

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

General Certificate of Secondary Education

Unit **B589/01**: Perspectives on World Religions

## **Mark Scheme for June 2013**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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

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

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

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

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

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

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

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

**Specific points**

Half marks must never be used.

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

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

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

AO1 Weak, Satisfactory, Good

AO2 Weak, Limited, Competent, Good

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

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

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

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

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

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

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

The following points should be remembered:

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

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

Spelling, punctuation and grammar (SPaG) Assessment Grid

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

## AO1 part (d) question

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

## AO2 part (e) question

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

## Section A

| Question |     | Answer  | Marks | Guidance |
|----------|-----|---|-------|----------|
| 1        | (a) | <p><b>State the name of one scientific theory about the origin of the world.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Big Bang theory</li> <li>• Steady State theory</li> <li>• String theory</li> <li>• Cyclical</li> <li>• Brute fact, Bertrand Russell</li> </ul> <p>1 mark for a correct response</p>   | 1     |          |
|          | (b) | <p><b>Give two reasons which Buddhists might give for showing respect to animals.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• The first precept says do not take life, usually widely interpreted to include animals</li> <li>• Sentient beings should be shown respect according to the teaching of ahimsa in the five precepts</li> <li>• Sentient beings should be treated with compassion</li> <li>• The distinction between animals and humans is blurred by the idea of rebirth, so the care shown to humans can be applied to animals.</li> </ul> <p>1 mark for each response</p> | 2     |          |

| Question | Answer   | Marks | Guidance |
|----------|--|-------|----------|
| (c)      | <p><b>Describe what some Buddhists mean when they describe the universe as cyclical.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• That life is a cycle of life death and rebirth</li> <li>• The origins of the world to be found in the Agganna Sutta</li> <li>• The universe and life is not a linear progression but a constant process of regeneration and is a cycle of existence rather than one with a supposed beginning and an expected end</li> <li>• Anicca – process of change.</li> </ul> <p>Marks should be awarded for any combination of statements, development and exemplification.</p>   | 3     |          |
| (d)      | <p><b>Explain the attitudes some Buddhists might have to questions on causation.</b></p> <p>Examiners should mark according to AO1 descriptors.<br/>Candidates might consider some of the following:</p> <p>Buddhists are concerned with the cycle of cause and effect which leads individuals to be reborn within the cycle of samsara. This occurs through a process known as dependent origination which is a series of 12 links showing how the cycle of cause and effect keeps beings trapped within the cycle of samsara.<br/>Candidates may develop this with reference to examples, such as contact leads to feeling, feeling leads to craving or birth leads to suffering, decay and death.</p> | 6     |          |

| Question  | Answer  | Marks | Guidance |
|---|---|-------|----------|
| (e)   | <p><b>‘Buddhism alone cannot save the environment from disaster.’</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors.<br/>Candidates might consider some of the following:</p> <p>From a Buddhist perspective, the teaching about avoiding selfishness, the precepts and the whole attitude towards all forms of life which has been an aspect of Buddhism thought throughout its history, is now in tune with the attitude of the environmentalists of today. So if the millions of people who are Buddhists can try to live according to their beliefs, this will inevitably help the environment. Therefore it might be true that Buddhists alone could be responsible for saving the environment from disaster.</p> <p>On the other hand, the pressure to use the world’s resources continues to build up and Buddhism is not recognised as a sufficiently coherent single force to oppose the mistreatment of the world.</p> <p>Religious people including Buddhists are not sufficiently united about this issue.</p> <p>So following Buddhism might help but it will be political action that will make the difference as only governments have the power to change the way we generate electricity or exploit resources.</p> <p>Some may consider that belief can underpin action, but only action, not belief, will make a difference as was the case with other social issues such as was seen for example in the work of Gandhi in the liberation of India or the fight against Apartheid or the struggle against segregation in America in the 1960s</p> | 12    |          |
|  | Spelling, Punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.  | 3     |          |

| Question |     | Answer   | Marks | Guidance |
|----------|-----|--|-------|----------|
| 2        | (a) | <p><b>State the name of one scientific theory about the origin of the world.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Big Bang theory</li> <li>• Steady State theory</li> <li>• String theory</li> <li>• Cyclical</li> <li>• Brute fact, Bertrand Russell</li> </ul> <p>1 mark for a correct response</p>  | 1     |          |
|          | (b) | <p><b>Give two reasons which Christians might give for showing respect to animals.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Animals should be respected as they are a part of God's creation</li> <li>• Humankind was given dominion over the animals and whilst this makes it clear that they are not equal to humans, they are a human responsibility</li> <li>• Jesus referred to the care God had for the sparrows.</li> </ul> <p>1 mark for each response</p> | 2     |          |

| Question | Answer  | Marks | Guidance |
|----------|---|-------|----------|
| (c)      | <p><b>Describe what Christians might mean by stewardship of the environment.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Stewardship has its roots in the idea that humans share with God in seeking justice, peace, and in maintaining creation in good order</li> <li>• It is about wisely employing God-given human resources, abilities, and relationships to ensure the world is managed to fulfil the will of God</li> <li>• It sometimes means the sharing of the material resources Christians hold and giving them in service, justice, and compassion to others</li> <li>• It also means considering and providing for future generations</li> <li>• Credit examples of actions – practical exemplification.</li> </ul> <p>Marks should be awarded for any combination of statements, development and exemplification.</p>             | 3     |          |
| (d)      | <p><b>Explain why Christians might have different views about how the world began.</b></p> <p>Examiners should mark according to AO1 descriptors.<br/>Candidates might consider some of the following:</p> <p>Christians have different views depending on how they interpret the accounts of creation in the Bible and whether they accept current scientific theories. Some will take a literalistic view and accept the creation narrative(s) as fact, as the Bible is the inspired word of God and therefore correct. Others will see the Bible as containing the word of God and interpret the narratives(s) as symbolic or mythological, having a deeper meaning than the facts. Some may combine this with their understanding of current science to eliminate the conflict of ideas. Creationists have well developed arguments which contrast with the scientific views.</p> | 6     |          |

| Question  | Answer   | Marks | Guidance |
|---|--|-------|----------|
| (e)   | <p><b>‘Christianity alone cannot save the environment from disaster.’</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors.<br/>Candidates might consider some of the following:</p> <p>From a Christian point of view, belief underpins actions and the belief in the glory of creation and that God has put humans in charge with a requirement to be stewards of it, should underpin the action and attitudes of Christians. If they took this seriously they might on their own be a sufficiently powerful force to save the environment from disaster.</p> <p>On the other hand, the pressure to use the world’s resources continues to build up and Christianity as a religion is not recognised as a sufficiently coherent single force in many countries to oppose the mistreatment of the world.</p> <p>Religious people including Christians are not united about this issue.</p> <p>So following Christianity might help but it will be political action that will make the difference as only governments have the power to change the way we generate electricity or exploit resources.</p> <p>Some may consider that belief can underpin action, but only action, not belief, will make a difference as was the case with other social issues such as was seen for example in the work of Gandhi in the liberation of India or the fight against Apartheid or the struggle against segregation in America in the 1960s.</p> | 12    |          |
|  | Spelling, Punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.   | 3     |          |

| Question |     | Answer   | Marks | Guidance |
|----------|-----|--|-------|----------|
| 3        | (a) | <p><b>State the name of one scientific theory about the origin of the world.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Big Bang theory</li> <li>• Steady State theory</li> <li>• String theory</li> <li>• Cyclical</li> <li>• Brute fact, Bertrand Russell</li> </ul> <p>1 mark for a correct response</p>  | 1     |          |
|          | (b) | <p><b>Give two reasons which Hindus might give for showing respect to animals.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Animals should be shown respect according to the teaching of ahimsa</li> <li>• Living beings/sentient beings should be treated with compassion</li> <li>• Some Hindus place equal value on humans and other living beings/sentient beings justified by reference to deities with animal elements</li> <li>• The distinction between animals and humans is blurred by the idea of rebirth so the care shown to humans can be applied to animals</li> <li>• Advaita Vedanta – non dualism – God is in everything.</li> </ul> <p>1 mark for each response</p> | 2     |          |

| Question | Answer  | Marks | Guidance |
|----------|---|-------|----------|
| (c)      | <p><b>Describe what some Hindus mean when they describe the universe as cyclical.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• That life is a cycle of life death and rebirth</li> <li>• The existence of the universe and life are not a linear progression but a constant process of regeneration and is a cycle of existence rather than one with a supposed beginning and an expected end.</li> </ul> <p>Marks should be awarded for any combination of statements, development and exemplification.</p>  | 3     |          |
| (d)      | <p><b>Explain why Hindus might have different views about how the world began.</b></p> <p>Examiners should mark according to AO1 descriptors.<br/>Candidates might consider some of the following:</p> <p>Hindus have different views depending on how they interpret the accounts of creation in their traditions and whether they accept current scientific theories. Some will take a literalistic view and accept the creation traditions as fact and not question them. Others will see the traditions as containing symbolic or mythological meaning which may be deeper than the facts. Some may combine this with their understanding of current science to eliminate the conflict of ideas. Some take scientific theories as confirmation of the scriptures.</p> | 6     |          |

| Question  | Answer   | Marks | Guidance |
|---|--|-------|----------|
| (e)   | <p><b>'Hinduism alone cannot save the environment from disaster.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Hinduism in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors.<br/>Candidates might consider some of the following:</p> <p>From a Hindu perspective, the whole attitude of reverence towards all forms of life, which has been an aspect of Hindu thought throughout its history, is now in tune with the attitude of the environmentalists of today. So if the millions of people who are Hindus can try to live according to their beliefs this will inevitably help the environment. Therefore Hinduism alone could save the environment from disaster.</p> <p>On the other hand, the pressure to use the world's resources continues to build up and Hinduism as a religion is not recognised as a sufficiently coherent single force to oppose the mistreatment of the world. It also has very limited influence beyond India.</p> <p>Religious people are not united about this issue.</p> <p>So following Hinduism might help but it will be political action that will make the difference as only governments have the power to change the way we generate electricity or exploit resources.</p> <p>Some may consider that belief can underpin action, but only action, not belief, will make a difference as was the case with other social issues such as was seen for example in the work of Gandhi in the liberation of India or the fight against Apartheid or the struggle against segregation in America in the 1960s.</p> | 12    |          |
|  | Spelling, Punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.   | 3     |          |

| Question |     | Answer  | Marks | Guidance |
|----------|-----|---|-------|----------|
| 4        | (a) | <p><b>State one Muslim belief about the origin of humanity.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Created by Allah</li> <li>• Made out of clay</li> <li>• Created from dust</li> <li>• Created from a clot of blood.</li> </ul> <p>1 mark for a correct response</p>   | 1     |          |
|          | (b) | <p><b>Give two reasons which Muslims might give for showing respect to animals.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Animals should be respected because people will be held responsible by Allah at the day of Judgment for cruel acts against them</li> <li>• According to Ahadith, Allah expects animals to be respected by farmers, even at the point of slaughter</li> <li>• Animals must be killed in a way that respects their dignity.</li> </ul> <p>1 mark for each response</p> | 2     |          |

| Question | Answer  | Marks | Guidance |
|----------|---|-------|----------|
| (c)      | <p><b>Describe what Muslims might mean by khalifah in relation to environmental issues.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• The idea of khalifah (guardians) is one of the guiding principles of Islamic ethical teaching. The resources of the earth are available to be used for the needs of humankind but this use is intended to be nurturing and sustaining, not exploitative and destructive</li> <li>• The principles set down in the Qur'an include the notion that the environment is a gift from Allah and humankind has the responsibility of caring for it as guardians – khalifah</li> <li>• Credit examples of actions – practical exemplification.</li> </ul> <p>Marks should be awarded for any combination of statements, development and exemplification.</p> | 3     |          |
| (d)      | <p><b>Explain why Muslims might have different views about how the world began.</b></p> <p>Examiners should mark according to AO1 descriptors.<br/>Candidates might consider some of the following:</p> <p>Muslims have different views depending on how they interpret the account of creation in the Qur'an and whether they accept current scientific theories. Some will take a literalistic view and accept the creation account as fact as the Qur'an is the word of Allah and therefore correct. Some Muslims may combine this with their understanding of current science and show how much of the current scientific thinking is present in the Qur'an. Some take scientific theories as confirmation of the scriptures.</p>   | 6     |          |

| Question  | Answer  | Marks | Guidance |
|---|---|-------|----------|
| (e)   | <p><b>'Islam alone cannot save the environment from disaster.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors.<br/>Candidates might consider some of the following:</p> <p>From a Muslim point of view belief underpins actions and the belief in the glory of creation and that Allah has put humans in charge with a requirement to be guardians of it should underpin the action and attitudes of Muslims. This could mean that through the action of all Muslims, they alone could save the world from environmental disaster.</p> <p>On the other hand, the pressure to use the world's resources continues to build up and Islam as a religion is not recognised as a sufficiently coherent single force on this issue to oppose the mistreatment of the world.</p> <p>Muslims are not united about this issue, but if Islam were to be, it could, as the Ummah, make huge difference.</p> <p>So following Islam might help but it will be political action that will make the difference as only governments have the power to change the way we generate electricity or exploit resources.</p> <p>Some may consider that belief can underpin action, but only action, not belief, will make a difference as was the case with other social issues such as was seen for example in the work of Gandhi in the liberation of India or the fight against Apartheid or the struggle against segregation in America in the 1960s.</p> | 12    |          |
|  | Spelling, Punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.  | 3     |          |

| Question |     | Answer   | Marks | Guidance |
|----------|-----|--|-------|----------|
| 5        | (a) | <p><b>State one Jewish belief about the origin of humanity.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Created by G-d</li> <li>• Made from dust</li> <li>• G-d created man in his image</li> </ul> <p>1 mark for a correct response</p>  | 1     |          |
|          | (b) | <p><b>Give two reasons which Jews might give for showing respect to animals.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Animals should be respected because in Deuteronomy animals are allowed to rest like people on the seventh day</li> <li>• Humankind has dominion over animals which places responsibility on people to show respect for a part of G-d's creation.</li> <li>• The way in which animals are killed (kosher slaughtering) shows respect for them for example</li> <li>• There are laws regarding treatment of animals referred to as Tzaar Baalei Chayim, the prevention of cruelty to animals.</li> </ul> <p>1 mark for each response</p> | 2     |          |

| Question | Answer  | Marks | Guidance |
|----------|---|-------|----------|
| (c)      | <p><b>Describe what Jews might mean by Tikkun Olam in relation to environmental issues.</b></p> <p>Responses might include:</p> <p>In the environmental context Tikkun Olam would mean:</p> <ul style="list-style-type: none"> <li>• Literally it means repairing the world but it has come to mean social action to improve the lives of people, including environmental action</li> <li>• is often used to refer to a specific category of mitzvot involving work for the improvement of society</li> <li>• Credit examples of actions – practical exemplification.</li> </ul> <p>Marks should be awarded for any combination of statements, development and exemplification.</p>   | 3     |          |
| (d)      | <p><b>Explain why Jews might have different views about how the world began.</b></p> <p>Examiners should mark according to AO1 descriptors.<br/>Candidates might consider some of the following:</p> <p>Jews have different views depending on how they interpret the accounts of creation in the Torah and whether they accept current scientific theories. Some will take a literalistic view and accept the creation narrative(s) as fact as the Torah is the inspired word of G-d and therefore correct. Others will see the Torah as containing the word of G-d and interpret the narratives(s) as symbolic or mythological, having a deeper meaning than the facts. Some may combine this with their understanding of current science to eliminate the conflict of ideas.</p> | 6     |          |

| Question  | Answer   | Marks | Guidance |
|---|--|-------|----------|
| (e)   | <p><b>‘Judaism alone cannot save the environment from disaster.’</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors.<br/>Candidates might consider some of the following:</p> <p>From a Jewish point of view belief underpin actions and the belief in the glory of creation and that G-d has put humans in charge with a requirement to be guardians of it should underpin the action and attitudes of Jews. This could mean that through the action of all Jews, they alone could save the world from environmental disaster.</p> <p>On the other hand, the pressure to use the world’s resources continues to build up and Judaism as a religion is not recognised as a sufficiently coherent single force on this issue to oppose the mistreatment of the world.</p> <p>Jews are not united about this issue,</p> <p>So following Judaism might help but it will be political action that will make the difference as only governments have the power to change the way we generate electricity or exploit resources.</p> <p>Some may consider that belief can underpin action, but only action, not belief, will make a difference as was the case with other social issues such as was seen for example in the work of Gandhi in the liberation of India or the fight against Apartheid or the struggle against segregation in America in the 1960s.</p> | 12    |          |
|  | Spelling, Punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.   | 3     |          |

| Question |     | Answer   | Marks | Guidance |
|----------|-----|--|-------|----------|
| 6        | (a) | <p><b>State one Sikh belief about the origin of humanity.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Created by Wagehuru</li> <li>• God becomes manifest in humans</li> <li>• God is creator of everything – ‘Kurta Purakh’.</li> </ul> <p>1 mark for a correct response</p>   | 1     |          |
|          | (b) | <p><b>Give two reasons which Sikhs might give for showing respect to animals.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Many Sikhs will respect animals as the (human) soul could be reincarnated in the body of an animal</li> <li>• As a part of the creation by Waheguru, animals should be treated respectfully</li> <li>• The ideal Sikh lifestyle of vegetarianism gives respect to animal life.</li> </ul> <p>1 mark for each response</p>   | 2     |          |
|          | (c) | <p><b>Describe what Sikhs might mean by Sewa in relation to environmental issues.</b></p> <p>Responses might include:</p> <p>In the environmental context Sewa (giving service) would mean Sikhs give:</p> <ul style="list-style-type: none"> <li>• Man: mental service – showing how the teachings of Sikhism underpin a positive attitude to the environment</li> <li>• Dhan: material service to other people, eg, doing things to develop, and preserve the environment</li> <li>• Credit examples of actions – practical exemplification.</li> </ul> <p>Marks should be awarded for any combination of statements, development and exemplification.</p> | 3     |          |

| Question | Answer   | Marks | Guidance |
|----------|--|-------|----------|
| (d)      | <p><b>Explain why Sikhs might have different views about how the world began.</b></p> <p>Examiners should mark according to AO1 descriptors.<br/>Candidates might consider some of the following:</p> <p>Sikhs have different views depending on how they interpret the idea of creation by Waheguru in their traditions and whether they accept current scientific theories. Some will take a literalistic view and accept the creation tradition as fact and not question it. Others will see the tradition as containing symbolic or mythological meaning which may be deeper than the facts. Some may combine this with their understanding of current science to eliminate the conflict of ideas.</p> | 6     |          |

| Question  | Answer  | Marks | Guidance |
|---|---|-------|----------|
| (e)   | <p><b>‘Sikhism alone cannot save the environment from disaster.’</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Sikhism in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors.<br/>Candidates might consider some of the following:</p> <p>From a Sikh point of view belief underpin actions and the belief in the glory of creation and that Waheguru has put humans in charge with a requirement to take care of it should underpin the action and attitudes of Sikhs. This could mean that through the action of all Sikhs, they alone could save the world from environmental disaster.</p> <p>On the other hand, the pressure to use the world’s resources continues to build up and Sikhism as a religion is not recognised as a sufficiently coherent or powerful single force on this issue to oppose the mistreatment of the world.</p> <p>Sikhs are not united about this issue,</p> <p>So following Sikhism might help but it will be political action that will make the difference as only governments have the power to change the way we generate electricity or exploit resources.</p> <p>Some may consider that belief can underpin action, but only action, not belief, will make a difference as was the case with other social issues such as was seen for example in the work of Gandhi in the liberation of India or the fight against Apartheid or the struggle against segregation in America in the 1960s.</p> | 12    |          |
|  | Spelling, Punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.  | 3     |          |

## Section B

| Question |     | Answer  | Marks | Guidance |
|----------|-----|---|-------|----------|
| 7        | (a) | <p><b>What is meant by the term ‘ahimsa’?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Non harming</li> <li>• Non injury</li> <li>• Avoiding all violence</li> <li>• Harmlessness.</li> </ul> <p>1 mark for a correct response</p>  | 1     |          |
|          | (b) | <p><b>State two reasons why Buddhists might support the use of violence.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Self defence</li> <li>• Supporting the Government</li> <li>• For the greater good</li> <li>• War is the lesser of two evils</li> <li>• Self immolation – violence to one’s self as a way of demonstrating against an evil.</li> </ul> <p>1 mark for each response</p> | 2     |          |

| Question | Answer   | Marks | Guidance |
|----------|--|-------|----------|
| (c)      | <p><b>Give three examples of the abuse of human rights in the world today.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Imprisonment without trial</li> <li>• Capital punishment or excessive jail sentences</li> <li>• Oppression of opposition</li> <li>• Lack of freedom of expression</li> <li>• Lack of fundamental freedoms (speech, religious expression etc)</li> <li>• Torture</li> <li>• Prevented from joining a trade union</li> <li>• Kidnap</li> <li>• Forced Marriage</li> <li>• Credit specific examples.</li> </ul> <p>1 mark for each response</p>   | 3     |          |
| (d)      | <p><b>Explain why some Buddhists might support the Universal Declaration of Human Rights.</b></p> <p>Examiners should mark according to AO1 descriptors.<br/>Candidates might consider some of the following:</p> <p>Some Buddhists might support the UDHR because Buddhists believe that all people have an equal value and chance of achieving nibbana. This is supported by the First Precept and the Eightfold Path.</p> <p>Hence some Buddhists would take the view that Buddhism shares the underlying principles of the UDHR; that all people are born free and are equal in dignity and rights.</p> <p>The UDHR also says that people should act in a spirit of ‘brotherhood’ and that they have the right to life and liberty and security of person, which is also echoed in the teaching of Buddhism.</p> | 6     |          |

| Question  | Answer  | Marks | Guidance |
|---|---|-------|----------|
| (e)   | <p><b>'There is nothing wrong with war.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors.<br/>Candidates might consider some of the following:</p> <p>Some Buddhists would contradict this statement immediately as war naturally involves violence and killing which goes against the First Precept and the principle of Ahimsa. War does not allow sentient beings to be given respect and creates huge amounts of suffering to populations in addition to the deaths of soldiers.</p> <p>On the other hand Buddhist nations have to be prepared to defend themselves, which could involve them in warfare. Such a war could be justified as self defence. It could also be argued that whilst it would be better not to have to fight, the war would not be completely wrong as it would be the lesser of two evils.</p> <p>Others might argue that the high ethical aspirations of religious people apply only to individuals and war is an inevitable, as groups of humans will always need to compete and sometimes problems can only be resolved by a violent method. Some might even take the view that war is the best way to resolve disputes and therefore it is never wrong.</p> <p>Many people would disagree with the statement, taking the view that war is sometimes inevitable and therefore not wrong, but on many occasions war is wrong. Some would argue that nuclear war would be wrong whatever the circumstances.</p> | 12    |          |
|  | Spelling, Punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.  | 3     |          |

| Question |     | Answer  | Marks | Guidance |
|----------|-----|---|-------|----------|
| 8        | (a) | <p><b>What is meant by the term ‘Just War’?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• A war that is considered to have a just cause</li> <li>• A war which is fulfils one of the conditions of a Just War</li> <li>• Candidates might give one of the conditions of the Just War eg: Just Cause; Proper Authority; To fight evil; Last Resort; Proportional; Law and Order reinstated.</li> </ul> <p>1 mark for a correct response</p> | 1     |          |
|          | (b) | <p><b>State two reasons why Christians might not support the use of violence.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Christians might be against violence</li> <li>• Violence is wrong: – Do not kill</li> <li>• Jesus teaching is against violence: – Turn the other cheek</li> <li>• Two wrongs do not make a right</li> <li>• Violence is degrading.</li> </ul> <p>1 mark for each response</p>                                  | 2     |          |

| Question | Answer  | Marks | Guidance |
|----------|---|-------|----------|
| (c)      | <p><b>Give three examples of the abuse of human rights in the world today.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Imprisonment without trial</li> <li>• Capital punishment or excessive jail sentences</li> <li>• Oppression of opposition</li> <li>• Lack of fundamental freedoms (speech, religious expression etc)</li> <li>• Torture</li> <li>• Prevented from joining a trade union</li> <li>• Kidnap</li> <li>• Forced Marriage</li> <li>• Credit specific examples.</li> </ul> <p>1 mark for each response</p>   | 3     |          |
| (d)      | <p><b>Explain why some Christians might support the Universal Declaration of Human Rights.</b></p> <p>Examiners should mark according to AO1 descriptors.<br/>Candidates might consider some of the following:</p> <p>Some Christians might support the UDHR because Christians believe that all people have an equal value. All people are children of God, made in his image and deserve to be treated equally with equal rights.</p> <p>Hence, some Christians would take the view that Christianity shares the underlying principles of the UDHR; that all people are born free and are equal in dignity and rights.</p> <p>The UDHR also says that people should act in a spirit of 'brotherhood' and that they have the right to life and liberty and security of person, which is also echoed in the teaching of Christianity.</p> | 6     |          |

| Question  | Answer   | Marks | Guidance |
|---|--|-------|----------|
| (e)   | <p><b>'There is nothing wrong with war.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors.<br/>Candidates might consider some of the following:</p> <p>Some Christians would contradict this statement immediately as war naturally involves violence and killing which goes against the commandment; 'Do not kill. It also contradicts the requirement to love one's neighbour and to love one's enemies.</p> <p>However if a person were to read some parts of the Bible uncritically, they might conclude that warfare was given considerable approval by God and that it was right in many circumstances.</p> <p>On the other hand Christian nations have to be prepared to defend themselves, which could involve them in warfare. Such a war could be justified as self defence. It could also be argued that whilst it would be better not to have to fight, the war would not be completely wrong as it would be the lesser of two evils.</p> <p>Others might argue that the high ethical aspirations of religious people apply only to individuals and war is an inevitable, as groups of humans will always need to compete and sometimes problems can only be resolved by a violent method. Some might even take the view that war is the best way to resolve disputes and therefore it is never wrong.</p> <p>Many people would disagree with the statement, taking the view that war is sometimes inevitable and therefore not wrong, but on many occasions war is wrong. Some would argue that nuclear war would be wrong whatever the circumstances.</p> | 12    |          |
|  | Spelling, Punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.   | 3     |          |

| Question |     | Answer   | Marks | Guidance |
|----------|-----|--|-------|----------|
| 9        | (a) | <p><b>What is meant by the term ‘ahimsa’?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Non harming</li> <li>• Non injury</li> <li>• Avoiding all violence</li> <li>• Harmlessness.</li> </ul> <p>1 mark for a correct response</p>   | 1     |          |
|          | (b) | <p><b>State two reasons why Hindus might support the use of violence.</b></p> <p>Responses might include:</p> <p>Hindus might support violence because:</p> <ul style="list-style-type: none"> <li>• The laws of Manu indicate appropriate behaviour for soldiers</li> <li>• Hindu traditions suggest that the Kshatriyas should fight with care, respect and mercy</li> <li>• Self defence</li> <li>• Supporting the Government</li> <li>• For the greater good</li> <li>• War is the lesser of two evils.</li> </ul> <p>1 mark for each response</p> | 2     |          |

| Question | Answer  | Marks | Guidance |
|----------|---|-------|----------|
| (c)      | <p><b>Give three examples of the abuse of human rights in the world today.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Imprisonment without trial</li> <li>• Capital punishment or excessive jail sentences</li> <li>• Oppression of opposition</li> <li>• Lack of freedom of expression</li> <li>• Lack of fundamental freedoms(speech, religious expression etc)</li> <li>• Torture</li> <li>• Prevented from joining a trade union</li> <li>• Kidnap</li> <li>• Forced Marriage</li> <li>• Credit specific examples.</li> </ul> <p>1 mark for each response</p> | 3     |          |
| (d)      | <p><b>Explain why some Hindus might support the Universal Declaration of Human Rights.</b></p> <p>Examiners should mark according to AO1 descriptors.<br/>Candidates might consider some of the following:</p> <p>Some Hindus might support the UDHR because some Hindus believe that all people have an equal value and chance of achieving nirvana. All people are part of a unified whole according to some Hindus.</p> <p>Hence some Hindus would take the view that Hinduism shares the underlying principles of the UDHR; that all people are born free and are equal in dignity and rights.</p>  | 6     |          |

| Question  | Answer   | Marks | Guidance |
|---|--|-------|----------|
| (e)   | <p><b>'There is nothing wrong with war.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Hinduism in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors.<br/>Candidates might consider some of the following:</p> <p>Some Hindus would contradict this statement immediately as war naturally involves violence and killing which goes against the principle of Ahimsa. War does not allow sentient being to be given respect and creates huge amount of suffering to populations in addition to the deaths of soldiers.</p> <p>On the other hand war has met with approval and a caste of people is associated with warfare – the Kshatriyas who are required should fight with care, respect and mercy.</p> <p>On the other hand a Hindu nation/India has to be prepared to defend themselves, which could involve them in warfare. Such a war could be justified as self defence. It could also be argued that whilst it would be better not to have to fight, the war would not be completely wrong as it would be the lesser of two evils.</p> <p>Others might argue that the high ethical aspirations of religious people apply only to individuals and war is an inevitable, as groups of humans will always need to compete and sometimes problems can only be resolved by a violent method. Some might even take the view that war is the best way to resolve disputes and therefore it is never wrong.</p> <p>Many people would disagree with the statement, taking the view that war is sometimes inevitable and therefore not wrong, but on many occasions war is wrong. Some would argue that nuclear war would be wrong whatever the circumstances.</p> | 12    |          |
|  | Spelling, Punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.   | 3     |          |

| Question | Answer  | Marks | Guidance |
|----------|---|-------|----------|
| 10 (a)   | <p><b>What is meant by the term 'Jihad'?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Struggle</li> <li>• Effort</li> <li>• Holy war waged in defence of Islam as a religious duty</li> <li>• Struggle in the way of Allah</li> <li>• War in the defence of Islam.</li> </ul> <p>1 mark for a correct response</p>  | 1     |          |
| (b)      | <p><b>State two reasons why Muslims might not support the use of violence.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Violence may not be the best way to achieve justice</li> <li>• Some consider the word Islam to have a root meaning peace</li> <li>• Violence is wrong: – Killing is wrong</li> <li>• Two wrongs do not make a right</li> <li>• Violence is degrading</li> <li>• Following the example of Muhammad ﷺ.</li> </ul> <p>1 mark for each response</p> | 2     |          |

| Question | Answer   | Marks | Guidance |
|----------|--|-------|----------|
| (c)      | <p><b>Give three examples of the abuse of human rights in the world today.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Imprisonment without trial</li> <li>• Capital punishment or excessive jail sentences</li> <li>• Oppression of opposition</li> <li>• Lack of freedom of expression</li> <li>• Lack of fundamental freedoms (speech, religious expression etc)</li> <li>• Torture</li> <li>• Prevented from joining a trade union</li> <li>• Kidnap</li> <li>• Forced Marriage</li> <li>• Credit specific examples.</li> </ul> <p>1 mark for each response</p>   | 3     |          |
| (d)      | <p><b>Explain why some Muslims might support the Universal Declaration of Human Rights.</b></p> <p>Examiners should mark according to AO1 descriptors.<br/>Candidates might consider some of the following:</p> <p>Some Muslims might support the UDHR because Muslims believe that all people have an equal value before Allah. All people are children of Allah, made by him and deserve to be treated equally with equal rights.</p> <p>Hence some Muslims would take the view that Islam shares the underlying principles of the UDHR; that all people are born free and are equal in dignity and rights.</p> <p>The UDHR also says that people should act in a spirit of brotherhood and that they have the right to life and liberty and security of person, which is also echoed in the teaching of Islam and in the idea of the Ummah.</p> | 6     |          |

| Question  | Answer   | Marks | Guidance |
|---|--|-------|----------|
| (e)   | <p><b>'There is nothing wrong with war.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors.<br/>Candidates might consider some of the following:</p> <p>Some Muslims would contradict this statement immediately as war naturally involves violence and killing which goes against the commandment the general principles of peace and involves the death of innocent people.</p> <p>On the other hand Muslim nations have to be prepared to defend themselves, which could involve them in warfare. There is also the need to defend Islam with force, if necessary, so warfare may be not be wrong. Such a war could be justified as self defence. It could also be argued that whilst it would be better not to have to fight, the war would not be completely wrong as it would be the lesser of two evils.</p> <p>Others might argue that the high ethical aspirations of religious people apply only to individuals and war is an inevitable, as groups of humans will always need to compete and sometimes problems can only be resolved by a violent method. Some might even take the view that war is the best way to resolve disputes and therefore it is never wrong.</p> <p>Many people would disagree with the statement, taking the view that war is sometimes inevitable and therefore not wrong, but on many occasions war is wrong. Some would argue that nuclear war would be wrong whatever the circumstances.</p> | 12    |          |
|  | Spelling, Punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.   | 3     |          |

| Question |     | Answer  | Marks | Guidance |
|----------|-----|---|-------|----------|
| 11       | (a) | <p><b>Give one example of how Jews have suffered as victims of war.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• In concentration camps as prisoners during WW2</li> <li>• As victims of mass execution during WW2</li> <li>• Actions of the enemies of Israel</li> <li>• Credit relevant examples.</li> </ul> <p>1 mark for a correct response</p>   | 1     |          |
|          | (b) | <p><b>State two reasons why Jews might not support the use of violence.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Judaism is committed to peace and justice and many Jews reject violence of any kind</li> <li>• Violence is wrong: – Do not kill</li> <li>• Jesus teaching is against violence: – Turn the other cheek</li> <li>• Two wrongs do not make a right</li> <li>• Violence is degrading.</li> </ul> <p>1 mark for each response</p> | 2     |          |

| Question | Answer   | Marks | Guidance |
|----------|--|-------|----------|
| (c)      | <p><b>Give three examples of the abuse of human rights in the world today.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Imprisonment without trial</li> <li>• Capital punishment or excessive jail sentences</li> <li>• Oppression of opposition</li> <li>• Lack of fundamental freedoms (speech, religious expression etc)</li> <li>• Torture</li> <li>• Prevented from joining a trade union</li> <li>• Kidnap</li> <li>• Forced Marriage</li> <li>• Credit specific examples.</li> </ul> <p>1 mark for each response</p>  | 3     |          |
| (d)      | <p><b>Explain why some Jews might support the Universal Declaration of Human Rights.</b></p> <p>Examiners should mark according to AO1 descriptors.<br/>Candidates might consider some of the following:</p> <p>Judaism has clear teachings about social justice. The idea of tzedekah shows that caring for others is important.<br/>The teachings of prophets such as Amos accord well with the UDHR. Some Jews might support the UDHR because Jews believe that all people have an equal value. All people are children of G-d, made in his image and deserve to be treated equally with equal rights.</p> <p>Hence some Jews would take the view that Judaism shares the underlying principles of the UDHR; that all people are born free and are equal in dignity and rights.</p> <p>The UDHR also says that people should act in a spirit of brotherhood and that they have the right to life and liberty and security of person, which is also echoed in the teaching of Judaism.</p> | 6     |          |

| Question  | Answer  | Marks | Guidance |
|---|---|-------|----------|
| (e)   | <p><b>'There is nothing wrong with war.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors.<br/>Candidates might consider some of the following:</p> <p>Some Jews would contradict this statement immediately as war naturally involves violence and killing which goes against the commandment; 'Do not kill', and involves the death of innocent people.</p> <p>However if a person were to read some parts of the Bible uncritically, they might conclude that warfare was given considerable approval by G-d and that it was right in many circumstances.</p> <p>On the other hand, the nation of Israel has to be prepared to defend itself, which has involved many Jews in warfare. Such wars can be justified as self defence, even if they appear aggressive. It could also be argued that whilst it would be better not to have to fight, such wars are not completely wrong as it would be the lesser of two evils.</p> <p>Others might argue that the high ethical aspirations of religious people apply only to individuals and war is an inevitable, as groups of humans will always need to compete and sometimes problems can only be resolved by a violent method. Some might even take the view that war is the best way to resolve disputes and therefore it is never wrong.</p> <p>Many people would disagree with the statement, taking the view that war is sometimes inevitable and therefore not wrong, but on many occasions war is wrong. Some would argue that nuclear war would be wrong whatever the circumstances.</p> | 12    |          |
|  | Spelling, Punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.  | 3     |          |

| Question |     | Answer   | Marks | Guidance |
|----------|-----|--|-------|----------|
| 12       | (a) | <p><b>What is meant by the term ‘dharma yudh’?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• War in the defence of righteousness</li> <li>• A Just War.</li> </ul> <p>1 mark for a correct response</p>   | 1     |          |
|          | (b) | <p><b>State two reasons why Sikhs might not support the use of violence.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Violence is wrong: – Do not kill</li> <li>• Two wrongs do not make a right</li> <li>• Violence is degrading</li> <li>• All other avenues should be explored before resorting to violence</li> <li>• Namdhiri Sikhs are pacifists.</li> </ul> <p>1 mark for each response</p> | 2     |          |

| Question | Answer  | Marks | Guidance |
|----------|---|-------|----------|
| (c)      | <p><b>Give three examples of the abuse of human rights in the world today.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"><li>• Imprisonment without trial</li><li>• Capital punishment or excessive jail sentences</li><li>• Oppression of opposition</li><li>• Lack of freedom of expression</li><li>• Lack of fundamental freedoms (speech, religious expression etc)</li><li>• Torture</li><li>• Prevented from joining a trade union</li><li>• Kidnap</li><li>• Forced Marriage</li><li>• Credit specific examples.</li></ul> <p>1 mark for each response</p> | 3     |          |

| Question | Answer   | Marks | Guidance |
|----------|--|-------|----------|
| (d)      | <p><b>Explain why some Sikhs might support the Universal Declaration of Human Rights.</b></p> <p>Examiners should mark according to AO1 descriptors.<br/>Candidates might consider some of the following:</p> <p>Sikhism has clear teaching about social justice. Sikhs believe Waheguru is a just creator and expects justice amongst people.<br/>Sikhs have fought for social justice (against the British for example).<br/>Some Sikhs might support the UDHR because Sikhs believe that all people have an equal value. All people are children of Waheguru and deserve to be treated equally with equal rights.</p> <p>Hence some Sikhs would take the view that Sikhism shares the underlying principles of the UDHR; that all people are born free and are equal in dignity and rights.</p> <p>The UDHR also says that people should act in a spirit of brotherhood and that they have the right to life and liberty and security of person, which is also echoed in the teaching of Sikhism.</p> | 6     |          |

| Question  | Answer  | Marks | Guidance |
|---|---|-------|----------|
| (e)   | <p><b>'There is nothing wrong with war.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Sikhism in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors.<br/>Candidates might consider some of the following:</p> <p>Some Sikhs would contradict this statement immediately as war naturally involves violence and killing and involves the death of innocent people today as well as professional soldiers. Namdhiri Sikhs are pacifists and believe that war is wrong.</p> <p>However Sikhs have a strong military tradition because of attacks being made against the religion. From the time of Guru Hargobind Dev Ji, the sixth Guru warfare was considered right in self defence. Guru Gobind Singh Dev Ji formed the Khalsa and told Sikhs they must fight against oppression.</p> <p>Hence the Sikh community has been prepared to defend itself, which has involved many Sikhs in warfare. Such wars can be justified as self defence, even if they appear aggressive. It could also be argued that whilst it would be better not to have to fight, such wars are not completely wrong as it would be the lesser of two evils.</p> <p>Others might argue that the high ethical aspirations of religious people apply only to individuals and war is an inevitable, as groups of humans will always need to compete and sometimes problems can only be resolved by a violent method. Some might even take the view that war is the best way to resolve disputes and therefore it is never wrong.</p> <p>Many people would disagree with the statement, taking the view that war is sometimes inevitable and therefore not wrong, but on many occasions war is wrong. Some would argue that nuclear war would be wrong whatever the circumstances.</p> | 12    |          |
|  | Spelling, Punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.  | 3     |          |

## Section C

| Question |     | Answer   | Marks | Guidance |
|----------|-----|--|-------|----------|
| 13       | (a) | <p><b>What is meant by the term 'equality'?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Treating people as equals regardless of gender, race or religious belief</li> <li>• The idea that all people are to be treated in the same way</li> <li>• People viewed as being of the same value.</li> </ul> <p>1 mark for a correct response</p>   | 1     |          |
|          | (b) | <p><b>Give two examples of racism.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Discrimination in the workplace – lack of promotion</li> <li>• Discrimination when applying for a job</li> <li>• Credit specific examples</li> <li>• Credit historical examples.</li> </ul> <p>1 mark for each response</p>  | 2     |          |
|          | (c) | <p><b>Describe the attitude of some Buddhists towards people who want to become Buddhists.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Buddhism as a religion without a god or proscribed route to salvation/nibbana is happy to accept potential converts and encourages inter faith dialogue.</li> </ul> <p>Marks should be awarded for any combination of statements, development and exemplification.</p> | 3     |          |

| Question | Answer  | Marks | Guidance |
|----------|---|-------|----------|
| (d)      | <p><b>Explain Buddhist teachings which might support equality.</b></p> <p>Examiners should mark according to AO1 descriptors.<br/>Candidates might consider some of the following:</p> <p>Buddhists teaching about compassion for all sentient beings implies fair treatment<br/>The teaching about 'right action' requires fair and equal treatment.<br/>The idea of maitri (loving kindness/helpfulness) and katruan (conviviality) underpin ideas about equality<br/>Buddhists teach about the equality of sentient beings.<br/>The example of the Buddha indicates that all people are equal in the search for nibbana.</p> | 6     |          |

| Question  | Answer   | Marks | Guidance |
|---|--|-------|----------|
| (e)   | <p><b>'The world would become a better place if everyone became Buddhist'.</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors.<br/>Candidates might consider some of the following:</p> <p>Religious differences have caused much suffering and division amongst humanity. It would make much more sense if all people followed one faith.</p> <p>Buddhism as a faith is not proscriptive and would allow for some diversity within the faith. The goal of Nibbana does not imply only one way to achieve it, so there could be sufficient diversity and if it reduced conflict then the world could be a better place. The ideals of Buddhism and the social teachings would encourage a much fairer society. The world would be a better place</p> <p>Candidates might refer to the story of the Blind man and the elephant.</p> <p>The Dalai Lama recently said that 'one religion is not necessarily sufficient'.</p> <p>However not all people would agree on their definition of what a Buddhist is, so divisions are inevitable. The statement does not really make sense.</p> <p>However, humans are bound to interpret the same things differently and even if all belonged to one faith, differences would emerge leading to schisms. This would be no different to how things are now and might even be worse.</p> <p>Faith is a response to the divine and as we are all different it would be wrong to expect all people to find one religion satisfying or sufficient.</p> <p>Diversity and freedom of expression are key aspects of modern, free societies. For all people to follow one faith there would have to be compulsion and oppression. This would be a step backwards. Far better to have different faiths and encourage dialogue between them than to seek to impose uniformity. The world would be a worse place if there was no diversity.</p> <p>Some might respond that a world without religion would be a better place.</p> | 12    |          |
|  | Spelling, Punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.   | 3     |          |

| Question |     | Answer  | Marks | Guidance |
|----------|-----|---|-------|----------|
| 14       | (a) | <p><b>What is meant by the term 'equality'?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Treating people as equals regardless of gender, race or religious belief</li> <li>• The idea that all people are to be treated in the same way</li> <li>• People viewed as being of the same value</li> </ul> <p>1 mark for a correct response</p> | 1     |          |
|          | (b) | <p><b>Give two examples of racism.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Discrimination in the workplace – lack of promotion</li> <li>• Discrimination when applying for a job</li> <li>• Credit specific examples</li> <li>• Credit historical examples.</li> </ul> <p>1 mark for each response</p>                                 | 2     |          |

| Question | Answer  | Marks | Guidance |
|----------|---|-------|----------|
| (c)      | <p><b>Describe the attitude of some Christians towards people who want to become Christian.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Christians are generally keen to accept converts to the faith</li> <li>• Many Christians see evangelism and converting others to be a prime task of a Christian and will welcome converts</li> <li>• Converts will be expected to discard their previous faith and embrace Christianity fully.</li> </ul> <p>Marks should be awarded for any combination of statements, development and exemplification.</p>   | 3     |          |
| (d)      | <p><b>Explain Christian teachings which might support equality.</b></p> <p>Examiners should mark according to AO1 descriptors.<br/>Candidates might consider some of the following:</p> <p>Christians teach that all people are made in the image of God and are equal before him. Jesus treated all people equally. The teaching underpinning the command to 'love your neighbour' and the parable of the Good Samaritan imply equality. Paul's teaching about neither Jew nor Greek – although principally about Christians implies that Christians should treat all people equally (This possibly renders non-Christians as not equal)</p> | 6     |          |

| Question  | Answer   | Marks | Guidance |
|---|--|-------|----------|
| (e)   | <p><b>‘The world would become a better place if everyone became Christian.’</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors.<br/>Candidates might consider some of the following:</p> <p>Religious differences have caused much suffering and division amongst humanity. It would make much more sense if all people followed one faith.</p> <p>Christianity as a faith can allow for some diversity within the faith but there are many who would say that only this or that kind of Christianity is right. If one version of Christianity were to be adopted by all, then conflict could be avoided and the world could be a better place. The ideals of Christianity and the social teachings would encourage a much fairer society. The world would be a better place.</p> <p>However not all people would agree on their definition of what a Christian is, so divisions are inevitable. The statement does not really make sense.</p> <p>The goals of eternal life and salvation imply for some that there is only one way to achieve these, but there is already disagreement amongst Christians. It would be likely to happen again and this could make the world a worse place.</p> <p>Humans are bound to interpret the same things differently and even if all belonged to one faith, differences would emerge leading to schisms. This would be no different to how things are now and might even be worse. Many people call themselves Christian now but are very different in their beliefs and attitudes.</p> <p>Faith is a response to the divine and as we are all different it would be wrong to expect all people to find one religion satisfying or sufficient.</p> <p>Diversity and freedom of expression are key aspects of modern, free societies. For all people to follow one faith there would have to be compulsion and oppression. This would be a step backwards. Far better to have different faiths and encourage dialogue between them than to seek to impose uniformity. The world would be a worse place if there was no diversity.</p> <p>Some might respond that a world without religion would be a better place.</p> | 12    |          |
|  | Spelling, Punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.   | 3     |          |

| Question | Answer   | Marks | Guidance |
|----------|--|-------|----------|
| 15 (a)   | <p><b>What is meant by the term 'equality'?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Treating people as equals regardless of gender, race or religious belief</li> <li>• The idea that all people are to be treated in the same way</li> <li>• People viewed as being of the same value.</li> </ul> <p>1 mark for a correct response</p>   | 1     |          |
| (b)      | <p><b>Two examples of racism.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Discrimination in the workplace – lack of promotion</li> <li>• Discrimination when applying for a job</li> <li>• Credit specific examples</li> <li>• Credit historical examples.</li> </ul> <p>1 mark for each response</p>   | 2     |          |
| (c)      | <p><b>Describe how Hindus might show tolerance for other religions.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Hindus do not seek to convert</li> <li>• Hindus may embrace other faiths as alternative pathways</li> <li>• The practice of other faiths will be honoured, tolerated and even encouraged.</li> </ul> <p>Marks should be awarded for any combination of statements, development and exemplification.</p> | 3     |          |

| Question | Answer   | Marks | Guidance |
|----------|--|-------|----------|
| (d)      | <p><b>Explain Hindu teachings which might support equality.</b></p> <p>Examiners should mark according to AO1 descriptors.<br/>Candidates might consider some of the following:</p> <p>Hindu attitudes towards equality are based on a range of ideas. Although the caste system seems to make inequality a feature of Hinduism the idea of the origin of humanity in the single source of the Purusha Sukta can be used to show that as all are derived from this source, all are equal.<br/>Many Hindus consider the caste system to be a corruption of the varna system which is not necessarily about inequality.<br/>Some vedanta groups within Hindu orthodoxy also hold that one should follow one's own nature to realise perennial truth. So they uphold human rights on the basis of all human beings having the same essence which is the basis of equality.<br/>Theistic Hinduism upholds human equality on the basis that all people are God's creatures.<br/>Advaita Hinduism would uphold equality on the basis that all creatures are a part of Brahman.<br/>Candidates may refer to varnashramadharma in this context.<br/>Hindus believe in the equality of sentient beings.</p> | 6     |          |

| Question  | Answer  | Marks | Guidance |
|---|---|-------|----------|
| (e)   | <p><b>‘The world would become a better place if everyone became Hindu.’</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Hinduism in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors.<br/>Candidates might consider some of the following:</p> <p>Religious differences have caused much suffering and division amongst humanity. It would make much more sense if all people followed one faith.</p> <p>Hinduism as a faith can allow for a significant amount of diversity which would satisfy the need for some difference of expression whilst avoiding the conflict that comes from different faiths competing for believers. The ideals of Hinduism would lead to a truly tolerant society which did not need to find itself in conflict over religious doctrine. The world would be a better place</p> <p>However not all people would agree on their definition of what a Hindu is, so divisions are inevitable. The statement does not really make sense.</p> <p>Humans are bound to interpret the same things differently and even if all belonged to one faith, differences would emerge leading to schisms. This would be no different to how things are now and might even be worse.</p> <p>Faith is a response to the divine and as we are all different it would be wrong to expect all people to find one religion satisfying or sufficient.</p> <p>Diversity and freedom of expression are key aspects of modern free societies. For all people to follow one faith there would have to be compulsion and oppression. This would be a step backwards. Far better to have different faiths and encourage dialogue between them than to seek to impose uniformity. The world would be a worse place if there was no diversity.</p> <p>Some might respond that a world without religion would be a better place.</p> | 12    |          |
|  | Spelling, Punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.  | 3     |          |

| Question |     | Answer   | Marks | Guidance |
|----------|-----|--|-------|----------|
| 16       | (a) | <p><b>What is meant by the term 'equality'?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Treating people as equals regardless of gender, race or religious belief</li> <li>• The idea that all people are to be treated in the same way</li> <li>• People viewed as being of the same value.</li> </ul> <p>1 mark for a correct response</p> | 1     |          |
|          | (b) | <p><b>Give two examples of racism.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Discrimination in the workplace – lack of promotion</li> <li>• Discrimination when applying for a job</li> <li>• Credit specific examples</li> <li>• Credit historical examples.</li> </ul> <p>1 mark for each response</p>                                  | 2     |          |

| Question | Answer  | Marks | Guidance |
|----------|---|-------|----------|
| (c)      | <p><b>Describe the attitude of some Muslims towards people who want to become Muslim.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Muslims are keen to accept converts to the faith</li> <li>• Some Muslims see converting people to Islam to be a prime task of a Muslim and will welcome converts</li> <li>• Converts will be expected to discard their previous faith and embrace Islam fully</li> <li>• Converts are actually 'reverts' as all people were originally Muslim (one who submits).</li> </ul> <p>Marks should be awarded for any combination of statements, development and exemplification.</p> | 3     |          |
| (d)      | <p><b>Explain Muslim teachings which might support equality.</b></p> <p>Examiners should mark according to AO1 descriptors.<br/>Candidates might consider some of the following:</p> <p>Muslim teaching is based on the belief that all humans are made in the image of Allah they therefore equal, before him.<br/>Islam also teaches that Allah loves all his people equally.<br/>Islam teaches that all Muslims are equal as part of the Ummah – the world wide community of Muslims.<br/>Differentiation is by piety.</p>   | 6     |          |

| Question  | Answer   | Marks | Guidance |
|---|--|-------|----------|
| (e)   | <p><b>'The world would become a better place if everyone became Muslim'.</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors.<br/>Candidates might consider some of the following:</p> <p>Religious differences have caused much suffering and division amongst humanity. It would make much more sense if all people followed one faith.</p> <p>If Islam were to be adopted by all then conflict could be avoided and the world could be a better place. The ideals of Islam and the social teachings would encourage a much fairer society. The world would be a better place. This is an aspiration of Islam and if it were adopted as the universal faith there would be no need for conflict. One of the goals of the religion would have been achieved.</p> <p>However not all people would agree on their definition of what a Muslim is, so divisions are inevitable. The statement does not really make sense.</p> <p>Humans are bound to interpret the same things differently and even if all belonged to one faith, differences would emerge leading to schisms. This would be no different to how things are now and might even be worse. Some people call themselves Muslim now but are very different in their beliefs and attitudes. The religion is not uniform. Faith is a response to the divine and as we are all different it would be wrong to expect all people to find one religion satisfying or sufficient.</p> <p>Diversity and freedom of expression are key aspects of modern free societies. For all people to follow one faith there would have to be compulsion and oppression. This would be a step backwards. Far better to have different faiths and encourage dialogue between them than to seek to impose uniformity. The world would be a worse place if there was no diversity.</p> <p>Some might respond that a world without religion would be a better place.</p> | 12    |          |
|  | Spelling, Punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.   | 3     |          |

| Question |     | Answer   | Marks | Guidance |
|----------|-----|--|-------|----------|
| 17       | (a) | <p><b>What is meant by the term 'equality'?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"><li>• Treating people as equals regardless of gender, race or religious belief</li><li>• The idea that all people are to be treated in the same way</li><li>• People viewed as being of the same value.</li></ul> <p>1 mark for a correct response</p> | 1     |          |
|          | (b) | <p><b>Give two examples of racism.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"><li>• Discrimination in the workplace – lack of promotion</li><li>• Discrimination when applying for a job</li><li>• Credit specific examples</li><li>• Credit historical examples.</li></ul> <p>1 mark for each response</p>                                   | 2     |          |

| Question | Answer   | Marks | Guidance |
|----------|--|-------|----------|
| (c)      | <p><b>Describe the attitude of some Jews towards people who want to become Jews.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Conversion to Judaism is possible but not encouraged by the faith</li> <li>• It is possible to adopt the beliefs and practices without formal conversion (Righteous Gentiles)</li> <li>• Conversion is a religious act and an expression of association with the Jewish people.</li> </ul> <p>Marks should be awarded for any combination of statements, development and exemplification.</p>  | 3     |          |
| (d)      | <p><b>Explain Jewish teachings which might support equality.</b></p> <p>Examiners should mark according to AO1 descriptors.<br/>Candidates might consider some of the following:</p> <p>Jewish teaching about the treatment of strangers in the land implies that all should be treated equally. The scriptures (Prophets) look towards a time of peace and equality<br/>The idea of the Jews as a chosen people does not mean they are superior, rather, it implies they have been chosen to set an example to others of how G-d wants people to live.<br/>Different interpretations of the teaching would lead to different beliefs between the different sects of Judaism and their attitudes towards equality and. For example, on the issue of gender between Reform, Liberal and Orthodox Judaism.</p> | 6     |          |

| Question  | Answer  | Marks | Guidance |
|---|---|-------|----------|
| (e)   | <p><b>‘The world would become a better place if everyone became a Jew.’</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors.<br/>Candidates might consider some of the following:</p> <p>Religious differences have caused much suffering and division amongst humanity. It would make much more sense if all people followed one faith.</p> <p>Judaism as a faith can allow for a significant amount of diversity which would satisfy the need for some difference of expression whilst avoiding the conflict that comes from different faiths competing for believers. The ideals of Judaism would lead to a truly tolerant society which did not need to find itself in conflict over religious doctrine. The social teachings would encourage a much fairer society. The world would be a better place.</p> <p>However not all people would agree on their definition of what a Jew is, so divisions are inevitable. The statement does not really make sense.</p> <p>Different interpretations of the teachings would lead to different beliefs and between the different sects of Judaism. For example, on the issue of gender</p> <p>Humans are bound to interpret the same things differently and even if all belonged to one faith, differences would emerge leading to schisms. This would be no different to how things are now and might even be worse.</p> <p>Faith is a response to the divine and as we are all different it would be wrong to expect all people to find one religion satisfying or sufficient.</p> <p>Diversity and freedom of expression are key aspects of modern free societies. For all people to follow one faith there would have to be compulsion and oppression. This would be a step backwards. Far better to have different faiths and encourage dialogue between them than to seek to impose uniformity. The world would be a worse place if there was no diversity.</p> <p>Some might respond that a world without religion would be a better place.</p> | 12    |          |
|  | Spelling, Punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.  | 3     |          |

| Question | Answer  | Marks | Guidance |
|----------|---|-------|----------|
| 18 (a)   | <p><b>What is meant by the term 'equality'?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Treating people as equals regardless of gender, race or religious belief</li> <li>• The idea that all people are to be treated in the same way</li> <li>• People viewed as being of the same value.</li> </ul> <p>1 mark for a correct response</p>  | 1     |          |
| (b)      | <p><b>Give two examples of racism.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Discrimination in the workplace – lack of promotion</li> <li>• Discrimination when applying for a job</li> <li>• Credit specific examples</li> <li>• Credit historical examples.</li> </ul> <p>1 mark for each response</p>   | 2     |          |
| (c)      | <p><b>Describe how Sikhs might show tolerance for other religions.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Sikhism does not seek converts</li> <li>• Sikhism will give information to people interested in the faith</li> <li>• Sikhs may embrace other faiths as alternative pathways.</li> <li>• The practice of other faiths will be honoured, tolerated and even encouraged.</li> </ul> <p>Marks should be awarded for any combination of statements, development and exemplification.</p> | 3     |          |

| Question | Answer  | Marks | Guidance |
|----------|---|-------|----------|
| (d)      | <p><b>Explain Sikh teachings which might support equality.</b></p> <p>Examiners should mark according to AO1 descriptors.<br/>Candidates might consider some of the following:</p> <p>Sikh teachings refer frequently to equality of all people regardless of caste, race or religion.<br/>As all people have been created by Waheguru and have the essence of Waheguru in them, there cannot be any notion of one being better than another.<br/>Guru Nanak Dev Ji taught that everyone could achieve liberation from reincarnation.<br/>It is fundamental tenet of Sikhism that it supersedes caste.<br/>Gurus taught the equality of other faiths.<br/>Sikhs believe in the equality of sentient beings.</p> | 6     |          |

| Question  | Answer   | Marks | Guidance |
|---|--|-------|----------|
| (e)   | <p><b>‘The world would become a better place if everyone became Sikh.’</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Sikhism in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors.<br/>Candidates might consider some of the following:</p> <p>Religious differences have caused much suffering and division amongst humanity. It would make much more sense if all people followed one faith.</p> <p>Sikhism as a faith can allow for a significant amount of diversity which would satisfy the need for some difference of expression whilst avoiding the conflict that comes from different faiths competing for believers. The ideals of Sikhism would lead to a truly tolerant society which did not need to find itself in conflict over religious doctrine. The social teachings would encourage a much fairer society. The world would be a better place</p> <p>However not all people would agree on their definition of what a Sikh is, so divisions are inevitable. The statement does not really make sense.</p> <p>Humans are bound to interpret the same things differently and even if all belonged to one faith, differences would emerge leading to schisms. This would be no different to how things are now and might even be worse.</p> <p>Faith is a response to the divine and as we are all different it would be wrong to expect all people to find one religion satisfying or sufficient.</p> <p>Diversity and freedom of expression are key aspects of modern free societies. For all people to follow one faith there would have to be compulsion and oppression. This would be a step backwards. Far better to have different faiths and encourage dialogue between them than to seek to impose uniformity. The world would be a worse place if there was no diversity.</p> <p>Some might respond that a world without religion would be a better place.</p> | 12    |          |
|  | Spelling, Punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.   | 3     |          |

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