

General Certificate of Secondary Education
Religious Studies (World Religion(s))
Perspectives on World Religions
Specimen Paper

B589

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 – Responsibility for the Planet
 - Section B – War, Peace and Human Rights
 - Section C – Prejudice and Equality
 - 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.

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) What is meant by 'the environment'? [1]
- (b) Give two examples of environmental issues. [2]
- (c) What do Buddhists mean when they describe the universe as 'cyclical'? [3]
- (d) Explain why Buddhists may see humans and animals as equally important. [6]
- (e) 'The world belongs to human beings.'

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 meant by 'the environment'? [1]
- (b) Give two examples of environmental issues. [2]
- (c) What does Christianity teach about the creation of the world? [3]
- (d) Explain why Christians may see humans as more important than animals. [6]
- (e) 'The world belongs to human beings.'

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 meant by 'the environment'? [1]
- (b) Give two examples of environmental issues. [2]
- (c) What do Hindus mean when they describe the universe as 'cyclical'? [3]
- (d) Explain why Hindus may see humans and animals as equally important. [6]
- (e) 'The world belongs to human beings.'

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 meant by 'the environment'? [1]
- (b) Give two examples of environmental issues. [2]
- (c) What does Islam teach about the creation of the world? [3]
- (d) Explain why Muslims may see humans as more important than animals. [6]
- (e) 'The world belongs to human beings.'

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 meant by 'the environment'? [1]
- (b) Give two examples of environmental issues. [2]
- (c) What does Judaism teach about the creation of the world? [3]
- (d) Explain why Jews may see humans as more important than animals. [6]
- (e) 'The world belongs to human beings.'

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 meant by 'the environment'? [1]
- (b) Give two examples of environmental issues. [2]
- (c) What does Sikhism teach about the creation of the world? [3]
- (d) Explain why Sikhs may view humans and animals as equally important. [6]
- (e) 'The world belongs to human beings.'

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: 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) What does 'ahimsa' mean? [1]
- (b) Give two rights guaranteed in the Universal Declaration of Human Rights. [2]
- (c) What does Buddhism teach about using violence? [3]
- (d) Explain why Buddhists may choose to be pacifists. [6]
- (e) 'Sometimes you have to fight to achieve peace.'

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 does 'pacifism' mean? [1]
- (b) Give two rights guaranteed in the Universal Declaration of Human Rights. [2]
- (c) What does Christianity teach about using violence? [3]
- (d) Explain the circumstances in which some Christians might view war as an appropriate action. [6]
- (e) 'Sometimes you have to fight to achieve peace.'

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 does 'ahimsa' mean? [1]
- (b) Give two rights guaranteed in the Universal Declaration of Human Rights. [2]
- (c) What does Hinduism teach about using violence? [3]
- (d) Explain the traditional role of the kshatriya varna in Hinduism. [6]
- (e) 'Sometimes you have to fight to achieve peace.'

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 does 'jihad' mean? [1]
- (b) Give two rights guaranteed in the Universal Declaration of Human Rights. [2]
- (c) What does Islam teach about using violence? [3]
- (d) Explain the circumstances in which some Muslims might view war as an appropriate action. [6]
- (e) 'Sometimes you have to fight to achieve peace.'

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 does 'pacifism' mean? [1]
- (b) Give two rights guaranteed in the Universal Declaration of Human Rights. [2]
- (c) What does Judaism teach about using violence? [3]
- (d) Explain the circumstances in which some Jews might view war as an appropriate action. [6]
- (e) 'Sometimes you have to fight to achieve peace.'

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 does 'dharma yudh' mean? [1]
- (b) Give two rights guaranteed in the Universal Declaration of Human Rights. [2]
- (c) What does Sikhism teach about using violence? [3]
- (d) Explain the circumstances in which Sikhs might view war as an appropriate action. [6]
- (e) 'Sometimes you have to fight to achieve peace.'

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: Prejudice and Equality


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

13 Buddhism

- (a) What is meant by 'prejudice'? [1]
- (b) What roles are seen as appropriate for women in Buddhist society? [2]
- (c) What do Buddhists teach about equality? [3]
- (d) Explain Buddhist attitudes towards other religions. [6]
- (e) 'Some people are more valuable than others.'

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 meant by 'prejudice'? [1]
- (b) What roles are seen as appropriate for women in Christian society? [2]
- (c) What do Christians teach about equality? [3]
- (d) Explain Christian attitudes towards other religions. [6]
- (e) 'Some people are more valuable than others.'

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 meant by 'prejudice'? [1]
- (b) What roles are seen as appropriate for women in Hindu society? [2]
- (c) What are Hindu teachings about varna? [3]
- (d) Explain Hindu attitudes towards other religions. [6]
- (e) 'Some people are more valuable than others.'

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 meant by 'prejudice'? [1]
- (b) What roles are seen as appropriate for women in Muslim society? [2]
- (c) What do Muslims teach about equality? [3]
- (d) Explain Muslim attitudes towards other religions. [6]
- (e) 'Some people are more valuable than others.'

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 meant by 'prejudice'? [1]
- (b) What roles are seen as appropriate for women in Jewish society? [2]
- (c) What do Jews teach about equality? [3]
- (d) Explain Jewish attitudes towards other religions. [6]
- (e) 'Some people are more valuable than others.'

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 meant by 'prejudice'? [1]
- (b) What roles are seen as appropriate for women in Sikh society? [2]
- (c) What do Sikhs teach about equality? [3]
- (d) Explain Sikh attitudes towards other religions. [6]
- (e) 'Some people are more valuable than others.'

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]

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**RELIGIOUS STUDIES A
(WORLD RELIGION(S))**

B589: Perspectives on World Religions

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


<i>High performance 3 marks</i>
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.
<i>Intermediate performance 2 marks</i>
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.
<i>Threshold performance 1 mark</i>
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	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	A weak attempt to answer the question. Candidates will demonstrate little understanding of the question. <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	A limited answer to the question. Candidates will demonstrate some understanding of the question. <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	A competent answer to the question. Candidates will demonstrate a sound understanding of the question. <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	A good answer to the question. Candidates will demonstrate a clear understanding of the question. <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


Responsibility for the Planet		
Section A		
Question Number	Answer	Max Mark
	Buddhism	
1(a)	What is meant by ‘the environment’? The world around us; the planet earth and it’s ecosystems.	[1]
1(b)	Give two examples of environmental issues. Global warming; the Greenhouse effect; climate change; pollution; endangered species; deforestation.	[2]
1(c)	What do Buddhists mean when they describe the universe as ‘cyclical’? <ul style="list-style-type: none"> • Cycle of life, death and rebirth; • Origins of the world in the Buddha’s teaching; Aganna sutta. 	[3]
1(d)	Explain why Buddhists may see humans and animals as equally important. Candidates may explain: <ul style="list-style-type: none"> • The five moral precepts; instructions not to take life; • Respect for nature; • Scriptural teachings about the role and treatment of animals; The cycle of life, death and rebirth; animals as sentient beings on the path to enlightenment; • Maitri and karuna. 	[6]
1(e)	‘The world belongs to human beings.’ Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer. Candidates may respond with: <ul style="list-style-type: none"> • The Eightfold path and rules of behaviour relating to the environment; • Respect for life and the earth; • Relationships between humans and animals; • Teachings about caring for others and the environment; • The cycle of rebirth. 	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]


Responsibility for the Planet		
Section A		
Question Number	Answer	Max Mark
	Christianity	
2(a)	What is meant by ‘the environment’? The world around us; the planet earth and it’s ecosystems.	[1]
2(b)	Give two examples of environmental issues. Global warming; the Greenhouse effect; climate change; pollution; endangered species; deforestation.	[2]
2(c)	What does Christianity teach about the creation of the world? <ul style="list-style-type: none"> • The Genesis story; God as the creator of everything • Creation <i>ex nihilo</i>; • Biblical accounts as literally true; • Biblical accounts as symbolic. 	[3]
2(d)	Explain why Christians may see humans as more important than animals. Answers may explain: <ul style="list-style-type: none"> • Humanity as the final creation / pinnacle of creation; • Humans being given ‘dominion’ over all other living things; • Humanity as stewards for God; • God’s gift of a soul to humans; • Free Will. 	[6]
2(e)	‘The world belongs to human beings.’ Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer. Candidates may respond with: <ul style="list-style-type: none"> • Humanity as stewards for God; • Respect for Gods creation; • God giving human beings ‘dominion’ over other living things; • Relationships between humans and animals; • Teachings about caring for others and the environment. 	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]


Responsibility for the Planet		
Section A		
Question Number	Answer	Max Mark
	Hinduism	
3(a)	What is meant by ‘the environment’? The world around us; the planet earth and its ecosystems.	[1]
3(b)	Give two examples of environmental issues. Global warming; the Greenhouse effect; climate change; pollution; endangered species; deforestation.	[2]
3(c)	What do Hindus mean when they describe the universe as ‘cyclical’? <ul style="list-style-type: none"> • Cycle of life, death and rebirth; • Origins of the world as a mystery beyond human understanding. 	[3]
3(d)	Explain why Hindus may see humans and animals as equally important. Answers may explain: <ul style="list-style-type: none"> • The cycle of samsara and the nature of atman; • The concept of ahimsa; • The sacred nature of some animals and their role as vahana. 	[6]
3(e)	‘The world belongs to human beings’. Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Hinduism in your answer. Candidates may respond with: <ul style="list-style-type: none"> • The natural order and progression through a cycle of lives with humans above other living things; • The world as an aspect of God; • Ahimsa and the need to treat the world with respect; • Belief in rebirth and the impact of this on attitudes to the world. 	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]


Responsibility for the Planet		
Section A		
Question Number	Answer	Max Mark
	Islam	
4(a)	What is meant by ‘the environment’? The world around us; the planet earth and its ecosystems.	[1]
4(b)	Give two examples of environmental issues. Global warming; the Greenhouse effect; climate change; pollution; endangered species; deforestation.	[2]
4(c)	What does Islam teach about the creation of the world? <ul style="list-style-type: none"> • Creation story as given in the Qur’an; Allah as the creator of everything; • Creation over a period of time; • Muslim teachings and modern scientific theories. 	[3]
4(d)	Explain why Muslims may see humans as more important than animals. Answers may explain: <ul style="list-style-type: none"> • Khalifa and the role of humans as trustees with dominion over animals; • Stories about the right treatment of animals; • Treating Allah’s creations with respect. 	[6]
4(e)	‘The world belongs to human beings’. Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer. Candidates may respond with: <ul style="list-style-type: none"> • Humanity as vice-regents for Allah; • Respect for Allah’s creation; • Allah giving human beings ‘dominion’ over other living things; • Relationships between humans and animals; • Teachings about caring for the environment. 	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]


Responsibility for the Planet		
Section A		
Question Number	Answer	Max Mark
	Judaism	
5(a)	What is meant by ‘the environment’? The world around us; the planet earth and its ecosystems.	[1]
5(b)	Give two examples of environmental issues. Global warming; the Greenhouse effect; climate change; pollution; endangered species; deforestation.	[2]
5(c)	What does Judaism teach about the creation of the world? <ul style="list-style-type: none"> • Creation story in the book of Genesis; • The Torah as the word of G-d; • Scriptural accounts as literal truth; • Scriptural accounts as symbolic. 	[3]
5(d)	Explain why Jews may see humans as more important than animals. Answers may explain: <ul style="list-style-type: none"> • G-d giving humanity dominion over other living things; • Commandments relating to the treatment of animals; • Humanity in the image of G-d; • Adam’s naming of the animals and the significance of knowing the names of things. 	[6]
5(e)	‘The world belongs to human beings’. Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer. Candidates may respond with: <ul style="list-style-type: none"> • Humanity as stewards for G-d; • Respect for G-d’s creation; • G-d giving human beings ‘dominion’ over other living things; • Relationships between humans and animals; • Teachings about caring for the environment. 	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]


Responsibility for the Planet		
Section A		
Question Number	Answer	Max Mark
	Sikhism	
6(a)	What is meant by ‘the environment’? The world around us; the planet earth and its ecosystems.	[1]
6(b)	Give two examples of environmental issues. Global warming; the Greenhouse effect; climate change; pollution; endangered species; deforestation.	[2]
6(c)	What does Sikhism teach about the creation of the world? <ul style="list-style-type: none"> • Waheguru as the creator; • Creation over a period of time; • Scripture in agreement with scientific views. 	[3]
6(d)	Explain why Sikhs may view humans and animals as equally important. Candidates may explain: <ul style="list-style-type: none"> • Animals as a creation of Waheguru; • Scriptural teachings about the treatment of animals; • Vegetarianism in the Langar; vegetarianism in the home; • The Cycle of Rebirth. 	[6]
6(e)	‘The world belongs to human beings’. Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Sikhism in your answer. Candidates may respond with: <ul style="list-style-type: none"> • Progression through a cycle of lives with humans above other living things; • The world as an aspect of Waheguru; • Sewa and caring for the environment; • Belief in rebirth and the impact of this on attitudes to the world. 	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]

War, Peace and Human Rights		
Section B		
Question Number	Answer	Max Mark
	Buddhism	
7(a)	What does 'ahimsa' mean? Non-violence or harmlessness.	[1]
7(b)	Give two rights guaranteed in the Universal Declaration of Human Rights. <ul style="list-style-type: none"> • 'Main points' is all that is specified in the course content, so any rights from the declaration are acceptable answers; • Key rights that may be referred to are: the right to life, right to equal treatment, right to a fair trial, right to standards of living, freedom of worship, belief and religion. 	[2]
7(c)	What does Buddhism teach about using violence? <ul style="list-style-type: none"> • Non-violence, and the relationship between peace and happiness in the Teachings of the Buddha; • The Eightfold path, Five Moral Precepts and other rules of behaviour; • Buddhists as absolute pacifists; • Maitri and karuna. 	[3]
7(d)	Explain why Buddhists may choose to be pacifists. Answers may build upon those given in part c) and may explain: <ul style="list-style-type: none"> • The teachings of the Buddha about the right way to live, importance of peace and overcoming suffering; • Rules of behaviour including the Five Moral Precepts and the Eightfold path; • The importance of following the example of the Buddha; the path to enlightenment; • Scriptural teachings about peace. 	[6]
7(e)	'Sometimes you have to fight to achieve peace'. Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer. Candidates may respond with: <ul style="list-style-type: none"> • Peaceful protest and demonstration as a means of achieving justice; • Specific examples of 'peace-keeping' around the world; • Conscientious objection and pacifism; • Buddhist teachings in practice, for example in Tibet; • Buddhist attempts to justify violence. 	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]


War, Peace and Human Rights		
Section B		
Question Number	Answer	Max Mark
	Christianity	
8(a)	What does 'pacifism' mean? A belief in peace; believing that violence cannot be justified.	[1]
8(b)	Give two rights guaranteed in the Universal Declaration of Human Rights <ul style="list-style-type: none"> • 'Main points' is all that is specified in the course content, so any rights from the declaration are acceptable answers; • Key rights that may be referred to are: the right to life, right to equal treatment, right to a fair trial, right to standards of living, freedom of worship, belief and religion. 	[2]
8(c)	What does Christianity teach about using violence? <ul style="list-style-type: none"> • Biblical teachings about justified violence; • Biblical teachings about peace; • The example of Christ; • Absolute and conditional pacifism in Christianity. 	[3]
8(d)	Explain the circumstances in which some Christians might view war as an appropriate action. Candidates may explain: <ul style="list-style-type: none"> • Biblical teachings arguing that war can sometimes be necessary; • The criteria of the Just War theory. 	[6]
8(e)	'Sometimes you have to fight to achieve peace'. Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer. Candidates may respond with: <ul style="list-style-type: none"> • Peaceful protest and demonstration as a means of achieving justice; • Specific examples of 'peace-keeping' missions; • Conscientious objection and pacifism; • Just War Theory, specifically ideas of Just Cause and Just Intention; • What motives might justify war. 	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]


War, Peace and Human Rights		
Section B		
Question Number	Answer	Max Mark
	Hinduism	
9(a)	What does 'ahimsa' mean? Non-violence, or harmlessness.	[1]
9(b)	Give two rights guaranteed in the Universal Declaration of Human Rights. <ul style="list-style-type: none"> • 'Main points' is all that is specified in the course content, so any rights from the declaration are acceptable answers; • Key rights that may be referred to are: the right to life, right to equal treatment, right to a fair trial, right to standards of living, freedom of worship, belief and religion. 	[2]
9(c)	What does Hinduism teach about using violence? <ul style="list-style-type: none"> • The concept of ahimsa; • Absolute pacifism; the example of Gandhi; • Fighting as a necessary duty for some Hindus; • Laws of Manu and appropriate behaviour for soldiers. 	[3]
9(d)	Explain the traditional role of the kshatriya varna in Hinduism. Candidates may explain: <ul style="list-style-type: none"> • The varna system and the existence of the warrior caste; • Kshatriya as soldiers and leaders; • Duties of Kshatriya to defend and protect; • Instructions to Kshatriya given in the Bhagavad Gita. 	[6]
9(e)	'Sometimes you have to fight to achieve peace'. Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Hinduism in your answer. Candidates may respond with: <ul style="list-style-type: none"> • Peaceful protest and demonstration as a means of achieving justice; • Specific examples of 'peace-keeping' missions; • Conscientious objection and pacifism; • Kshatriya, the Bhagavad Gita and the Laws of Manu; • What motives might justify war. 	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]


War, Peace and Human Rights		
Section B		
Question Number	Answer	Max Mark
10(a)	<p>Islam</p> <p>What does 'jihad' mean? Inner struggle; Striving in the way of Allah.</p>	[1]
10(b)	<p>Give two rights guaranteed in the Universal Declaration of Human Rights.</p> <ul style="list-style-type: none"> • 'Main points' is all that is specified in the course content, so any rights from the declaration are acceptable answers; • Key rights that may be referred to are: the right to life, right to equal treatment, right to a fair trial, right to standards of living, freedom of worship, belief and religion. 	[2]
10(c)	<p>What does Islam teach about using violence?</p> <ul style="list-style-type: none"> • Teachings about fighting against evil; • Teachings about fighting to preserve Islam and in self-defence; • Jihad and the struggle for peace. 	[3]
10(d)	<p>Explain the circumstances in which some Muslims might view war as an appropriate action.</p> <p>Candidates may include explanation of:</p> <ul style="list-style-type: none"> • The concept of jihad and the circumstances under which a war can be considered jihad; • The example of Muhammad ﷺ; • Just causes for war and the ultimate aims of fighting; • Islam as a peace-loving faith; the need to fight without hatred to achieve equality and peace. 	[6]
10(e)	<p>'Sometimes you have to fight to achieve peace'.</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 respond with:</p> <ul style="list-style-type: none"> • Peaceful protest and demonstration as a means of achieving justice; • Specific examples of 'peace-keeping' missions; • Conscientious objection and pacifism; • Jihad and just causes for war. 	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]


War, Peace and Human Rights		
Section B		
Question Number	Answer	Max Mark
	Judaism	
11(a)	What does ‘pacifism’ mean? A belief in peace; believing that violence cannot be justified.	[1]
11(b)	Give two rights guaranteed in the Universal Declaration of Human Rights. <ul style="list-style-type: none"> • ‘Main points’ is all that is specified in the course content, so any rights from the declaration are acceptable answers; • Key rights that may be referred to are: the right to life, right to equal treatment, right to a fair trial, right to standards of living, freedom of worship, belief and religion. 	[2]
11(c)	What does Judaism teach about using violence? <ul style="list-style-type: none"> • Struggle for peace and justice; Lex Talionis; • Scriptural teachings relating to peace and violence; • Milchemet mitzvah, milchemet reshut and rules of war. 	[3]
11(d)	Explain the circumstances in which some Jews might view war as an appropriate action. Candidates may include explanation of: <ul style="list-style-type: none"> • Milchemet mitzvah, milchemet reshut and the conditions under which these wars can be fought; • Pre-emptive war; self defence and fighting for Israel; • Scriptural teachings about hopes for peace, Just and Holy Wars; • Historical examples of Jewish wars. 	[6]
11(e)	‘Sometimes you have to fight to achieve peace’. Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer. Candidates may respond with: <ul style="list-style-type: none"> • Peaceful protest and demonstration as a means of achieving justice; • Specific examples of ‘peace-keeping’ missions; • Conscientious objection and pacifism; • Jewish history as victims of war; • Milchemet Mitzvah., milchemet reshut and other just causes for war; • What motives might justify war; • Israel and pre-emptive wars. 	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]


War, Peace and Human Rights		
Section B		
Question Number	Answer	Max Mark
	Sikhism	
12(a)	What does 'dharma yudh' mean? A war or fight in defence of righteousness.	[1]
12(b)	Give two rights guaranteed in the Universal Declaration of Human Rights. <ul style="list-style-type: none"> • 'Main points' is all that is specified in the course content, so any rights from the declaration are acceptable answers; • Key rights that may be referred to are: the right to life, right to equal treatment, right to a fair trial, right to standards of living, freedom of worship, belief and religion. 	[2]
12(c)	What does Sikhism teach about using violence? <ul style="list-style-type: none"> • The need to defend the innocent; • Sikhs as soldier-saints; righteous wars and defending the innocent; • The importance of exhausting peaceful options first; • Teachings of the Gurus on fighting and violence. 	[3]
12(d)	Explain the circumstances in which Sikhs might view war as an appropriate action. Candidates are likely to build on the answers given in c); they may include explanation that: <ul style="list-style-type: none"> • Symbols carried by Sikhs to symbolise their role in the struggle against injustice; • Sikhs as soldier-saints; righteous wars and defending the innocent; • Historical examples of Sikh wars; • The teachings and examples of the Gurus. 	[6]


War, Peace and Human Rights		
Section B		
Question Number	Answer	Max Mark
12(e)	<p>‘Sometimes you have to fight to achieve peace’.</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Sikhism in your answer.</p> <p>Candidates may respond with:</p> <ul style="list-style-type: none"> • Peaceful protest and demonstration as a means of achieving justice; • Specific examples of ‘peace-keeping’ missions; • Conscientious objection and pacifism; • Righteous War and Dharma Yudh; defending the innocent; • Guru Gobind Singh Ji and the Khalsa; Sikhs as soldiers. 	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]


Prejudice and Equality		
Section C		
Question Number	Answer	Max Mark
	Buddhism	
13(a)	<p>What is meant by 'prejudice'?</p> <p>Judging someone based on external factors, before you know anything else about them.</p>	[1]
13(b)	<p>What roles are seen as appropriate for women in Buddhist society?</p> <ul style="list-style-type: none"> • Women following the teachings of Buddha, seeking enlightenment; Buddhist nuns; • Women with the same rights and roles as men. 	[2]
13(c)	<p>What do Buddhists teach about equality?</p> <ul style="list-style-type: none"> • Buddhist teachings available to everyone; • Teachings and example of the Buddha; • Laws of karma and rebirth. 	[3]
13(d)	<p>Explain Buddhist attitudes towards other religions.</p> <p>Candidates may include explanation of:</p> <ul style="list-style-type: none"> • Buddhism as a religion without a god or prescribed route to salvation; the implications of this for interfaith relations; • The Buddha teaching different methods/approaches to different people; • Inter-faith, missionary and outreach work. 	[6]
13(e)	<p>'Some people are more valuable than others'.</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer.</p> <p>Candidates may respond with:</p> <ul style="list-style-type: none"> • The example of the Buddha; • The cycle of rebirth; • Scriptural teachings about equality; • Karuna; • Justifications for not treating people equally. 	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]

Religion, Poverty and Wealth		
Section C		
Question Number	Answer	Max Mark
	Christianity	
14(a)	<p>What is meant by 'prejudice'?</p> <p>Judging someone based on external factors, before you know anything else about them.</p>	[1]
14(b)	<p>What roles are seen as appropriate for women in Christian society?</p> <ul style="list-style-type: none"> • Women and men as companions and helpers for one another; traditional family roles for women; • Liberal Christianity and women in the same roles as men; • Women as priests. 	[2]
14(c)	<p>What do Christians teach about equality?</p> <ul style="list-style-type: none"> • All human beings made in the image of God; • Agape and the love of God for all people; • Biblical teachings about equality; • Examples of Christians campaigning for equality. 	[3]
14(d)	<p>Explain Christian attitudes towards other religions.</p> <p>Candidates may include explanation of:</p> <ul style="list-style-type: none"> • Evangelism and seeking converts; • Christianity as the one true faith; • Inter-faith work and the ecumenical movement; • Missionary and outreach work. 	[6]
14(e)	<p>'Some people are more valuable than others'</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</p> <p>Candidates may respond with:</p> <ul style="list-style-type: none"> • The example of Christ in valuing people equally; • Agape and the love of God for all people; • Biblical teachings about equality; • Justifications for not treating people equally. 	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]

Prejudice and Equality		
Section C		
Question Number	Answer	Max Mark
	Hinduism	
15(a)	<p>What is meant by 'prejudice'?</p> <p>Judging someone based on external factors, before you know anything else about them.</p>	[1]
15(b)	<p>What roles are seen as appropriate for women in Hindu society?</p> <ul style="list-style-type: none"> • The dharma of women; • The example of Sita; • Marriage and children. 	[2]
15(c)	<p>What do Hindus teach about varna?</p> <ul style="list-style-type: none"> • The Varna system, and the divisions built into Hindu society; • The cycle of rebirth and opportunity to move up through the varnas. 	[3]
15(d)	<p>Explain Hindu attitudes towards other religions.</p> <p>Candidates may include explanation of:</p> <ul style="list-style-type: none"> • Religious pluralism and different paths to the divine; • Acceptance and tolerance of different beliefs within Hinduism; • Tensions between Hinduism and other religions; most likely Islam. 	[6]
15(e)	<p>'Some people are more valuable than others'.</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Hinduism in your answer.</p> <p>Candidates may respond with:</p> <ul style="list-style-type: none"> • The Varna system and the cycle of rebirth; • The nature of atman; • Ashrama and the relative value of the different stages; • Justifications for not treating people equally. 	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]


Prejudice and Equality		
Section C		
Question Number	Answer	Max Mark
	Islam	
16(a)	<p>What is meant by 'prejudice'?</p> <p>Judging someone based on external factors, before you know anything else about them.</p>	[1]
16(b)	<p>What roles are seen as appropriate for women in Muslim society?</p> <ul style="list-style-type: none"> • Women as wives and mothers; • Rights to work, run businesses, own property. 	[2]
16(c)	<p>What do Muslims teach about equality?</p> <ul style="list-style-type: none"> • All human beings made in the image of Allah; • The love of Allah for all human beings; • Scriptural teachings about equality. 	[3]
16(d)	<p>Explain Muslim attitudes towards other religions.</p> <p>Candidates may include explanation that:</p> <ul style="list-style-type: none"> • Fitrah and reverting to Islam; • Islam as the one true faith and the duty to lead others to it; • Missionary and outreach work. 	[6]
16(e)	<p>'Some people are more valuable than others'.</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 respond with:</p> <ul style="list-style-type: none"> • The love of Allah for all people; • The example of Muhammad ﷺ; • Scriptural teachings about equality; • Justifications for not treating people equally. 	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]


Prejudice and Equality		
Section C		
Question Number	Answer	Max Mark
	Judaism	
17(a)	<p>What is meant by 'prejudice'?</p> <p>Judging someone based on external factors, before you know anything else about them.</p>	[1]
17(b)	<p>What roles are seen as appropriate for women in Jewish society?</p> <ul style="list-style-type: none"> • Traditional roles and duties within the family; wives and mothers; • Progressive Judaism and women fulfilling same roles as men. 	[2]
17(c)	<p>What do Jews teach about equality?</p> <ul style="list-style-type: none"> • Jews as the 'chosen people'; • Scriptural teachings about treatment of others; • The Golden Rule of Rabbi Hillel. 	[3]
17(d)	<p>Explain Jewish attitudes towards other religions.</p> <p>Candidates may include explanation of:</p> <ul style="list-style-type: none"> • The meaning and significance of the covenant and the Jews as G-d's chosen people; • The Noachide code and freedom of worship; • Judaism and conversion; discouraging conversion and the role of the Beth Din. 	[6]
17(e)	<p>'Some people are more valuable than others'.</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</p> <p>Candidates may respond with:</p> <ul style="list-style-type: none"> • The love of G-d for all people; • The Jews as G-d's chosen people; • Scriptural teachings about equality; • Justifications for not treating people equally. 	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]

Prejudice and Equality		
Section C		
Question Number	Answer	Max Mark
	Sikhism	
18(a)	<p>What is meant by 'prejudice'?</p> <p>Judging someone based on external factors, before you know anything else about them.</p>	[1]
18(b)	<p>What roles are seen as appropriate for women in Sikh society?</p> <ul style="list-style-type: none"> • Women as part of the Khalsa; women in the same roles as men; • Roles within the family. 	[2]
18(c)	<p>What do Sikhs teach about equality?</p> <ul style="list-style-type: none"> • Sikhism founded with principles of equality – removal of the caste system; • Teachings of the Gurus; • The langar and the symbolism of eating together. 	[3]
18(d)	<p>Explain Sikh attitudes towards other religions.</p> <p>Candidates answers may include explanation of:</p> <ul style="list-style-type: none"> • Inclusion of non-Sikh scripture in the Guru Granth Sahib Ji; • Religious freedom and the teachings of the Gurus; • Missionary work and conversion. 	[6]
18(e)	<p>'Some people are more valuable than others'.</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Sikhism in your answer.</p> <p>Candidates may respond with:</p> <ul style="list-style-type: none"> • Sikh teachings on the Varna system; • The cycle of rebirth; • The Khalsa; • Teachings of the Gurus; • Justifications for not treating people equally. 	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]
Paper Total:		[51]

Assessment Objectives Grid (includes QWC)

All questions have the same AOs.

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

* 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.

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