

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

General Certificate of Secondary Education

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

**Mark Scheme for January 2013**

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

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

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

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## Subject-specific Marking Instructions

### General points

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

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

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

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

### Specific points

Half marks must never be used.

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

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

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

AO1 Weak, Satisfactory, Good

AO2 Weak, Limited, Competent, Good

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

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

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

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

### Written communication, Spelling, Punctuation and Grammar

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

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

The following points should be remembered:

- answers are placed in the appropriate level according to the RS assessment objectives, 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>High performance 3 marks</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>Intermediate performance 2 marks</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>Threshold performance 1 mark</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

<b>Level 3</b> <b>5-6</b>	<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/depth of relevant material.</li> <li>• The information will be presented in a structured format</li> <li>• There will be significant, appropriate and correct use of specialist terms.</li> <li>• There will be few if any errors in spelling, grammar and punctuation</li> </ul>
<b>Level 2</b> <b>3-4</b>	<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>
<b>Level 1</b> <b>1-2</b>	<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>
<b>Level 0</b> <b>0</b>	<p><b>No evidence submitted or response does not address the question.</b></p>

## AO2 part (e) question

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

Question		Answer	Marks	Guidance
1	(a)	<p><b>What is meant by the term 'criminal'?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Someone who has broken the law</li> <li>• Someone who has been found guilty in a law court</li> <li>• Someone whose livelihood is illegal</li> <li>• Someone who has committed a crime.</li> </ul> <p>1 mark for response.</p>	1	<p>Responses must include the concept of breaking the law specifically. Responses such as 'someone who has done something wrong' are not sufficient.</p> <p>Accept someone who breaks Sharia law, we have not specified a country here and there are places in the world where this would make you a criminal.</p>
	(b)	<p><b>State two ways in which Buddhists might work for social justice.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Taking part in campaigns</li> <li>• Petitions</li> <li>• Demonstrations</li> <li>• Setting a good example</li> <li>• Following Buddhist teachings (eg on ahimsa)</li> <li>• Civil Disobedience</li> <li>• Giving to charities</li> <li>• Joining organisations such as Amnesty International</li> <li>• Helping people who are the victims of social injustice in a practical way (examples may be given)</li> <li>• Standing for Parliament in order to be able to change society.</li> </ul> <p>1 mark for each response.</p>	2	

Question	Answer	Marks	Guidance
(c)	<p><b>Describe one attitude Buddhists might have towards war.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• They might believe that all war is wrong because of scriptural teaching and so refuse to take part</li> <li>• They might bring pressure on the government to stop it</li> <li>• They might be prepared to take part as non-combatants</li> <li>• They might fight in the war under some circumstances, if they believe it to be moral or justified</li> <li>• They might wish to help people that have been harmed by the war, for example through relief aid.</li> </ul> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	
(d)	<p><b>Explain why Buddhists might be against capital punishment.</b></p> <p>Examiners should mark according to the AO1 descriptors. Candidates might consider some of the following:</p> <p>Candidates might suggest that most, if not all Buddhists would be opposed to capital punishment as it does not show compassion (metta) and is against the First Principle which prohibits the harming of others. They might suggest that it encourages anger which is one of the Three Poisons and might therefore make it harder to achieve enlightenment. They might suggest that only by allowing a prisoner to live is it possible that they might realise the truth and be able to reform and perhaps even find enlightenment (examples of this might be given from Buddhist Scriptures. Candidates might also suggest that even the possibility of an innocent person being wrongly executed should be enough to prove that capital punishment is wrong. They might suggest that capital punishment does not work as a deterrent in society and so serves no purpose other than to make society more violent and less compassionate in outlook.</p>	6	

Question	Answer	Marks	Guidance
(e)	<p><b>'Buddhists should not want to punish people.'</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></p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates might suggest that punishment encourages anger which is detrimental to the person who feels it. They might point out that anger is one of the Three Poisons and can lead to tanha and dukkha. Arguably punishment also goes against the First Precept and for some might go against the Noble Eightfold Path (although others might debate this, claiming that legal proportionate punishment actually constitutes Right Action). For these reasons it might make it more difficult for a person to attain enlightenment. In contrast to this, however, they may suggest that punishment by the state actually reduces anger and resentment since victims feel that justice has been done, and for this reason they might feel that punishment is a good thing.</p> <p>Some might suggest that punishment does not show compassion (metta) although others might debate this, suggesting that allowing someone the possibility of reform is actually a compassionate thing to do.</p> <p>Candidates might debate the usefulness of punishment and might suggest, with examples, that some forms of punishment are more effective and/or compassionate than others. Candidates are likely to consider what would happen if there was no state punishment. Some may conclude that there would be chaos and that society would be unsustainable while others might feel that the law of kamma would ensure that justice was maintained.</p> <p>Candidates might move the debate away from whether punishment is a good thing and might concentrate on whether Buddhists should want to use it regardless of its usefulness.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 2.	3	

Question		Answer	Marks	Guidance
2	(a)	<p><b>What is meant by the term 'criminal'?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Someone who has broken the law</li> <li>• Someone who has been found guilty in a law court</li> <li>• Someone whose livelihood is illegal</li> <li>• Someone who has committed a crime.</li> </ul> <p>1 mark for response.</p>	1	<p>Responses must include the concept of breaking the law specifically. Responses such as 'someone who has done something wrong' are not sufficient.</p> <p>Accept someone who breaks Sharia law, we have not specified a country here and there are places in the world where this would make you a criminal.</p>
	(b)	<p><b>State two ways in which Christians might work for social justice.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Taking part in campaigns</li> <li>• Petitions</li> <li>• Demonstrations</li> <li>• Setting a good example</li> <li>• Following Christian teachings (eg The Sermon on the Mount)</li> <li>• Civil Disobedience</li> <li>• Giving to charities</li> <li>• Joining organisations such as Amnesty International</li> <li>• Helping people who are the victims of social injustice in a practical way (examples may be given)</li> <li>• Standing for Parliament in order to be able to change society.</li> </ul> <p>1 mark for each response.</p>	2	

Question	Answer	Marks	Guidance
(c)	<p><b>Describe one attitude Christians might have towards war.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• They might believe that war is always wrong because of Biblical teaching and so refuse to take part</li> <li>• They might bring pressure on the government to stop it</li> <li>• They might be prepared to take part as non-combatants</li> <li>• They might fight in the war under some circumstances, if they consider it to be moral or justified</li> <li>• They might consider whether it fulfils the conditions of Just War Theory</li> <li>• They might wish to help people that have been harmed by the war, for example through relief work.</li> </ul> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	

Question	Answer	Marks	Guidance
(d)	<p><b>Explain why Christians might be against capital punishment.</b></p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Capital punishment is the taking of a life by the state as a punishment for a crime. Candidates might suggest that many Christians would be opposed to capital punishment as it goes against the teachings of Jesus about judgement and forgiveness (examples of these teachings may be given). They might suggest that only God has the authority or the knowledge to judge fairly and that all sin deserves death so we all rely on the mercy of God. They might suggest that criminals should be given the opportunity to reform so that they might have a chance of salvation. Candidates might also suggest that even the possibility of an innocent person being wrongly executed should be enough to prove that capital punishment is wrong. They might suggest that capital punishment does not work as a deterrent in society and so serves no purpose other than to make society more violent and less compassionate in outlook. They might also consider that at the heart of Christian teaching is the concept of agape, and that capital punishment cannot be reconciled with this.</p>	6	

Question	Answer	Marks	Guidance
(e)	<p><b>‘Christians should not want to punish people.’</b>  <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</b></p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates might suggest that punishment encourages anger which is detrimental to the person who feels it. They might point out that anger not a helpful emotion and leads to people harbouring resentment. This goes against the teachings of Jesus about forgiveness and love. Allowing these feelings to take control could make it very difficult for someone to lead a Christian life and ultimately reach heaven.</p> <p>Some might suggest that punishment does not show compassion and love although others might debate this, suggesting that allowing someone the possibility of reform is actually a compassionate thing to do.</p> <p>Candidates might debate the usefulness of punishment and might suggest, with examples, that some forms of punishment are more effective and/or compassionate than others. Candidates are likely to consider what would happen if there was no state punishment. Some may conclude that there would be chaos and that society would be unsustainable while others might feel that divine justice would ensure that order was maintained.</p> <p>Candidates might move the debate away from whether punishment is a good thing and might concentrate on whether Christians should want to use it regardless of its usefulness.</p> <p>Some might discuss the fact that punishments are given in the Old Testament and so that they should have a place in a Christian state. They may, however, go on to add that many Christians believe that the message of love and forgiveness in the New Testament has superseded the legalism of the Old Testament, although some could make the point that Jesus claimed he had not come to change the Law.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 2.	3	

Question		Answer	Marks	Guidance
3	(a)	<p><b>What is meant by the term 'criminal'?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Someone who has broken the law</li> <li>• Someone who has been found guilty in a law court</li> <li>• Someone whose livelihood is illegal</li> <li>• Someone who has committed a crime.</li> </ul> <p>1 mark for response.</p>	1	<p>Responses must include the concept of breaking the law specifically. Responses such as 'someone who has done something wrong' are not sufficient.</p> <p>Accept someone who breaks Sharia law, we have not specified a country here and there are places in the world where this would make you a criminal.</p>
	(b)	<p><b>State two ways in which Hindus might work for social justice.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Taking part in campaigns</li> <li>• Petitions</li> <li>• Demonstrations</li> <li>• Setting a good example</li> <li>• Following Hindu teachings (eg on ahimsa)</li> <li>• Civil Disobedience</li> <li>• Giving to charities</li> <li>• Joining organisations such as Amnesty International</li> <li>• Helping people who are the victims of social injustice in a practical way (examples may be given)</li> <li>• Standing for Parliament in order to be able to change society.</li> </ul> <p>1 mark for each response.</p>	2	

Question	Answer	Marks	Guidance
(c)	<p><b>Describe one attitude Hindus might have towards war.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• They might believe that war is always wrong because of scriptural teaching and so refuse to take part</li> <li>• They may believe that all violence is wrong because of the principle of ahimsa, and so refuse to take part</li> <li>• They might bring pressure on the government to stop it</li> <li>• They might be prepared to take part as non-combatants</li> <li>• They might fight in the war under some circumstances, if they consider it to be moral or justified</li> <li>• They might consider whether their dharma requires them to participate in a particular war</li> <li>• They might wish to help people that have been harmed by the war, for example through relief work.</li> </ul> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	

Question	Answer	Marks	Guidance
(d)	<p><b>Explain why Hindus might be against capital punishment.</b></p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Capital punishment is the taking of a life by the state as a punishment for a crime. Candidates might suggest that many Hindus would be opposed to capital punishment as it is not in accordance with the teaching of ahimsa. They might argue that it encourages anger which could result in bad karma. Hindus who seek moksha should cultivate detachment and capital punishment does not sit well with this. Candidates might also suggest that even the possibility of an innocent person being wrongly executed should be enough to prove that capital punishment is wrong. They might suggest that capital punishment does not work as a deterrent in society and so serves no purpose other than to make society more violent and less compassionate in outlook.</p>	6	

Question	Answer	Marks	Guidance
(e)	<p><b>‘Hindus should not want to punish people.’</b>  <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Hinduism in your answer.</b></p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates might suggest that punishment encourages anger which is detrimental to the person who feels it. They might point out that anger leads to inner turmoil which can hinder detachment and make it harder for a person to reach moksha. Some may claim that punishment is the same as harming someone which goes against the principle of ahimsa (although others might debate this, claiming that legal proportionate punishment actually constitutes a good and compassionate action). In contrast to this, however, they may suggest that punishment by the state actually reduces anger and resentment since victims feel that justice has been done, and for this reason they might feel that punishment is a good thing.</p> <p>Some might suggest that punishment does not show compassion although others might debate this, suggesting that allowing someone the possibility of reform is actually a compassionate thing to do.</p> <p>Candidates might debate the usefulness of punishment and might suggest, with examples, that some forms of punishment are more effective and/or compassionate than others. Candidates are likely to consider what would happen if there was no state punishment. Some may conclude that there would be chaos and that society would be unsustainable while others might feel that the law of karma would ensure that justice was maintained.</p> <p>Candidates might move the debate away from whether punishment is a good thing and might concentrate on whether</p> <p>Hindus should want to use it regardless of its usefulness.</p> <p>Some might consider the role of the state in Hindu belief and might argue that administering punishment is part of the sacred duty (Raja dharma) of the state in order to maintain order and justice in society.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 2.	3	

Question		Answer	Marks	Guidance
4	(a)	<p><b>What is meant by the term 'criminal'?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Someone who has broken the law</li> <li>• Someone who has been found guilty in a law court</li> <li>• Someone whose livelihood is illegal</li> <li>• Someone who has committed a crime.</li> </ul> <p>1 mark for response.</p>	1	<p>Responses must include the concept of breaking the law specifically. Responses such as 'someone who has done something wrong' are not sufficient.</p> <p>Accept someone who breaks Sharia law, we have not specified a country here and there are places in the world where this would make you a criminal.</p>
	(b)	<p><b>State two ways in which Muslims might work for social justice.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Taking part in campaigns</li> <li>• Petitions</li> <li>• Demonstrations</li> <li>• Setting a good example</li> <li>• Following teachings of the Qur'an and Ahadith on social justice</li> <li>• Civil Disobedience</li> <li>• Giving to charities</li> <li>• Joining organisations such as Amnesty International</li> <li>• Helping people who are the victims of social injustice in a practical way (examples may be given)</li> <li>• Standing for Parliament in order to be able to change society.</li> </ul> <p>1 mark for each response.</p>	2	

Question	Answer	Marks	Guidance
(c)	<p><b>Describe one attitude Muslims might have towards war.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• They might believe that a particular war is wrong because of the teachings of the Qur'an and Ahadith and so refuse to take part</li> <li>• They might bring pressure on the government to stop it</li> <li>• They might be prepared to take part as non-combatants</li> <li>• They might fight in the war under some circumstances, if they consider it to be moral or justified</li> <li>• They might consider whether it fulfils the conditions of Lesser Jihad</li> <li>• They might wish to help people that have been harmed by the war, for example through relief work.</li> </ul> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	

Question	Answer	Marks	Guidance
(d)	<p><b>Explain why Muslims might be against capital punishment.</b></p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Some candidates might point out that while Shariah Law permits the death penalty for certain offences, the wronged parties are given the opportunity to accept financial restitution instead, or simply to forgive. While they are not required to do this, it is often seen as the more virtuous thing to do. This might suggest that while Allah permits capital punishment he would prefer people to show mercy and compassion and not to use it. Allah is 'merciful and compassionate' and Muslims should try to emulate this.</p> <p>Some might also point out that if a prisoner is not executed they may have the opportunity to reform and ultimately become a useful member of the Ummah and achieve paradise after death.</p> <p>Some candidates might suggest whilst capital punishment is acceptable in theory, the possibility of an innocent person being wrongly executed should be enough to prove that capital punishment should never be used in practice</p> <p>They might suggest that capital punishment does not work as a deterrent in society and so serves no purpose other than to make society more violent and less compassionate in outlook.</p>	6	

Question	Answer	Marks	Guidance
(e)	<p><b>‘Muslims should not want to punish people.’</b>  <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer.</b></p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates might suggest that punishment encourages anger which is detrimental to the person who feels it. They might point out that anger not a helpful emotion and leads to people harbouring resentment. This goes against the teachings of the Qur’an and Ahadith about forgiveness, mercy and compassion. Allowing these feelings to take control could make it very difficult for someone to lead an Islamic life and ultimately reach Paradise.</p> <p>Some might suggest that punishment does not show compassion and love although others might debate this, suggesting that allowing someone the possibility of reform is actually a compassionate thing to do.</p> <p>Candidates might debate the usefulness of punishment and might suggest, with examples, that some forms of punishment are more effective and/or compassionate than others. Candidates are likely to consider what would happen if there was no state punishment. Some may conclude that there would be chaos and that society would be unsustainable while others might feel that divine justice would ensure that order was maintained.</p> <p>Candidates might move the debate away from whether punishment is a good thing and might concentrate on whether Muslims should want to use it regardless of its usefulness. This may include a discussion of the fact that victims are allowed to waive the death penalty under Shariah Law and accept compensation, or indeed, forgive freely instead; and that doing this is widely regarded as a virtue.</p> <p>Some might discuss the fact that punishments are clearly laid out and required under Shariah Law and in the Qur’an and that they are therefore required by Allah</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 2.	3	

Question		Answer	Marks	Guidance
5	(a)	<p><b>What is meant by the term 'criminal'?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Someone who has broken the law</li> <li>• Someone who has been found guilty in a law court</li> <li>• Someone whose livelihood is illegal</li> <li>• Someone who has committed a crime.</li> </ul> <p>1 mark for response.</p>	1	<p>Responses must include the concept of breaking the law specifically. Responses such as 'someone who has done something wrong' are not sufficient.</p> <p>Accept someone who breaks Sharia law, we have not specified a country here and there are places in the world where this would make you a criminal.</p>
	(b)	<p><b>State two ways in which Jews might work for social justice.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Taking part in campaigns</li> <li>• Petitions</li> <li>• Demonstrations</li> <li>• Setting a good example</li> <li>• Following the teachings of Jewish scripture on social justice (eg Amos)</li> <li>• Civil Disobedience</li> <li>• Giving to charities</li> <li>• Joining organisations such as Amnesty International</li> <li>• Helping people who are the victims of social injustice in a practical way (examples may be given)</li> <li>• Standing for Parliament in order to be able to change society.</li> </ul> <p>1 mark for each response.</p>	2	

Question	Answer	Marks	Guidance
(c)	<p><b>Describe one attitude Jews might have towards war.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• They might believe that a particular war is wrong because of scriptural teaching and so refuse to take part</li> <li>• They might bring pressure on the government to stop it</li> <li>• They might be prepared to take part as non-combatants</li> <li>• They might fight in the war under some circumstances, if they consider it to be moral or justified</li> <li>• They might consider whether it fulfils the conditions of obligatory war</li> <li>• They might wish to help people that have been harmed by the war, for example through relief work.</li> </ul> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	

Question	Answer	Marks	Guidance
(d)	<p><b>Explain why Jews might be against capital punishment.</b></p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Although the Jewish scriptures sanction the use of capital punishment, some might point out that more liberal Jews believe that the scriptures were written in a different time and place and for a very different society and that we should not necessarily apply the ethics of ancient times to modern societies. They might suggest that there are better forms of punishment than the death sentence and that Jews should apply the concept that G-d is merciful, loving and forgiving. Some might also point out that if a prisoner is not executed they may have the opportunity to reform and ultimately become a useful member of society.</p> <p>Candidates might also suggest that the possibility of an innocent person being wrongly executed should be enough to prove that capital punishment is wrong</p> <p>They might suggest that capital punishment does not work as a deterrent in society and so serves no purpose other than to make society more violent and less compassionate in outlook.</p>	6	

Question	Answer	Marks	Guidance
(e)	<p><b>‘Jews should not want to punish people.’</b>  <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</b></p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates might suggest that punishment encourages anger which is detrimental to the person who feels it. They might point out that anger not a helpful emotion and leads to people harbouring resentment. This goes against the teachings of the Bible, and particularly the Minor Prophets. Allowing these feelings to take control could make it very difficult for someone to lead a good Jewish life and ultimately reach Paradise.</p> <p>Some might suggest that punishment does not show compassion and love although others might debate this, suggesting that allowing someone the possibility of reform is actually a compassionate thing to do.</p> <p>Candidates might debate the usefulness of punishment and might suggest, with examples, that some forms of punishment are more effective and/or compassionate than others. Candidates are likely to consider what would happen if there was no state punishment. Some may conclude that there would be chaos and that society would be unsustainable while others might feel that divine justice would ensure that order was maintained.</p> <p>Candidates might move the debate away from whether punishment is a good thing and might concentrate on whether Jews should want to use it regardless of its usefulness.</p> <p>Some might discuss the fact that punishments are given in the Jewish Scriptures and so that they should have a place in a Jewish state. They may go on, however, to consider that Liberal Jews might believe that the Laws were written for a different time and place and that the message of G-d as merciful and forgiving should be applied to modern decisions rather than the legalism of the Torah. Others might take the orthodox view that the Torah cannot be changed and that the will of G-d for society should be followed.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 2.	3	

Question		Answer	Marks	Guidance
6	(a)	<p><b>What is meant by the term 'criminal'?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Someone who has broken the law</li> <li>• Someone who has been found guilty in a law court</li> <li>• Someone whose livelihood is illegal</li> <li>• Someone who has committed a crime.</li> </ul> <p>1 mark for response.</p>	1	<p>Responses must include the concept of breaking the law specifically. Responses such as 'someone who has done something wrong' are not sufficient.</p> <p>Accept someone who breaks Sharia law, we have not specified a country here and there are places in the world where this would make you a criminal.</p>
	(b)	<p><b>State two ways in which Sikhs might work for social justice.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Taking part in campaigns</li> <li>• Petitions</li> <li>• Demonstrations</li> <li>• Setting a good example</li> <li>• Following Sikh teachings (eg on sewa and defending the vulnerable)</li> <li>• Civil Disobedience</li> <li>• Giving to charities</li> <li>• Joining organisations such as Amnesty International</li> <li>• Helping people who are the victims of social injustice in a practical way (examples may be given)</li> <li>• Standing for Parliament in order to be able to change society.</li> </ul> <p>1 mark for each response.</p>	2	

Question	Answer	Marks	Guidance
(c)	<p><b>Describe one attitude Sikhs might have towards war.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• They might believe that a particular war is wrong because of scriptural teaching and so refuse to take part</li> <li>• They might bring pressure on the government to stop it</li> <li>• They might be prepared to take part as non-combatants</li> <li>• They might fight in the war under some circumstances, if they consider it to be moral or justified</li> <li>• They might consider whether the war fulfils the requirements of Dharam Yudh</li> <li>• They might consider that it is their duty as a member of the Khalsa to participate in a particular war</li> <li>• They might wish to help people that have been harmed by the war, for example through relief work.</li> </ul> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	

Question	Answer	Marks	Guidance
(d)	<p><b>Explain why Sikhs might be against capital punishment.</b></p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Capital punishment is the taking of a life by the state as a punishment for a crime. Candidates might suggest that many Sikhs would be opposed to capital punishment as it goes against the idea of the compassion and mercy of Waheguru. They might suggest that punishment should allow the possibility of penitence and reform. Some might point out that Sikhs claim that when there was a Sikh Maharaja (Ranjit Singh), not one of his subjects was executed. They might see this as evidence that it is possible to rule justly and well without the use of capital punishment. Candidates might also suggest that the possibility of an innocent person being wrongly executed should be enough to prove that capital punishment is wrong.</p> <p>They might suggest that capital punishment does not work as a deterrent in society and so serves no purpose other than to make society more violent and less compassionate in outlook.</p>	6	

Question	Answer	Marks	Guidance
(e)	<p><b>‘Sikhs should not want to punish people.’</b>  <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Sikhism in your answer.</b></p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates might suggest that punishment encourages anger which is detrimental to the person who feels it. They might point out that anger leads to inner turmoil which can hinder detachment and make it harder for a person to reach mukti. Some may claim that punishment is the same as harming someone (although others might debate this, claiming that punishment legal proportionate punishment actually constitutes a good and compassionate action). In contrast to this, however, they may suggest that punishment by the state actually reduces anger and resentment since victims feel that justice has been done, and for this reason they might feel that punishment is a good thing.</p> <p>Some might suggest that punishment does not show compassion although others might debate this, suggesting that allowing someone the possibility of reform is actually a compassionate thing to do.</p> <p>Candidates might debate the usefulness of punishment and might suggest, with examples, that some forms of punishment are more effective and/or compassionate than others. Candidates are likely to consider what would happen if there was no state punishment. Some may conclude that there would be chaos and that society would be unsustainable while others might feel that the law of karma would ensure that justice was maintained.</p> <p>Candidates might move the debate away from whether punishment is a good thing and might concentrate on whether Sikhs should want to use it regardless of its usefulness.</p> <p>Some might consider the role of the state in Sikh belief and might argue that administering punishment is part of the sacred duty of the state in order to maintain order and justice in society, and to defend those who are unable to defend themselves.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 2.	3	

Question		Answer	Marks	Guidance
7	(a)	<p><b>What is meant by the term 'equality'?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• One thing being the same as another</li> <li>• Treating all people the same regardless of their differences</li> <li>• All people having the same value or worth.</li> </ul> <p>1 mark for response.</p>	1	
	(b)	<p><b>Give two examples of inequality.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Treating people differently because of their colour, gender, sexuality, age, race or religion</li> <li>• Employment laws which discriminate</li> <li>• Paying different people different wages for the same job</li> <li>• Islamophobia</li> <li>• The law being applied differently to different people</li> <li>• Poorer people not having access to justice.</li> </ul> <p>1 mark for each response.</p>	2	Generic answers such as racism, sexism, ageism and homophobia and should be credited.

Question	Answer	Marks	Guidance
(c)	<p><b>Describe what Buddhists might believe about reconciliation.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Reconciliation is the coming together in friendship of individuals or groups after conflict</li> <li>• Reconciliation is desirable and should always be sought</li> <li>• It helps to overcome anger (one of the three poisons) which can make it harder to reach enlightenment</li> <li>• It is a skilful action</li> <li>• It is in keeping with Buddhist ethical teachings such as the Noble Eightfold Path and the Five Precepts</li> <li>• It encourages compassion (metta)</li> <li>• It reduces the amount of suffering in the world and for the individual.</li> </ul> <p>Marks should be awarded for any combination of statements, development and exemplification.</p>	3	

Question	Answer	Marks	Guidance
(d)	<p><b>Explain Buddhist beliefs about racism.</b></p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Racism is discriminating against a group or an individual because of their colour or ethnicity.</p> <p>Candidates might suggest that Buddhists would be opposed to racism because it makes no sense. If there is no creator God then it is nonsense to suggest that one group has been created better than, or chosen over another. Furthermore, racism goes against many Buddhist teachings such as the Five Precepts and the Noble Eightfold Path, especially with regard to Right Speech and Right Action. Racism does not cultivate compassion (metta) and does not help on the quest for Nibbana or enlightenment.</p> <p>Candidates might further point out that since Buddhism is preached and practised in all countries and by all ethnicities racism would be ridiculous.</p>	6	Candidates who define racism but do not add any further explanation or development cannot progress beyond level 1

Question	Answer	Marks	Guidance
(e)	<p><b>'Women have the most important role in Buddhist society.'</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></p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates might argue that as women are mothers and are responsible for the upbringing and education of the young their role in society is vital and fundamental. There is no role more important than that of mother. Because of this they might agree with the statement. It could also be argued that women have a vital role in the religious life of the family and in running a household. Women therefore underpin society even if their role is not always as visible or obvious as that of men. Candidates might consider the traditional and cultural gender roles in the societies where Buddhism was developed, in which men are given a far bigger role than women. Men are considered to be the head of a family and are usually the ones to undertake spiritual quests or teaching. There is no political role for women in society. They may suggest that Buddhist Scriptures uphold these roles since the Buddha allowed less freedom to nuns than to monks. They might also suggest that while genders have no absolute reality the traditional gender roles are useful for the smooth running of society and should be adhered to. Some may point out that since gender has no absolute reality or worth and is, to some extent 'maya' or illusion the question of gender roles is irrelevant.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 2.	3	

Question		Answer	Marks	Guidance
8	(a)	<p><b>What is meant by the term 'equality'?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• One thing being the same as another</li> <li>• Treating all people the same regardless of their differences</li> <li>• All people having the same value or worth.</li> </ul> <p>1 mark for response.</p>	1	Accept any accurate response.
	(b)	<p><b>Give two examples of inequality.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Treating people differently because of their colour, gender, sexuality, age, race or religion</li> <li>• Employment laws which discriminate</li> <li>• Paying different people different wages for the same job</li> <li>• Islamophobia</li> <li>• The law being applied differently to different people</li> <li>• Poorer people not having access to justice.</li> </ul> <p>1 mark for each response.</p>	2	Generic answers such as racism, sexism, ageism and homophobia and should be credited.

Question	Answer	Marks	Guidance
(c)	<p><b>Describe what Christians might believe about reconciliation.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Reconciliation is the coming together in friendship of individuals or groups after conflict</li> <li>• For some Christians the Sacrament of Reconciliation allows them to restore their relationship with God through confession and absolution</li> <li>• Reconciliation is desirable and should always be sought</li> <li>• It helps to overcome anger and encourage forgiveness</li> <li>• Reconciliation is a pre-requisite for divine forgiveness</li> <li>• It is in accordance with the teachings of Jesus</li> <li>• It encourages compassion and love, two of the fundamental tenets of Christianity</li> <li>• It reduces the amount of suffering in the world and for the individual</li> <li>• Examples of Christian organisations and communities designed to encourage reconciliation may be given.</li> </ul> <p>Marks should be awarded for any combination of statements, development and exemplification.</p>	3	

Question	Answer	Marks	Guidance
(d)	<p><b>Explain Christian beliefs about racism.</b></p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Racism is discriminating against a group or an individual because of their colour or ethnicity.</p> <p>Candidates might suggest that Christians would be opposed to racism on the grounds that it contradicts the teachings of the New Testament and the idea that all are created by God. They might refer to the work of Martin Luther King in combating racism and the reasons why he believed it was the right thing to do even if it meant he lost his life. Examples of Biblical teachings applicable to racism might be given.</p> <p>Some candidates might point out that a minority of Christians supported racism through the White Supremacy Movement in America and where the reasons and beliefs supporting this are correctly given they should be credited.</p>	6	Candidates who define racism but do not add any further explanation or development cannot progress beyond level 1

Question	Answer	Marks	Guidance
(e)	<p><b>'Women have the most important role in Christian society.'</b>  <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</b></p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates might consider various Biblical teachings about the status and role of women and might discuss the fact that teachings are contradictory. They might consider the fact that Liberal and Literalist Christians might differ in the ways in which they make use of Biblical teaching as well as in the teachings they choose to use. Literalist Christians will claim that the Bible reflects the unchanging word of God and therefore that different gender roles in the Bible should be continued into modern society. More liberal Christians will claim that the Bible was written for a very different society and that gender roles have and should evolve with time. Examples of Biblical teachings may be given in support of either side of the argument, along with a consideration of the way in which Jesus treated women. Candidates may consider that God gave Eve the role of 'helper' which to some implies a secondary and less important role.</p> <p>Candidates might argue that as women are mothers and are responsible for the upbringing and education of the young their role in society is vital and fundamental. There is no role more important than that of mother. Because of this they might agree with the statement. It could also be argued that women have a vital role in the religious life of the family and in running a household. It is often women who play a huge role in the life of a church even where they are barred from the ministry. Women therefore underpin society even if their role is not always as visible or obvious as that of men.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 2.	3	

Question		Answer	Marks	Guidance
9	(a)	<p><b>What is meant by the term 'equality'?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• One thing being the same as another</li> <li>• Treating all people the same regardless of their differences</li> <li>• All people having the same value or worth.</li> </ul> <p>1 mark for response.</p>	1	Accept any accurate response.
	(b)	<p><b>Give two examples of inequality.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Treating people differently because of their colour, gender, sexuality, age, race or religion</li> <li>• Employment laws which discriminate</li> <li>• Paying different people different wages for the same job</li> <li>• Islamophobia</li> <li>• The law being applied differently to different people</li> <li>• Poorer people not having access to justice.</li> </ul> <p>1 mark for each response.</p>	2	Generic answers such as racism, sexism, ageism and homophobia and should be credited.

Question	Answer	Marks	Guidance
(c)	<p><b>Describe what Hindus might believe about reconciliation.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Reconciliation is the coming together in friendship of individuals or groups after conflict</li> <li>• Reconciliation is desirable and should always be sought</li> <li>• It helps to overcome anger and encourage ahimsa</li> <li>• Since we are all parts of Brahman there should be no barrier to reconciliation</li> <li>• It is in accordance with some scriptural teachings</li> <li>• It encourages compassion and love,</li> <li>• It reduces the amount of suffering in the world and for the individual.</li> </ul> <p>Marks should be awarded for any combination of statements, development and exemplification.</p>	3	
(d)	<p><b>Explain Hindu beliefs about racism.</b></p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Racism is discriminating against a group or an individual because of their colour or ethnicity.</p> <p>Candidates might suggest that Hindus would be opposed to racism as many believe that all living things are in reality a part of the single entity Brahman. This would mean that all apparent differences such as gender, varna and race are illusion (maya) that must be overcome in order to reach moksha. Racism is therefore not only ridiculous but also harmful to the person holding the racist views.</p> <p>Other candidates might point out that some Hindus, particularly in rural India, place non-Indians outside the varna system and might suggest that this could be considered racist. Candidates may consider the impact that racism might have on a person's karma and on their journey towards moksha.</p>	6	Candidates who define racism but do not add any further explanation or development cannot progress beyond level 1

Question	Answer	Marks	Guidance
(e)	<p><b>‘Women have the most important role in Hindu society.’</b>  <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Hinduism in your answer.</b></p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates might consider the traditional ‘supporting’ roles attributed to the genders in Hindu scripture, especially in the epics (examples may be given) and in the Laws of Manu. They might site this as evidence that God/ the gods intended men and women to have different roles with men being more important. They may discuss dharma as it applies to men and women. However, they might argue that since all living beings are actually a part of Brahman, all external differences such as race, varna or gender are actually maya or illusion that must be overcome in order to reach moksha. In Hindu scriptures, women occasionally assume the role of a sannyassin or renunciate and teach others. This would suggest that gender roles are not actually important and might be harmful. They may go on to suggest, however, that while gender has no absolute value it does have value in day to day life and in society. They might argue that men and women are physically and psychologically suited to different role and so have different dharmas. They might suggest that to go against traditional gender roles and attribute too much importance to women is to go against the divinely established order.</p> <p>Candidates might argue that as women are mothers and are responsible for the upbringing and education of the young their role in society is vital and fundamental. There is no role more important than that of mother. Because of this they might agree with the statement. It could also be argued that women have a vital role in the religious life of the family and in running a household. Women therefore underpin society even if their role is not always as visible or obvious as that of men.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 2.	3	

Question		Answer	Marks	Guidance
10	(a)	<p><b>What is meant by the term 'equality'?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• One thing being the same as another</li> <li>• Treating all people the same regardless of their differences</li> <li>• All people having the same value or worth.</li> </ul> <p>1 mark for response.</p>	1	
	(b)	<p><b>Give two examples of inequality.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Treating people differently because of their colour, gender, sexuality, age, race or religion</li> <li>• Employment laws which discriminate</li> <li>• Paying different people different wages for the same job</li> <li>• Islamophobia</li> <li>• The law being applied differently to different people</li> <li>• Poorer people not having access to justice.</li> </ul> <p>1 mark for each response.</p>	2	Generic answers such as racism, sexism, ageism and homophobia and should be credited.

Question	Answer	Marks	Guidance
(c)	<p><b>Describe what Muslims might believe about reconciliation.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Reconciliation is the coming together in friendship of individuals or groups after conflict</li> <li>• Reconciliation is desirable and should always be sought</li> <li>• It helps to overcome anger and encourage forgiveness</li> <li>• Reconciliation is a pre-requisite for divine forgiveness</li> <li>• It is in accordance with the teachings of the Qur'an and the Ahadith</li> <li>• Allah is compassionate and merciful so Muslims should be</li> <li>• It reduces the amount of suffering in the world and for the individual</li> <li>• Examples of Islamic organisations and communities designed to encourage reconciliation may be given.</li> </ul> <p>Marks should be awarded for any combination of statements, development and exemplification.</p>	3	
(d)	<p><b>Explain Muslim beliefs about racism.</b></p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Racism is discriminating against a group or an individual because of their colour or ethnicity.</p> <p>Candidates might suggest that Muslims might be opposed to racism as it directly contradicts the teachings of the Qur'an which state that Allah deliberately created people different, but of equal worth (like the teeth of a comb). They might discuss the concept of the Ummah or Islamic community which is made up of all races and peoples. They might suggest that Allah will judge someone who holds racist views. Various examples of teachings from the Qur'an and Ahadith supporting this view may be given.</p>	6	Candidates who define racism but do not add any further explanation or development cannot progress beyond level 1

Question	Answer	Marks	Guidance
(e)	<p><b>'Women have the most important role in Muslim society.'</b>  <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer.</b></p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates might consider various teachings from the Qur'an and Ahadith about the status and role of women. They might consider the fact that Islam gives a great deal of status to women and does not prevent them from taking on roles in business and commerce as long as they fulfil their divinely appointed role as a mother. Candidates might argue that as women are mothers and are responsible for the upbringing and education of the young their role in society is vital and fundamental. There is no role more important than that of mother. Because of this they might agree with the statement. It could also be argued that women have a vital role in the religious life of the family as educators and in running a household according to Islamic tradition and law. Women therefore underpin society even if their role is not always as visible or obvious as that of men.</p> <p>They may argue that some Islamic cultures have defined gender roles more restrictively than required by the Qur'an and might therefore argue society has artificially limited the role of women in a way that was never intended by Allah. Candidates might consider whether different roles necessarily imply different value, in particular they might discuss the very high status and value which Islam affords to motherhood. There might also be a discussion of whether different sexes are physically or psychologically better suited to certain roles.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 2.	3	

Question		Answer	Marks	Guidance
11	(a)	<p><b>What is meant by the term 'equality'?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• One thing being the same as another</li> <li>• Treating all people the same regardless of their differences</li> <li>• All people having the same value or worth.</li> </ul> <p>1 mark for response.</p>	1	
	(b)	<p><b>Give two examples of inequality.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Treating people differently because of their colour, gender, sexuality, age, race or religion</li> <li>• Employment laws which discriminate</li> <li>• Paying different people different wages for the same job</li> <li>• Islamophobia</li> <li>• The law being applied differently to different people</li> <li>• Poorer people not having access to justice.</li> </ul> <p>1 mark for each response.</p>	2	Generic answers such as racism, sexism, ageism and homophobia and should be credited.

Question	Answer	Marks	Guidance
(c)	<p><b>Describe what Jews might believe about reconciliation.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Reconciliation is the coming together in friendship of individuals or groups after conflict</li> <li>• Reconciliation is desirable and should always be sought</li> <li>• It helps to overcome anger and encourage forgiveness</li> <li>• Reconciliation is a pre-requisite for divine forgiveness</li> <li>• It is in accordance with the teachings of the Scriptures</li> <li>• G-d is forgiving and compassionate so Jews should be as well</li> <li>• It reduces the amount of suffering in the world and for the individual</li> <li>• Examples of Jewish organisations and communities designed to encourage reconciliation may be given.</li> </ul> <p>Marks should be awarded for any combination of statements, development and exemplification.</p>	3	
(d)	<p><b>Explain Jewish beliefs about racism.</b></p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Racism is discriminating against a group or an individual because of their colour or ethnicity.</p> <p>Candidates might suggest that Jews would be opposed to racism since G-d is the Creator and Father of all and all are ultimately descended from Adam. By this logic all humans are brothers and sisters and racism is illogical. They may refer to scriptural teachings about the Messianic Age when all nations will worship peacefully together.</p> <p>Some candidates might point out that Jews consider themselves to be the chosen nation and might consider whether or not this belief constitutes racism, although Jews generally see themselves as a priesthood and believe that membership of the Jewish race is not necessary for salvation or to consider G-d as a Father.</p>	6	Candidates who define racism but do not add any further explanation or development cannot progress beyond level 1

Question	Answer	Marks	Guidance
(e)	<p><b>'Women have the most important role in Jewish society.'</b>  <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</b></p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates might consider various teachings and stories from Jewish scriptures about the status and role of women and might discuss the fact that teachings are, on occasion, contradictory. They might consider the fact that Liberal and Orthodox Jews might differ in the ways in which they make use of scriptural teaching as well as in the teachings they choose to use. Literalist Jews will claim that the Bible reflects the unchanging word of G-d and therefore that different gender roles in the scriptures should be continued into modern society. More liberal Jews will claim that the scriptures were written for a very different society and that gender roles have and should evolve with time. Examples of scriptural teachings may be given in support of either side of the argument.</p> <p>Candidates might argue that as women are mothers and are responsible for the upbringing and education of the young their role in society is vital and fundamental. There is no role more important than that of mother. Because of this they might agree with the statement. It could also be argued that women have a vital role in the religious life of the family and in running a household. Women therefore underpin society even if their role is not always as visible or obvious as that of men.</p> <p>Candidates might consider whether different roles necessarily imply different value. There might also be a discussion of whether different sexes are physically or psychologically better suited to certain roles.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 2.	3	

Question		Answer	Marks	Guidance
12	(a)	<p><b>What is meant by the term 'equality'?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• One thing being the same as another</li> <li>• Treating all people the same regardless of their differences</li> <li>• All people having the same value or worth.</li> </ul> <p>1 mark for response.</p>	1	
	(b)	<p><b>Give two examples of inequality.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Treating people differently because of their colour, gender, sexuality, age, race or religion</li> <li>• Employment laws which discriminate</li> <li>• Paying different people different wages for the same job</li> <li>• Islamophobia</li> <li>• The law being applied differently to different people</li> <li>• Poorer people not having access to justice.</li> </ul> <p>1 mark for each response.</p>	2	Generic answers such as racism, sexism, ageism and homophobia and should be credited.

Question	Answer	Marks	Guidance
(c)	<p><b>Describe what Sikhs might believe about reconciliation.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Reconciliation is the coming together in friendship of individuals or groups after conflict</li> <li>• Reconciliation is desirable and should always be sought</li> <li>• It helps to overcome anger and encourage forgiveness</li> <li>• Reconciliation is a pre-requisite for divine forgiveness</li> <li>• It is in accordance with the teachings of the Gurus and the Scriptures</li> <li>• Waheguru is forgiving and merciful so Sikhs should be as well</li> <li>• It reduces the amount of suffering in the world and for the individual</li> </ul> <p>Marks should be awarded for any combination of statements, development and exemplification.</p>	3	
(d)	<p><b>Explain Sikh beliefs about racism.</b></p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Racism is discriminating against a group or an individual because of their colour or ethnicity.</p> <p>Candidates might suggest that Sikhs would be opposed to racism since Waheguru is the source of all life and has no colour or form. The design of the Gurdwara with doors opening in all four directions to welcome all worshippers, and the Langha, where all must consent to eat together are evidence of the importance given to equality in Sikh beliefs.</p>	6	Candidates who define racism but do not add any further explanation or development cannot progress beyond level 1

Question	Answer	Marks	Guidance
(e)	<p><b>'Women have the most important role in Sikh society.'</b>  <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Sikhism in your answer?</b></p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates might consider the various teachings of the Gurus about the status and role of women and might discuss the fact that teachings are often not in line with what actually happens in society. They might therefore suggest that society has limited the role of women in a way that was never intended by Waheguru. They might explain the Sikh emphasis on equality and in particular the fact that men and women can have equal roles within the Gurdwara. They might explain various cultural reasons why women might not always have enjoyed the freedom which Sikhism gives to them in theory and might consider whether traditional roles go against the teachings and will of Waheguru. Candidates might argue that as women are mothers and are responsible for the upbringing and education of the young their role in society is vital and fundamental. There is no role more important than that of mother. Because of this they might agree with the statement. It could also be argued that women have a vital role in the religious life of the family and in running a household. Women therefore underpin society even if their role is not always as visible or obvious as that of men.</p> <p>Candidates might consider whether different roles necessarily imply different value. There might also be a discussion of whether different sexes are physically or psychologically better suited to certain roles. Some might suggest that while gender differences have no spiritual significance they are necessary for the smooth running of society and for this reason are in line with the wishes of Waheguru.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 2.	3	

Question		Answer	Marks	Guidance
13	(a)	<p><b>Give one example of a film or TV programme that deals with religious issues.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Soap operas such as 'East Enders'</li> <li>• Specifically religious films such as 'The Prophet' or 'The Passion of the Christ'</li> <li>• Popular films that touch on religious ideas such as 'Bruce Almighty', 'The Da Vinci Code', 'Eat, Pray, Love'</li> <li>• Documentaries on religious issues or events</li> <li>• Specifically religious programmes such as 'Songs of Praise' or 'The Heaven and Earth Show'</li> <li>• Examples of programmes or films which specifically deal with Buddhism</li> <li>• Educational programmes such as the 'Quest' series.</li> </ul> <p>1 mark for response.</p>	1	A huge variety of responses can be credited here as long as some justification can be seen.
	(b)	<p><b>Give two reasons why Buddhists might object to violence in the media.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• It might encourage people to copy and act in violent ways</li> <li>• It might increase the tolerance of violence in society</li> <li>• It might desensitise people so that they come to see violence as normal or acceptable</li> <li>• It might create a bad example for children</li> <li>• It might lead to society becoming less religious or spiritual or to act in ways which go against Buddhist teachings (examples may be given).</li> </ul> <p>1 mark for each response.</p>	2	

Question	Answer	Marks	Guidance
(c)	<p><b>What might Buddhists believe about freedom of speech in the media.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• It is important that the media has freedom of speech</li> <li>• The media has a role in upholding social justice and must have freedom of speech to do this</li> <li>• It is included in the Declaration of Human Rights and so is a right of every citizen. This includes a role for the media</li> <li>• Where a government does not allow the media freedom of speech it may be oppressive in other ways (examples may be given)</li> <li>• Freedom of speech is important in making sure that people can make balanced and well informed decisions, for example in elections. The media has a vital role here</li> <li>• There should be some limits on freedom of speech in the media to avoid racism or offensiveness</li> <li>• While the media should have freedom of speech there should be restrictions before the watershed to protect the young</li> <li>• Freedom of speech may lead to Buddhism being misrepresented or shown in a bad light.</li> </ul> <p>Marks should be awarded for any combination of statements, development and exemplification.</p>	3	

Question	Answer	Marks	Guidance
(d)	<p><b>Explain Buddhist attitudes to the way sex is used in the media.</b></p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates might suggest that Buddhists would be concerned about the way sex is used in the media as the sexual relationships depicted are often manipulative and abusive which would go against the Five Precepts. The idea of the importance of sexual relationships as depicted in the media could encourage craving (tanha) and lust which would make it difficult for someone to achieve enlightenment and would add to their suffering. The way that sex and sexual imagery is used in advertising would lead to suffering as people would find it hard to accept themselves as they are. Buddhists might be concerned that people, particularly the young, would imitate what they see in the media which would lead to a great deal of suffering (dukkha) and craving (tanha).</p> <p>They may, however, believe that people are responsible for themselves morally and that people can choose what they see or hear and how they respond to it, and so they might not actively seek to change the way sex is used in the media, although they may choose not to expose themselves to it.</p> <p>Candidates might consider the way in which homosexual relationships are portrayed in the media and might consider how Buddhists might respond to this.</p>	6	

Question	Answer	Marks	Guidance
(e)	<p><b>‘Censorship is wrong.’</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></p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates might argue that Buddhists would believe in complete freedom of speech and would therefore be against any censoring of the media. They might believe that only with freedom to speak, and criticise the authority can there be honest and healthy debate. They might argue that all faiths should be able to use the media to get their points across and to criticise the failings in other faiths.</p> <p>Others might argue that allowing pornography or uncensored sex and violence in the media violates the Five Precepts and the concepts of Right Speech. They might argue that as the media has a huge effect on the attitudes of people, particularly the young, that not using censorship could add to the violence and misuse of sex in society. Others might say that the role of Buddhists is to act skilfully and that this might involve choosing not to expose themselves to unsuitable material rather than seeking to change it. This might include allowing ‘fascist’ or violent ideologies to have their say in the media and use the media to act against them. They might argue that what we take from the media is our own responsibility and that any sort of censorship forms the ‘thin end of the wedge’ which can lead to the oppression of a religion or ideology (as for example in Tibet). This is particularly true when a political regime limits or manipulates the information or news available to its citizens.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 2.	3	

Question		Answer	Marks	Guidance
14	(a)	<p><b>Give one example of a film or TV programme that deals with religious issues.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Soap operas such as 'East Enders'</li> <li>• Specifically religious films such as 'The Prophet' or 'The Passion of the Christ'</li> <li>• Popular films that touch on religious ideas such as 'Bruce Almighty', 'The Da Vinci Code', 'Eat, Pray, Love'</li> <li>• Documentaries on religious issues or events</li> <li>• Specifically religious programmes such as 'Songs of Praise' or 'The Heaven and Earth Show'.</li> <li>• Examples of programmes or films which specifically deal with Christianity</li> <li>• Educational programmes such as the 'Quest' series.</li> </ul> <p>1 mark for response.</p>	1	A huge variety of responses can be credited here as long as some justification can be seen.
	(b)	<p><b>Give two reasons why Christians might object to violence in the media.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• It might encourage people to copy and act in violent ways</li> <li>• It might increase the tolerance of violence in society</li> <li>• It might desensitise people so that they come to see violence as normal or acceptable</li> <li>• It might create a bad example for children</li> <li>• It might lead to society becoming less religious or spiritual or to act in ways which go against Christian teachings (examples may be given).</li> </ul> <p>1 mark for each response.</p>	2	

Question	Answer	Marks	Guidance
(c)	<p><b>What might Christians believe about freedom of speech in the media.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• It is important that the media has freedom of speech</li> <li>• The media has a role in upholding social justice and must have freedom of speech to do this</li> <li>• It is included in the Declaration of Human Rights and so is a right of every citizen. This includes a role for the media</li> <li>• Where a government does not allow the media freedom of speech it may be oppressive in other ways (examples may be given)</li> <li>• Freedom of speech is important in making sure that people can make balanced and well informed decisions, for example in elections. The media has a vital role here</li> <li>• There should be some limits on freedom of speech in the media to avoid racism or offensiveness</li> <li>• While the media should have freedom of speech there should be restrictions before the watershed to protect the young</li> <li>• Freedom of speech may lead to Christianity being misrepresented or shown in a bad light.</li> </ul> <p>Marks should be awarded for any combination of statements, development and exemplification.</p>	3	

Question	Answer	Marks	Guidance
(d)	<p><b>Explain Christian attitudes to the way sex is used in the media.</b></p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates might suggest that Christians would be concerned about the way sex is used in the media as the sexual relationships depicted are often manipulative and abusive which would go against the teachings of Jesus and the Bible which says that we should treat people as we would wish to be treated. The idea of the importance of sexual relationships as depicted in the media could encourage lust which would make it difficult for someone to live a Christian life and would add to their suffering. The way that sex and sexual imagery is used in advertising would lead to suffering as people would find it hard to accept themselves as they are and also would encourage using people as objects rather than treating them in a loving way as Jesus directed. Christians might be concerned that people, particularly the young, would imitate what they see in the media which would lead to a great deal of suffering and temptation. Some Christians may believe that people are responsible for themselves morally and that people can choose what they see or hear and how they respond to it, and so they might not actively seek to change the way sex is used in the media, although they may choose not to expose themselves to it. Others might campaign to change certain things which they find obscene or offensive as they might feel they had a duty to help protect people from being exposed to these things. Candidates might consider the way in which homosexual relationships are portrayed in the media and might consider different ways in which Christians might respond to this to such things.</p>	6	

Question	Answer	Marks	Guidance
(e)	<p><b>‘Censorship is wrong.’</b>  <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</b></p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates might argue that Christians would believe in complete freedom of speech and would therefore be against any censoring of the media. They might believe that only with freedom to speak, and criticise the authority can there be honest and healthy debate. They might argue that all faiths should be able to use the media to get their points across and to criticise the failings in other faiths.</p> <p>Others might argue that allowing pornography or uncensored sex and violence in the media violates the Ten Commandments and Christian teachings about the correct use of sex, and of love and forgiveness. They might argue that as the media has a huge effect on the attitudes of people, particularly the young, that not using censorship could add to the violence and misuse of sex in society. Others might say that the role of Christians is to act wisely and that this might involve choosing not to expose themselves to unsuitable material rather than seeking to change it. This might include allowing ‘fascist’ or violent ideologies to have their say in the media and use the media to act against them. They might argue that what we take from the media is our own responsibility and that any sort of censorship forms the ‘thin end of the wedge’ which can lead to the oppression of a religion or ideology (as for example in Soviet Russia). This is particularly true when a political regime limits or manipulates the information or news available to its citizens. Candidates might also consider whether it is appropriate to use censorship in order to eliminate blasphemy or material which they find offensive or disrespectful.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 2.	3	

Question		Answer	Marks	Guidance
15	(a)	<p><b>Give one example of a film or TV programme that deals with religious issues.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Soap operas such as 'East Enders'</li> <li>• Specifically religious films such as 'The Prophet' or 'The Passion of the Christ'</li> <li>• Popular films that touch on religious ideas such as 'Bruce Almighty', 'The Da Vinci Code', 'Eat, Pray, Love'</li> <li>• Documentaries on religious issues or events</li> <li>• Specifically religious programmes such as 'Songs of Praise' or 'The Heaven and Earth Show'</li> <li>• Examples of programmes or films which specifically deal with Hinduism</li> <li>• Educational programmes such as the 'Quest' series.</li> </ul> <p>1 mark for response.</p>	1	A huge variety of responses can be credited here as long as some justification can be seen.
	(b)	<p><b>Give two reasons why Hindus might object to violence in the media.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• It might encourage people to copy and act in violent ways</li> <li>• It might increase the tolerance of violence in society</li> <li>• It might desensitise people so that they come to see violence as normal or acceptable</li> <li>• It might create a bad example for children</li> <li>• It might lead to society becoming less religious or spiritual or to act in ways which go against Hindu teachings (examples may be given).</li> </ul> <p>1 mark for each response.</p>	2	

Question	Answer	Marks	Guidance
(c)	<p><b>What might Hindus believe about freedom of speech in the media.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• It is important that the media has freedom of speech</li> <li>• The media has a role in upholding social justice and must have freedom of speech to do this</li> <li>• It is included in the Declaration of Human Rights and so is a right of every citizen. This includes a role for the media</li> <li>• Where a government does not allow the media freedom of speech it may be oppressive in other ways (examples may be given)</li> <li>• Freedom of speech is important in making sure that people can make balanced and well informed decisions, for example in elections. The media has a vital role here</li> <li>• There should be some limits on freedom of speech in the media to avoid racism or offensiveness</li> <li>• While the media should have freedom of speech there should be restrictions before the watershed to protect the young</li> <li>• Freedom of speech may lead to Hinduism being misrepresented or shown in a bad light.</li> </ul> <p>Marks should be awarded for any combination of statements, development and exemplification.</p>	3	

Question	Answer	Marks	Guidance
(d)	<p><b>Explain Hindu attitudes to the way sex is used in the media.</b></p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates might suggest that Hindus would be concerned about the way sex is used in the media as the sexual relationships depicted are often manipulative and abusive which would go against the teachings of ahimsa and the idea that we should treat people as we would wish to be treated. The idea of the importance of sexual relationships as depicted in the media could encourage lust which would make it difficult for someone to live a Hindu life and would make it harder for them to reach moksha. It might also lead to bad karma. The way that sex and sexual imagery is used in advertising would lead to suffering as people would find it hard to accept themselves as they are and also would encourage using people as objects rather than treating them in a loving way. Hindus might be concerned that people, particularly the young, would imitate what they see in the media which would lead to a great deal of suffering and temptation, as well as leading people away from Hindu teachings about sexual morality.</p> <p>Some Hindus may believe that people are responsible for themselves morally and that people can choose what they see or hear and how they respond to it, and so they might not actively seek to change the way sex is used in the media, although they may choose not to expose themselves to it. Others might campaign to change certain things which they find obscene or offensive as they might feel they had a duty to help protect people from being exposed to such things.</p> <p>Candidates might consider the way in which homosexual relationships are portrayed in the media and might consider the different ways in which might respond to this.</p>	6	

Question	Answer	Marks	Guidance
(e)	<p><b>‘Censorship is wrong.’</b>  <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Hinduism in your answer.</b></p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates might argue that Hindus would believe in complete freedom of speech and would therefore be against any censoring of the media. They might believe that only with freedom to speak, and criticise the authority can there be honest and healthy debate. They might argue that all faiths should be able to use the media to get their points across and to criticise the failings in other faiths.</p> <p>Others might argue that allowing pornography or uncensored sex and violence in the media violates the values of Hinduism as they are expressed in the Laws of Manu and through the example of scriptures such as the Epics (examples may be given). They might argue that as the media has a huge effect on the attitudes of people, particularly the young, that not using censorship could add to the violence and misuse of sex in society and generally ‘adharmic’ behaviour. Others might say that the role of Hindus is to act wisely and that this might involve choosing not to expose themselves to unsuitable material rather than seeking to change it. This might include allowing ‘fascist’ or violent ideologies to have their say in the media and use the media to act against them. They might argue that what we take from the media is our own responsibility and that any sort of censorship forms the ‘thin end of the wedge’ which can lead to the oppression of a religion or ideology. This is particularly true when a political regime limits or manipulates the information or news available to its citizens. Candidates might also consider whether it is appropriate to use censorship in order to eliminate blasphemy or material which they find offensive or disrespectful to their religion.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 2.	3	

Question		Answer	Marks	Guidance
16	(a)	<p><b>Give one example of a film or TV programme that deals with religious issues.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Soap operas such as 'East Enders'</li> <li>• Specifically religious films such as 'The Prophet' or 'The Passion of the Christ'</li> <li>• Popular films that touch on religious ideas such as 'Bruce Almighty', 'The Da Vinci Code', 'Eat, Pray, Love'</li> <li>• Documentaries on religious issues or events</li> <li>• Specifically religious programmes such as 'Songs of Praise' or 'The Heaven and Earth Show'</li> <li>• Examples of programmes or films which specifically deal with Islam</li> <li>• Educational programmes such as the 'Quest' series.</li> </ul> <p>1 mark for response.</p>	1	A huge variety of responses can be credited here as long as some justification can be seen.
	(b)	<p><b>Give two reasons why Muslims might object to violence in the media.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• It might encourage people to copy and act in violent ways</li> <li>• It might increase the tolerance of violence in society</li> <li>• It might desensitise people so that they come to see violence as normal or acceptable</li> <li>• It might create a bad example for children</li> <li>• It might lead to society becoming less religious or spiritual or to act in ways which go against Islamic teachings (examples may be given).</li> </ul> <p>1 mark for each response.</p>	2	

Question	Answer	Marks	Guidance
(c)	<p><b>What might Muslims believe about freedom of speech in the media.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• It is important that the media has freedom of speech</li> <li>• The media has a role in upholding social justice and must have freedom of speech to do this</li> <li>• It is included in the Declaration of Human Rights and so is a right of every citizen. This includes a role for the media</li> <li>• Where a government does not allow the media freedom of speech it may be oppressive in other ways (examples may be given)</li> <li>• Freedom of speech is important in making sure that people can make balanced and well informed decisions, for example in elections. The media has a vital role here</li> <li>• There should be some limits on freedom of speech in the media to avoid racism or offensiveness</li> <li>• While the media should have freedom of speech there should be restrictions before the watershed to protect the young</li> <li>• Freedom of speech may lead to Islam being misrepresented or shown in a bad light.</li> </ul> <p>Marks should be awarded for any combination of statements, development and exemplification.</p>	3	

Question	Answer	Marks	Guidance
(d)	<p><b>Explain Muslim attitudes to the way sex is used in the media.</b></p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates might suggest that Muslims would be concerned about the way sex is used in the media as the sexual relationships depicted are often manipulative and abusive which would go against the teachings in the Qur'an and the Ahadith and the idea that we should treat people as we would wish to be treated. The idea of the importance of sexual relationships as depicted in the media could encourage lust which would make it difficult for someone to live a Muslim life and would add to their suffering. The way that sex and sexual imagery is used in advertising would lead to suffering as people would find it hard to accept themselves as they are and also would encourage using people as objects rather than treating them in a loving way. Muslims might be concerned that people, particularly the young, would imitate what they see in the media which would lead to a great deal of suffering and temptation and would lead people away from Muslim teachings and customs regarding sexual morality.</p> <p>Some Muslims may believe that people are responsible for themselves morally and that people can choose what they see or hear and how they respond to it, and so they might not actively seek to change the way sex is used in the media, although they may choose not to expose themselves to it. Many others might campaign to change certain things which they find obscene or offensive as they might feel they had a duty to help protect people from being exposed to such things.</p> <p>Candidates might consider the way in which homosexual relationships are portrayed in the media and how Muslims might respond to this.</p>	6	

Question	Answer	Marks	Guidance
(e)	<p><b>‘Censorship is wrong.’</b>  <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer.</b></p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates might argue that Muslims would believe in complete freedom of speech and would therefore be against any censoring of the media. They might believe that only with freedom to speak, and criticise the authority can there be honest and healthy debate. They might argue that all faiths should be able to use the media to get their points across and to criticise the failings in other faiths.</p> <p>Others might argue that allowing pornography or uncensored sex and violence in the media violates the values of Islam as they are expressed in the Qur’an and the Ahadith (examples may be given). They might argue that as the media has a huge effect on the attitudes of people, particularly the young, that not using censorship could add to the violence and misuse of sex in society and generally ‘unislamic’ behaviour. Others might say that the role of Muslims is to act wisely and that this might involve choosing not to expose themselves to unsuitable material rather than seeking to change it. This might include allowing ‘fascist’ or violent ideologies to have their say in the media and use the media to act against them. They might argue that what we take from the media is our own responsibility and that any sort of censorship forms the ‘thin end of the wedge’ which can lead to the oppression of a religion or ideology. This is particularly true when a political regime limits or manipulates the information or news available to its citizens. Candidates might also consider whether it is appropriate to use censorship in order to eliminate blasphemy or material which they find offensive or disrespectful to their religion. This might specifically include the portrayal of Muhammad. They might also consider the extent to which the media has been responsible for Islamophobia and the misrepresentation of Islam in the West and whether censorship would have improved this situation or not.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 2.	3	

Question		Answer	Marks	Guidance
17	(a)	<p><b>Give one example of a film or TV programme that deals with religious issues.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Soap operas such as 'East Enders'</li> <li>• Specifically religious films such as 'The Prophet' or 'The Passion of the Christ'</li> <li>• Popular films that touch on religious ideas such as 'Bruce Almighty', 'The Da Vinci Code', 'Eat, Pray, Love'</li> <li>• Documentaries on religious issues or events</li> <li>• Specifically religious programmes such as 'Songs of Praise' or 'The Heaven and Earth Show'</li> <li>• Examples of programmes or films which specifically deal with Judaism</li> <li>• Educational programmes such as the 'Quest' series.</li> </ul> <p>1 mark for response.</p>	1	A huge variety of responses can be credited here as long as some justification can be seen.
	(b)	<p><b>Give two reasons why Jews might object to violence in the media.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• It might encourage people to copy and act in violent ways</li> <li>• It might increase the tolerance of violence in society</li> <li>• It might desensitise people so that they come to see violence as normal or acceptable</li> <li>• It might create a bad example for children</li> <li>• It might lead to society becoming less religious or spiritual or to act in ways which go against Jewish teachings (examples may be given)</li> </ul> <p>1 mark for each response.</p>	2	

Question	Answer	Marks	Guidance
(c)	<p><b>What might Jews believe about freedom of speech in the media.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• It is important that the media has freedom of speech</li> <li>• The media has a role in upholding social justice and must have freedom of speech to do this</li> <li>• It is included in the Declaration of Human Rights and so is a right of every citizen. This includes a role for the media</li> <li>• Where a government does not allow the media freedom of speech it may be oppressive in other ways (examples may be given)</li> <li>• Freedom of speech is important in making sure that people can make balanced and well informed decisions, for example in elections. The media has a vital role here</li> <li>• There should be some limits on freedom of speech in the media to avoid racism or offensiveness</li> <li>• While the media should have freedom of speech there should be restrictions before the watershed to protect the young</li> <li>• Freedom of speech may lead to Judaism being misrepresented or shown in a bad light</li> </ul> <p>Marks should be awarded for any combination of statements, development and exemplification.</p>	3	

Question	Answer	Marks	Guidance
(d)	<p><b>Explain Jewish attitudes to the way sex is used in the media.</b></p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates might suggest that Jews would be concerned about the way sex is used in the media as the sexual relationships depicted are often manipulative and abusive which would go against the teachings of the Jewish scriptures and the idea that we should treat people as we would wish to be treated. The idea of the importance of sexual relationships as depicted in the media could encourage lust which would make it difficult for someone to live a Jewish life and would add to their suffering. The way that sex and sexual imagery is used in advertising would lead to suffering as people would find it hard to accept themselves as they are and also would encourage using people as objects rather than treating them in a loving way. Jews might be concerned that people, particularly the young, would imitate what they see in the media which would lead to a great deal of suffering and temptation as well as leading people away from Jewish teachings and customs regarding sexual morality. Some Jews may believe that people are responsible for themselves morally and that people can choose what they see or hear and how they respond to it, and so they might not actively seek to change the way sex is used in the media, although they may choose not to expose themselves to it. Others might campaign to change certain things which they find obscene or offensive as they might feel they had a duty to help protect people from being exposed to such things. Candidates might consider the way in which homosexual relationships are portrayed in the media and might consider the different ways in which Jews might respond to this.</p>	6	

Question	Answer	Marks	Guidance
(e)	<p><b>‘Censorship is wrong.’</b>  <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</b></p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates might argue that Jews would believe in complete freedom of speech and would therefore be against any censoring of the media. They might believe that only with freedom to speak, and criticise the authority can there be honest and healthy debate. They might argue that all faiths should be able to use the media to get their points across and to criticise the failings in other faiths.</p> <p>Others might argue that allowing pornography or uncensored sex and violence in the media violates the values of Judaism as they are expressed in the Jewish Scriptures, particularly the Ten Commandments and the Mitzvot. (examples may be given).</p> <p>They might argue that as the media has a huge effect on the attitudes of people, particularly the young, that not using censorship could add to the violence and misuse of sex in society and generally immoral behaviour. Others might say that the role of Jews is to act wisely and that this might involve choosing not to expose themselves to unsuitable material rather than seeking to change it. This might include allowing ‘fascist’ or violent ideologies to have their say in the media and use the media to act against them. They might argue that what we take from the media is our own responsibility and that any sort of censorship forms the ‘thin end of the wedge’ which can lead to the oppression of a religion or ideology. (As for example in Nazi Germany.) This is particularly true when a political regime limits or manipulates the information or news available to its citizens. Candidates might also consider whether it is appropriate to use censorship in order to eliminate blasphemy or material which they find offensive or disrespectful to their religion.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 2.	3	

Question		Answer	Marks	Guidance
18	(a)	<p><b>Give one example of a film or TV programme that deals with religious issues.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Soap operas such as 'East Enders'</li> <li>• Specifically religious films such as 'The Prophet' or 'The Passion of the Christ'</li> <li>• Popular films that touch on religious ideas such as 'Bruce Almighty', 'The Da Vinci Code', 'Eat, Pray, Love'</li> <li>• Documentaries on religious issues or events</li> <li>• Specifically religious programmes such as 'Songs of Praise' or 'The Heaven and Earth Show'</li> <li>• Examples of programmes or films which specifically deal with Sikhism</li> <li>• Educational programmes such as the 'Quest' series.</li> </ul> <p>1 mark for response.</p>	1	A huge variety of responses can be credited here as long as some justification can be seen.
	(b)	<p><b>Give two reasons why Sikhs might object to violence in the media.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• It might encourage people to copy and act in violent ways</li> <li>• It might increase the tolerance of violence in society</li> <li>• It might desensitise people so that they come to see violence as normal or acceptable</li> <li>• It might create a bad example for children</li> <li>• It might lead to society becoming less religious or spiritual or to act in ways which go against Sikh teachings (examples may be given).</li> </ul> <p>1 mark for each response.</p>	2	

Question	Answer	Marks	Guidance
(c)	<p><b>What might Sikhs believe about freedom of speech in the media.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• It is important that the media has freedom of speech</li> <li>• The media has a role in upholding social justice and must have freedom of speech to do this</li> <li>• It is included in the Declaration of Human Rights and so is a right of every citizen. This includes a role for the media</li> <li>• Where a government does not allow the media freedom of speech it may be oppressive in other ways (examples may be given)</li> <li>• Freedom of speech is important in making sure that people can make balanced and well informed decisions, for example in elections. The media has a vital role here</li> <li>• There should be some limits on freedom of speech in the media to avoid racism or offensiveness</li> <li>• While the media should have freedom of speech there should be restrictions before the watershed to protect the young</li> <li>• Freedom of speech may lead to Sikhism being misrepresented or shown in a bad light.</li> </ul> <p>Marks should be awarded for any combination of statements, development and exemplification.</p>	3	

Question	Answer	Marks	Guidance
(d)	<p><b>Explain Sikh attitudes to the way sex is used in the media.</b></p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates might suggest that Sikhs would be concerned about the way sex is used in the media as the sexual relationships depicted are often manipulative and abusive which would go against the teachings of the Gurus and the Guru Granth Sahib and the idea that we should treat people as we would wish to be treated. The idea of the importance of sexual relationships as depicted in the media could encourage lust which would make it difficult for someone to live a Sikh life as part of the khalsa and would add to their suffering. The way that sex and sexual imagery is used in advertising would lead to suffering as people would find it hard to accept themselves as they are and also would encourage using people as objects rather than treating them in a loving way. Sikhs might be concerned that people, particularly the young, would imitate what they see in the media which would lead to a great deal of suffering and temptation and would lead people away from Sikh teachings and customs regarding sexual morality.</p> <p>Some Sikhs may believe that people are responsible for themselves morally and that people can choose what they see or hear and how they respond to it, and so they might not actively seek to change the way sex is used in the media, although they may choose not to expose themselves to it. Others might campaign to change certain things which they find obscene or offensive as they might feel they had a duty to help protect people from being exposed to such things.</p> <p>Candidates might consider the way in which homosexual relationships are portrayed in the media and might consider the different ways in which Sikhs might respond to this.</p>	6	

Question	Answer	Marks	Guidance
(e)	<p><b>‘Censorship is wrong.’</b>  <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Sikhism in your answer.</b></p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates might argue that Sikhs would believe in complete freedom of speech and would therefore be against any censoring of the media. They might believe that only with freedom to speak, and criticise the authority can there be honest and healthy debate. They might argue that all faiths should be able to use the media to get their points across and to criticise the failings in other faiths.</p> <p>Others might argue that allowing pornography or uncensored sex and violence in the media violates the values of the Gurus and Sikhism as expressed in the Guru Granth Sahib Ji (examples may be given). They might argue that as the media has a huge effect on the attitudes of people, particularly the young, that not using censorship could add to the violence and misuse of sex in society and generally ‘adharmic’ behaviour. Others might say that the role of Sikhs is to act wisely and that this might involve choosing not to expose themselves to unsuitable material rather than seeking to change it. This might include allowing ‘fascist’ or violent ideologies to have their say in the media and use the media to act against them. They might argue that what we take from the media is our own responsibility and that any sort of censorship forms the ‘thin end of the wedge’ which can lead to the oppression of a religion or ideology This is particularly true when a political regime limits or manipulates the information or news available to its citizens. Candidates might also consider whether it is appropriate to use censorship in order to eliminate blasphemy or material which they find offensive or disrespectful to their religion.</p>	12	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 2.	3	

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