

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

General Certificate of Secondary Education

Unit **B604**: Ethics 2 (Peace and Justice, Equality, Media)

**Mark Scheme for June 2011**

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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.

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**INSTRUCTIONS TO EXAMINERS****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, 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.

## AO1 part (d) question

Level 0 0	<b>No evidence submitted or response does not address the question.</b>
Level 1 1-2	<p>A <b>weak</b> attempt to answer the question. 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>
Level 2 3-4	<p>A <b>satisfactory</b> answer to the question. 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>
Level 3 5-6	<p>A <b>good</b> answer to the question. 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 and 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>

## AO2 part (e) question

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

	Mark Scheme	Mark	Rationale/Additional Guidance
<b>If you choose one question from this section you must answer all parts (a-e) of the question.</b>			
<b>Section A: Religion, Peace and Justice</b>			
<b>1</b>	<p><b>a</b></p> <p><b>Buddhism.</b> <b>What is meant by the term ‘social justice’?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• A society which treats people fairly</li> <li>• A system in which all people are treated equally.</li> </ul> <p>1 mark for response</p>	<b>1</b>	
<b>1</b>	<p><b>b</b></p> <p><b>Give <u>two</u> reasons why Buddhists might be pacifists.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• They are following the doctrine of ahimsa</li> <li>• Buddhism emphasises the importance of compassion to all sentient beings</li> <li>• In order to gain kamma or merit</li> <li>• Violence does not justify more violence</li> <li>• War does not achieve anything other than suffering</li> <li>• Buddhists should be detached from craving so should have nothing to gain from violence</li> <li>• Violence can never be justified.</li> </ul> <p>Credit will also be given for relevant generic responses. One mark for response</p>	<b>2</b>	

		Mark Scheme	Mark	Rationale/Additional Guidance
1	c	<p><b>Give <u>three</u> ways in which Buddhists might respond to social injustice.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Peaceful demonstrations</li> <li>• Civil disobedience</li> <li>• Raising awareness and support among others, including other countries (the example of the Dalai Lama may be given)</li> <li>• Specific examples of Engaged Buddhism</li> <li>• Charity work to practically alleviate the suffering of others.</li> <li>• Campaigning through use of the media/internet.</li> </ul> <p>Credit will also be given to generic examples which demonstrate an understanding of the concept. 1 mark for each response.</p>	3	
1	d	<p><b>Explain what Buddhists might believe about ahimsa.</b></p> <p>Examiners should mark according to AO1 Level descriptors. Candidates might consider some of the following:</p> <p>The definition of ahimsa as non-violence.</p> <p>The position of ahimsa within the Noble Eightfold Path and the Five Precepts and so as a tool for “skilful action” and a way of helping to attain Nibbana.</p> <p>The implications of ahimsa in the life of a Buddhist, for example vegetarianism, not engaging in military action and so on.</p> <p>Ahimsa as a positive as well as a negative. Actively working for the welfare of others as well as refraining from harming them.</p>	6	

		Mark Scheme	Mark	Rationale/Additional Guidance
1	e	<p><b>‘You should always stand up to unjust governments.’ Discuss this statement. You should include different, supported points of view and a personal viewpoint.</b></p> <p><b>You must refer to Buddhism in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>The idea that the needs of one’s own family also need to be considered and that taking direct action may put them in danger.</p> <p>A discussion of whether or not any cause is worth the sacrifice of one’s own life.</p> <p>A discussion over who has the right to decide that a government is unjust.</p> <p>The fact that everyone has the right to live in a just society and that everyone should be prepared to work for this.</p> <p>A discussion of whether violence ever justifies violence and whether violent action against a government adds to the suffering rather than stopping it. In this context there may be a discussion of non-violent action.</p> <p>A discussion of socially engaged Buddhism and compassion for all sentient beings as they might apply to this issue.</p> <p>Candidates might develop teachings from authoritative sources such as sacred texts or religious leaders or traditions.</p>	12	
		<b>Total: [24]</b>		

		Mark Scheme	Mark	Rationale/Additional Guidance
<b>If you choose one question from this section you must answer all parts (a-e) of the question.</b>				
<b>Section A: Religion, Peace and Justice</b>				
<b>2</b>	<b>a</b>	<p><b>Christianity</b>  <b>What is meant by the term ‘social justice’?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• A society which treats people fairly</li> <li>• A system in which all people are treated equally.</li> </ul> <p>1 mark for response</p>	<b>1</b>	
<b>2</b>	<b>b</b>	<p><b>Give <u>two</u> reasons why Christians might be pacifists.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• They are following specific teachings of Jesus (appropriate examples may be given such as “If someone strikes you on one cheek offer them the other.”)</li> <li>• The ideas of Liberation Theology</li> <li>• In order to follow the guiding principle of love in the New Testament</li> <li>• They believe God does not want Christians to engage with wars</li> <li>• Violence does not justify more violence</li> <li>• War does not achieve anything other than suffering</li> <li>• Violence can never be justified.</li> </ul> <p>Credit will also be given for relevant generic responses.  One mark for each response</p>	<b>2</b>	

		Mark Scheme	Mark	Rationale/Additional Guidance
2	c	<p><b>Give <u>three</u> ways in which Christians might respond to social injustice.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Peaceful demonstrations</li> <li>• Civil disobedience</li> <li>• Raising awareness and support among others, including other countries (the example of Archbishop Desmond Tutu may be given)</li> <li>• Preaching/campaigning among Christians about ideas of justice and mercy for example in the minor prophets</li> <li>• Specific examples Christian activists, for example Martin Luther King or Mother Teresa</li> <li>• Charity work to practically alleviate the suffering of others.</li> <li>• Campaigning through the media/internet.</li> </ul> <p>Credit will also be given to generic examples which demonstrate an understanding of the concept. 1 mark for each response.</p>	3	
2	d	<p><b>Explain what Christians might believe about Just War.</b></p> <p>Examiners should mark according to AO1 Level descriptors. Candidates might consider some of the following:</p> <p>The definition of Just War as the conditions under which some Christians may believe that war is justified.</p> <p>The history of the concept of Just War beginning with Thomas Aquinas.</p> <p>The idea that governments are divinely instigated and should not be resisted.</p>	6	

		Mark Scheme	Mark	Rationale/Additional Guidance
		<p>The specific conditions of Just War, such as proportionality.</p> <p>The reasons why Christians might agree or disagree with the idea of Just War.</p> <p>The reasons (some of which may be Biblical) why some Christians believe war is sometimes justifiable.</p> <p>Candidates must include at least two of the conditions of Just War in order to access level 3.</p>		
2	e	<p><b>‘You should always stand up to unjust governments.’ Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>The idea that the needs of one’s own family also need to be considered and that taking direct action may put them in danger.</p> <p>A discussion of whether or not any cause is worth the sacrifice of one’s own life.</p> <p>A discussion over who has the right to decide that a government is unjust.</p> <p>The fact that everyone has the right to live in a just society and that everyone should be prepared to work for this.</p> <p>A discussion of whether violence ever justifies violence and whether violent action against a government adds to the suffering rather than stopping it. In this context there may be a discussion of non-violent action.</p>	12	

	<b>Mark Scheme</b>	<b>Mark</b>	<b>Rationale/Additional Guidance</b>
	<p>A discussion of the care of Jesus for the poor and disenfranchised and that that should translate into a concern for social justice in Christians. There may be a discussion of the Sermon on the Mount and the Beatitudes as they appear in Luke's Gospel.</p> <p>Specific examples showing the effectiveness of Civil Disobedience, such as Martin Luther King may be used in the discussion.</p> <p>Candidates might develop teachings from authoritative sources such as sacred texts or religious leaders or traditions.</p>		
	<b>Total: [24]</b>		

	Mark Scheme	Mark	Rationale/Additional Guidance
<b>If you choose one question from this section you must answer all parts (a-e) of the question.</b>			
<b>Section A: Religion, Peace and Justice</b>			
<b>3</b>	<p><b>a</b></p> <p><b>Hinduism</b> <b>What is meant by the term ‘social justice’?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• A society which treats people fairly</li> <li>• A system in which all people are treated equally.</li> </ul> <p>1 mark for response</p>	<b>1</b>	
<b>3</b>	<p><b>b</b></p> <p><b>Give <u>two</u> reasons why Hindus might be pacifists.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• They are following the doctrine of ahimsa</li> <li>• In order to gain kamma or merit</li> <li>• Violence does not justify more violence</li> <li>• War does not achieve anything other than suffering</li> <li>• All beings are part of Brahman so violence against others is really violence against oneself</li> <li>• Violence can never be justified.</li> </ul> <p>Credit will also be given for relevant generic responses. 1 mark for response</p>	<b>2</b>	

		Mark Scheme	Mark	Rationale/Additional Guidance
3	c	<p><b>Give <u>three</u> ways in which Hindus might respond to social injustice.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Peaceful demonstrations</li> <li>• Civil disobedience</li> <li>• Raising awareness and support among others, including other countries</li> <li>• Specific examples</li> <li>• Charity work to practically alleviate the suffering of others.</li> <li>• Campaigning through use of the media/internet.</li> </ul> <p>Credit will also be given to generic examples which demonstrate an understanding of the concept. 1 mark for each correct response.</p>	3	
3	d	<p><b>Explain what Hindus might believe about ahimsa.</b></p> <p>Examiners should mark according to AO1 Level descriptors. Candidates might consider some of the following:</p> <p>The definition of ahimsa as non-violence.</p> <p>The position of ahimsa in Hindu teaching and especially within the teachings of Mahatma Gandhi who popularised the notion.</p> <p>The implications of ahimsa in the life of a Hindu, for example vegetarianism, not engaging in military action and so on.</p> <p>The position of ahimsa within varnashrama dharma. Ahimsa is not appropriate for all people at all times.</p>	6	

	Mark Scheme	Mark	Rationale/Additional Guidance
<b>If you choose one question from this section you must answer all parts (a-e) of the question.</b>			
<b>Section A: Religion, Peace and Justice</b>			
<b>3</b>	<p><b>e</b></p> <p><b>‘You should always stand up to unjust governments.’</b>  <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Hinduism in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors.  Candidates might consider some of the following:</p> <p>The idea that the needs of one’s own family also need to be considered and that taking direct action may put them in danger.</p> <p>A discussion of whether or not any cause is worth the sacrifice of one’s own life.</p> <p>A discussion over who has the right to decide that a government is unjust.</p> <p>The fact that everyone has the right to live in a just society and that everyone should be prepared to work for this.</p> <p>A discussion of whether violence ever justifies violence and whether violent action against a government adds to the suffering rather than stopping it. In this context there may be a discussion of non-violent action.</p> <p>A discussion of the demands of Dharma and whether it can ever be right to act against a legitimate authority.</p>	<b>12</b>	

	<b>Mark Scheme</b>	<b>Mark</b>	<b>Rationale/Additional Guidance</b>
	The position of renunciates (such as sadhus) who may feel that political issues are of no concern to them.  Candidates might develop teachings from authoritative sources such as sacred texts or religious leaders or traditions.		
	<b>Total: [24]</b>		

	Mark Scheme	Mark	Rationale/Additional Guidance
<b>If you choose one question from this section you must answer all parts (a-e) of the question.</b>			
<b>Section A: Religion, Peace and Justice</b>			
<b>4</b>	<p><b>a</b></p> <p><b>Islam</b> <b>What is meant by the term ‘social justice’?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• A society which treats people fairly</li> <li>• A system in which all people are treated equally.</li> </ul> <p>1 mark for response</p>	<b>1</b>	
<b>4</b>	<p><b>b</b></p> <p><b>Give <u>two</u> reasons why Muslims might work for peace. [2]</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• In order to preserve the Umah, or worldwide fellowship of Muslims</li> <li>• Because Islam teaches that war should be a last resort and that peace should be sought where possible</li> <li>• Because Allah created all people and loves all equally.</li> <li>• Because war causes suffering which Muslims should work against</li> <li>• Because the teachings of Islam can best be implemented in a peaceful society.</li> </ul> <p>Credit will also be given for relevant generic responses. 1 mark for response</p>	<b>2</b>	

		Mark Scheme	Mark	Rationale/Additional Guidance
4	c	<p><b>Give <u>three</u> ways in which Muslims might respond to social injustice.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Peaceful demonstrations</li> <li>• Civil disobedience</li> <li>• Raising awareness and support among others, including other countries</li> <li>• Forceful resistance as a last resort</li> <li>• Charity work to practically alleviate the suffering of others</li> <li>• Campaigning through use of the media/internet.</li> </ul> <p>Credit will also be given to generic examples which demonstrate an understanding of the concept. 1 mark for each correct response.</p>	3	
4	d	<p><b>Explain what Muslims might believe about Jihad.</b></p> <p>Examiners should mark according to AO1 Level descriptors. Candidates might consider some of the following:</p> <p>The difference between Greater and Lesser Jihad and the idea that most jihad is non-violent.</p> <p>The “sword verses” of the Qur’an and their implications.</p> <p>The reasons why lesser jihad is required: the Qur’an requires it under rare circumstances and it is necessary to act to preserve a just society.</p> <p>The specific conditions of a jihad, for example that it must be started by a religious leader.</p>	6	

		Mark Scheme	Mark	Rationale/Additional Guidance
		Candidates may discuss misperceptions that are common about jihad and seek to explain these.		
4	e	<p><b>‘You should always stand up to unjust governments.’ Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>The idea that the needs of one’s own family also need to be considered and that taking direct action may put them in danger.</p> <p>A discussion of whether or not any cause is worth the sacrifice of one’s own life.</p> <p>A discussion over who has the right to decide that a government is unjust.</p> <p>The fact that everyone has the right to live in a just society and that everyone should be prepared to work for this.</p> <p>A discussion of whether violence ever justifies violence and whether violent action against a government adds to the suffering rather than stopping it. In this context there may be a discussion of non-violent action.</p> <p>A discussion of the requirement in Islam to preserve social justice in and for the Umah. .Appropriate quotations may be given in support of this, for example “The most excellent jihad is to speak truth in the face of a tyrannical ruler.” (Hadith)</p> <p>Candidates might develop teachings from authoritative sources such as sacred texts or religious leaders or traditions.</p>	12	
		<b>Total: [24]</b>		

	Mark Scheme	Mark	Rationale/Additional Guidance
<b>If you choose one question from this section you must answer all parts (a-e) of the question.</b>			
<b>Section A: Religion, Peace and Justice</b>			
<b>5</b>	<b>a</b> <b>Judaism</b> <b>What is meant by the term ‘social justice’?</b>  Responses might include: <ul style="list-style-type: none"> <li>• A society which treats people fairly</li> <li>• A system in which all people are treated equally.</li> </ul> 1 mark for response	<b>1</b>	
<b>5</b>	<b>b</b> <b>Give <u>two</u> reasons why Jews might work for peace.</b>  Responses might include: <ul style="list-style-type: none"> <li>• War will disappear in the Messianic Age and is not part of the Divine Plan for the world</li> <li>• Because Judaism teaches that war should be a last resort and that peace should be sought where possible</li> <li>• Because G-d created all people and loves all equally</li> <li>• Because war causes suffering which Jews should work against</li> <li>• Because the teachings of Judaism can best be implemented in a peaceful society.</li> </ul> Credit will also be given for relevant generic responses. 1 mark for response.	<b>2</b>	

		Mark Scheme	Mark	Rationale/Additional Guidance
5	c	<p><b>Give <u>three</u> ways in which Jews might respond to social injustice.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Peaceful demonstrations</li> <li>• Civil disobedience</li> <li>• Raising awareness and support among others, including other countries</li> <li>• Specific examples</li> <li>• Forceful resistance if all other options have failed.</li> <li>• Charity work to practically alleviate the suffering of others.</li> <li>• Campaigning through use of the media/internet.</li> </ul> <p>Credit will also be given to generic examples which demonstrate an understanding of the concept. 1 mark for each correct response.</p>	3	
5	d	<p><b>Explain what Jews might believe about the use of violence.</b></p> <p>Examiners should mark according to AO1 Level descriptors. Candidates might consider some of the following:</p> <p>The idea that violence and war are evils which should be avoided if at all possible.</p> <p>The idea that violence may sometimes be necessary to defend oneself or others.</p> <p>The idea of milchemet mitzvah or obligatory war and the conditions under which it should be undertaken.</p> <p>The idea of milchemet reshut or optional war and the conditions under which this may be undertaken.</p>	6	

	Mark Scheme	Mark	Rationale/Additional Guidance
5	<p data-bbox="309 209 1169 336"><b>‘You should always stand up to unjust governments.’ Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</b></p> <p data-bbox="309 368 1079 432">Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p data-bbox="309 464 1146 528">The idea that the needs of one’s own family also need to be considered and that taking direct action may put them in danger.</p> <p data-bbox="309 560 1155 624">A discussion of whether or not any cause is worth the sacrifice of one’s own life.</p> <p data-bbox="309 655 1146 719">A discussion over who has the right to decide that a government is unjust.</p> <p data-bbox="309 751 1124 815">The fact that everyone has the right to live in a just society and that everyone should be prepared to work for this.</p> <p data-bbox="309 847 1160 959">A discussion of whether violence ever justifies violence and whether violent action against a government adds to the suffering rather than stopping it. In this context there may be a discussion of non-violent action.</p> <p data-bbox="309 991 1169 1150">A discussion of the Jewish concern with mercy, justice and the difficulties faced by the Jewish diaspora. The circumstances under which it might be acceptable to disobey the government, for example if they were being required to break the commands of the Torah.</p> <p data-bbox="309 1182 1057 1246">Specific examples may be discussed, such as the Jewish response to the Shoah.</p> <p data-bbox="309 1278 1133 1342">Candidates might develop teachings from authoritative sources such as sacred texts or religious leaders or traditions.</p>	12	
	<b>Total: [24]</b>		

	Mark Scheme	Mark	Rationale/Additional Guidance
<b>If you choose one question from this section you must answer all parts (a-e) of the question.</b>			
<b>Section A: Religion, Peace and Justice</b>			
6	<b>a</b> <b>Sikhism</b> <b>What is meant by the term ‘social justice’?</b>  Responses might include: <ul style="list-style-type: none"> <li>• A society which treats people fairly</li> <li>• A system in which all people are treated equally.</li> </ul> 1 mark for response	1	
6	<b>b</b> <b>Give <u>two</u> reasons why Sikhs might work for peace.</b>  Responses might include: <ul style="list-style-type: none"> <li>• Because Sikhism teaches that war and violence should be last resorts and should be avoided where possible</li> <li>• Because Wahaguru created everyone and loves all equally</li> <li>• Because war causes suffering which Sikhs should work against</li> <li>• Because the laws of Sikhism are best implemented in a peaceful society.</li> </ul> Credit will also be given for relevant generic responses. 1 mark for response	2	
6	<b>c</b> <b>Give <u>three</u> ways in which Sikhs might respond to social injustice.</b>  Responses might include: <ul style="list-style-type: none"> <li>• Peaceful demonstrations</li> <li>• Civil disobedience</li> </ul>	3	

		Mark Scheme	Mark	Rationale/Additional Guidance
		<ul style="list-style-type: none"> <li>• Raising awareness and support among others, including other countries</li> <li>• Specific examples</li> <li>• Charity work to practically alleviate the suffering of others.</li> <li>• Armed resistance where other options have failed</li> <li>• Candidates may specifically mention the Zafarnama in this context</li> <li>• Campaigning through use of the media/internet.</li> </ul> <p>Credit will also be given to generic examples which demonstrate an understanding of the concept. 1 mark for each correct response.</p>	3	
6	d	<p><b>Explain what Sikhs might believe about dharam yudh</b></p> <p>Examiners should mark according to AO1 Level descriptors. Candidates might consider some of the following:</p> <p>The definition of dharam yudh as a war in defence of righteousness.</p> <p>The history of dharam yudh under Guru Gobind Singh and the establishment of the Khalsa.</p> <p>The concept of the sant sipahi.</p> <p>The specific conditions of dharam yudh, for example that it should be as a last resort and not out of a desire for revenge.</p>	6	

		Mark Scheme	Mark	Rationale/Additional Guidance
6	e	<p><b>‘You should always stand up to unjust governments.’</b>  <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Sikhism in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors.  Candidates might consider some of the following:</p> <p>The idea that the needs of one’s own family also need to be considered and that taking direct action may put them in danger.</p> <p>A discussion of whether or not any cause is worth the sacrifice of one’s own life.</p> <p>A discussion over who has the right to decide that a government is unjust.</p> <p>The fact that everyone has the right to live in a just society and that everyone should be prepared to work for this.</p> <p>The 5Ks were invented by Guru Gobind Singh to prevent Sikhs from avoiding their duty to resist injustice.</p> <p>A discussion of whether violence ever justifies violence and whether violent action against a government adds to the suffering rather than stopping it. In this context there may be a discussion of non-violent action.</p> <p>A discussion of the concept of the sant sipahi and whether it is a religious duty of a member of the Khalsa to resist an unjust government, particularly in the light of the Zafarnama in which Guru Gobind Singh said “When all other methods have failed it is permissible to draw the sword.”.</p> <p>Candidates might develop teachings from authoritative sources such as sacred texts or religious leaders or traditions.</p>	12	
		<b>Total: [24]</b>		

	Mark Scheme	Mark	Rationale/Additional Guidance
<b>If you choose one question from this section you must answer all parts (a-e) of the question.</b>			
<b>Section B: Religion and Equality</b>			
<b>7</b>	<b>a</b>	<b>Buddhism</b> <b>What is meant by the term sexism?</b>  Responses might include: <ul style="list-style-type: none"> <li>• Discriminating against someone because of their gender</li> <li>• Treating someone differently because of their gender</li> <li>• Treating somebody unfairly because of their gender</li> <li>• Treating somebody differently or unfairly because they are a woman.</li> </ul> 1 mark for response.	<b>1</b>
<b>7</b>	<b>b</b>	<b>Give <u>two</u> examples of sexism</b>  Responses might include: <ul style="list-style-type: none"> <li>• Believing that someone is less intelligent because of their gender</li> <li>• Refusing someone a job because of their gender.</li> <li>• Paying someone differently because of their gender</li> <li>• Specific examples may be given.</li> </ul> 1 mark for response.	<b>2</b>
<b>7</b>	<b>c</b>	<b>Describe Buddhist attitudes towards the role of women in society.</b>  Responses might include: <ul style="list-style-type: none"> <li>• There is no real difference between male and female since you may be reborn as either so there should be no difference between men and women</li> </ul>	<b>3</b>

		<b>Mark Scheme</b>	<b>Mark</b>	<b>Rationale/Additional Guidance</b>
		<ul style="list-style-type: none"> <li>• Sexism is not fair or just</li> <li>• Sexism does not show compassion</li> <li>• The Buddha allowed women as well as men to join the Sangha and therefore presumably thought they were capable of reaching nibbana</li> <li>• In Tibetan Buddhism there are female as well as male bodhisattvas so women have an important spiritual role</li> <li>• The roles of men and women may vary from tradition to tradition and culture to culture. In Western Societies there may be very little difference between the roles of men and women, whereas in Eastern or more traditional Buddhist societies women might be expected to be subservient or to be homemakers.</li> </ul> <p>Candidates might develop teachings from authoritative sources such as sacred texts or religious leaders or traditions.</p> <p>Candidates may either give three discrete points, or a statement (1 mark) with development (2 marks) and exemplification or amplification (3 marks).</p>		
<b>7</b>	<b>d</b>	<p><b>Explain Buddhist beliefs about forgiveness.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates may consider some of the following:</p> <p>While there are no specific Buddhist teachings about forgiveness, mention may be made of the idea of metta or compassion and the development of compassion for all beings.</p> <p>There might be a discussion of the practice of metta bhavana meditation as a way of developing love and compassion to all beings including those that might be considered as enemies.</p>	<b>6</b>	

		<b>Mark Scheme</b>	<b>Mark</b>	<b>Rationale/Additional Guidance</b>
		<p>That you should treat others as you want to be treated yourself.</p> <p>The fact that no-one is perfect so refusing forgiveness to others is hypocritical.</p> <p>The idea that holding on to anger and hatred could be considered to be harmful.</p> <p>The idea that holding on to anger and hatred could be considered to be tanha or clinging and can lead to suffering or dukkha.</p>		
<b>7</b>	<b>e</b>	<p><b>‘If Buddhism is right, all the other religions must be wrong.’ Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>A discussion of the fact that Buddhism is not necessarily incompatible with any other religion or philosophy since it does not require belief in any God. Buddhism does not claim to be exclusive.</p> <p>A discussion of pluralist approaches to religion. (It is possible for all religions to be equally true.) Candidates may use the parable of the sage and the blind men and the elephant to illustrate this point.</p> <p>The fact that the Buddha regarded metaphysical questions as unhelpful. It does not matter if God exists or not</p> <p>The fact that the Buddha taught that the Dharma should be tested and only used if it is helpful, so if someone finds that Buddhist teaching does not work for them they should try something else</p>	<b>12</b>	

	<b>Mark Scheme</b>	<b>Mark</b>	<b>Rationale/Additional Guidance</b>
	The fact that Buddhism directly contradicts claims made by other religions particularly Western religions and that mutually exclusive things cannot all be true. For example it cannot be true that we go to heaven and that we are reborn since the claims are mutually exclusive.		
	<b>Total: [24]</b>		

	Mark Scheme	Mark	Rationale/Additional Guidance
<b>If you choose one question from this section you must answer all parts (a-e) of the question.</b>			
<b>Section B: Religion and Equality</b>			
8	<b>a</b> <b>Christianity</b> <b>What is meant by the term sexism?</b>  Responses might include: <ul style="list-style-type: none"> <li>• Discriminating against someone because of their gender</li> <li>• Treating someone differently because of their gender</li> <li>• Treating somebody unfairly because of their gender</li> <li>• Treating somebody differently or unfairly because they are a woman.</li> </ul> 1 mark for response.	1	
8	<b>b</b> <b>Give <u>two</u> examples of sexism</b>  Responses might include: <ul style="list-style-type: none"> <li>• Believing that someone is less intelligent because of their gender</li> <li>• Refusing someone a job because of their gender.</li> <li>• Paying someone differently because of their gender</li> <li>• Specific examples may be given.</li> </ul> 1 mark for response.	2	
8	<b>c</b> <b>Describe Christian attitudes towards the role of women in society.</b>  Responses might include: <ul style="list-style-type: none"> <li>• There is no real difference between male and female the Bible teaches that there is “no male or female” in Christ</li> </ul>	3	

		<b>Mark Scheme</b>	<b>Mark</b>	<b>Rationale/Additional Guidance</b>
		<ul style="list-style-type: none"> <li>Some Christians have a traditional approach to the roles of women, based on scriptural teaching or tradition. Women should be homemakers and mothers</li> <li>Other Christians believe the Bible was written in a different society and that in the modern world there should be no difference between the roles of men and women.</li> </ul> <p>Candidates might develop teachings from authoritative sources such as sacred texts or religious leaders or traditions.</p> <p>Candidates may either give three discrete points, or a statement (1 mark) with development (2 marks) and exemplification or amplification (3 marks).</p>		
<b>8</b>	<b>d</b>	<p><b>Explain Christian beliefs about forgiveness.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates may consider some of the following:</p> <p>The teachings of Jesus about forgiveness. Appropriate quotations from the scriptures may be given, for example the Lord's prayer.</p> <p>The fact that God is both loving and forgiving and that Christians should therefore be forgiving.</p> <p>That you should treat others as you would like to be treated yourself.</p> <p>The fact that no-one is perfect so refusing forgiveness to others is hypocritical.</p> <p>The idea that holding on to anger and hatred could be considered to be harmful.</p> <p>The idea that God's forgiveness is dependent on Christians forgiving others.</p>	<b>6</b>	

		Mark Scheme	Mark	Rationale/Additional Guidance
		Modern examples of Christians who have forgiven people who have wronged them.		
8	e	<p><b>'If Christianity is right, all the other religions must be wrong.'</b>  <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors.  Candidates might consider some of the following:</p> <p>The apparent claim to exclusivity made by Jesus, particularly in John's Gospel, for example "I am the way, the truth and the life; no man comes to the Father except by me."</p> <p>The claims of Christianity that salvation can only come through acceptance of the death of Christ. If Christianity is not the only path to God then the death of Jesus is difficult to explain.</p> <p>The fact that different truth claims exist in different branches of Christianity.</p> <p>A discussion of pluralist approaches to religion. (It is possible for all religions to be equally true.)</p> <p>The fact that Christianity directly contradicts claims made by other religions and that mutually exclusive things cannot all be true. For example it cannot be true that we go to heaven and that we are reincarnated since the claims are mutually exclusive.</p>	12	
		<b>Total: [24]</b>		

	Mark Scheme	Mark	Rationale/Additional Guidance
<b>If you choose one question from this section you must answer all parts (a-e) of the question.</b>			
<b>Section B: Religion and Equality</b>			
<b>9</b>	<b>a</b>	<b>Hinduism</b> <b>What is meant by the term sexism?</b>	<b>1</b>
		<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Discriminating against someone because of their gender</li> <li>• Treating someone differently because of their gender</li> <li>• Treating somebody unfairly because of their gender</li> <li>• Treating somebody differently or unfairly because they are a woman.</li> </ul> <p>1 mark for response.</p>	
<b>9</b>	<b>b</b>	<b>Give <u>two</u> examples of sexism</b>	<b>2</b>
		<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Believing that someone is less intelligent because of their gender</li> <li>• Refusing someone a job because of their gender.</li> <li>• Paying someone differently because of their gender</li> <li>• Specific examples may be given.</li> </ul> <p>1 mark for response.</p>	
<b>9</b>	<b>c</b>	<b>Describe Hindu attitudes towards the role of women in society.</b>	<b>3</b>
		<p>Responses might include:</p> <ul style="list-style-type: none"> <li>• There is no real difference between male and female since you may be reincarnated as either so there should be no difference between men and women</li> </ul>	

		<b>Mark Scheme</b>	<b>Mark</b>	<b>Rationale/Additional Guidance</b>
		<ul style="list-style-type: none"> <li>• The atman is neither male nor female</li> <li>• Women have their own dharma</li> <li>• The Laws of Manu require women to be obedient to their husbands and to raise children and take charge of puja in the home</li> <li>• Different Hindus may have different attitudes towards the role of women with some believing that in the modern world there should be no difference between the roles of men and women.</li> </ul> <p>Candidates might develop teachings from authoritative sources such as sacred texts or religious leaders or traditions.</p> <p>Candidates may either give three discrete points, or a statement (1 mark) with development (2 marks) and exemplification or amplification (3 marks).</p>		
<b>9</b>	<b>d</b>	<p><b>Explain Hindu beliefs about forgiveness.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates may consider some of the following:</p> <p>While there are no specific Hindu teachings about forgiveness, mention may be made of the idea of all beings being essentially part of the same essence (Brahman) and that forgiveness of enemies is therefore logical.</p> <p>That you should treat others as you would like to be treated.</p> <p>The fact that no-one is perfect so refusing forgiveness to others is hypocritical.</p> <p>The idea that holding on to anger and hatred could be considered to be harmful.</p>	<b>6</b>	

		Mark Scheme	Mark	Rationale/Additional Guidance
		<p>The idea of disinterested action, or of removal from the world adopted by sadhus is not compatible with the idea of harbouring anger or hatred.</p> <p>The fact that forgiveness may lead to positive karma and so to a better reincarnation.</p>		
9	e	<p><b>'If Hinduism is right, all the other religions must be wrong.'</b>  <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Hinduism in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>A discussion of the fact that Hinduism acknowledges many deities who can be seen as aspects of Brahman and so can accommodate most other religions. For example, some Hindus see Jesus and the Buddha as avatars of Vishnu and so would not see Hinduism as incompatible with Christianity or Buddhism.</p> <p>A discussion of pluralist approaches to religion, which are particularly applicable to Hinduism. In particular candidates may mention the parable of the five blind sages and the elephant. (It is possible for all religions to be equally true.)</p> <p>The fact that non-Hindus are often considered to be outside the varna system and so are not ritually pure. This may lead some to believe that while everyone is reincarnated it is difficult, if not impossible for non-Hindus to achieve moksha.</p> <p>The fact that Hinduism directly contradicts claims made by other religions particularly Western religions and that mutually exclusive things cannot all be true. For example it cannot be true that we go to heaven and that we are reincarnated since the claims are mutually exclusive.</p>	12	
			<b>Total: [24]</b>	

	Mark Scheme	Mark	Rationale/Additional Guidance
<b>If you choose one question from this section you must answer all parts (a-e) of the question.</b>			
<b>Section B: Religion and Equality</b>			
10	<b>a</b> <b>Islam</b> <b>What is meant by the term sexism?</b>  Responses might include: <ul style="list-style-type: none"> <li>• Discriminating against someone because of their gender</li> <li>• Treating someone differently because of their gender</li> <li>• Treating somebody unfairly because of their gender</li> <li>• Treating somebody differently or unfairly because they are a woman.</li> </ul> 1 mark for response.	1	
10	<b>b</b> <b>Give <u>two</u> examples of sexism</b>  Responses might include: <ul style="list-style-type: none"> <li>• Believing that someone is less intelligent because of their gender</li> <li>• Refusing someone a job because of their gender.</li> <li>• Paying someone differently because of their gender</li> <li>• Specific examples may be given.</li> </ul> 1 mark for response.	2	
10	<b>c</b> <b>Describe Muslim attitudes towards the role of women in society.</b>  Responses might include: <ul style="list-style-type: none"> <li>• Allah created both male and female and both are equal before Him</li> </ul>	3	

		<b>Mark Scheme</b>	<b>Mark</b>	<b>Rationale/Additional Guidance</b>
		<ul style="list-style-type: none"> <li>• The Qur'an teaches respect for women and does not forbid a woman from pursuing a career</li> <li>• Whilst men and women are equal they have different roles and the main role of a woman is as a mother, this should take priority over everything else</li> <li>• Some Muslims may have traditional attitudes to the roles of women and believe that women should be obedient to their husbands and should be homemakers and mothers.</li> </ul> <p>Candidates might develop teachings from authoritative sources such as sacred texts or religious leaders or traditions.</p> <p>Candidates may either give three discrete points, or a statement (1 mark) with development (2 marks) and exemplification or amplification (3 marks).</p>		
<b>10</b>	<b>d</b>	<p><b>Explain Muslim beliefs about forgiveness.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates may consider some of the following:</p> <p>The fact that Islam teaches compassion and that since Allah is compassionate, merciful and forgiving Muslims should be also.</p> <p>Relevant quotations may be given, for example that you should "hate your enemy mildly; he may become your friend one day".</p> <p>The idea that holding on to anger and hatred could be harmful to the individual</p> <p>The fact that no-one is perfect so refusing forgiveness to others is hypocritical.</p> <p>The idea that holding on to anger and hatred could be considered to be harmful.</p> <p>That you should treat others as you wish to be treated yourself.</p>	<b>6</b>	

		Mark Scheme	Mark	Rationale/Additional Guidance
10	e	<p><b>'If Islam is right, all the other religions must be wrong.'</b>  <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>The fact that the Qur'an is considered to be the precise and final communication of Allah with mankind and that it should therefore be followed and obeyed by all.</p> <p>A discussion of pluralist approaches to religion. (It is possible for all religions to be equally true.)</p> <p>The fact that Islam teaches respect and tolerance towards People of the Book. Christianity and Judaism may be seen as partial views of the truth and so are worthy of respect, but the Qur'an has final authority and is the actual truth.</p> <p>The fact that Muslims often consider that all people are born Muslims and that non-Muslims revert rather than convert.</p> <p>The importance of the Umah in Islam.</p> <p>The role of missionary work in Islam.</p> <p>The fact that Islam teaches things which directly contradict the claims of other religions and that mutually exclusive things cannot all be true. For example it cannot be true that we go to heaven and that we are reincarnated since the claims are mutually exclusive.</p>	12	
		<b>Total: [24]</b>		

		Mark Scheme	Mark	Rationale/Additional Guidance
<b>If you choose one question from this section you must answer all parts (a-e) of the question.</b>				
<b>Section B: Religion and Equality</b>				
11	a	<b>Judaism</b> <b>What is meant by the term sexism?</b>  Responses might include: <ul style="list-style-type: none"> <li>• Discriminating against someone because of their gender</li> <li>• Treating someone differently because of their gender</li> <li>• Treating somebody unfairly because of their gender</li> <li>• Treating somebody differently or unfairly because they are a woman.</li> </ul> 1 mark for response.	1	
11	b	<b>Give <u>two</u> examples of sexism</b>  Responses might include: <ul style="list-style-type: none"> <li>• Believing that someone is less intelligent because of their gender</li> <li>• Refusing someone a job because of their gender</li> <li>• Paying someone differently because of their gender</li> <li>• Specific examples may be given.</li> </ul> 1 mark for response.	2	
11	c	<b>Describe Jewish attitudes towards the role of women in society.</b>  Responses might include: <ul style="list-style-type: none"> <li>• G-d created both male and female and both are equal before Him</li> </ul>	3	

		<b>Mark Scheme</b>	<b>Mark</b>	<b>Rationale/Additional Guidance</b>
		<ul style="list-style-type: none"> <li>• The scriptures teach respect for women and do not forbid a woman from pursuing a career</li> <li>• Whilst men and women are equal they have different roles and the main role of a woman is as a mother, this should take priority over everything else</li> <li>• Some Jews may have traditional attitudes to the roles of women and believe that women should be obedient to their husbands and should be homemakers and mothers, others may believe that in the modern world there should be no difference between the roles of men and women.</li> </ul> <p>Candidates might develop teachings from authoritative sources such as sacred texts or religious leaders or traditions.</p> <p>Candidates may either give three discrete points, or a statement (1 mark) with development (2 marks) and exemplification or amplification (3 marks).</p>		
<b>11</b>	<b>d</b>	<p><b>Explain Jewish beliefs about forgiveness.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates may consider some of the following:</p> <p>That since G-d is merciful and forgiving Jews should be as well.</p> <p>That you should treat others as you wish to be treated yourself.</p> <p>The fact that no-one is perfect so refusing forgiveness to others is hypocritical.</p> <p>Forgiveness is personal and cannot be given on behalf of others.</p> <p>The idea that holding on to anger and hatred could be considered to be harmful.</p>	<b>6</b>	

		Mark Scheme	Mark	Rationale/Additional Guidance
		<p>That according to the Jewish scriptures G-d has forgiven the Jewish people many times</p> <p>The idea that holding on to anger and hatred could be harmful and lead to suffering.</p> <p>The story of Jonah and the relevance that this may have to the issue of forgiveness.</p>		
11	e	<p><b>'If Judaism is right, all the other religions must be wrong.'</b>  <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>The idea of the Jews as a chosen people or priesthood rather than as the only ones who have access to G-d. Reference may be made to the Noahide covenant. All people who acknowledge the true G-d may be able to access the Kingdom of G-d. G-d loves all, and it is not necessary for everyone to convert to Judaism, although it is necessary to worship only one G-d.</p> <p>A discussion of pluralist approaches to religion. (It is possible for all religions to be equally true.)</p> <p>The fact that Jews do not proselytise and therefore do not regard Judaism as the only possible way to God.</p> <p>The fact that Judaism directly contradicts claims made by other religions particularly Eastern religions and that mutually exclusive things cannot all be true. For example it cannot be true that we go to heaven and that we are reincarnated since the claims are mutually exclusive.</p>	12	
		<b>Total: [24]</b>		

		Mark Scheme	Mark	Rationale/Additional Guidance
<b>If you choose one question from this section you must answer all parts (a-e) of the question.</b>				
<b>Section B: Religion and Equality</b>				
12	a	<p><b>Sikhism</b>  <b>What is meant by the term sexism?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Discriminating against someone because of their gender</li> <li>• Treating someone differently because of their gender</li> <li>• Treating somebody unfairly because of their gender</li> <li>• Treating somebody differently or unfairly because they are a woman.</li> </ul> <p>1 mark for response.</p>	1	
12	b	<p><b>Give <u>two</u> examples of sexism</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Believing that someone is less intelligent because of their gender</li> <li>• Refusing someone a job because of their gender.</li> <li>• Paying someone differently because of their gender</li> <li>• Specific examples may be given.</li> </ul> <p>1 mark for response.</p>	2	
12	c	<p><b>Describe Sikh attitudes towards the role of women in society.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Wahaguru created both male and female and both are equal before Him</li> </ul>	3	

		<b>Mark Scheme</b>	<b>Mark</b>	<b>Rationale/Additional Guidance</b>
		<ul style="list-style-type: none"> <li>• The scriptures teach respect for women and do not forbid a woman from pursuing a career</li> <li>• Whilst men and women are equal they have different roles and the main role of a woman is as a mother, this should take priority over everything else</li> <li>• Some Sikhs may have traditional attitudes to the roles of women and believe that women should be obedient to their husbands and should be homemakers and mothers, others may believe that in the modern world there should be no difference between the roles of men and women.</li> </ul> <p>Candidates might develop teachings from authoritative sources such as sacred texts or religious leaders or traditions.</p> <p>Candidates may either give three discrete points, or a statement (1 mark) with development (2 marks) and exemplification or amplification (3 marks).</p>		
<b>12</b>	<b>d</b>	<p><b>Explain Sikh beliefs about forgiveness.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates may consider some of the following:</p> <p>While there are no specific Sikh teachings about forgiveness, mention may be made of the idea of the oneness of Wahaguru and the status of mankind as a family making forgiveness a virtue.</p> <p>The idea that Wahaguru lives in and through all people, so all people should be treated with love and respect.</p> <p>The fact that Wahaguru is both loving and forgiving and that Sikhs should therefore be forgiving.</p>	<b>6</b>	

		<b>Mark Scheme</b>	<b>Mark</b>	<b>Rationale/Additional Guidance</b>
		<p>The fact that no-one is perfect so refusing forgiveness to others is hypocritical.</p> <p>The idea that holding on to anger and hatred could be considered to be harmful.</p> <p>That you should treat others as you wish to be treated yourself.</p> <p>The idea that forgiveness may result in good karma leading to a favourable rebirth.</p>		
12	e	<p><b>'If Sikhism is right, all the other religions must be wrong.'</b>  <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Sikhism in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors.  Candidates might consider some of the following:</p> <p>The fact that Sikhism teaches respect and tolerance for all faiths.</p> <p>A discussion of pluralist approaches to religion. (It is possible for all religions to be equally true.)</p> <p>The fact that the Guru Granth Sahib contains the writings of Hindus and Muslims as well as Sikhs. Guru Nanak saw both Hinduism and Islam as valid spiritual paths so suggesting that there is more than one path to Wahaguru</p> <p>The fact that Sikhism directly contradicts claims made by other religions particularly Western religions and that mutually exclusive things cannot all be true. For example it cannot be true that we go to heaven and that we are reincarnated since the claims are mutually exclusive.</p>	12	

	<b>Mark Scheme</b>	<b>Mark</b>	<b>Rationale/Additional Guidance</b>
	The fact that Sikhs do not actively seek to convert others, believing that any religious path, if correctly followed, is a valid path to God.		
	<b>Total: [24]</b>		

			Mark Scheme	Mark	Rationale/Additional Guidance
<b>If you choose one question from this section you must answer all parts (a-e) of the question.</b>					
<b>Section C: Religion and the Media</b>					
13	a		<b>Buddhism</b> <b>Name one form of media.</b>  Responses might include: <ul style="list-style-type: none"> <li>• film</li> <li>• television</li> <li>• newspapers</li> <li>• magazines</li> <li>• cartoons</li> <li>• graphic novels</li> <li>• dance</li> <li>• music</li> <li>• art</li> <li>• internet.</li> </ul> 1 mark for response.	1	
13	b	(i)	<b>Give <u>one</u> example of censorship.</b>  Responses might include: <ul style="list-style-type: none"> <li>• The removal of sexually explicit scenes from forms of the media</li> <li>• The removal of realistic depictions of violence from forms of the media</li> <li>• The removal of certain forms of language from forms of the media</li> </ul>	1	

			Mark Scheme	Mark	Rationale/Additional Guidance
			<ul style="list-style-type: none"> <li>The use of the media to portray a particular political or religious view point</li> <li>Answers may make specific reference to religion such as the portrayal of religious figures in the media</li> <li>Specific examples may be given.</li> </ul> 1 mark for response.		
		(ii)	<p><b>Give <u>one</u> reason Buddhists might approve of censorship.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>Because depictions of violence might lead some people to behave violently</li> <li>Because depictions of sex can lead to people being treated as objects</li> <li>Because it might make it easier for people to make “skilful” decisions and to live with compassion</li> <li>Because some things do not fit with Buddhist teachings such as the Noble Eightfold Path or the Five Precepts and censoring these things might make it easier for people to live according to Buddhist principles</li> <li>Because depicting certain lifestyles can result in people becoming attached to samsara and make it harder for them to achieve nibbana.</li> </ul> 1 mark for response.	1	
13	c		<p><b>Describe what Buddhists might think about the portrayal of sex in the media.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>It goes against one of the Five Precepts</li> </ul>	3	

			Mark Scheme	Mark	Rationale/Additional Guidance
			<ul style="list-style-type: none"> <li>• It is not in accordance with the Noble Eightfold Path</li> <li>• Sexual images may be harmful to their spiritual development</li> <li>• It may encourage tanha and inhibit movement towards nibbana</li> <li>• Positive ways in which sexual relationships might be portrayed</li> <li>• It does not encourage a respectful or healthy attitude towards people.</li> <li>• It encourages unhelpful attitudes towards sex and is not helpful for the actors involved who could be seen to be making their livelihood in a bad way.</li> </ul>		
13	d		<p><b>Explain Buddhist attitudes towards using the media to teach about Buddhism.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>The fact that the media can be a very effective way of disseminating Buddhist teaching or stories about the life of the Buddha and so that it may be considered a good thing.</p> <p>The fact that multi media, particularly the internet, is a way of allowing people who would not usually do so to talk and discuss religious ideas, although the fact that there is no control over the internet may lead to the misrepresentation of religious figures and their teachings.</p> <p>The fact that some media, potentially including films, novels or comics, could represent religious leaders in disrespectful ways or misunderstand/misrepresent their teachings.</p>	6	

			Mark Scheme	Mark	Rationale/Additional Guidance
			<p>The fact that the media can be a way to reach new people and present religious ideas to them.</p> <p>The fact that there is nothing about Buddhism which prevents the use of the media to disseminate it.</p> <p>The fact that the media can put religious believers in touch with each other and effectively create a new kind of religious community.</p>		
13	e		<p><b>‘Religious figures should not be portrayed in films.’ Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>The fact that films are often concerned with a “good story” and so often make substantial changes to stories taken from holy books and may risk losing or changing the “point” of a story or teaching.</p> <p>In order to make films about religious figures more entertaining humorous or romantic themes may be introduced which some believers may consider to be inappropriate.</p> <p>Some may believe that scriptures have a special status which means they should not be changed or reinterpreted in any way, including reinterpreting or presenting stories about religious founders, leaders, or other figures.</p> <p>Films can be a very good way of getting stories about religious figures across to children who might not otherwise be able to access them.</p>	12	

			<b>Mark Scheme</b>	<b>Mark</b>	<b>Rationale/Additional Guidance</b>
			<p>Films reach a much wider audience than holy books and may interest people in the religion who would not otherwise become engaged.</p> <p>Adaptations can be done respectfully and sensitively and can even help to bring meaning to the story.</p> <p>Portraying a religious figure in film can make them more interesting and exciting to a wider audience including young people.</p> <p>People may be prepared to watch a film who would not read holy books or attend religious meetings.</p> <p>Specific examples related to the scriptures and religious figures of Buddhism might be given, including reference to their portrayal in films and the degree to which they have been successful (for example, "Little Buddha").</p>		
			<b>Total: [24]</b>		

			Mark Scheme	Mark	Rationale/Additional Guidance
<b>If you choose one question from this section you must answer all parts (a-e) of the question.</b>					
<b>Section C: Religion and the Media</b>					
14	a		<p><b>Christianity</b> Name <u>one</u> form of media.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• film</li> <li>• television</li> <li>• newspapers</li> <li>• magazines</li> <li>• cartoons</li> <li>• graphic novels</li> <li>• dance</li> <li>• music</li> <li>• art</li> <li>• internet.</li> </ul> <p>1 mark for response.</p>	1	
14	b	(i)	<p><b>Give <u>one</u> example of censorship.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• The removal of sexually explicit scenes from forms of the media</li> <li>• The removal of realistic depictions of violence from forms of the media</li> <li>• The removal of certain forms of language from forms of the media</li> </ul>	1	

			Mark Scheme	Mark	Rationale/Additional Guidance
			<ul style="list-style-type: none"> <li>The use of the media to portray a particular political or religious view point</li> <li>Answers may make specific reference to religion such as the portrayal of religious figures in the media</li> <li>Specific examples may be given.</li> </ul> 1 mark for response.		
		(ii)	<p><b>Give <u>one</u> reason Christians might approve of censorship.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>Because depictions of violence might lead some people to behave violently</li> <li>Because depictions of sex can lead to people being treated as objects</li> <li>Because it might make it easier for people to make ethical decisions and to live with love or agape</li> <li>Because some things do not fit with Christian teachings such as the Sermon on the Mount and censoring these things might make it easier for people to live according to Christian principles</li> <li>Because depicting certain lifestyles can result in people becoming attached to the material world and so make it harder for them to live a Christian life</li> <li>Because the media sometimes treats God or religion disrespectfully and they should not be allowed to do this.</li> </ul> 1 mark for response.	1	

		Mark Scheme	Mark	Rationale/Additional Guidance
14	c	<p><b>Describe what Christians might think about the portrayal of sex in the media.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• It goes against the Ten Commandments as it frequently glamorises adultery</li> <li>• It is not in accordance with the teachings of Jesus about adultery, in particular in the Sermon on the Mount</li> <li>• It is not in accordance with the teachings of Paul or the early Church on sexual morality</li> <li>• Sexual images may be harmful to their spiritual development</li> <li>• Positive ways in which sexual relationships might be portrayed</li> <li>• It does not encourage a respectful or healthy attitude towards people</li> <li>• It encourages unhelpful attitudes towards sex and is not helpful for the actors involved who could be seen to be making their livelihood in a bad way.</li> </ul>	3	
14	d	<p><b>Explain Christian attitudes towards using the media to teach about Christianity.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>The fact that the media can be a very effective way of disseminating Christian teaching or stories about the life of Jesus and so that it may be considered a good thing.</p> <p>The fact that multi media, particularly the internet, is a way of allowing people who would not usually do so to talk and discuss religious ideas, although the fact that there is no</p>	6	

			Mark Scheme	Mark	Rationale/Additional Guidance
			<p>control over the internet may lead to the misrepresentation of religious figures and their teachings.</p> <p>The fact that some media, potentially including films, novels or comics, could represent religious leaders in disrespectful ways or misunderstand/misrepresent their teachings.</p> <p>The fact that the media can be a way to reach new people and present religious ideas to them.</p> <p>The fact that there is nothing about Christianity which prevents the use of the media to disseminate it.</p> <p>The fact that the media can put religious believers in touch with each other and effectively create a new kind of religious community.</p>		
14	e		<p><b>‘Religious figures should not be portrayed in films.’ Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>The fact that films are often concerned with a “good story” and so often make substantial changes to stories taken from holy books and may risk losing or changing the “point” of a story or teaching.</p> <p>In order to make films about religious figures more entertaining humorous or romantic themes may be introduced which some believers may consider to be inappropriate.</p>	12	

			<b>Mark Scheme</b>	<b>Mark</b>	<b>Rationale/Additional Guidance</b>
			<p>Some may believe that scriptures have a special status which means they should not be changed or reinterpreted in any way, including reinterpreting or presenting stories about religious founders, leaders, or other figures.</p> <p>Films can be a very good way of getting stories about religious figures across to children who might not otherwise be able to access them.</p> <p>Films reach a much wider audience than holy books and may interest people in the religion who would not otherwise become engaged.</p> <p>Adaptations can be done respectfully and sensitively and can even help to bring meaning to the story.</p> <p>Portraying a religious figure in film can make them more interesting and exciting to a wider audience including young people.</p> <p>People may be prepared to watch a film who would not read holy books or attend religious meetings.</p> <p>Specific examples related to the scriptures and religious figures of Christianity might be given, including reference to their portrayal in films and the degree to which they have been successful (for example, "Jesus of Nazareth"; "The Last Temptation of Christ"; "The Passion of the Christ" etc.).</p>		
			<b>Total: [24]</b>		

			Mark Scheme	Mark	Rationale/Additional Guidance
<b>If you choose one question from this section you must answer all parts (a-e) of the question.</b>					
<b>Section C: Religion and the Media</b>					
15	a		<p><b>Hinduism</b> Name <u>one</u> form of media.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• film</li> <li>• television</li> <li>• newspapers</li> <li>• magazines</li> <li>• cartoons</li> <li>• graphic novels</li> <li>• dance</li> <li>• music</li> <li>• art</li> <li>• internet.</li> </ul> <p>1 mark for response.</p>	1	
15	b	(i)	<p><b>Give <u>one</u> example of censorship.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• The removal of sexually explicit scenes from forms of the media</li> <li>• The removal of realistic depictions of violence from forms of the media</li> <li>• The removal of certain forms of language from forms of the media</li> </ul>	1	

			Mark Scheme	Mark	Rationale/Additional Guidance
			<ul style="list-style-type: none"> <li>The use of the media to portray a particular political or religious view point</li> <li>Answers may make specific reference to religion such as the portrayal of religious figures in the media</li> <li>Specific examples may be given.</li> </ul> 1 mark for response.		
		(ii)	<p><b>Give <u>one</u> reason Hindus might approve of censorship.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>Because depictions of violence might lead some people to behave violently</li> <li>Because depictions of sex can lead to people being treated as objects</li> <li>Because it might make it easier for people to make “ethical” decisions and to live according to their dharma</li> <li>Because some things do not fit with Hindu teachings such as the Laws of Manu or the examples set in the Epics and censoring these things might make it easier for people to live according to Hindu principles</li> <li>Because depicting certain lifestyles can result in people becoming attached to samsara and make it harder for them to achieve moksha</li> <li>Because the media sometimes treat God or the gods disrespectfully and they should not be allowed to do this.</li> </ul> 1 mark for response.	1	

		Mark Scheme	Mark	Rationale/Additional Guidance
15	c	<p><b>Describe what Hindus might think about the portrayal of sex in the media.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• It encourages, or at least legitimises adultery and premarital sex which go against the teachings of varnashramadharmā</li> <li>• It goes against the examples of good behaviour in both men and women given in the Epics</li> <li>• Sexual images may be harmful to their spiritual development</li> <li>• It encourages unhelpful attitudes in the young who need to be self disciplined</li> <li>• Positive ways in which sexual relationships might be portrayed</li> <li>• It does not encourage a respectful or healthy attitude towards people</li> <li>• It encourages unhelpful attitudes towards sex and is not helpful for the actors involved who could be seen to be making their livelihood in a bad way.</li> </ul>	3	
15	d	<p><b>Explain Hindu attitudes towards using the media to teach about Hinduism.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>The fact that the media can be a very effective way of disseminating Hindu teaching or stories about the lives of the deities and so that it may be considered a good thing.</p> <p>The fact that multi media, particularly the internet, is a way of allowing people who would not usually do so to talk and</p>	6	

			Mark Scheme	Mark	Rationale/Additional Guidance
			<p>discuss religious ideas, although the fact that there is no control over the internet may lead to the misrepresentation of religious figures and their teachings.</p> <p>The fact that some media, potentially including films, novels or comics, could represent religious leaders in disrespectful ways or misunderstand/misrepresent their teachings.</p> <p>The fact that the media can be a way to reach new people and present religious ideas to them.</p> <p>The fact that there is nothing about Hinduism which prevents the use of the media to disseminate it.</p> <p>The fact that the media can put religious believers in touch with each other and effectively create a new kind of religious community.</p>		
15	e		<p><b>‘Religious figures should not be portrayed in films.’ Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Hinduism in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>The fact that films are often concerned with a “good story” and so often make substantial changes to stories taken from holy books and may risk losing or changing the “point” of a story or teaching.</p> <p>In order to make films about religious figures more entertaining humorous or romantic themes may be introduced which some believers may consider to be inappropriate.</p>	12	

			<b>Mark Scheme</b>	<b>Mark</b>	<b>Rationale/Additional Guidance</b>
			<p>Some may believe that scriptures have a special status which means they should not be changed or reinterpreted in any way, including reinterpreting or presenting stories about religious founders, leaders, or other figures.</p> <p>Films can be a very good way of getting stories about religious figures across to children who might not otherwise be able to access them.</p> <p>Films reach a much wider audience than holy books and may interest people in the religion who would not otherwise become engaged.</p> <p>Adaptations can be done respectfully and sensitively and can even help to bring meaning to the story.</p> <p>Portraying a religious figure in film can make them more interesting and exciting to a wider audience including young people.</p> <p>People may be prepared to watch a film who would not read holy books or attend religious meetings.</p> <p>Specific examples related to the scriptures and religious figures of Hinduism might be given, including reference to their portrayal in films and the degree to which they have been successful (for example dramatisations of the Mahabharata or the Ramayana).</p>		
			<b>Total: [24]</b>		

			Mark Scheme	Mark	Rationale/Additional Guidance
<b>If you choose one question from this section you must answer all parts (a-e) of the question.</b>					
<b>Section C: Religion and the Media</b>					
16	a		<p><b>Islam</b> Name <u>one</u> form of media.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• film</li> <li>• television</li> <li>• newspapers</li> <li>• magazines</li> <li>• cartoons</li> <li>• graphic novels</li> <li>• dance</li> <li>• music</li> <li>• art</li> <li>• internet.</li> </ul> <p>1 mark for response.</p>	1	
16	b	(i)	<p><b>Give <u>one</u> example of censorship.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• The removal of sexually explicit scenes from forms of the media</li> <li>• The removal of realistic depictions of violence from forms of the media</li> <li>• The removal of certain forms of language from forms of the media</li> </ul>	1	

			Mark Scheme	Mark	Rationale/Additional Guidance
			<ul style="list-style-type: none"> <li>The use of the media to portray a particular political or religious view point</li> <li>Answers may make specific reference to religion such as the portrayal of religious figures in the media</li> <li>Specific examples may be given.</li> </ul> 1 mark for response.		
		(ii)	<p><b>Give <u>one</u> reason Muslims might approve of censorship.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>Because depictions of violence might lead some people to behave violently</li> <li>Because depictions of sex can lead to people being treated as objects</li> <li>Because it might make it easier for people to make “ethical” decisions and to live in submission to the will of Allah</li> <li>Because some things do not fit with Muslim teachings in the Qur’an and the Hadith or Shariah Law and censoring these things might make it easier for people to live according to Islamic principles</li> <li>Because depicting certain lifestyles can result in people becoming attached to the material world and make it harder for them to live as a good Muslim</li> <li>Because the media sometimes portray Allah or Islam in a disrespectful way and they should not be allowed to do this.</li> </ul> 1 mark for response.	1	

		Mark Scheme	Mark	Rationale/Additional Guidance
16	c	<p><b>Describe what Muslims might think about the portrayal of sex in the media.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• It goes against the teachings of Allah in the Qur'an since it frequently glamorises adultery and premarital sex. For example, sura 17:32 "Have nothing to do with adultery for it is a shameful thing"</li> <li>• Glorifying extramarital sex threatens the family unit which is of great value in Islam</li> <li>• Sexual images may be harmful to their spiritual development</li> <li>• It encourages unhelpful attitudes towards sex and is not helpful for the actors involved who could be seen to be making their livelihood in a bad way</li> <li>• Positive ways in which sexual relationships might be portrayed</li> <li>• It does not encourage a respectful or healthy attitude towards people.</li> </ul>	3	
16	d	<p><b>Explain Muslim attitudes towards using the media to teach about Islam.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>The fact that the media can be a very effective way of disseminating Islamic teaching or stories about the life of Muhammad ﷺ and so that it may be considered a good thing.</p> <p>The fact that multi media, particularly the internet, is a way of allowing people who would not usually do so to talk and</p>	6	

			Mark Scheme	Mark	Rationale/Additional Guidance
			<p>discuss religious ideas, although the fact that there is no control over the internet may lead to the misrepresentation of religious figures and their teachings.</p> <p>The fact that some media, potentially including films, novels or comics, could represent religious leaders in disrespectful ways or misunderstand/misrepresent their teachings; Islamophobia and the misrepresentation of Muslim beliefs in the media might be discussed in particular.</p> <p>The fact that the media can be a way to reach new people and present religious ideas to them.</p> <p>The fact that there is nothing about Islam which essentially prevents the use of the media to disseminate it.</p> <p>The fact that the media can put religious believers in touch with each other and effectively create a new kind of religious community.</p> <p>The problems caused by the prohibition within Islam of portraying Muhammad ﷺ in art.</p>		
16	e		<p><b>‘Religious figures should not be portrayed in films.’ Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>The fact that films are often concerned with a “good story” and so often make substantial changes to stories taken from holy books and may risk losing or changing the “point” of a story or teaching.</p>	12	

		<b>Mark Scheme</b>	<b>Mark</b>	<b>Rationale/Additional Guidance</b>
		<p>In order to make films about religious figures more entertaining humorous or romantic themes may be introduced which some believers may consider to be inappropriate.</p> <p>Some may believe that scriptures have a special status which means they should not be changed or reinterpreted in any way, including reinterpreting or presenting stories about religious founders, leaders, or other figures.</p> <p>Films can be a very good way of getting stories about religious figures across to children who might not otherwise be able to access them.</p> <p>Films reach a much wider audience than holy books and may interest people in the religion who would not otherwise become engaged.</p> <p>Adaptations can be done respectfully and sensitively and can even help to bring meaning to the story.</p> <p>Portraying a religious figure in film can make them more interesting and exciting to a wider audience including young people.</p> <p>People may be prepared to watch a film who would not read holy books or attend religious meetings.</p> <p>Specific examples related to the scriptures and religious figures of Islam might be given, including reference to their portrayal in films and the degree to which they have been successful (for example, "The Message").</p> <p>There are specific difficulties with the portrayal of the Prophet Muhammad ﷺ.</p>		
		<b>Total: [24]</b>		

			Mark Scheme	Mark	Rationale/Additional Guidance
<b>If you choose one question from this section you must answer all parts (a-e) of the question.</b>					
<b>Section C: Religion and the Media</b>					
17	a		<b>Judaism</b> <b>Name <u>one</u> form of media.</b>  Responses might include: <ul style="list-style-type: none"> <li>• film</li> <li>• television</li> <li>• newspapers</li> <li>• magazines</li> <li>• cartoons</li> <li>• graphic novels</li> <li>• dance</li> <li>• music</li> <li>• art</li> <li>• internet.</li> </ul> 1 mark for response.	1	
17	b	(i)	<b>Give <u>one</u> example of censorship.</b>  Responses might include: <ul style="list-style-type: none"> <li>• The removal of sexually explicit scenes from forms of the media</li> <li>• The removal of realistic depictions of violence from forms of the media</li> <li>• The removal of certain forms of language from forms of the media</li> </ul>	1	

			Mark Scheme	Mark	Rationale/Additional Guidance
			<ul style="list-style-type: none"> <li>The use of the media to portray a particular political or religious view point</li> <li>Answers may make specific reference to religion such as the portrayal of religious figures in the media</li> <li>Specific examples may be given.</li> </ul> 1 mark for response.		
		(ii)	<p><b>Give <u>one</u> reason Jews might approve of censorship.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>Because depictions of violence might lead some people to behave violently</li> <li>Because depictions of sex can lead to people being treated as objects</li> <li>Because it might make it easier for people to make “ethical” decisions and to live with loving kindness</li> <li>Because some things do not fit with Jewish teachings such as the Ten Commandments or the Talmud and censoring these things might make it easier for people to live according to Jewish principles</li> <li>Because depicting certain lifestyles can result in people becoming attached to the material world and make it harder for them to live as good Jews</li> <li>Because the media sometimes portray G-d or Judaism with disrespect and they should not be allowed to do this.</li> </ul> 1 mark for response.	1	

		Mark Scheme	Mark	Rationale/Additional Guidance
17	c	<p><b>Describe what Jews might think about the portrayal of sex in the media.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Since it often glorifies adultery or extramarital sex it goes against the teachings of the Ten Commandments and other parts of the Torah</li> <li>• Glorifying extramarital sex threatens the family unit which is of great value in Judaism</li> <li>• Sexual images may be harmful to their spiritual development</li> <li>• It encourages unhelpful attitudes towards sex and is not helpful for the actors involved who could be seen to be making their livelihood in a bad way</li> <li>• Positive ways in which sexual relationships might be portrayed</li> <li>• It does not encourage a respectful or healthy attitude towards people.</li> </ul>	3	
17	d	<p><b>Explain Jewish attitudes towards using the media to teach about Judaism.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>The fact that the media can be a very effective way of disseminating Jewish teaching or stories about the lives of the patriarchs and prophets so that it may be considered a good thing.</p> <p>The fact that multi media, particularly the internet, is a way of allowing people who would not usually do so to talk and discuss religious ideas, although the fact that there is no</p>	6	

			Mark Scheme	Mark	Rationale/Additional Guidance
			<p>control over the internet may lead to the misrepresentation of religious figures and their teachings.</p> <p>The fact that some media, potentially including films, novels or comics, could represent religious leaders in disrespectful ways or misunderstand/misrepresent their teachings.</p> <p>The fact that the media can be a way to reach new people and present religious ideas to them.</p> <p>The fact that there is nothing about Judaism which prevents the use of the media to disseminate it.</p> <p>A discussion of whether it is necessary for a non proselytising religion to disseminate its teachings.</p> <p>The fact that the media can put religious believers in touch with each other and effectively create a new kind of religious community.</p>		
17	e		<p><b>‘Religious figures should not be portrayed in films.’ Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>The fact that films are often concerned with a “good story” and so often make substantial changes to stories taken from holy books and may risk losing or changing the “point” of a story or teaching.</p> <p>In order to make films about religious figures more entertaining humorous or romantic themes may be introduced which some believers may consider to be</p>	12	

	Mark Scheme	Mark	Rationale/Additional Guidance
	<p>inappropriate.</p> <p>Some may believe that scriptures have a special status which means they should not be changed or reinterpreted in any way, including reinterpreting or presenting stories about religious founders, leaders, or other figures.</p> <p>Films can be a very good way of getting stories about religious figures across to children who might not otherwise be able to access them.</p> <p>Films reach a much wider audience than holy books and may interest people in the religion who would not otherwise become engaged.</p> <p>Adaptations can be done respectfully and sensitively and can even help to bring meaning to the story.</p> <p>Portraying a religious figure in film can make them more interesting and exciting to a wider audience including young people.</p> <p>People may be prepared to watch a film who would not read holy books or attend religious meetings.</p> <p>Specific examples related to the scriptures and religious figures of Judaism might be given, including reference to their portrayal in films and the degree to which they have been successful (for example, "Prince of Egypt").</p>		
	<b>Total: [24]</b>		

			Mark Scheme	Mark	Rationale/Additional Guidance
<b>If you choose one question from this section you must answer all parts (a-e) of the question.</b>					
<b>Section C: Religion and the Media</b>					
18	a		<p><b>Sikhism</b> Name <u>one</u> form of media.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• film</li> <li>• television</li> <li>• newspapers</li> <li>• magazines</li> <li>• cartoons</li> <li>• graphic novels</li> <li>• dance</li> <li>• music</li> <li>• art</li> <li>• internet.</li> </ul> <p>1 mark for response.</p>	1	
18	b	(i)	<p><b>Give <u>one</u> example of censorship.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• The removal of sexually explicit scenes from forms of the media</li> <li>• The removal of realistic depictions of violence from forms of the media</li> <li>• The removal of certain forms of language from forms of the media</li> </ul>	1	

			Mark Scheme	Mark	Rationale/Additional Guidance
			<ul style="list-style-type: none"> <li>The use of the media to portray a particular political or religious view point</li> <li>Answers may make specific reference to religion such as the portrayal of religious figures in the media</li> <li>Specific examples may be given.</li> </ul> 1 mark for response.		
		(ii)	<p><b>Give <u>one</u> reason Sikhs might approve of censorship.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>Because depictions of violence might lead some people to behave violently</li> <li>Because depictions of sex can lead to people being treated as objects</li> <li>Because it might make it easier for people to make “ethical” decisions and to live justly</li> <li>Because some things do not fit with Sikh teachings such in the Guru Granth Sahib and censoring these things might make it easier for people to live according to Sikh principles</li> <li>Because depicting certain lifestyles can result in people becoming attached to samsara and make it harder for them to achieve moksha</li> <li>Because the media sometimes treats Wahaguru and Sikhism with disrespect and they should not be allowed to do this.</li> </ul> 1 mark for response.	1	

		Mark Scheme	Mark	Rationale/Additional Guidance
18	c	<p><b>Describe what Sikhs might think about the portrayal of sex in the media.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Since it often glorifies adultery or extramarital sex it goes against the teachings of Guru Nanak, for example AG 274 “Do not cast your eyes on the beauty of another’s wife.”</li> <li>• Glorifying extramarital sex threatens the family unit which is of great value in Sikhism</li> <li>• Sexual images may be harmful to their spiritual development</li> <li>• It encourages unhelpful attitudes towards sex and is not helpful for the actors involved who could be seen to be making their livelihood in a bad way</li> <li>• Positive ways in which sexual relationships might be portrayed</li> <li>• It does not encourage a respectful or healthy attitude towards people.</li> </ul>	3	
18	d	<p><b>Explain Sikh attitudes towards using the media to teach about Sikhism.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>The fact that the media can be a very effective way of disseminating Sikh teaching or stories about the lives of the gurus and so that it may be considered a good thing.</p> <p>The fact that multi media, particularly the internet, is a way of allowing people who would not usually do so to talk and discuss religious ideas, although the fact that there is no</p>	6	

			Mark Scheme	Mark	Rationale/Additional Guidance
			<p>control over the internet may lead to the misrepresentation of religious figures and their teachings.</p> <p>The fact that some media, potentially including films, novels or comics, could represent religious leaders in disrespectful ways or misunderstand/misrepresent their teachings.</p> <p>The fact that the media can be a way to reach new people and present religious ideas to them.</p> <p>The fact that there is nothing about Sikhism which prevents the use of the media to disseminate it.</p> <p>The fact that the media can put religious believers in touch with each other and effectively create a new kind of religious community.</p>		
18	e		<p><b>‘Religious figures should not be portrayed in films.’ Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Sikhism in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>The fact that films are often concerned with a “good story” and so often make substantial changes to stories taken from holy books and may risk losing or changing the “point” of a story or teaching.</p> <p>In order to make films about religious figures more entertaining humorous or romantic themes may be introduced which some believers may consider to be inappropriate.</p> <p>Some may believe that scriptures have a special status</p>	12	

			<b>Mark Scheme</b>	<b>Mark</b>	<b>Rationale/Additional Guidance</b>
			<p>which means they should not be changed or reinterpreted in any way, including reinterpreting or presenting stories about religious founders, leaders, or other figures.</p> <p>Films can be a very good way of getting stories about religious figures across to children who might not otherwise be able to access them.</p> <p>Films reach a much wider audience than holy books and may interest people in the religion who would not otherwise become engaged.</p> <p>Adaptations can be done respectfully and sensitively and can even help to bring meaning to the story.</p> <p>Portraying a religious figure in film can make them more interesting and exciting to a wider audience including young people.</p> <p>People may be prepared to watch a film who would not read holy books or attend religious meetings.</p> <p>Specific examples related to the scriptures and religious figures of Sikhism might be given, including reference to their portrayal in films and the degree to which they have been successful.</p>		
			<b>Total: [24]</b>		

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