choice. It only becomes a problem if one person's view is forced on another's.</p>	12	

Question		Answer	Mark	Guidance
14	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Characteristics which show the differences between male and female • Sexual difference <p>1 mark for a response</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Discrimination against women or men in job opportunities • Discrimination against women or men within the workforce • Discrimination in some countries in education • Discrimination in those religions that are male dominated • Discrimination by religious practices e.g. head scarves • Discrimination in pay <p>1 mark for each response</p>	2	
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • God created all people in his image which means that no one is better than another hence no one should be treated in a discriminatory fashion. • Jesus did not discriminate. • The story of the Good Samaritan • Paul taught all are equal before the sight of God – neither Jew nor Greek • God shows no partiality and neither should we (Romans 2:11). • Candidates might develop teachings from authoritative sources such as sacred texts, religious leaders or traditions. <p>A statement 1 mark, with development 2 marks and exemplification / amplification 3 marks. Or three statements</p>	3	

Question	Answer	Mark	Guidance
(d)	<p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>Jesus set Christians an example by the way he treated women as equal at a time when they were very much second class citizens. Gender discrimination like all discrimination is wrong as all are equal before God. He created all people on his own image. Scripture is ambivalent and views expressed by St Paul seem to support the idea of women being of lesser importance, certainly when it comes to worship. This continues in the attitudes of some denominations today, for example in the Roman Catholic Church which insists on a male priesthood. The idea that people can be equal but have different roles is also expressed by some Christians.</p>	6	
(e)	<p>Examiners should mark according to AO2 descriptors. Candidates might consider some of the following:</p> <p>In western society where ideas of freedom of choice are important, people should be able to choose whether to belong to one religion or another and must not be forced to do so as they were in the past. Just because some religious people think they have found the route to salvation does not mean that have the right to force others to join their religion.</p> <p>Some religions are tolerant of believers of another faith or of no faith at all.</p> <p>Some religions including Christianity believe they have found a truth which is so important that it must be shared and people are in danger if they don't accept it as true. If God has revealed something then it must be true and people must be encouraged to take the same point of view and join the faith. If for example religious people believe that unless people convert they will suffer eternal damnation then some religious people believe it gives them the right and duty to try to convert others. Christian Missionaries gave their lives to spread the gospel following the command of Jesus gospel to make disciples of all nations.</p>	12	

Question		Answer	Mark	Guidance
		<p>Christianity is an evangelical faith</p> <p>Atheists try to covert people to their point of view.</p> <p>Many people are brought up in a religion. To ask them to change religion can undermine family life for those people.</p> <p>There is nothing wrong with promoting your religion – we do it with other life styles and commercial products so provided it is done in an appropriate way it does not matter. People need to be given the choice. It only becomes a problem if one person's view is forced on another's.</p>		
15	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Characteristics which show the differences between male and female • Sexual difference <p>1 mark for a response</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Discrimination against women or men in job opportunities • Discrimination against women or men within the workforce • Discrimination in some countries in education • Discrimination in those religions that are male dominated • Discrimination by religious practices e.g. head scarves • Discrimination in pay <p>1 mark for each response</p>	2	

Question	Answer	Mark	Guidance
(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • All humans are of one race, however people have different roles and the • Teaching drawn from the Purusha Shukta suggests such divisions are necessary and right. This does not undermine the fundamental worth all people. • Ghandi and the Hindu founders of the Indian state taught the equality of all which implies all races. • Candidates might develop teachings from authoritative sources such as sacred texts, religious leaders or traditions. <p>A statement 1 mark, with development 2 marks and exemplification / amplification 3 marks. Or three statements</p>	3	
(d)	<p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>Some aspects of Hindu tradition seem to support the view that women are inferior to men. Cultural attitudes that women are home makers and must spend their time raising children are reinforced by stories such as Rama and Sita.</p> <p>In contrast, women have held significant posts in Indian society in recent years and are treated equally before the law.</p> <p>Many Hindus now stress the importance of the goddesses which has been overlooked in previous generations.</p>	6	
(e)	<p>Examiners should mark according to AO2 descriptors. Candidates might consider some of the following:</p> <p>In western society where ideas of freedom of choice are important, people should be able to choose whether to belong to one religion or another and must not be forced to do so as they were in the past. Just because some religious people think they have found the route to salvation does not mean that have the right to force others to join their religion.</p>	12	

Question		Answer	Mark	Guidance
		<p>Some religions like Hinduism are tolerant of believers of another faith or of no faith at all. Hindus would not expect to try to convert others.</p> <p>Atheists try to convert people to their point of view.</p> <p>In Hinduism, other religions are acceptable but it is not possible to achieve moksha through them.</p> <p>Some religions believe they have found a truth which is so important that it must be shared and people are in danger if they don't accept it as true. If God has revealed something then it must be true and people must be encouraged to take the same point of view and join the faith. If for example religious people believe that unless people convert they will suffer eternal damnation then some religious people believe it gives them the right and duty to try to convert others.</p> <p>Many people are brought up in a religion. To ask them to change religion can undermine family life for those people.</p> <p>There is nothing wrong with promoting your religion – we do it with other life styles and commercial products so provided it is done in an appropriate way it does not matter. People need to be given the choice. It only becomes a problem if one person's view is forced on another's.</p>		
16	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Characteristics which show the differences between male and female • Sexual difference <p>1 mark for a response</p>	1	

Question	Answer	Mark	Guidance
(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Discrimination against women or men in job opportunities • Discrimination against women or men within the workforce • Discrimination in some countries in education • Discrimination in those religions that are male dominated • Discrimination by religious practices e.g. head scarves • Discrimination in pay <p>1 mark for each response</p>	2	
(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Surah 49:13 teaches that Allah created all people and therefore all people are equal regardless of their different nationality race or colour. • The Prophet demonstrated a lack of prejudice in his life, seeking equality and trying to bring people together. • Racism makes no sense when all people have been created by Allah • Candidates might develop teachings from authoritative sources such as the last / final sermon of the Prophet / his Sunnah, religious leaders or traditions. <p>A statement 1 mark, with development 2 marks and exemplification / amplification 3 marks. Or three statements</p>	3	

Question	Answer	Mark	Guidance
(d)	<p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>Islam teaches all people are equal in the creation of Allah so men and women are equal. Cultural factors can lead to perceived inequalities for example in dress which has some support in the Qur'an (Surah 33:59) Muslims often see a clear division of labour in the family which places the woman in the domestic situation but woman have rights in marriage, divorce, inheritance, property, politics and business. Difference in role does not imply a discriminatory attitude. It may actually be considered as respecting difference.</p>	6	
(e)	<p>Examiners should mark according to AO2 descriptors. Candidates might consider some of the following:</p> <p>In western society where ideas of freedom of choice are important, people should be able to choose whether to belong to one religion or another and must not be forced to do so as they were in the past. Just because some religious people think they have found the route to salvation does not mean that have the right to force others to join their religion.</p> <p>Some religions such as Islam believe they have found a truth which is so important that it must be shared and people are in danger if they don't accept it as true. If Allah has revealed something then it must be true and people must be encouraged to take the same point of view and join the faith or in the case of Islam revert to Islam.</p> <p>If for example religious people believe that unless people convert / revert they will suffer eternal damnation then some religious people believe it gives them the right and duty to try to convert others.</p> <p>Atheists try to covert people to their point of view.</p> <p>Many people are brought up in a religion. To ask them to change religion can undermine family life for those people.</p>	12	

Question		Answer	Mark	Guidance
		There is nothing wrong with promoting your religion – we do it with other life styles and commercial products so provided it is done in an appropriate way it does not matter. People need to be given the choice. It only becomes a problem if one person's view is forced on another's.		
17	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Characteristics which show the differences between male and female • Sexual difference <p>1 mark for a response</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Discrimination against women or men in job opportunities • Discrimination against women or men within the workforce • Discrimination in some countries in education • Discrimination in those religions that are male dominated • Discrimination by religious practices e.g. head scarves • Discrimination in pay <p>1 mark for each response</p>	2	
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Jews look forward to a time of peace and equality for all. They have suffered much prejudice throughout history and should not act in the same way to others. • The Torah teaches respect for all people, for example in the teaching in Leviticus about how strangers should be welcomed. • Candidates might develop teachings from authoritative sources such as sacred texts, religious leaders or traditions. <p>A statement 1 mark, with development 2 marks and exemplification / amplification 3 marks. Or three statements</p>	3	

Question	Answer	Mark	Guidance
(d)	<p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>Tradition Jewish attitudes towards women can be seen as sexist which according to some starts with the punishment of Eve in the Garden of Eden. Some see this as justifying gender discrimination. Men and women are separated in orthodox synagogues and only men are bound by the mitzvot. Progressive Judaism has reviewed and reinterpreted the scriptures to support their views about equality leading the women taking a full part in all aspects of life and the religion.</p> <p>The emphasis on strong family and home life encourages a differentiation of roles amongst some Jews which might be seen as discriminatory.</p>	6	
(e)	<p>Examiners should mark according to AO2 descriptors. Candidates might consider some of the following:</p> <p>In western society where ideas of freedom of choice are important, people should be able to choose whether to belong to one religion or another and must not be forced to do so as they were in the past. Just because some religious people think they have found the route to salvation does not mean that have the right to force others to join their religion.</p> <p>Some religions like Judaism are tolerant of believers of another faith or of no faith at all. Jews will not try to convert others, in fact is actively discouraged as unnecessary.</p> <p>By its very nature most Jews will be born in to the faith. Attracting converts is not an issue.</p> <p>Some religions believe they have found a truth which is so important that it must be shared and people are in danger if they don't accept it as true. If God has revealed something then it must be true and people must be encouraged to take the same point of view and join the faith. If for example religious people believe that unless people convert they will suffer eternal damnation then some religious people believe it gives them the right and duty to try to convert others.</p>	12	

Question			Answer	Mark	Guidance
			<p>Atheists try to covert people to their point of view.</p> <p>Many people are brought up in a religion. To ask them to change religion can undermine family life for those people.</p> <p>There is nothing wrong with promoting your religion – we do it with other life styles and commercial products so provided it is done in an appropriate way it does not matter. People need to be given the choice. It only becomes a problem if one person’s view is forced on another’s.</p>		
18	(a)		<p>Responses might include:</p> <ul style="list-style-type: none"> • Characteristics which show the differences between male and female • Sexual difference <p>1 mark for a response</p>	1	
	(b)		<p>Responses might include:</p> <ul style="list-style-type: none"> • Discrimination against women or men in job opportunities • Discrimination against women or men within the workforce • Discrimination in some countries in education • Discrimination in those religions that are male dominated • Discrimination by religious practices e.g. head scarves • Discrimination in pay <p>1 mark for each response</p>	2	

Question	Answer	Mark	Guidance
(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • The Gurus taught that all people have the essence of Waheguru within them and therefore prejudice against people is wrong because we are all equal and have the divine spark within us despite our differences. • Candidates might develop teachings from authoritative sources such as sacred texts, religious leaders or traditions. • Everyone can join the Khalsa regardless of race – there is no discrimination. <p>A statement 1 mark, with development 2 marks and exemplification / amplification 3 marks. Or three statements</p>	3	
(d)	<p>Examiners should mark according to AO1 descriptors. Candidates might consider some of the following:</p> <p>Sikh teaching emphasises the equality of men and women. This was promoted by Guru Nanak Dev Ji even though at the time this was novel and against the cultural norm.</p> <p>There is no priesthood in Sikhism and men and women can take a full part in worship so gender discrimination is not acceptable and is not promoted. The education of boys and girls, men and women to the highest level is promoted within Sikhism.</p>	6	

Question	Answer	Mark	Guidance
(e)	<p>Examiners should mark according to AO2 descriptors. Candidates might consider some of the following:</p> <p>In western society where ideas of freedom of choice are important, people should be able to choose whether to belong to one religion or another and must not be forced to do so as they were in the past. Just because some religious people think they have found the route to salvation does not mean that have the right to force others to join their religion.</p> <p>Some religions like Sikhism are tolerant of believers of another faith or of no faith at all. Sikhs would not expect to try to convert others but they are happy to accept converts. The link between the religion and culture make conversion more than a purely religious event.</p> <p>Atheists try to covert people to their point of view.</p> <p>Many people are brought up in a religion. To ask them to change religion can undermine family life for those people.</p> <p>Some religions believe they have found a truth which is so important that it must be shared and people are in danger if they don't accept it as true. If God has revealed something then it must be true and people must be encouraged to take the same point of view and join the faith. If for example religious people believe that unless people convert they will suffer eternal damnation then some religious people believe it gives them the right and duty to try to convert others.</p> <p>There is nothing wrong with promoting your religion – we do it with other life styles and commercial products so provided it is done in an appropriate way it does not matter. People need to be given the choice. It only becomes a problem if one person's view is forced on another's.</p>	12	
	Total	48	

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