

Religious Studies

General Certificate of Secondary Education

Unit **B589**: Perspectives on World Religions

Mark Scheme for June 2011

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OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

AO1 part (d) question

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

AO2 part (e) question

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

Section A: Responsibility for the Planet

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

1 Buddhism

(a) Give one example of an environmental problem. [1]

Responses might include:

- Pollution
- Litter
- Rising sea levels
- Global warming
- Deforestation

1 mark for a correct response

(b) State two ways in which a Buddhist might respond to environmental problems. [2]

Responses might include:

- Direct action against a polluter / environmental issue
- Peaceful protest
- Political action
- Personal response – Reducing use and creation of pollutants
Reducing use of energy

1 Mark for each response

(c) Describe one Buddhist teaching about the origin of the world. [3]

A statement 1 mark, with development 2 marks and exemplification 3 marks.

Responses might include:

- The teaching that the universe is cyclical and that questions about its origin and that of the world are unnecessary and a distraction from the need to remove Dukkha and reach Nibbana.
- Candidates might develop teachings from authoritative sources such as sacred texts religious leaders or traditions.

(d) Explain why a Buddhist might oppose the mistreatment of animals. [6]

Examiners should mark according to AO1 descriptors.

Candidates might consider some of the following:

By following the 5 Precepts and the eightfold path a Buddhists would have to oppose the mistreatment of animals.

Buddhists believe in the sacredness of life

The doctrine of ahimsa – non harming.

This teaching does not allow the mistreatment, the inhumane treatment of animals or any other form of life.

Mistreatment of animals is an example of selfishness which is to be avoided at all costs.

Mistreatment is a contradiction of the Buddhists teaching of compassion.

For some Buddhists, the soul could be reincarnated in the body of an animal. Animals should therefore be cared for and not treated cruelly.

As a part of the creation animals should be treated respectfully and only killed if absolutely necessary for food (for non vegetarian Buddhist) and if used in vital medical research, must be treated without cruelty.

Candidates might refer to specific teachings/tradition/stories related to the treatment of animals.

(e) 'Humans have the right to treat the world in any way they wish'

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

Examiners should mark according to AO2 descriptors.

Candidates might consider some of the following:

Humans are the most important and significant species – and therefore have the right to use the world as they wish for their benefit.

People have had to subdue nature for their survival and have the right to do so now if the human race is to survive.

Some religions teach that humankind has dominion over the world and its resources which means it can be used as they wish.

The world's resources have to be used for the benefit of all and exploitation for the benefit of some people leads to deprivation for others. This contradicts the idea of stewardship. It is irresponsible and goes against the Buddhist teaching about respect for life, compassion and ahimsa.

Humans may have the right to do something but that does not mean it is the best course of action and if people follow the golden rule then a sensible balance can be struck between doing things because we can and doing things that are responsible and benefit most people.

Total: [24]

2 Christianity

(a) Give one example of an environmental problem. [1]

Responses might include:

- Pollution
- Litter
- Rising sea levels
- Global warming
- Deforestation

1 mark for a response

(b) State two ways in which a Christian might respond to environmental problems. [2]

Responses might include:

- Direct action against a polluter / environmental issue
- Peaceful protest
- Political action
- Prayer
- Personal response – Reducing use and creation of pollutants
Reducing use of energy

1 Mark for each response

(c) Describe one Christian teaching about the origin of the world. [3]

A statement 1 mark, with development 2 marks and exemplification 3 marks.

Responses might include:

- The Christian doctrine of creation that God is the creator and sustainer of the universe – the force behind the big bang and the energy behind evolution.
- The teaching from Genesis that God made the world in 6 days, which might be taken literally by some Christians.
- Candidates might develop teachings from authoritative sources such as
- sacred texts religious leaders or traditions.
- Creationism
- Intelligent Design

(d) Explain why a Christian might oppose the mistreatment of animals. [6]

Examiners should mark according to AO1 descriptors.

Candidates might consider some of the following:

Animals are a part of God's creation and therefore should be treated with respect. Mankind was given dominion over the animals but this does not mean it is acceptable to treat them cruelly. It is matter of responsible stewardship of the environment and creation. Jesus referred to the care God had for the sparrows as well as for people and Christians should mirror this care and responsibility in

their treatment of animals.

Candidates might refer to specific teachings/tradition/stories related to the treatment of animals.

Do animals have souls?

Agape as a guide to behaviour.

(e) 'Humans have the right to treat the world in any way they wish'

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

Examiners should mark according to AO2 descriptors.

Candidates might consider some of the following:

Humans are the most important and significant species – and therefore have the right to use the world as they wish for their benefit.

People have had to subdue nature for their survival and have the right to do so now if the human race is to survive.

Some religions teach that humankind has dominion over the world and its resources (Some Christians might interpret Genesis in this way) which means it / they can be used as they wish.

The world's resources have to be used for the benefit of all and exploitation for the benefit of some people leads to deprivation for others. This contradicts the idea of stewardship. It is irresponsible and goes against the Christian teaching of respect for life and responsible behaviour towards God's creation.

Humans may have the right to do something but that does not mean it is the best course of action and if people follow the golden rule then a sensible balance can be struck between doing things because we can and doing things that are responsible and benefit most people.

Total: [24]

3 Hinduism

(a) Give one example of an environmental problem. [1]

Responses might include:

- Pollution
- Litter
- Rising sea levels
- Global warming
- Deforestation

1 mark for a response

(b) State two ways in which a Hindu might respond to environmental problems. [2]

Responses might include:

- Direct action against a polluter / environmental issue
- Peaceful protest
- Political action
- Personal response – Reducing use and creation of pollutants
Reducing use of energy

1 Mark for each response

(c) Describe one Hindu teaching about the origin of the world. [3]

A statement 1 mark, with development 2 marks and exemplification 3 marks.

Responses might include:

- Hindu creation myths have a common thread that everything originates and returns to the universal spirit, Brahma. This can combine with modern theories such as the Big Bang theory.
- Candidates might develop teachings from authoritative sources such as sacred texts religious leaders or traditions.

(d) Explain why a Hindu might oppose the mistreatment of animals. [6]

Examiners should mark according to AO1 descriptors.

Candidates might consider some of the following:

Some Hindus place equal value on humans and animals justified by reference to deities with animal elements and to the avatars of Vishnu. Animals demand respect and fair treatment

Mistreatment of animals is against ahimsa

Mistreatment of animals goes against dharma to care for the environment and creates bad karma

For some Hindus, the soul could be reincarnated in the body of an animal. Animals should therefore be cared for and not treated cruelly.

As a part of the creation animals should be treated respectfully and only killed if absolutely necessary for food (for non vegetarian Hindus) and if used in vital medical research, must be treated without cruelty.

Candidates might refer to specific teachings/tradition/stories related to the treatment of animals.

(e) 'Humans have the right to treat the world in any way they wish'

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

Examiners should mark according to AO2 descriptors.

Candidates might consider some of the following:

Humans are the most important and significant species – and therefore have the right to use the world as they wish for their benefit.

People have had to subdue nature for their survival and have the right to do so now if the human race is to survive.

Some religions teach that humankind has dominion over the world and its resources which means it / they can be used as they wish.

The world's resources have to be used for the benefit of all and exploitation for the benefit of some people leads to deprivation for others. This contradicts the idea of stewardship. It is irresponsible and goes against the Hindu teaching of respect for life, ahimsa and responsible behaviour towards the world.

Humans may have the right to do something but that does not mean it is the best course of action and if people follow the golden rule then a sensible balance can be struck between doing things because we can and doing things that are responsible and benefit most people.

Total: [24]

4 Islam

(a) Give one example of an environmental problem [1]

Responses might include:

- Pollution
- Litter
- Rising sea levels
- Global warming
- Deforestation

1 mark for a response

(b) State two ways in which a Muslim might respond to environmental problems. [2]

Responses might include:

- Direct action against a polluter / environmental issue
- Peaceful protest
- Political action
- Personal response – Reducing use and creation of pollutants
Reducing use of energy

1 Mark for each response

(c) Describe one Muslim teaching about the origin of the world. [3]

A statement 1 mark, with development 2 marks and exemplification 3 marks.

Responses might include:

- Allah is the creator and sustainer of everything from the beginning of time.
- Allah is omnipotent and everything originated from him.
- Candidates might develop teachings from authoritative sources such as sacred texts religious leaders or traditions.

(d) Explain why a Muslim might oppose the mistreatment of animals. [6]

Examiners should mark according to AO1 descriptors.

Candidates might consider some of the following:

Humans have a status above animals, but people will be responsible for cruel acts against them.

According to the Hadith Allah will question all cruelty towards animals who are to be treated well during farming and even at the point of slaughter.

Animals must be killed in a way that respects their dignity

Candidates might refer to specific teachings/tradition/stories related to the treatment of animals.

(e) 'Humans have the right to treat the world in any way they wish'

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

Examiners should mark according to AO2 descriptors.
Candidates might consider some of the following:

Humans are the most important and significant species – and therefore have the right to use the world as they wish for their benefit.

People have had to subdue nature for their survival and have the right to do so now if the human race is to survive.

Some religions teach that humankind has dominion over the world and its resources which means it / they can be used as they wish.

The world's resources have to be used for the benefit of all and exploitation for the benefit of some people leads to deprivation for others. This contradicts the idea of stewardship. It is irresponsible and goes against the Muslim teaching of respect for life and responsible behaviour towards God's creation.

Humans may have the right to do something but that does not mean it is the best course of action and if people follow the golden rule then a sensible balance can be struck between doing things because we can and doing things that are responsible and benefit most people.

Total: [24]

5 Judaism

(a) Give one example of an environmental problem. [1]

Responses might include:

- Pollution
- Litter
- Rising sea levels
- Global warming
- Deforestation

1 mark for a response

(b) State two ways in which a Jew might respond to environmental problems. [2]

Responses might include:

- Direct action against a polluter / environmental issue
- Peaceful protest
- Political action
- Personal response – Reducing use and creation of pollutants
Reducing use of energy

1 Mark for each response

(c) Describe one Jewish teaching about the origin of the world. [3]

A statement 1 mark, with development 2 marks and exemplification 3 marks.

Responses might include:

- The Jewish doctrine of creation that G-d is the creator and sustainer of the universe – the force behind the big bang and the energy behind evolution.
- The teaching from Genesis that G-d made the world in 6 days, which might be taken literally by some Jews.
- Candidates might develop teachings from authoritative sources such as sacred texts religious leaders or traditions.

(d) Explain why a Jew might oppose the mistreatment of animals. [6]

Examiners should mark according to AO1 descriptors.

Candidates might consider some of the following

Deuteronomy refers to allowing animals rest like people on the seventh day.

Mankind has dominion over animals but this does not allow cruelty rather it places responsibility on people to care for a part of G-d's creation.

The way in which animals are killed shows respect for them for example Kosher slaughtering is designed to be as fast and painless as possible. The laws regarding treatment of animals are referred to as Tzaar Baalei Chayim, the prevention of cruelty to animals.

Candidates might refer to specific teachings/tradition/stories related to the treatment of animals.

(e) 'Humans have the right to treat the world in any way they wish'

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

Examiners should mark according to AO2 descriptors.
Candidates might consider some of the following:

Humans are the most important and significant species – and therefore have the right to use the world as they wish for their benefit.

People have had to subdue nature for their survival and have the right to do so now if the human race is to survive.

Some religions teach that humankind has dominion over the world and its resources. Jews might interpret Genesis as making animals subservient to mankind. This could be interpreted as allowing people to treat them any way they wish.

In opposition to this under Jewish law, animals have some of the same rights as humans do. Animals rest on Shabbat, as humans do

The world's resources have to be used for the benefit of all and exploitation for the benefit of some people leads to deprivation for others. This contradicts the idea of stewardship. It is irresponsible and goes against the Jewish teaching of respect for life and responsible behaviour towards G-d's creation.

Humans may have the right to do something but that does not mean it is the best course of action and if people follow the golden rule then a sensible balance can be struck between doing things because we can and doing things that are responsible and benefit most people.

Total: [24]

6 Sikhism**(a) Give one example of an environmental problem [1]**

Responses might include:

- Pollution
- Litter
- Rising sea levels
- Global warming
- Deforestation

1 mark for a response

(b) State two ways in which a Sikh might respond to environmental problems. [2]

Responses might include:

- Direct action against a polluter / environmental issue
- Peaceful protest Political action
- Personal
- response – Reducing use and creation of pollutants
Reducing use of energy

1 Mark for each response

(c) Describe one Sikh teaching about the origin of the world. [3]

A statement 1 mark, with development 2 marks and exemplification 3 marks.

Responses might include:

- Waheguru is the creator – referred to as such in the Mool Mantar.
- Waheguru becomes manifest in creation
- Waheguru is the will and power behind creation and therefore if the theory of evolution and the Big Bang are correct he is behind those as well.
- Candidates might develop teachings from authoritative sources such as sacred texts religious leaders or traditions.

(d) Explain why a Sikh might oppose the mistreatment of animals. [6]

Examiners should mark according to AO1 descriptors.

Candidates might consider some of the following:

For some Sikhs, the soul could be reincarnated in the body of an animal. Animals should therefore be cared for and not treated cruelly.

As a part of the creation animals should be treated respectfully and only killed if absolutely necessary for food (for non vegetarian Sikhs) and if used in vital medical research, must be treated without cruelty.

Vegetarianism is the ideal lifestyle which would give proper respect to animal life/.

Candidates might refer to specific teachings/tradition/stories related to the treatment of animals.

(e) 'Humans have the right to treat the world in any way they wish'

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

Examiners should mark according to AO2 descriptors.

Candidates might consider some of the following:

Humans are the most important and significant species – and therefore have the right to use the world as they wish for their benefit.

People have had to subdue nature for their survival and have the right to do so now if the human race is to survive.

Some religions and teach that humankind has dominion over the world and its resources which means it / they can be used as they wish.

The world's resources have to be used for the benefit of all and exploitation for the benefit of some people leads to deprivation for others. This contradicts the idea of stewardship. It is irresponsible and goes against the Sikh teaching of respect for life and responsible behaviour towards Waheguru's creation.

Humans may have the right to do something but that does not mean it is the best course of action and if people follow the golden rule then a sensible balance can be struck between doing things because we can and doing things that are responsible and benefit most people.

Total: [24]

Section B; War Peace and Human Rights

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

7 Buddhism

- (a) State one reason Buddhists might give for going to war. [1]**

Response might include:

- Self defence
- To defend the rights of others (Tibet)

- (b) State two ways in which a pacifist might oppose a war. [2]**

Response might include:

- Peaceful protest
- Refusal to join the armed forces
- Becoming a conscientious objector
- Political action (e.g. by voting for an anti-war candidate)
- Prayer and meditation

- (c) Describe one Buddhist teaching that might be used in a discussion about going to war. [3]**

A statement 1 mark, with development 2 marks and exemplification 3 marks.
Responses might include:

- The doctrine of ahimsa – non harming - goes against any form of violence and therefore war
- This however is an ideal and Buddhist countries need to defend themselves if attacked.
- Candidates might refer to specific teachings from authoritative sources such as sacred texts, religious leaders or traditions

- (d) Explain how and why a Buddhist might try to support a person fighting for human rights. [6]**

Examiners should mark according to AO1 descriptors.
Candidates might consider some of the following:

Candidates must address both the 'how' and the 'why' for full marks although these do not need to be equally weighted

Buddhists believe that everyone has an equal value and has an equal chance of achieving Nibbana. The Eightfold Path and the first Precept support this idea. This means that all people should be treated equally and therefore have the same rights.

A Buddhist might take direct action in the form of a peaceful protest.

A Buddhist might join an organisation which aims to help victims of human rights abuse such as Amnesty International.

A Buddhist might take political action.

A Buddhist might be prepared to go through some form of self sacrifice to help the person.

(e) 'People who refuse to fight in a war are cowards.'

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

Examiners should mark according to AO2 descriptors.
Candidates might consider some of the following:

Warfare, however undesirable, is sometimes necessary and people who are not prepared to fight are probably motivated by fear of being wounded or killed.
This is a cowardly reaction and is sometimes concealed by grand words about pacifism and not becoming as bad as the aggressor.

To refuse to fight in a war takes great courage and there are consequences which have to be borne. These may involve pain and even death which shows that this is no cowardly act. It may seem cowardly to some but it is a brave act and may be the result of the religious conviction of the person such as the belief in non harming for Buddhists.

It takes more courage to stand up for your beliefs and convictions when everyone else is going along with the crowd and are being encouraged to go to war than to join that crowd.

Total: [24]

8 Christianity

(a) State one reason Christians might give for going to war. [1]

Response might include:

- Self defence
- Holy War
- It is a Just War
- To make peace
- To defend the rights of others

(b) State two ways in which a pacifist might oppose a war. [2]

Response might include:

- Peaceful protest
- Refusal to join the armed forces
- Becoming a conscientious objector
- Political action (e.g. by voting for an anti-war candidate)
- Prayer and meditation

(c) Describe one Christian teaching that might be used in a discussion about going to war. [3]

A statement 1 mark, with development 2 marks and exemplification 3 marks.

Responses might include:

- The idea that a war is a 'just war' which makes war acceptable despite the commandment not to kill
- The view that Jesus condemned violence in the Sermon on the Mount and that Christians should therefore avoid war
- Candidates might refer to specific teachings from authoritative sources such as sacred texts, religious leaders or traditions

(d) Explain how and why a Christian might respond to a person fighting for human rights. [6]

Examiners should mark according to AO1 descriptors.

Candidates might consider some of the following:

Candidates must address both the 'how' and the 'why' for full marks although these do not need to be equally weighted

Christians believe that everyone has an equal value because people are all God's children created in his image. This means that all people should be treated equally and therefore have the same rights.

Jesus treated all people as the same despite the acceptance of discrimination in his time

A Christian might take direct action in the form of a peaceful protest.

A Christian might join an organisation which aims to help victims of human rights abuse such as Amnesty International.

A Christian might take political action.

A Christian might be prepared to go through some form of self sacrifice to help the person.

(e) 'People who refuse to fight in a war are cowards.'

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

Examiners should mark according to AO2 descriptors.

Candidates might consider some of the following:

Warfare, however undesirable, is sometimes necessary and people who are not prepared to fight are probably motivated by fear of being wounded or killed.

This is a cowardly reaction and is sometimes concealed by grand words about pacifism and not becoming as bad as the aggressor.

To refuse to fight in a war takes great courage and there are consequences which have to be borne. These may involve pain and even death which shows that this is no cowardly act. It may seem cowardly to some but it is a brave act and may be the result of the religious conviction of the person such as the belief in turning the other cheek as taught and practised by Jesus.

It takes more courage to stand up for your beliefs and convictions when everyone else is going along with the crowd and are being encouraged to go to war than to join that crowd.

Total: [24]

9 Hinduism

(a) State one reason Hindus might give for going to war. [1]

Response might include:

- Self defence
- To defend the rights of others

(b) State two ways in which a pacifist might oppose a war. [2]

Response might include:

- Peaceful protest
- Refusal to join the armed forces
- Becoming a conscientious objector
- Political action (e.g. by voting for an anti-war candidate)
- Prayer and meditation

(c) Describe one Hindu teaching that might be used in a discussion about going to war. [3]

- The view that a Hindu should be a pacifist because of the doctrine of ahimsa – non harming and that violence will bring bad karma on the violent person
- The teaching of the Laws of Manu about the role of the Kshatriyas who should fight as it is their religious duty but with mercy, respect and care
- The story of Arjuna and what it teaches about lawful war
- Candidates might refer to specific teachings from authoritative sources such as sacred texts, religious leaders or traditions

(d) Explain how and why a Hindu might respond to a person fighting for human rights. [6]

Examiners should mark according to AO1 descriptors.

Candidates might consider some of the following:

Candidates must address both the 'how' and the 'why' for full marks although these do not need to be equally weighted

Hindus believe that everyone has an equal value because people are all God's children. This means that all people should be treated equally and therefore have the same rights. (Gandhi)

The Purusha Shukta suggests that the human race is divided (the division is about roles) but that does not mean people should not have human rights and that they should be supported.

A Hindu might take direct action in the form of a peaceful protest.

A Hindu might join an organisation which aims to help victims of human rights abuse such as Amnesty International.

A Hindu might take political action.

A Hindu might be prepared to go through some form of self sacrifice to help the person.

(e) 'People who refuse to fight in a war are cowards.'

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

Examiners should mark according to AO2 descriptors.
Candidates might consider some of the following:

Warfare, however undesirable, is sometimes necessary and people who are not prepared to fight are probably motivated by fear of being wounded or killed.
This is a cowardly reaction and is sometimes concealed by grand words about pacifism and not becoming as bad as the aggressor.

To refuse to fight in a war takes great courage and there are consequences which have to be born. These may involve pain and even death which shows that this is no cowardly act. It may seem cowardly to some but it is a brave act and may be the result of the religious conviction of the person such as the belief in ahimsa as practised by Ghandi and his followers.

It takes more courage to stand up for your beliefs and convictions when everyone else is going along with the crowd and are being encouraged to go to war than to join that crowd.

Total: [24]

10 Islam

- (a) State one reason Muslims might give for going to war. [1]**

Response might include:

- Self defence
- To defend the rights of others

- (b) State two ways in which a pacifist might oppose a war. [2]**

Response might include:

- Peaceful protest
- Refusal to join the armed forces
- Becoming a conscientious objector
- Political action (e.g. by voting for an anti-war candidate)
- Prayer and meditation

- (c) Describe one Muslim teaching that might be used in a discussion about going to war. [3]**

A statement 1 mark, with development 2 marks and exemplification 3 marks.

Responses might include:

- Although Islam seeks to promote peace it is not possible to accept a situation where there is injustice even if it can only be settled by violence. Enemies should be fought with justice and without hatred or a motive of revenge
- Self defence is permitted but a Muslim is not permitted to start a war
- Candidates might refer to specific teachings from authoritative sources such as sacred texts, religious leaders or traditions

- (d) Explain how and why a Muslim might respond to a person fighting for human rights. [6]**

Candidates must address both the 'how' and the 'why' for full marks although these do not need to be equally weighted

Examiners should mark according to AO1 descriptors.

Candidates might consider some of the following:

Muslims believe that everyone has an equal value because people are all created by Allah. This means that all people should be treated equally and therefore have the same rights.

A Muslim might take direct action in the form of a peaceful protest.

A Muslim might join an organisation which aims to help victims of human rights abuse such as Amnesty International.

A Muslim might take political action.

A Muslim might be prepared to go through some form of self sacrifice to help the person.

- (e) 'People who refuse to fight in a war are cowards.'**

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

Examiners should mark according to AO2 descriptors.

Candidates might consider some of the following:

Warfare, however undesirable, is sometimes necessary and people who are not prepared to fight are probably motivated by fear of being wounded or killed. This is a cowardly reaction and is sometimes concealed by grand words about pacifism and not becoming as bad as the aggressor.

For Muslims, peaceful ways should be tried to prevent conflict but if warfare is inevitable then they must be prepared to fight and not shirk their duty. To do otherwise might be construed as cowardice.

To refuse to fight in a war takes great courage and there are consequences which have to be borne. These may involve pain and even death which shows that this is no cowardly act. It may seem cowardly to some but it is a brave act and may be the result of the religious conviction of the person.

It takes more courage to stand up for your beliefs and convictions when everyone else is going along with the crowd and are being encouraged to go to war than to join that crowd.

Total: [24]

11 Judaism

(a) State one reason Jews might give for going to war. [1]

Response might include:

- Self defence
- To defend the rights of others

(b) State two ways in which a pacifist might oppose a war. [2]

Response might include:

- Peaceful protest
- Refusal to join the armed forces
- Becoming a conscientious objector
- Political action (e.g. by voting for an anti-war candidate)
- Prayer and meditation

(c) Describe one Jewish teaching that might be used in a discussion about going to war. [3]

A statement 1 mark, with development 2 marks and exemplification 3 marks.

Responses might include:

- A war might be considered to be Milchemet reshut – a just war where it is the last resort and all non violent possibilities have been exhausted. Damage limitation and restriction of civilian casualties are vital
- The view that defence – pre-emptive if necessary - of Israel is vital for the survival of the state
- Candidates might refer to specific teachings from authoritative sources such as sacred texts, religious leaders or traditions

(d) Explain how and why a Jew might respond to a person fighting for human rights. [6]

Examiners should mark according to AO1 descriptors.

Candidates might consider some of the following:

Candidates must address both the 'how' and the 'why' for full marks although these do not need to be equally weighted

Jews recognise from their own history of anti-Semitism how abuse of human rights must not be tolerated.

The reference to caring for strangers Leviticus 19 33 -34 and the idea of the Jews as a people chosen by G-d with a special responsibility to fulfil G-d's will. This implies a responsibility for those who are not being treated fairly.

A Jew might take direct action in the form of a peaceful protest.

A Jew might join an organisation which aims to help victims of human rights abuse such as Amnesty International.

A Jew might take political action.

A Jew might be prepared to go through some form of self sacrifice to help the person.

(e) 'People who refuse to fight in a war are cowards.'

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

Examiners should mark according to AO2 descriptors.
Candidates might consider some of the following:

Warfare, however undesirable, is sometimes necessary and people who are not prepared to fight are probably motivated by fear of being wounded or killed. This is a cowardly reaction and is sometimes concealed by grand words about pacifism and not becoming as bad as the aggressor.

For Jews, peaceful ways should be tried to prevent conflict but if warfare is inevitable then they must be prepared to fight and not shirk their duty. To do otherwise might be construed as cowardice. All Israelis are expected to serve in the army at some time and must be prepared to fight for their country in times of war.

To refuse to fight in a war takes great courage and there are consequences which have to be borne. These may involve pain and even death which shows that this is no cowardly act. It may seem cowardly to some but it is a brave act and may be the result of the religious conviction of the person.

It takes more courage to stand up for your beliefs and convictions when everyone else is going along with the crowd and are being encouraged to go to war than to join that crowd.

Total: [24]

12 Sikhism

(a) State one reason Sikhs might give for going to war. [1]

Response might include:

- Self defence
- To defend the rights of others

(b) State two ways in which a pacifist might oppose a war. [2]

Response might include:

- Peaceful protest
- Refusal to join the armed forces
- Becoming a conscientious objector
- Political action (e.g. by voting for an anti-war candidate)
- Prayer and meditation

(c) Describe one Sikh teaching that might be used in a discussion about going to war. [3]

A statement 1 mark, with development 2 marks and exemplification 3 marks.

Responses might include:

- War may be essential and therefore justified if it is the only way of protecting the weak and oppressed. This could be a war of righteousness – a dharma yudh
- Sikhs wear the kirpan which encourages Sikhs to be brave and to fight oppression and tyranny
- Some Sikhs renounce all forms of violence – Namdhari Sikhs do not wear the kirpan
- Candidates might refer to specific teachings from authoritative sources such as sacred texts, religious leaders or traditions

(d) Explain how and why a Sikh might respond to a person fighting for human rights. [6]

Examiners should mark according to AO1 descriptors.

Candidates might consider some of the following:

Candidates must address both the 'how' and the 'why' for full marks although these do not need to be equally weighted

The Gurus taught that because all people have been created by Waheguru all people have the same chance of working towards liberation from reincarnation. All people have the essence of Waheguru within them and therefore must be treated equally. Hence they would support a person fighting for their human rights.

A Sikh might take direct action in the form of a peaceful protest.

A Sikh might join an organisation which aims to help victims of human rights abuse such as Amnesty International.

A Sikh might take political action.

A Sikh might be prepared to go through some form of self sacrifice to help the person.

(e) 'People who refuse to fight in a war are cowards.'

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

Examiners should mark according to AO2 descriptors.
Candidates might consider some of the following:

Warfare, however undesirable, is sometimes necessary and people who are not prepared to fight are probably motivated by fear of being wounded or killed.

This is a cowardly reaction and is sometimes concealed by grand words about pacifism and not becoming as bad as the aggressor. It is right and people should be proud to fight in a righteous cause – the Guru Hargobind Ji instructed that his son should have military protection at all times. People who will not do this are possibly motivated by cowardice.

To refuse to fight in a war takes great courage and there are consequences which have to be borne. These may involve pain and even death which shows that this is no cowardly act. It may seem cowardly to some but it is a brave act and may be the result of the religious conviction of the person such as the belief in ahimsa as practised by Gandhi and his followers.

It takes more courage to stand up for your beliefs and convictions when everyone else is going along with the crowd and are being encouraged to go to war than to join that crowd.

Total: [24]

Section C: Prejudice and Equality

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

13 Buddhism

(a) State one way in which women are not treated equally. [1]

Responses might include:

- Pay
- Job opportunities
- Dress – freedom to wear what you wish
- Access to contraception
- Forced marriages
- Education

(b) State two ways in which a Buddhist might respond to discrimination. [2]

Responses might include:

- By helping people to give up their selfish ways which lead to discrimination
- By political action
- By setting an example of non discriminatory practices in their own lives

(c) Describe one Buddhist teaching about prejudice. [3]

A statement 1 mark, with development 2 marks and exemplification 3 marks.

Responses might include:

- The belief in the eternal self is the root cause of prejudice. It undermines the truth that all people have equal value and status, leading to selfishness which in turn leads to prejudice
- Recognition that the self does not exist (anatta) will lead to the acceptance of all people and the destruction of prejudice.
- Candidates might develop teachings from authoritative sources such as sacred texts, religious leaders or traditions

A statement 1 mark, with development 2 marks and exemplification / amplification 3 marks.

(c) Explain the attitude a Buddhist might have towards believers from another religion. [6]

Examiners should mark according to AO1 descriptors.

Candidates might consider some of the following:

Buddhism and Buddhists are generally tolerant of other faiths

However they consider themselves closer to (God) than other religions whilst still respecting other religions.

The story of King Asoka shows that in Buddhist history, other faiths were tolerated

Buddhists have been active in ecumenical movements relating directly to the leaders of other faiths

Religions (most) teach people to behave morally which can be seen as helping people on the way to Nibbana if they are then reborn as a Buddhist in another life.

(e) 'Women and men can never be equal.'

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

Examiners should mark according to AO2 descriptors.
Candidates might consider some of the following:

In some western countries such as the UK women and men share rights and are treated equally before the law, so it is possible.

Whilst that may be true, prejudice against women still means that ways are found to discriminate against them by failure to promote them to higher positions in employment and through subtle messages in society about their value as mothers or carers.

There is a difference between valuing people equally and them having identical roles in society. Religions such as Buddhism may teach the intrinsic value of all people but in practice women and men have different roles some of which are based on the biological differences which can not be denied. This should not mean one sex is better than another but that both should be seen as equally valuable in the roles they perform.

Religions are male dominated and discrimination against women and inequality is built into them. So, whilst religions might teach that all people are of equal value, discrimination will not disappear whilst religions are dominated by men. If the Dalai Lama were to be a woman, it might make a difference.

Women and men are equal but different, just as long as the difference between the sexes does not lead to exploitation of one or the other, a lack of uniformity is fine and gives variety to life.

Total: [24]

14 Christianity

(a) State one way in which women are not treated equally. [1]

Responses might include:

- Pay
- Job opportunities
- Dress – freedom to wear what you wish
- Access to contraception
- Forced marriages
- Education
- Ordination of women in the church

(b) State two ways in which a Christian might respond to discrimination. [2]

Responses might include:

- By joining an organisation (possibly Christian) which stands against discrimination
- By political action
- By setting an example of non discriminatory practices in their own lives
- Prayer

(c) Describe one Christian teaching about prejudice. [3]

Responses might include:

- God created all people in his image which means that no one is better than another hence no one should be treated in a discriminatory fashion
- Jesus did not discriminate
- Paul taught all are equal before the sight of God – neither Jew nor Greek
- God shows no partiality and neither should we (Romans 2:11)
- Candidates might develop teachings from authoritative sources such as
- sacred texts, religious leaders or traditions

A statement 1 mark, with development 2 marks and exemplification / amplification 3 marks.

(d) Explain the attitude a Christian might have towards believers from another religion. [6]

Examiners should mark according to AO1 descriptors.

Candidates might consider some of the following:

Some Christians will take the view that there is only one way to God and eternal life and that is through Jesus (John 14:6). Some Christians therefore consider all other religious paths to be wrong.

Jesus commanded that his followers go and make disciples of all nations so is an evangelical and proselytising faith. Christians should seek to convert other to the faith. Other Christians take the view that religions should work together as they all share so much and have similar aspirations.

Some Christians will work within ecumenical movements to bring faiths together and unite people.

(e) 'Women and men can never be equal.'

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

[12]

Examiners should mark according to AO2 descriptors.
Candidates might consider some of the following:

In some western countries such as the UK women and men share rights and are treated equally before the law, so it is possible.

Whilst that may be true, prejudice against women still means that ways are found to discriminate against them by failure to promote them to higher positions in employment and through subtle messages in society about their value as mothers or carers.

There is a difference between valuing people equally and them having identical roles in society. Religions such as Christianity may (now) teach the intrinsic value of all people but in practice women and men have different roles some of which are based on the biological differences which can not be denied. This should not mean one sex is better than another but that both should be seen as equally valuable in the roles they perform.

Religions are male dominated and discrimination against women and inequality is built into them. So, whilst religions might teach that all people are of equal value, discrimination will not disappear whilst religions are dominated by men. If the Pope were to be a woman and women allowed to officiate at all religious ceremonies, it might make a difference.

Women and men are equal but different, just as long as the difference between the sexes does not lead to exploitation of one or the other a lack of uniformity is fine and gives variety to life.

Total: [24]

15 Hinduism

(a) State one way in which women are not treated equally. [1]

Responses might include:

- Pay
- Job opportunities
- Dress – freedom to wear what you wish
- Access to contraception
- Forced marriages
- **Education**

(b) State two ways in which a Hindu might respond to discrimination. [2]

Responses might include:

- By joining an organisation (possibly Hindu) which stands against discrimination
- By political action
- By setting an example of non discriminatory practices in their own lives

(c) Describe one Hindu teaching about prejudice. [3]

Responses might include:

- All humans are of one race, however people have different roles and the teaching drawn from the Parusha Sukta suggests such divisions are necessary and right.
- However in modern India this does not mean that people should be prejudiced against each other just because of a person's birth. Ghandi and the
- Hindu founders of the Indian state taught the equality of all.
- Candidates might develop teachings from authoritative sources such as sacred texts, religious leaders or traditions.

A statement 1 mark, with development 2 marks and exemplification / amplification 3 marks.

(d) Explain the attitude a Hindu might have towards believers from another religion. [6]

Examiners should mark according to AO1 descriptors.

Candidates might consider some of the following:

Hinduism is not an evangelical religion.

Hindus view all religions as equal attempts to find the truth about life and the divine and demand respect.

However they consider themselves closer to God than other religions whilst still respecting other religions.

It is offensive to a Hindu to claim that only one pathway is acceptable.

Ramakrishna taught there were many paths to God so there is no need to attempt to convert others to the faith.

Religions (most) teach people to behave morally which can be seen as helping people on the way to Moksha if they are then reborn as a Hindu in another life.

(e) 'Women and men can never be equal.'

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

[12]

Examiners should mark according to AO2 descriptors.
Candidates might consider some of the following:

In some western countries such as the UK women and men share rights and are treated equally before the law, so it is possible.

Whilst that may be true, prejudice against women still means that ways are found to discriminate against them by failure to promote them to higher positions in employment and through subtle messages in society about their value as mothers or carers.

There is a difference between valuing people equally and them having identical roles in society. Religions such as Hinduism may teach the intrinsic value of all people but in practice women and men have different roles some of which are based on the biological differences which can not be denied. This should not mean one sex is better than another but that both should be seen as equally valuable in the roles they perform.

Religions are male dominated and discrimination against women and inequality is built into them especially when a religion such as Hinduism is embedded in an ancient cultural heritage which is also male dominated. So, whilst religions might teach that all people are of equal value, discrimination will not disappear whilst religions are dominated by men.

Women and men are equal but different, just as long as the difference between the sexes does not lead to exploitation of one or the other a lack of uniformity is fine and gives variety to life.

Total: [24]

16 Islam

(a) State one way in which women are not treated equally. [1]

Responses might include:

- Pay
- Job opportunities
- Dress – freedom to wear what you wish
- Access to contraception
- Forced marriages
- Education

(b) State two ways in which a Muslim might respond to discrimination. [2]

Responses might include:

- By prayer
- By joining an organisation (possibly Muslim) which stands against discrimination
- By political action
- By setting an example of non discriminatory practices in their own lives

(c) Describe one Muslim teaching about prejudice. [3]

Responses might include:

- Surah 49:13 teaches that Allah created all people and therefore all people are equal regardless of their different nationality, colour, sex or religion
- The Prophet demonstrated a lack of prejudice in his life, seeking equality and trying to bring people together
- Candidates might develop teachings from authoritative sources such as sacred texts, religious leaders or traditions

A statement 1 mark, with development 2 marks and exemplification / amplification 3 marks.

(d) Explain the attitude a Muslim might have towards believers from another religion. [6]

Examiners should mark according to AO1 descriptors.

Candidates might consider some of the following:

Islam is a proselytising religion and seeks to bring people into the faith.

Other religions are considered to be wrong although Judaism and Christianity, because they share the same religious history, are seen as sharing in the divine revelation of Allah. Believers from another faith should be encouraged to revert to their natural faith– Fitra - which is manifested in Islam.

People should be treated in a fair way, no matter what religion they belong to

(e) Women and men can never be equal.'

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

Examiners should mark according to AO2 descriptors.
Candidates might consider some of the following:

In some western countries such as the UK women and men share rights and are treated equally before the law, so it is possible.

Whilst that may be true, prejudice against women still means that ways are found to discriminate against them by failure to promote them to higher positions in employment and through subtle messages in society about their value as mothers or carers.

There is a difference between valuing people equally and them having identical roles in society. Religions such as Islam may teach the intrinsic value of all people but in practice women and men have different roles some of which are based on the biological differences which can not be denied. This should not mean one sex is better than another but that both should be seen as equally valuable in the roles they perform. Women and men will receive identical judgment from Allah.

Religions are male dominated and discrimination against women and inequality is built into them especially when a religion such as Islam is embedded in an ancient cultural heritage which is also male dominated. So, whilst religions might teach that all people are of equal value, discrimination will not disappear whilst religions are dominated by men.

Women and men are equal but different, just as long as the difference between the sexes does not lead to exploitation of one or the other a lack of uniformity is fine and gives variety to life.

Total: [24]

17 Judaism

(a) State one way in which women are not treated equally. [1]

Responses might include:

- Pay
- Job opportunities
- Dress – freedom to wear what you wish
- Access to contraception
- Forced marriages
- Education

(b) State two ways in which a Jew might respond to discrimination. [2]

Responses might include:

- By prayer
- By joining an organisation (possibly Jewish) which stands against discrimination
- By political action
- By setting an example of non discriminatory practices in their own lives

(c) Describe one Jewish teaching about prejudice. [3]

Responses might include:

- Jews look forward to a time of peace and equality for all. They have suffered much prejudice throughout history and should not act in the same way to others.
- The Torah teaches respect for all people, for example in the teaching in Leviticus about how strangers should be welcomed.
- Candidates might develop teachings from authoritative sources such as sacred texts, religious leaders or traditions.

A statement 1 mark, with development 2 marks and exemplification / amplification 3 marks.

(d) Explain the attitude a Jew might have towards believers from another religion. [6]

Examiners should mark according to AO1 descriptors.

Candidates might consider some of the following:

Jews believe everyone should practise their own religion.

They do not seek to convert those of other faiths and discourage attempts to convert. The moral codes of other religions tend to match the Noachide code which means people following those religions are living according to G-d's will, which is all that is needed for a non Jew.

(e) 'Women and men can never be equal.'

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

Examiners should mark according to AO2 descriptors.
Candidates might consider some of the following:

In some western countries such as the UK women and men share rights and are treated equally before the law, so it is possible.

Whilst that may be true, prejudice against women still means that ways are found to discriminate against them by failure to promote them to higher positions in employment and through subtle messages in society about their value as mothers or carers.

There is a difference between valuing people equally and them having identical roles in society. Religions such as Judaism may teach the intrinsic value of all people but in practice women and men have different roles some of which are based on the biological differences which can not be denied. This should not mean one sex is better than another but that both should be seen as equally valuable in the roles they perform.

Religions are male dominated and discrimination against women and inequality is built into them especially when a religion such as Judaism in some of its forms is embedded in an ancient cultural heritage which is also male dominated. So, whilst religions might teach that all people are of equal value, discrimination will not disappear whilst religions are dominated by men.

Women and men are equal but different, just as long as the difference between the sexes does not lead to exploitation of one or the other a lack of uniformity is fine and gives variety to life.

Total: [24]

18 Sikhism

(a) State one way in which women are not treated equally. [1]

Responses might include:

- Pay
- Job opportunities
- Dress – freedom to wear what you wish
- Access to contraception
- Forced marriages
- Education

(b) State two ways in which a Sikh might respond to discrimination. [2]

Responses might include:

- By prayer
- By joining an organisation (possibly Sikh) which stands against discrimination
- By political action
- By setting an example of non discriminatory practices in their own lives

(c) Describe one Sikh teaching about prejudice. [3]

Responses might include:

- The Gurus taught that all people have the essence of Waheguru within them and therefore prejudice against people is wrong because we are all equal and have the divine spark within us despite our differences.
- Candidates might develop teachings from authoritative sources such as sacred texts, religious leaders or traditions.
- Everyone can join the Khalsa – there is no discrimination.

A statement 1 mark, with development 2 marks and exemplification / amplification 3 marks.

(d) Explain the attitude a Sikh might have towards believers from another religion. [6]

Examiners should mark according to AO1 descriptors.

Candidates might consider some of the following:

Sikhism is a religion which promotes religious tolerance and even contains the writing of other faiths within the Guru Granth Sahib Ji.

The langar is a place which welcomes people from all faiths to sit and eat together.

The history of Sikhism and of the Gurus promote religious tolerance and acceptance of the believers from other faiths.

(e) 'Women and men can never be equal.'

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

[12]

Examiners should mark according to AO2 descriptors.
Candidates might consider some of the following:

In some western countries such as the UK women and men share rights and are treated equally before the law, so it is possible.

Whilst that may be true, prejudice against women still means that ways are found to discriminate against them by failure to promote them to higher positions in employment and through subtle messages in society about their value as mothers or carers.

There is a difference between valuing people equally and them having identical roles in society. Religions such as Sikhism may teach the intrinsic value of all people but in practice women and men have different roles some of which are based on the biological differences which can not be denied. This should not mean one sex is better than another but that both should be seen as equally valuable in the roles they perform.

Sikhs take active steps to make people feel equal as all can become members of the Khalsa and the welcome given in the Gurdwara and the Langar is extended to all.

Religions are male dominated and discrimination against women and inequality is built into them especially when a religion such as Sikhism is embedded in an ancient cultural heritage which is also male dominated. So, whilst religions might teach that all people are of equal value, discrimination will not disappear whilst religions are dominated by men.

Women and men are equal but different, just as long as the difference between the sexes does not lead to exploitation of one or the other a lack of uniformity is fine and gives variety to life.

Total: [24]

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