

**General Certificate of Secondary Education**  
**Religious Studies B (Philosophy and/or Applied Ethics)**  
**Philosophy 1 (Deity, Religious and Spiritual Experience, End of Life)**  
**Specimen Paper**

**B601**

Time: 1 hour

Candidates answer on a separate answer booklet

**Additional materials:** 8 page answer booklet

## INSTRUCTIONS TO CANDIDATES

- Answer on the separate answer booklet provided.
- Write your name in capital letters, your Centre Number and Candidate Number clearly at the top of your answer booklet.
- Use black ink only.
- Any additional paper used must be securely fastened to the answer booklet.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer **TWO** questions.
  - You must answer your two questions from **different** Sections
    - Section A – Belief about Deity
    - Section B – Religious and Spiritual Experience
    - Section C – The End of Life
  - You must answer all parts (a-e) of the questions that you choose.

## INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **51**.
- You will be assessed on the quality of written communication in your answer to the following: parts d and e of all questions. Questions marked with a pencil (✎) will carry 3 additional marks for spelling, punctuation and grammar. Where there is more than 1 question assessing spelling, punctuation and grammar the highest mark will count.

This document consists of **8** printed pages.

SP (SLM) T12103 © OCR 2012 500/4545/3 500/4624/X OCR is an exempt Charity

**Turn over**

### Section A: Belief about Deity


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

#### 1 Buddhism

- (a) What is a god? [1]
- (b) State two things which Buddhists might believe about miracles. [2]
- (c) Describe Buddhist beliefs about the gods. [3]
- (d) Explain why some Buddhists may **not** believe in the gods. [6]

-  (e) 'If the gods existed we would know it.'

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


 Spelling, punctuation and grammar [3]

#### 2 Christianity

- (a) What is a god? [1]
- (b) State two things which Christians might believe about miracles. [2]
- (c) Describe Christian beliefs about God. [3]
- (d) Explain why Christians believe in God. [6]

-  (e) 'If God existed we would know it.'

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


 Spelling, punctuation and grammar [3]

#### 3 Hinduism


- (a) What is a god? [1]
- (b) State two things which Hindus might believe about miracles. [2]
- (c) Describe Hindu beliefs about the gods. [3]
- (d) Explain why some Hindus may believe in the gods. [6]

-  (e) 'If the gods existed we would know it.'


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

 Spelling, punctuation and grammar [3]


**4 Islam**

- (a) What is a god? [1]
- (b) State two things which Muslims might believe about miracles. [2]
- (c) Describe Muslim beliefs about Allah. [3]
- (d) Explain why Muslims believe in Allah. [6]
-  (e) 'If Allah existed we would know it.'


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

 Spelling, punctuation and grammar [3]


**5 Judaism**

- (a) What is a god? [1]
- (b) State two things which Jews might believe about miracles. [2]
- (c) Describe Jewish beliefs about G-d. [3]
- (d) Explain why Jews believe in G-d. [6]
-  (e) 'If G-d existed we would know it.'


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

 Spelling, punctuation and grammar [3]

**6 Sikhism**

- (a) What is a god? [1]
- (b) State two things which Sikhs might believe about miracles. [2]
- (c) Describe Sikh beliefs about Waheguru. [3]
- (d) Explain why Sikhs believe in Waheguru. [6]
-  (e) 'If Waheguru existed we would know it.'

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


 Spelling, punctuation and grammar [3]

## Section B: Religious and Spiritual Experience


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

### 7 Buddhism

- (a) What is 'meditation'? [1]
- (b) Name two places in which Buddhists might worship. [2]
- (c) How do Buddhists worship? [3]
- (d) Why do some Buddhists fast? [6]


-  (e) 'Everyone should thank the gods for their food.'

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


 Spelling, punctuation and grammar [3]

### 8 Christianity

- (a) What is 'prayer'? [1]
- (b) Name two places in which Christians might worship. [2]
- (c) How do Christians worship? [3]
- (d) Why do some Christians fast? [6]


-  (e) 'Everyone should thank God for their food.'

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


 Spelling, punctuation and grammar [3]

### 9 Hinduism


- (a) What is 'prayer'? [1]
- (b) Name two places in which Hindus might worship. [2]
- (c) How do Hindus worship? [3]
- (d) Why do some Hindus fast? [6]

-  (e) 'Everyone should thank the gods for their food.'


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

 Spelling, punctuation and grammar [3]


**10 Islam**

- (a) What is 'prayer'? [1]
- (b) Name two places in which Muslims might worship. [2]
- (c) How do Muslims worship? [3]
- (d) Why do some Muslims fast? [6]
-  (e) 'Everyone should thank Allah for their food.'


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

 Spelling, punctuation and grammar [3]


**11 Judaism**

- (a) What is 'prayer'? [1]
- (b) Name two places in which Jews might worship. [2]
- (c) How do Jews worship? [3]
- (d) Why do some Jews fast? [6]
-  (e) 'Everyone should thank G-d for their food.'


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

 Spelling, punctuation and grammar [3]

**12 Sikhism**

- (a) What is 'prayer'? [1]
- (b) Name two places in which Sikhs might worship. [2]
- (c) How do Sikhs worship? [3]
- (d) Why do most Sikhs **not** fast? [6]
-  (e) 'Everyone should thank Waheguru for their food.'

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


 Spelling, punctuation and grammar [3]

### Section C: The End of Life


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

#### 13 Buddhism

- (a) What is death? [1]
- (b) What is meant by 'soul'? [2]
- (c) What do Buddhists believe about life after death? [3]
- (d) How may moral behaviour reflect beliefs about life after death? [6]

-  (e) 'When people die that is the end.'

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


 Spelling, punctuation and grammar [3]

#### 14 Christianity

- (a) What is death? [1]
- (b) What is meant by 'soul'? [2]
- (c) What do Christians believe about life after death? [3]
- (d) How may Christian funeral rites reflect beliefs about life after death? [6]

-  (e) 'When people die that is the end.'

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


 Spelling, punctuation and grammar [3]

#### 15 Hinduism


- (a) What is death? [1]
- (b) What is meant by 'soul'? [2]
- (c) What do Hindus believe about life after death? [3]
- (d) How may Hindu funeral rites reflect beliefs about life after death? [6]

-  (e) 'When people die that is the end.'


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

 Spelling, punctuation and grammar [3]


**16 Islam**

- (a) What is death? [1]
- (b) What is meant by 'soul'? [2]
- (c) What do Muslims believe about life after death? [3]
- (d) How may Muslim funeral rites reflect beliefs about life after death? [6]
-  (e) 'When people die that is the end.'


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

 Spelling, punctuation and grammar [3]


**17 Judaism**

- (a) What is death? [1]
- (b) What is meant by 'soul'? [2]
- (c) What do Jews believe about life after death? [3]
- (d) How may Jewish funeral rites reflect beliefs about life after death? [6]
-  (e) 'When people die that is the end.'


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

 Spelling, punctuation and grammar [3]

**18 Sikhism**

- (a) What is death? [1]
- (b) What is meant by 'soul'? [2]
- (c) What do Sikhs believe about life after death? [3]
- (d) How may Sikh funeral rites reflect beliefs about life after death? [6]
-  (e) 'When people die that is the end.'

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

 Spelling, punctuation and grammar [3]

**Paper total: [51]**

*Copyright Acknowledgements:*

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (OCR) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest opportunity.

OCR is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.

© OCR 2012



**RELIGIOUS STUDIES B  
(PHILOSOPHY AND/OR ETHICS)**

**J620**

B601: Philosophy 1 (Deity, Religious Experience, End of Life)

**Specimen Mark Scheme**

The maximum mark for this paper is **51**.

## 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, Spelling, Punctuation and Grammar

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

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

The following points should be remembered:

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

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

### Spelling, punctuation and grammar (SPaG) Assessment Grid

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


## 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	A <b>weak</b> attempt to answer the question. Candidates will demonstrate little understanding of the question. <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	A <b>limited</b> answer to the question. Candidates will demonstrate some understanding of the question. <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	A <b>competent</b> answer to the question. Candidates will demonstrate a sound understanding of the question. <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	A <b>good</b> answer to the question. Candidates will demonstrate a clear understanding of the question. <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>

<b>Belief about Deity</b>		
<b>Section A</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
	<b>Buddhism</b>	
<b>1(a)</b>	<b>What is a god?</b> A supernatural or divine being.	<b>[1]</b>
<b>1(b)</b>	<b>State two things which people might believe about miracles.</b> <ul style="list-style-type: none"> <li>• They are acts of a god;</li> <li>• they may break the physical rules of the universe;</li> <li>• they may be the result of faith or the answer to prayer;</li> <li>• they might suggest an arbitrary or partisan god.</li> </ul>	<b>[2]</b>
<b>1(c)</b>	<b>Describe Buddhist beliefs about the gods.</b> Answers may depend on whether candidates write about Mahayana or Theravada Buddhism or both. The question does not specify any particular tradition. Some answers may describe: <ul style="list-style-type: none"> <li>• that there is no god in Buddhism and that this is a distinctive aspect of the religion;</li> <li>• the beliefs in Bodhisattvas, gods and Buddhas;</li> <li>• the limited role which gods play in Buddhism.</li> </ul>	<b>[3]</b>
<b>1(d)</b>	<b>Explain why some Buddhists may <u>not</u> believe in the gods.</b> Candidates may explain that: <ul style="list-style-type: none"> <li>• whether or not Buddhists believe in a god or gods depends on the tradition to which they belong;</li> <li>• the dhamma of the Buddha means that there can be no god or gods;</li> <li>• later developments in Buddhism explained the role of the Buddha a Bodhisattva and that there are 'deities'.</li> </ul>	<b>[6]</b>
<b>1(e)</b>	<b>'If the gods existed we would know it.'</b> <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer.</b> Answers may : <ul style="list-style-type: none"> <li>• argue from a Buddhist viewpoint that the statement is true and that this proves that there is no god;</li> <li>• state that some Buddhists say, that there are gods and that their existence is known through teachings and worship;</li> <li>• argue from a secular viewpoint, that the statement is true and that the evidence, or lack of it, speaks for itself;</li> </ul>	


<b>Belief about Deity</b>		
<b>Section A</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
<b>1(e) cont'd</b>	<ul style="list-style-type: none"> <li>argue from another religious perspective that the gods or god does exist and that we know this through experience.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	<b>[12]</b>
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG [3]</b>
	<b>Christianity</b>	
<b>2(a)</b>	<p><b>What is a god?</b></p> <p>A supernatural or divine being.</p>	<b>[1]</b>
<b>2(b)</b>	<p><b>State two things which people might believe about miracles.</b></p> <ul style="list-style-type: none"> <li>They are acts of a god;</li> <li>they may break the physical rules of the universe;</li> <li>they may be the result of faith or the answer to prayer;</li> <li>they might suggest an arbitrary or partisan god.</li> </ul>	<b>[2]</b>
<b>2(c)</b>	<p><b>Describe Christian beliefs about God.</b></p> <p>Answers should focus on beliefs about God rather than dealing with the arguments for God's existence .</p> <p>Although the technical terms are not required by the specification some candidates are likely to use the ideas or paraphrases of 'omnipotent', 'omnibenevolent', 'omniscient' and 'omnipresent'.</p> <p>Answers may describe:</p> <ul style="list-style-type: none"> <li>simple responses about God being good, being a parent, being a teacher, a policeman, creator, judge, first cause;</li> <li>ideas of God being eternal or infinite and possibly as the Trinity.</li> </ul>	<b>[3]</b>
<b>2(d)</b>	<p><b>Explain why Christians believe in God.</b></p> <p>Candidates may explain that Christians may believe in God for many reasons.</p> <p>They may write about things such as:</p> <ul style="list-style-type: none"> <li>the teachings of the Bible;</li> <li>miracles;</li> <li>prayers which are answered;</li> <li>personal experience of God;</li> <li>the feelings they have during worship;</li> <li>the strength of arguments for the existence of God;</li> <li>shared beliefs with community and family.</li> </ul>	<b>[6]</b>


Belief about Deity		
Section A		
Question Number	Answer	Max Mark
2(e)	<p><b>'If God existed we would know it.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</b></p> <p>Answers may:</p> <ul style="list-style-type: none"> <li>• Argue that the existence of the world and of humanity, for example, presents clear evidence for a christian God's existence;</li> <li>• State that the problems of the world such as war, suffering and drought show that the christian God does not exist;</li> <li>• Counter this with the argument that God may exist but not wish to or be able to intervene;</li> <li>• Use evidence of the supernatural as supporting the existence of God.</li> <li>• Argue from a secular viewpoint, that the statement is true and that the evidence , or lack of it, speaks for itself;</li> <li>• Argue from another religious perspective.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]
3(a)	<p><b>Hinduism</b></p> <p><b>What is a god?</b></p> <p>A supernatural or divine being.</p>	[1]
3(b)	<p><b>State two things which people might believe about miracles.</b></p> <ul style="list-style-type: none"> <li>• They are acts of a god;</li> <li>• they may break the physical rules of the universe;</li> <li>• they may be the result of faith or the answer to prayer;</li> <li>• they might suggest an arbitrary or partisan god.</li> </ul>	[2]
3(c)	<p><b>Describe Hindu beliefs about the gods.</b></p> <p>Answers should focus on beliefs about the gods rather than dealing with the arguments for their existence .</p> <p>Although these technical terms are not required by the specification candidates are likely to use the ideas or paraphrases of 'omnipotent', 'omnibenevolent', 'omniscient' and 'omnipresent'.</p> <p>Answers may describe:</p> <ul style="list-style-type: none"> <li>• more simple responses about issues such as the gods being good, being like a parent, being a teacher or a policeman;</li> <li>• ideas of the gods being eternal or infinite.</li> </ul>	





Belief about Deity		
Section A		
Question Number	Answer	Max Mark
3(c) cont'd	Candidates may decide to answer this from the example of one particular god.	[3]
3(d)	<p><b>Explain why some Hindus may believe in the gods.</b></p> <p>Candidates may explain that Hindus may believe in the gods for many reasons.</p> <p>They may write about things such as:</p> <ul style="list-style-type: none"> <li>• the teachings of the sacred texts;</li> <li>• miracles;</li> <li>• prayers which are answered;</li> <li>• personal experience of the gods;</li> <li>• the feelings they have during worship;</li> <li>• the strength of arguments for the existence of the gods;</li> <li>• shared beliefs with community and family.</li> </ul>	[6]
3(e)	<p><b>'If the gods existed we would know it.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Hinduism in your answer.</b></p> <p>Answers may:</p> <ul style="list-style-type: none"> <li>• argue that the existence of the world and of humanity, for example, presents clear evidence for the gods' existence;</li> <li>• state that the problems of the world such as war, suffering and drought show that the gods do not exist;</li> <li>• counter this with the argument that the gods may exist but not wish or be able to intervene;</li> <li>• use evidence of the supernatural as supporting the existence of gods;</li> <li>• argue from a secular viewpoint that the statement is true and that the evidence, or lack of it, speaks for itself;</li> <li>• argue from another religious perspective.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]
4(a)	<p><b>Islam</b></p> <p><b>What is a god?</b></p> <p>A supernatural or divine being</p>	[1]

Belief about Deity		
Section A		
Question Number	Answer	Max Mark
4(b)	<p><b>State two things which people might believe about miracles.</b></p> <ul style="list-style-type: none"> <li>• They are acts of a god;</li> <li>• they may break the physical rules of the universe;</li> <li>• they may be the result of faith or the answer to prayer;</li> <li>• they might suggest an arbitrary or partisan god.</li> </ul>	[2]
4(c)	<p><b>Describe Muslim beliefs about Allah.</b></p> <p>Candidates should focus their answers on beliefs about Allah rather than dealing with the arguments for Allah's existence.</p> <p>Although these technical terms are not required by the specification candidates are likely to use the ideas or paraphrases of 'omnipotent', 'omnibenevolent' and 'omniscient'.</p> <p>Answers may describe:</p> <ul style="list-style-type: none"> <li>• more simple responses about issues such as Allah being good, being a parent, being a teacher or a policeman;</li> <li>• ideas of Allah being eternal or infinite.</li> </ul>	[3]
4(d)	<p><b>Explain why Muslims believe in Allah.</b></p> <p>Candidates may explain that Muslims may believe in Allah for many reasons.</p> <p>They may write about things such as:</p> <ul style="list-style-type: none"> <li>• the teachings of the Qur'an;</li> <li>• the example of the Prophet;</li> <li>• miracles;</li> <li>• prayers which are answered;</li> <li>• personal experience of Allah;</li> <li>• the feelings they have during worship;</li> <li>• the strength of arguments for the existence of Allah;</li> <li>• shared beliefs with community (ummah) and family.</li> </ul>	[6]
4(e)	<p><b>'If Allah existed we would know it.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer.</b></p> <p>Answers may :</p> <ul style="list-style-type: none"> <li>• argue that the existence of the world and of humanity, for example, presents clear evidence for Allah's existence;</li> <li>• state that the problems of the world such as war, suffering and drought show that Allah does not exist;</li> <li>• counter this with the argument that Allah may exist but not wish or be able to intervene;</li> </ul>	


<b>Belief about Deity</b>		
<b>Section A</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
<b>4(e) cont'd</b>	<ul style="list-style-type: none"> <li>• use evidence of the supernatural as supporting the existence of Allah.</li> <li>• argue from a secular viewpoint that the statement is true and that the evidence , or lack of it, speaks for itself;</li> <li>• argue from another religious perspective.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	<b>[12]</b>
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG [3]</b>
	<b>Judaism</b>	
<b>5(a)</b>	<p><b>What is a god?</b></p> <p>A supernatural or divine being.</p>	<b>[1]</b>
<b>5(b)</b>	<p><b>State two things which people might believe about miracles.</b></p> <ul style="list-style-type: none"> <li>• They are acts of a god;</li> <li>• they may break the physical rules of the universe;</li> <li>• they may be the result of faith or the answer to prayer;</li> <li>• they might suggest an arbitrary or partisan god.</li> </ul>	<b>[2]</b>
<b>5(c)</b>	<p><b>Describe Jewish beliefs about G-d.</b></p> <p>Candidates should focus their answers on beliefs about G-d rather than dealing with the arguments for G-d's existence.</p> <p>Although these technical terms are not required by the specification candidates are likely to use the ideas or paraphrases of 'omnipotent', 'omnibenevolent', 'omniscient', and 'omnipresent'.</p> <p>Answers may describe:</p> <ul style="list-style-type: none"> <li>• some, more simple responses about issues such as G-d being good, being a parent, being a teacher or a policeman;</li> <li>• ideas of G-d being eternal or infinite.</li> </ul>	<b>[3]</b>
<b>5(d)</b>	<p><b>Explain why Jews believe in G-d.</b></p> <p>Candidates may explain that Jews may believe in G-d for many reasons. They may write about things such as:</p> <ul style="list-style-type: none"> <li>• the teachings of the Jewish Scriptures;</li> <li>• miracles;</li> <li>• prayers which are answered;</li> <li>• personal experience of G-d;</li> <li>• the feelings they have during worship;</li> <li>• the strength of arguments for the existence of G-d;</li> <li>• shared beliefs with community and family.</li> </ul>	<b>[6]</b>

Belief about Deity		
Section A		
Question Number	Answer	Max Mark
5(e)	<p><b>'If G-d existed we would know it.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</b></p> <p>Answers may:</p> <ul style="list-style-type: none"> <li>• argue that the existence of the world and of humanity, for example, presents clear evidence for G-d's existence;</li> <li>• state that the problems of the world such as war, suffering and drought show that G-d does not exist;</li> <li>• counter this with the argument that G-d may exist but not wish or be able to intervene;</li> <li>• use evidence of the supernatural as supporting the existence of G-d;</li> <li>• argue from the secular viewpoint that the statement is true and that the evidence, or lack of it, speaks for itself;</li> <li>• argue from another religious perspective.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]
	<b>Sikhism</b>	
6(a)	<p><b>What is a god?</b></p> <p>A supernatural or divine being.</p>	[1]
6(b)	<p><b>State two things which people might believe about miracles.</b></p> <ul style="list-style-type: none"> <li>• They are acts of a god;</li> <li>• they may break the physical rules of the universe;</li> <li>• they may be the result of faith or the answer to prayer;</li> <li>• they might suggest an arbitrary or partisan god.</li> </ul>	[2]
6(c)	<p><b>Describe Sikh beliefs about Waheguru.</b></p> <p>Candidates may say:</p> <ul style="list-style-type: none"> <li>• the most important belief in Sikhism is that there is only one God;</li> <li>• Waheguru cannot be described;</li> <li>• Waheguru is neither male nor female;</li> <li>• Waheguru is the creator who created the world for people to use and enjoy;</li> <li>• Waheguru is everywhere and beyond everything;</li> </ul>	


Belief about Deity		
Section A		
Question Number	Answer	Max Mark
6(c) cont'd	<ul style="list-style-type: none"> <li>• God is present in everyone's soul but can only be seen by those who he blesses;</li> <li>• Waheguru is personal and is available to everyone;</li> <li>• Sikhs believe that there is only one God but that this is the God of all religions.</li> </ul>	[3]
6(d)	<p><b>Explain why Sikhs believe in Waheguru.</b></p> <p>Candidates may explain that Sikhs may believe in Waheguru for many reasons.</p> <p>They may write about things such as:</p> <ul style="list-style-type: none"> <li>• the teachings of the Guru Granth Sahib Ji;</li> <li>• the teachings and the lives of the human Gurus;</li> <li>• miracles;</li> <li>• prayers which are answered;</li> <li>• personal experience of Waheguru;</li> <li>• the feelings they have during worship;</li> <li>• the strength of arguments for the existence of Waheguru;</li> <li>• shared beliefs with community and family.</li> </ul>	[6]
6(e)	<p><b>'If Waheguru existed we would know it.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Sikhism in your answer.</b></p> <p>Answers may:</p> <ul style="list-style-type: none"> <li>• argue that the existence of the world, of humanity, for example, present clear evidence for Waheguru's existence;</li> <li>• state that the problems of the world such as war, suffering and drought show that Waheguru does not exist;</li> <li>• counter this with the argument that Waheguru may exist but not wish or be able to intervene;</li> <li>• argue from a secular viewpoint that the statement is true and that the evidence, or lack of it, speaks for itself;</li> <li>• argue from another religious perspective.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]


Religious Experience		
Section B		
Question Number	Answer	Max Mark
	<b>Buddhism</b>	
7(a)	<p><b>What is 'meditation'?</b></p> <ul style="list-style-type: none"> <li>Emptying or concentrating the mind to aid mental or spiritual development or contemplation or relaxation.</li> </ul>	[1]
7(b)	<p><b>Name two places in which Buddhists might worship.</b></p> <ul style="list-style-type: none"> <li>Home</li> <li>Vihara</li> </ul>	[2]
7(c)	<p><b>How do Buddhists worship?</b></p> <p>Candidates may describe:</p> <ul style="list-style-type: none"> <li>the Buddhist concept of worship;</li> <li>worship in a vihara and at home;</li> <li>the use of symbolism in worship including some of: statues of the Buddha, candles, incense, bells, Zen gardens;</li> <li>meditation.</li> </ul>	[3]
7(d)	<p><b>Why do some Buddhists fast?</b></p> <p>Candidates may explain:</p> <ul style="list-style-type: none"> <li>fasting is not a very large part of Buddhist belief and practice but that Buddhists do fast in order to purge themselves and aid meditation and reflection;</li> <li>it is used as a spiritual discipline;</li> <li>the use of fasting by the monastic sangha.</li> </ul>	[6]
7(e)	<p><b>'Everyone should thank the gods for their food.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer.</b></p> <p>Candidates may agree with this statement in principle and from the perspective of one or more religions. They may disagree with it from a secular viewpoint.</p> <p>Answers may, in relation to Buddhism argue:</p> <ul style="list-style-type: none"> <li>there is no god who can be thanked for this food;</li> <li>in relation to the monastic sangha, it is the laity who provide their food.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]


Religious Experience		
Section B		
Question Number	Answer	Max Mark
	<b>Christianity</b>	
8(a)	<p><b>What is 'prayer'?</b></p> <p>Spoken or unspoken way of communicating with God.</p>	[1]
8(b)	<p><b>Name two places in which Christians might worship.</b></p> <ul style="list-style-type: none"> <li>• Home</li> <li>• Place of public worship e.g. church</li> </ul>	[2]
8(c)	<p><b>How do Christians worship?</b></p> <p>Answers will depend on whether candidates decide to write about worship in the home, in public, or both.</p> <p>Answers could include reference to:</p> <ul style="list-style-type: none"> <li>• daily private Bible reading and prayer;</li> <li>• family times of worship such as grace before meals;</li> <li>• the sharing of Christian festivals in the home;</li> <li>• house groups;</li> <li>• clergy taking the eucharist to those who cannot get to church;</li> <li>• formal or informal church services;</li> <li>• various types of services such as the eucharist and the different of worship such as prayer, hymns, readings and sermons.</li> </ul>	[3]
8(d)	<p><b>Why do some Christians fast?</b></p> <p>Answers may explain:</p> <ul style="list-style-type: none"> <li>• That for most Christians, fasting is not a significant part of worship, at least today;</li> <li>• the 'fasting' of Lent; even if this is seen as mainly symbolic;</li> <li>• the short period of fasting before receiving Communion, at least in the Roman Catholic tradition.</li> </ul>	[6]
8(e)	<p><b>'Everyone should thank God for their food.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</b></p> <p>Candidates may agree with this statement in principle and from the perspective of one or more religions. They may disagree with it from a secular viewpoint.</p> <p>Answers may, in relation to Christianity argue:</p> <ul style="list-style-type: none"> <li>• everyone should thank God for their food and explain that Grace after Meals, the Offertory prayers at the eucharist and events such as Harvest Festival all indicate thanking God for food.</li> </ul>	


Religious Experience		
Section B		
Question Number	Answer	Max Mark
8(e) cont'd	<ul style="list-style-type: none"> <li>• people grow food and that it is they who should be thanked;</li> <li>• the seeming injustice that while some people have plenty to eat, others have almost nothing so God would appear to be unjust.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]
	<b>Hinduism</b>	
9(a)	<p><b>What is 'prayer'?</b></p> <p>Spoken or unspoken way of communicating with god or gods.</p>	[1]
9(b)	<p><b>Name two places in which Hindus might worship.</b></p> <ul style="list-style-type: none"> <li>• Home;</li> <li>• temple</li> </ul>	[2]
9(c)	<p><b>How do Hindus worship?</b></p> <p>Answers will depend on whether candidates decide to write about worship in the home, in public, or both.</p> <p>Candidates may describe:</p> <ul style="list-style-type: none"> <li>• the puja shrine which has a place in many Hindu homes, and the objects associated with it – murtis, bells, powders;</li> <li>• the role of women in this ritual;</li> <li>• the different deities which are the focus of domestic worship;</li> <li>• other ways in which Hindus might worship God at home, such as personal prayer during the day, or the study of sacred texts;</li> <li>• in a mandir listening to the scriptures being read;</li> <li>• offerings being made;</li> <li>• worship in front of murtis (statues);</li> <li>• ringing a bell on arrival to wake the gods in public.</li> </ul>	[3]
9(d)	<p><b>Why do some Hindus fast?</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• the use of fasting as prescribed in the faith at certain times of the year and largely in relation to festivals;</li> <li>• how this shows self-denial;</li> <li>• may be seen as working towards good karma.</li> </ul>	[6]





Religious Experience		
Section B		
Question Number	Answer	Max Mark
9(e)	<p><b>‘Everyone should thank the gods for their food.’</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Hinduism in your answer.</b></p> <p>Candidates may agree with this statement in principle and from the perspective of one or more religions. They may disagree with it from a secular viewpoint.</p> <p>Answers may in relation to Hinduism argue:</p> <ul style="list-style-type: none"> <li>everyone should thank the gods for their food and explain that food is one of the offerings made daily to the gods;</li> <li>people grow food and that is they who should be thanked;</li> <li>the seeming injustice that while some people have plenty to eat, others have almost nothing so God would appear to be unjust.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]
10(a)	<p><b>Islam</b></p> <p><b>What is ‘prayer’?</b></p> <p>Spoken or unspoken way of communicating with God.</p>	[1]
10(b)	<p><b>Name two places in which Muslims might worship.</b></p> <ul style="list-style-type: none"> <li>Home;</li> <li>mosque;</li> <li>clean place.</li> </ul>	[2]
10(c)	<p><b>How do Muslims worship?</b></p> <p>Answers will depend on whether candidates decide to write about worship in the home, in public, or both.</p> <p>Description could include:</p> <ul style="list-style-type: none"> <li>daily prayers, and the rituals which are involved with these;</li> <li>the ways in which Muslims might worship through personal prayer, and through private study of the Qur’an;</li> <li>worship at home during festival times;</li> <li>specific prayer in the mosque such as on Fridays;</li> <li>listening to the sermon from the Imam;</li> <li>prayer in the mosque in general and will, therefore, cover much of e.g. preparation for prayer, prayer positions, rakahs.</li> </ul>	[3]


Religious Experience		
Section B		
Question Number	Answer	Max Mark
10(d)	<p><b>Why do some Muslims fast?</b></p> <p>Answers are likely to focus on the instruction to fast – Saum – during Ramadan.</p> <p>Answers may explain:</p> <ul style="list-style-type: none"> <li>how this fasting might help people in the worship of Allah by obeying his commands and therefore showing submission to his will.</li> </ul>	[6]
10(e)	<p><b>‘Everyone should thank Allah for their food.’</b></p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer.</p> <p>Candidates may agree with this statement in principle and from the perspective of one or more religions. They may disagree with it from a secular viewpoint.</p> <p>Answers may in relation to Islam argue:</p> <ul style="list-style-type: none"> <li>everyone should thank Allah for their food and explain the significance of Ramadan in relation to this;</li> <li>people grow food and that it is they who should be thanked;</li> <li>the seeming injustice that while some people have plenty to eat, others have almost nothing so Allah would appear to be unjust.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]
	<b>Judaism</b>	
11(a)	<p><b>What is ‘prayer’?</b></p> <p>Spoken or unspoken way of communicating with God</p>	[1]
11(b)	<p><b>Name two places in which Jews might worship.</b></p> <ul style="list-style-type: none"> <li>Home;</li> <li>synagogue.</li> </ul>	[2]
11(c)	<p><b>How do Jews worship?</b></p> <p>Answers will depend on whether candidates decide to write about worship in the home, in public, or both.</p> <p>Candidates may describe:</p> <ul style="list-style-type: none"> <li>daily prayers for Jews, and especially the recitation of the Shema;</li> <li>personal prayer;</li> <li>family worship such as prayers at meal times;</li> <li>the use in the home of religious objects such as the mezuzah as a reminder of the presence of G-d;</li> </ul>	


Religious Experience		
Section B		
Question Number	Answer	Max Mark
11(c) cont'd	<ul style="list-style-type: none"> <li>family worship at festival times;</li> <li>regular prayer and worship in the synagogue or, in particular, worship on the Sabbath or festivals;</li> <li>the importance of set prayers and ways of praying as well as the centrality of the Torah service;</li> <li>singing in the synagogue whilst acknowledging that this is unaccompanied on the Sabbath because the use of musical instruments would represent work.</li> </ul>	[3]
11(d)	<p><b>Why do some Jews fast?</b></p> <p>Although some candidates may mention the various fasts during the Jewish religious year, answers are likely to focus on Yom Kippur as the central event of the year when fasting is required.</p> <p>Answers may explain:</p> <ul style="list-style-type: none"> <li>importance of the task as a mitzvot, fulfillment of G-d's will and the benefits of concentrating on G-d for the whole day whilst seeking forgiveness.</li> </ul>	[6]
11(e)	<p><b>'Everyone should thank G-d for their food.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</b></p> <p>Candidates may agree with this statement in principle and from the perspective of one or more religions. They may disagree with it from a secular viewpoint.</p> <p>Answers may, in relation to Judaism argue:</p> <ul style="list-style-type: none"> <li>everyone should thank G-d for their food and explain the importance of saying grace both before and after meals;</li> <li>people grow food and that it is they who should be thanked;</li> <li>the seeming injustice that while some people have plenty to eat, others have almost nothing so God would appear to be unjust.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]
12(a)	<p><b>Sikhism</b></p> <p><b>What is 'prayer'?</b></p> <p>Spoken or unspoken way of communicating with God.</p>	[1]

Religious Experience		
Section B		
Question Number	Answer	Max Mark
12(b)	<p><b>Name two places in which Sikhs might worship.</b></p> <ul style="list-style-type: none"> <li>• Home;</li> <li>• Gurdwara.</li> </ul>	[2]
12(c)	<p><b>How do Sikhs worship?</b></p> <p>Candidates may describe:</p> <ul style="list-style-type: none"> <li>• the readings and hymns from the Guru Granth Sahib Ji and the role of the granthi and the ragis;</li> <li>• the langar and its use as an aspect of worship;</li> <li>• the processions of the Guru Granth Sahib Ji.</li> </ul>	[3]
12(d)	<p><b>Why do most Sikhs not fast?</b></p> <p>Candidates may explain:</p> <ul style="list-style-type: none"> <li>• Guru Nanak Dev Ji taught that Waheguru did not want people to fast;</li> <li>• fasting involves suffering and that Waheguru does not want people to suffer in worship.</li> </ul>	[6]
12(e)	<p><b>‘Everyone should thank Waheguru for their food.’</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Sikhism in your answer.</b></p> <p>Candidates may agree with this statement in principle and from the perspective of one or more religions. They may disagree with it from a secular viewpoint.</p> <p>Answers may, in relation to Sikhism argue:</p> <ul style="list-style-type: none"> <li>• everyone should thank Waheguru for their food and explain the particular importance of shared meals in the langar;</li> <li>• people grow food and that it is they who should be thanked;</li> <li>• the seeming injustice that while some people have plenty to eat, others have almost nothing so Waheguru would appear to be unjust.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]


The End of Life		
Section C		
Question Number	Answer	Max Mark
	<b>Buddhism</b>	
13(a)	<b>What is death?</b> The end of all physical and mental life.	[1]
13(b)	<b>What is meant by 'soul'?</b> The spiritual or non-physical part of a person.	[2]
13(c)	<b>What do Buddhists believe about life after death?</b> Candidates may describe: <ul style="list-style-type: none"> <li>• what Buddhists believe about the concept of soul, of anatta and of the relationship between the body and soul;</li> <li>• belief in samsara, kamma, rebecoming and nibbana all contribute to Buddhist beliefs;</li> <li>• Buddhists believe that, unless they have reached nibbana, they will be born again into another body following the cycle of samsara.</li> </ul>	[3]
13(d)	<b>How may moral behaviour reflect beliefs about life after death?</b> Candidates may explain: <ul style="list-style-type: none"> <li>• Rebirth is dependant on how one behaves;</li> <li>• A good/higher rebirth is achieved by leading a good and spiritual life;</li> <li>• A new life is dependant on the kamma of the old;</li> <li>• Nibbana is the ultimate goal.</li> </ul>	[6]
13(e)	<b>'When people die that is the end.'</b>  <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer.</b> Answers may include: <ul style="list-style-type: none"> <li>• ghosts and near-death experiences do provide evidence for life after death;</li> <li>• faith and belief are more reliable as proof for life after death than would be factual evidence. In this they may quote Buddhist teachings and beliefs;</li> <li>• without any evidence to the contrary, death must be the end.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]


The End of Life		
Section C		
Question Number	Answer	Max Mark
	<b>Christianity</b>	
14(a)	<b>What is death?</b> The end of all physical and mental life	[1]
14(b)	<b>What is meant by 'soul'?</b> The spiritual or non-physical part of a person	[2]
14(c)	<b>What do Christians believe about life after death?</b> Candidates may describe: <ul style="list-style-type: none"> <li>• beliefs about heaven, hell and purgatory;</li> <li>• the issue of judgement and how the way a person lives their life may affect what happens to them when they die.</li> </ul>	[3]
14(d)	<b>How may Christian funeral rites reflect beliefs about life after death?</b> Candidates may explain: <ul style="list-style-type: none"> <li>• the main elements of a Christian funeral service, with the emphasis on the promise of resurrection and comforting images of the dead at rest and in the hands of God;</li> <li>• death as something which takes a person forward into eternal life;</li> <li>• this might be seen as comforting where death is not the end and the separation from loved ones is temporary.</li> </ul>	[6]
14(e)	<b>'When people die that is the end.'</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> Answers may include: <ul style="list-style-type: none"> <li>• that ghosts and near-death experiences do provide evidence for life after death and others may cite the resurrection.</li> <li>• faith and belief are more reliable as proof for life after death than would be factual evidence.</li> <li>• without any evidence to the contrary, death must be the end.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]

The End of Life		
Section C		
Question Number	Answer	Max Mark
	<b>Hinduism</b>	
15(a)	<b>What is death?</b> The end of all physical and mental life.	[1]
15(b)	<b>What is meant by 'soul'?</b> The spiritual or non-physical part of a person.	[2]
15(c)	<b>What do Hindus believe about life after death?</b> Candidates may describe: <ul style="list-style-type: none"> <li>reincarnation and moksha;</li> <li>Hindu beliefs about the atman and the related ideas of karma and dharma though these are not necessary in order to give a description of Hindu beliefs.</li> </ul>	[3]
15(d)	<b>How may Hindu funeral rites reflect beliefs about life after death?</b> Candidates may explain: <ul style="list-style-type: none"> <li>the main elements of a Hindu funeral, including the funeral pyre and the duties of the eldest son;</li> <li>the symbolism of releasing Atman could be comforting to friends, who will realise that the essential person has not died and will be reborn;</li> <li>death is seen as a natural part of the cycle of life;</li> <li>Hindu beliefs about the wisdom of detachment.</li> </ul>	[6]
15(e)	<b>'When people die that is the end.'</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> Answers may include: <ul style="list-style-type: none"> <li>that ghosts and near-death experiences do provide evidence;</li> <li>faith and belief are more reliable as proof for life after death than would be factual evidence and point out that Hinduism would not accept remembrance of past lives as evidence;</li> <li>without any evidence to the contrary, death must be the end.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]

The End of Life		
Section C		
Question Number	Answer	Max Mark
	<b>Islam</b>	
16(a)	<b>What is death?</b> The end of all physical and mental life.	[1]
16(b)	<b>What is meant by 'soul'?</b> The spiritual or non-physical part of a person.	[2]
16(c)	<b>What do Muslims believe about life after death?</b> Candidates may describe: <ul style="list-style-type: none"> <li>• beliefs about paradise and hell;</li> <li>• the issue of judgement;</li> <li>• the nature of paradise;</li> <li>• how a good or a bad life rests in the balance at the Day of Judgement and how this may affect a person's fate in the afterlife.</li> </ul>	[3]
16(d)	<b>How may Muslim funeral rites reflect beliefs about life after death?</b> Candidates may explain: <ul style="list-style-type: none"> <li>• the main elements of a Muslim service;</li> <li>• the ways in which the service emphasises the control of Allah over life and death;</li> <li>• the hope which Muslims have that the dead person will be united with Allah;</li> <li>• the ways in which these beliefs would comfort the bereaved could be explored.</li> </ul>	[6]
16(e)	<b>'When people die that is the end.'</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> Answers may include: <ul style="list-style-type: none"> <li>• that ghosts and near-death experiences do provide evidence.</li> <li>• faith and belief are more reliable as proof for life after death than would be factual evidence.</li> <li>• without any evidence to the contrary, death must be the end.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]





The End of Life		
Section C		
Question Number	Answer	Max Mark
	<b>Judaism</b>	
17(a)	<b>What is death?</b> The end of all physical and mental life	[1]
17(b)	<b>What is meant by 'soul'?</b> The spiritual or non-physical part of a person	[2]
17(c)	<b>What do Jews believe about life after death?</b> Candidates may describe: <ul style="list-style-type: none"> <li>• beliefs about heaven;</li> <li>• the issue of judgement;</li> <li>• the vagueness of these teachings within Judaism;</li> <li>• the scriptures are very unclear as to whether there is anything after this life;</li> <li>• Sheol and, perhaps, later beliefs, in relation to this.</li> </ul>	[3]
17(d)	<b>How may Jewish funeral rites reflect beliefs about life after death?</b> Candidates may explain: <ul style="list-style-type: none"> <li>• the main elements of a Jewish funeral service, and may include the mourning rituals which follow;</li> <li>• how a relative could be comforted by the emphasis that G-d is in control of life and death, and that death is part of G-d's plan for the world.</li> </ul>	[6]
17(e)	<b>'When people die that is the end.'</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>  Answers may include: <ul style="list-style-type: none"> <li>• that ghosts and near-death experiences do provide evidence;</li> <li>• faith and belief are more reliable as proof for life after death than would be factual evidence;</li> <li>• without any evidence to the contrary, death must be the end.</li> </ul> Answers must be supported and a personal opinion must be included to attain level 3 and above.	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]

The End of Life		
Section C		
Question Number	Answer	Max Mark
	<b>Sikhism</b>	
18(a)	<b>What is death?</b> The end of all physical and mental life.	[1]
18(b)	<b>What is meant by 'soul'?</b> The spiritual or non-physical part of a person.	[2]
18(c)	<b>What do Sikhs believe about life after death?</b> Candidates may describe: <ul style="list-style-type: none"> <li>• Sikh belief in the relationship between the body and atma;</li> <li>• Sikh beliefs about samsara, karma and rebirth;</li> <li>• the way in which Sikhs understand the relationship between moral behaviour and future rebirths.</li> </ul>	[3]
18(d)	<b>How may Sikh funeral rites reflect beliefs about life after death?</b> Candidates may explain: <ul style="list-style-type: none"> <li>• the washing of the body and its cremation show that it is now empty and that the atma has left to be reborn;</li> <li>• therefore it is the body which is being shown respect on behalf of the person who has died;</li> <li>• the singing of the evening prayer Kirtan Sohila as showing that death is only a sleep before rebirth;</li> <li>• the reading of the Akhand Path in the gurdwara again shows respect for the life of the dead person.</li> </ul>	[6]
18(e)	<b>'When people die that is the end.'</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> Answers may include: <ul style="list-style-type: none"> <li>• that ghosts and near-death experiences do provide evidence;</li> <li>• faith and belief are more reliable as proof for life after death than would be factual evidence;</li> <li>• Sikhism would not accept remembrance of past lives as evidence;</li> <li>• without any evidence to the contrary, death must be the end.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]
<b>Paper Total:</b>		<b>[51]</b>

**Assessment Objectives Grid (includes QWC)**

All questions have the same AOs.

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>SPaG*</b>	<b>Total</b>
<b>(a)</b>	1			<b>1</b>
<b>(b)</b>	2			<b>2</b>
<b>(c)</b>	3			<b>3</b>
<b>(d)</b>	6			<b>6</b>
<b>(e)</b> 		12	3	<b>12</b>
<b>Totals</b>	<b>12</b>	<b>12</b>	<b>3</b>	<b>24</b>

\* Questions marked with a pencil () will carry 3 additional marks for spelling, punctuation and grammar. Where there is more than 1 question assessing spelling, punctuation and grammar the highest mark will count.

**BLANK PAGE**