

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

General Certificate of Secondary Education

Unit **B601**: Philosophy of Religion 1

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

**SPaG is now assessed in part (e) of each question. Please refer to the grid below when awarding the SPaG marks.
Spelling, punctuation and grammar (SPaG) Assessment Grid**

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

AO1 part (d) question

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

AO2 part (e) question


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

SECTION A

Question		Answer	Marks	Guidance
1	(a)	<p>What is meant by the term 'belief'?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • a trust in something or someone • a faith in someone or something • a doctrine regarded as true • something you don't know or can't be proved • set of creeds • faith despite lack of proof. <p>1 mark for response</p>	1	
	(b)	<p>State two Buddhist beliefs about the Buddha.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • enlightened human being • he is not a god • able to see and understand the truth about life • the first to have become enlightened • a great teacher • he was destined from his birth to be special. <p>1 mark for each response</p>	2	


Question	Answer	Marks	Guidance
(c)	<p>Describe Buddhist beliefs about the gods.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Gods are trapped within the cycle of samsara, like humans and must try to free themselves from the cycle or death and re birth • Some Buddhists do not believe this realm is the best realm to be reborn into because of the lack of desire to escape this realm by the gods. The gods intervene in the world in a limited way • Some Buddhists worship the gods to ensure good outcomes, e.g. good crops • Not all Buddhists believe in gods and therefore see no role or purpose, as the Buddha taught that knowledge of God or gods did little to help the individual on seeking their path to enlightenment. <p>Each statement = 1 mark, a statement with development 2 marks and exemplification/amplification 3 marks</p>	3	<p>There are various ways in which it is possible to gain 3 marks. It is possible to get full marks with three statements about one belief about the nature of the gods or three separate beliefs, or one statement developed and another belief stated.</p>
(d)	<p>Explain the importance of Bodhisattvas to some Buddhists.</p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Candidates may explain the difference between Theravada Buddhism and Mahayana Buddhism and beliefs about Buddhahood, hence resulting in different views about the importance of bodhisattvas. In Theravada Buddhism this is a title of those who historically were buddhas in previous lives, in history before they achieved enlightenment. However, they believe that there is only one Buddha and that the highest an ordinary man can aspire is to be arhat. It is for each person to find their route to enlightenment.</p> <p>In Mahayana Buddhism they believe that the attainment of Buddha by way of being a bodhisattva is a possibility for everyone and it is something they aspire to. They believe there is different levels of bodhisattva as they progress towards 'Buddhahood'. They choose to not be absorbed into nirbanna but rather to enter wilfully the uncomfortable situations of suffering beings in order to save them.</p>	6	

Question	Answer	Marks	Guidance
(e)	<p>'Belief in God(s) is reasonable'. Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer.</p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Candidates may argue that this is not reasonable because of the teachings of the Buddha about belief in God/gods. It is not that important in the scheme of things. As God is ineffable and beyond description in human terms it is difficult to find rational reasons for believing in God. Using logic and reasoning to argue about such matters does not make one achieve enlightenment. Of far more importance for any human being is to find the cure for dukka.</p> <p>Some may argue that it is a matter of individuals' belief about believing in god and that many Buddhists do believe in a god. However, this is largely due to cultural background rather than teachings in the Buddhist religion.</p> <p>Some discussion should be seen about the reasons for believing in God and that there is little proof of such deities. It is a matter of belief not reason. There may be evidence of discussion around the inadequacy of human language to convey the concept God/gods accurately. People are prone to use human attributes and actions to explain their ideas and beliefs about God but no words or images can contain or describe God. To be critically realistic, anything that is said about God is approximate, provisional, corrigible and inaccurate. Therefore it is not reasonable to believe in God/gods.</p> <p>In Buddhism it is argued that too many people spend too long arguing and debating about belief in God instead of working towards individually finding the truth and enlightenment. The logic for God is not reasonable.</p> <p>Some may talk about spiritual experiences, visions, miracles and so forth as reasonable evidence of there being something other than this physical world that points to god or gods. Some may cite the intervention of the bodhisattvas as evidence of gods and beliefs about the heavenly realm and gods being trapped within the cycle of samsara.</p>	12	<p>If there is no personal view given, it cannot reach above a level 2. However, a personal view could be conveyed in different ways. It may be an explicit paragraph in their response or as they proceed through their essay with comments about the materials they are using to answer. Either way does not matter, as long as it is obvious somewhere in the response.</p>

Question	Answer	Marks	Guidance
	<p>Evidence of the long history of human activity to describe and explain their understanding of God is impressive and indicates stories of relationships and reference to God. This has led to some arguing that this is reasonable evidence of the existence of gods.</p> <p>Others may argue that no matter what evidence is presented it is manmade and it changes over time by human beings. Each religious tradition seeks to find ways to convey beliefs about God.</p> <p>From a secular view point candidates may argue that there is nothing that is reasonable enough to prove God and cite named individuals, who strongly refute any evidence for God, e.g. Dawkins.</p> <p>There may be general discussion around agnostic and atheistic philosophies. What is reasonable proof for one person is not necessarily the same for someone else.</p> <p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 2.</p>	3	


Question		Answer	Marks	Guidance
2	(a)	<p>What is meant by the term 'belief'?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • a trust in something or someone • a faith in someone or something • a doctrine regarded as true • something you don't know or can't be proved • set of creeds • faith despite lack of proof. <p>1 mark for response</p>	1	
	(b)	<p>Give two examples of how God intervenes in the world.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Miracles • The work of the Holy Spirit • Jesus • The Bible • Creation of the world • Answered prayers. <p>1 mark for each response</p>	2	Credit can be given for two different types of miracles such as healing and power over nature.

Question	Answer	Marks	Guidance
(c)	<p>Describe why some Christians believe that God chooses to intervene in the world.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • To heal someone • To convince them of God and/or Jesus • A sign to the people of God's authority • For mankind's salvation • To restore the covenant relationship • To make people feel guilty when they have done wrong • To reveal the omnipotence of God • To relieve suffering. <p>Each statement = 1 mark, a statement with development 2 marks and exemplification/amplification 3 marks</p>	3	<p>There are various ways in which it is possible to gain 3 marks. It is possible to get full marks with three separate reasons about why God intervenes in the world or possible to give one way, with development and or amplification, or one reason developed and another stated.</p>
(d)	<p>Explain what Christians believe about the nature of God.</p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>The monotheistic nature of God could be explained in detail or they could explain the meaning of the various qualities attributed to God, e.g. Trinitarian God, Omnipotent God etc. Some may describe how God can be communicated to people through religious experiences, prayer and the holy spirit. It is important that the candidates show understanding of the beliefs by explaining in some detail the meaning of the words used to describe the nature of God.</p> <p>Some candidates may explain denominational differences about the nature of God, e.g. the Unitarian Church do not focus upon the trinity.</p>	6	<p>If the concept of the Trinity, for example, was explained in detail, showing an understanding of gradual development over time of this belief this shows an understanding of the three ways God conveys himself to Christians and would fulfil the requirements of the question.</p>

Question	Answer	Marks	Guidance
<p>(e)</p> <p></p>	<p>'Belief in God is not reasonable'. Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Candidates are likely to argue against this statement using the various reasons given for believing in God. These include the Ontological, the Cosmological, the Teleological Argument, the Moral Argument, the argument from experience and back ground and upbringing.</p> <p>Some may cite the existence of the Bible and creeds that prove the existence of God and why Christians believe he exists.</p> <p>In favour of the statement candidates could discuss what is reasonable to one person is not so to another. Therefore they could identify philosophical arguments against the above. Some may discuss what is meant by proof and truth and debate how reliable or not such reasons make it possible to believe in God. It is likely that one is to see comments about the Bible being made up, written by humans and is not reasonable evidence for believing in God.</p> <p>Some may cite atheistic arguments from people such as Dawkins and others to explain why there is not reasonable evidence to believe in God. Others may explain that it is not relevant to find reasons for believing in God because it is a matter of faith and trust and that is more important to a Christian.</p> <p>A personal view must be given and supported with reasoned argument.</p> <p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 2.</p>	<p>12</p> <p>3</p>	<p>If there is no personal view given, it cannot reach the higher levels. However, a personal view could be conveyed in different ways. It may be an explicit paragraph in their response or as they proceed through their essay with comments about the materials they are using to answer. Either way does not matter, as long as it is obvious somewhere in the response.</p>


Question		Answer	Marks	Guidance
3	(a)	<p>What is meant by the term 'belief'?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • a trust in something or someone • a faith in someone or something • a doctrine regarded as true • something you don't know or can't be proved • set of creeds • faith despite lack of proof. <p>1 mark for response</p>	1	
	(b)	<p>Give two examples of how god(s) intervene(s) in the world.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Miracles • Through previous incarnations of the gods • Avatars • Lord Krishna • Prince Rama • Answered prayers. <p>1 mark for each response</p>	2	Credit can be given for two different types of miracles such as healing and power over nature.

Question	Answer	Marks	Guidance
(c)	<p>Describe why some Hindus believe that god(s) choose(s) to intervene in the world.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • to teach people the right way to live • to continue the ongoing battle between good and evil • to destroy ignorance • to reflect God's nature through avatars • to show God can be both human and divine • to show God is all around us through daily miracles such as birth and the power of love • to prove God(s) is(are) all around to people. <p>Each statement = 1 mark, a statement with development 2 marks and exemplification/amplification 3 marks</p>	3	<p>There are various ways in which it is possible to gain 3 marks. It is possible to get full marks with three separate reasons about why God(s) intervenes in the world or possible to give one way, with development and or amplification, or one reason developed and another stated.</p>
(d)	<p>Explain what Hindus believe about the nature of god(s).</p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>The Hindu belief of 'one God in many forms' is likely to be expounded upon. There may be some discussion around semantics used to describe the beliefs about God(s).</p> <p>There are many ways of understanding God such as 'monist, monotheism, dualist, saguna Brahman and nirguna Brahman'.</p> <p>Some may describe the roles of the different deities, as aspects of the one God, Brahman, to explain how the universe works. It is a way of connecting to Brahman</p> <p>It is important that the candidates show understanding of the beliefs by explaining in some details the meaning of the words used to describe the nature of God.</p>	6	

Question	Answer	Marks	Guidance
<p>(e)</p> <p></p>	<p>'Belief in god(s) is not reasonable'. Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Hinduism in your answer.</p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Candidates are likely to argue against this statement using the various reasons given for believing in God. These include the Ontological, the Cosmological, the Teleological Argument, the Moral Argument, the argument from experience and back ground and upbringing.</p> <p>Some may explain that the concept of God is beyond human understanding and is very personal to humans in different ways. Others may cite the beliefs in avatars, miracles, experiences, as acceptable and convincing reasons for believing in gods.</p> <p>Hindu beliefs in God come from the sacred texts, traditions and teachings of the Hindu community and so candidates could use these to argue why Hindus believe in God(s) and that it is reasonable to them.</p> <p>Western views of a personal God may seem unreasonable to many Hindus.</p> <p>In favour of the statement candidates could discuss what is reasonable to one person is not so to another. Therefore they could identify philosophical arguments against the above. Some may discuss what is meant by proof and truth and debate how reliable or not such reasons make it possible to believe in God(s).</p> <p>Some may cite atheistic arguments from people such as Dawkins and others to explain why there is not reasonable evidence to believe in God or any gods.</p> <p>Others may explain that it is not relevant to find reasons for believing in God(s) because it is a matter of living by your dharma that is more important to a Hindu.</p> <p>A personal view must be given and supported with reasoned argument.</p> <p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 2.</p>	<p>12</p> <p>3</p>	<p>If there is no personal view given, it cannot reach the higher levels. However, a personal view could be conveyed in different ways. It may be an explicit paragraph in their response or as they proceed through their essay with comments about the materials they are using to answer. Either way does not matter, as long as it is obvious somewhere in the response.</p>


Question		Answer	Marks	Guidance
4	(a)	<p>What is meant by the term 'belief'?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • a trust in something or someone • a faith in someone or something • a doctrine regarded as true • something you don't know or can't be proved • set of creeds • faith despite lack of proof. <p>1 mark for response</p>	1	
	(b)	<p>Give two examples of how Allah intervenes in the world.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Muhammad ﷺ • The Qur'an • Prophets such as Moses and Isa • Events around Muhammad's ﷺ life were miraculous, e.g. the Night Journey and the Ascent • The created world in which humans live • Miracles. <p>1 mark for each response</p>	2	Credit can be given for two different types of miracles such as healing and power over nature.

Question	Answer	Marks	Guidance
(c)	<p>Describe why some Muslims believe that Allah chooses to intervene in the world.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • to reveal the ways of Allah • as signs of Allah to the people • to benefit mankind in some way • to answer prayers • to give humans the Qur'an, to live by. <p>Each statement = 1 mark, a statement with development 2 marks and exemplification/amplification 3 marks</p>	3	<p>There are various ways in which it is possible to gain 3 marks. It is possible to get full marks with three separate reasons about why God intervenes in the world or possible to give one way, with development and or amplification, or one reason developed and another stated.</p>
(d)	<p>Explain what Muslims believe about the nature of Allah.</p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>The concept of tawhid is most likely to be explained as it is the core belief or they could explain the meaning of the various qualities attributed to Allah, e.g. Allah the merciful, Allah the Great, Allah the Compassionate and so on. Some may explain beliefs about Allah as conveyed through the Qur'an or by the words and teachings of Muhammad ﷺ. Experiences such as The Ascent may be cited to explain beliefs about Allah's natures.</p> <p>It is important that the candidates show understanding of the beliefs by explaining in some details the meaning of the words used to describe the nature of God.</p>	6	

Question	Answer	Marks	Guidance
<p>(e)</p> <p></p>	<p>'Belief in Allah is not reasonable'. Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer.</p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Against this statement candidates are most likely to cite the life and work of Muhammad ﷺ to show how Allah is revealed to Muslims and that is irrefutable.</p> <p>The giving of the Qur'an to the people through Muhammad ﷺ is very important and the main reason for believing in Allah.</p> <p>Miracles which have happened to previous prophets could be given as reasons why people believe in Allah and also ways in which Allah intervenes in the world. The creation of the world is a miracle in itself and could be argued as a reason for believing in Allah.</p> <p>Candidates could argue against this statement using the various reasons given for believing in Allah. These include the Ontological, the Cosmological, the Teleological Argument, the Moral Argument, the argument from experience and back ground and upbringing.</p> <p>In favour of the statement candidates could discuss what is reasonable to one person is not so to another. Therefore they could identify philosophical arguments against the above. Some may discuss what is meant by proof and truth and debate how reliable or not such reasons make it possible to believe in Allah. Some may argue that the Qur'an is not the words of Allah but made up by humans and is not reasonable evidence for believing in Allah.</p> <p>Also in favour of the statement some may cite atheistic arguments from people such as Dawkins and others to explain why there is not reasonable evidence to believe in Allah.</p> <p>Others may explain that it is not relevant to find reasons for believing in Allah because it is a matter of submission to the oneness of Allah that is more important to a Muslim. A personal view must be given and supported with reasoned argument.</p> <p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 2.</p>	<p>12</p> <p>3</p>	<p>If there is no personal view given, it cannot reach the higher levels. However, a personal view could be conveyed in different ways. It may be an explicit paragraph in their response or as they proceed through their essay with comments about the materials they are using to answer. Either way does not matter, as long as it is obvious somewhere in the response.</p>

Question		Answer	Marks	Guidance
5	(a)	<p>What is meant by the term 'belief'?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • a trust in something or someone • a faith in someone or something • a doctrine regarded as true • something you don't know or can't be proved • set of creeds • faith despite lack of proof. <p>1 mark for response</p>	1	
	(b)	<p>Give two examples of how G-d intervenes in the world.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • G-d intervenes in history e.g. the parting of the Red Sea to teach something • G-d intervenes through nature in the world • miracles • Torah • the Prophets. <p>1 mark for each response</p>	2	Credit can be given for two different types of miracles such as healing and power over nature.


Question	Answer	Marks	Guidance
(c)	<p>Describe why some Jews believe that G-d chooses to intervene in the world.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • to warn the people what would happen if they did not follow G-d's ways • to save the Israelites from harm • to reveal the omnipotence of G-d • to confirm the covenant relationship • to answer prayers. <p>Each statement = 1 mark, a statement with development 2 marks and exemplification/amplification 3 marks</p>	3	<p>There are various ways in which it is possible to gain 3 marks. It is possible to get full marks with three separate reasons about why God intervenes in the world or possible to give one way, with development and or amplification, or one reason developed and another stated.</p>
(d)	<p>Explain what Jews believe about the nature of G-d.</p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>The monotheistic nature of G-d as expressed in the Shema is most likely to be explained or they could explain the meaning of the various qualities attributed to G-d e.g. Omniscient G-d, Omnipotent G-d etc. Some may describe beliefs about G-d connected to personal religious experiences, history, the Prophets and the Torah. It is important that the candidates show understanding of the beliefs by explaining in some details the meaning of the words used to describe the nature of G-d.</p>	6	

Question	Answer	Marks	Guidance
<p>(e)</p> <p></p>	<p>'Belief in G-d is not reasonable'. Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Against the statement candidates are likely to cite the importance of the Torah as the ultimate truth about G-d alongside a discussion around the significance of the covenant relationship between G-d, the Patriarchs, their descendants and Jews today. This provides reasons as to why they believe in G-d.</p> <p>Candidates could argue against this statement using the various reasons given for believing in G-d. These include the Ontological, the Cosmological, the Teleological Argument, the Moral Argument, the argument from experience and back ground and upbringing.</p> <p>In favour of the statement candidates could discuss what is reasonable to one person is not so to another. Therefore they could identify philosophical arguments against the above. Some may discuss what is meant by proof and truth and debate how reliable or not such reasons make it possible to believe in G-d. Some may comment upon the Torah being made up, written by humans and is not reasonable evidence for believing in G-d.</p> <p>Some may refer to the evidence of the Holocaust resulting in a loss of belief and the view that a benevolent G-d would not allow this to happen if He existed.</p> <p>Some may cite atheistic arguments from people such as Dawkins and others to explain why there is not reasonable evidence to believe in G-d.</p> <p>Others may explain that it is not relevant to find reasons for believing in G-d and what is important is to follow traditions and culture to preserve their identity in the face of anti Semitism. Reasons for believing in G-d are not a priority for some secular Jews.</p> <p>A personal view must be given and supported with reasoned argument.</p> <p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 2.</p>	<p>12</p> <p>3</p>	<p>If there is no personal view given, it cannot reach the higher levels. However, a personal view could be conveyed in different ways. It may be an explicit paragraph in their response or as they proceed through their essay with comments about the materials they are using to answer. Either way does not matter, as long as it is obvious somewhere in the response.</p>

Question		Answer	Marks	Guidance
6	(a)	<p>What is meant by the term 'belief'?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • a trust in something or someone • a faith in someone or something • a doctrine regarded as true • something you don't know or can't be proved • set of creeds. • faith despite lack of proof. <p>1 mark for response</p>	1	
	(b)	<p>Give two examples of how Waheguru intervenes in the world.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • through the creation of the universe • through all human life • through being the 'spark' of God in everyone • miracles • through the Gurus • through the Guru Granth Sahib Ji • intervening in the lives of followers in times of need • answers prayers • can perform anything as he is supreme over everything <p>1 mark for each response</p>	2	Credit can be given for two different types of miracles such as healing and power over nature.

Question	Answer	Marks	Guidance
(c)	<p>Describe why some Sikhs believe that Waheguru chooses to intervene in the world.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • to answer prayers • to convict people of the truth about Waheguru • to help people in times of need and support • to prove Waheguru's power and supremacy • to continue the fight of good overcoming evil. <p>Each statement = 1 mark, a statement with development 2 marks and exemplification/amplification 3 marks</p>	3	<p>There are various ways in which it is possible to gain 3 marks. It is possible to get full marks with three separate reasons about why God intervenes in the world or possible to give one way, with development and or amplification, or one reason developed and another stated.</p>
(d)	<p>Explain what Sikhs believe about the nature of Waheguru.</p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Belief in a personal God is central to Sikhs but that Waheguru has no form or gender. Candidates should explain further what that means.</p> <p>The nature of Waheguru as expressed in the Mool Mantar is most likely to be explained or they could explain the meaning of the various qualities attributed to Waheguru e.g. Omniscient God, Omnipotent God, Immanent God etc. Some may describe beliefs about the immanence of God and what it means to Sikhs. It is important that the candidates show understanding of the beliefs by explaining in some details the meaning of the words used to describe the nature of God.</p>	6	

Question	Answer	Marks	Guidance
(e)	<p>'Belief in Waheguru is not reasonable'. Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Sikhism in your answer.</p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Against this statement candidates could discuss the following reasonable reasons for believing in God. The importance of the Sikh Gurus who impart the knowledge about Waheguru to Sikhs and ultimately to the importance of the Guru Granth Sahib Ji. Sikhs justify their beliefs in Waheguru because of the existence of the Guru Granth Shaib Ji. It is important to note that Sikhs believe that God is a part in every person and therefore the existence of people is evidence of God.</p> <p>The importance of experiencing God through mystical experiences and music may be given as reasons for believing in God. Also through meditation on Waheguru Sikhs can enter a personal loving relationship and believe that Waheguru can be known. The creation of the world and ways in which Waheguru can intervene in the lives of the devotees in times of need are reasonable reasons for believing in Waheguru.</p> <p>Candidates may argue against this statement using the various reasons given for believing in God. These include the Ontological, the Cosmological, the Teleological Argument, the Moral Argument, the argument from experience and back ground and upbringing.</p> <p>In favour of the statement candidates could discuss what is reasonable to one person is not so to another. Therefore they could identify philosophical arguments against the above. Some may discuss what is meant by proof and truth and debate how reliable or not such reasons make it possible to believe in God. Some may comments about the sacred writings being made up, written by humans and is not reasonable evidence to believe in Waheguru.</p> <p>Some may cite atheistic arguments from people such as Dawkins and others to explain why there is not reasonable evidence to believe in God.</p>	12	<p>If there is no personal view given, it cannot reach the higher levels. However, a personal view could be conveyed in different ways. It may be an explicit paragraph in their response or as they proceed through their essay with comments about the materials they are using to answer. Either way does not matter, as long as it is obvious somewhere in the response.</p>

Question	Answer	Marks	Guidance
	<p>Others may explain that it is not relevant to find reasons for believing in Waheguru because it is a matter of loving Waheguru through bhakti and the ultimate goal for Sikhs is to achieve union with Waheguru, not spend hours arguing over the reasons for believing in Waheguru.</p> <p>A personal view must be given and supported with reasoned argument.</p> <p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 2.</p>	3	

SECTION B

Question		Answer	Marks	Guidance
7	(a)	<p>What is meant by the term 'meditation'?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • a practice to attain calm and insight • a means to achieve enlightenment • a way to detach oneself from the material world • a form of worship • a practice that changes the way people behave and think • a mental form of relaxation • a way to focus the mind on other more important things in life. <p>1 mark for each response</p>	1	
	(b)	<p>List two types of meditation.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Samatha – development of concentration • Vipassana – development of insight • Zen meditation • metta bhavana. <p>1 mark for each response</p>	2	Can credit just the English description to gain two marks


Question	Answer	Marks	Guidance
(c)	<p>Describe how Buddhists might use food in festivals.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Food is distributed to monks and the poor as part of the celebrations (to gain merit) • In Asia there are seasonal foods (rainy seasons) and feasts (at harvest time) • Special foods are cooked for birthdays and other personal festivals – may be linked to Brahamic traditions in Theravada Buddhism and involve dishes made from rice and milk • Puffed rice is used at funerals as a symbol – rice that will never grow again • In Zen all preparation of food can be seen as a spiritual discipline, promoting balance and harmony • Ulambana (Ancestor Day) celebrated in the Mahayana tradition and by the Theravadins in Cambodia, Laos, Thailand. Also known as Obon in Japanese Buddhism where food offerings are made to the hungry ghosts of ancestors. <p>Each statement = 1 mark, or a statement with development 2 marks or statement, development and exemplification/amplification 3 marks.</p>	3	<p>There are various ways in which to get 3 marks. It is possible to get 3 marks either by three separate relevant points made about the purpose of meditation. Or there can be one purpose described, developed and amplified, for example.</p>

Question	Answer	Marks	Guidance
(d)	<p>Explain why Buddhists worship in different ways.</p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Candidates are likely to describe, explain and give examples of both public and private worship, such as meditation at home and worship in a vihara and talk about why they are different.</p> <p>Although the pattern of worship is similar in private and public worship, for example, both don't worship a deity but show respect to the Buddha by various actions such as prostrating before an image of the Buddha, the differences are due to cultural differences, personal preferences as to how to worship, different traditions of Buddhism and Buddhists seeing the importance of worship in different ways. Buddhism is a highly individual religion and it is for each person to find their own path on the way to enlightenment. Different gifts could be offered, different forms of meditation may happen and chants or readings from the scriptures may be said.</p> <p>Candidates are likely to explain some of the differences between worship in a temple and that at home being due to where in the world Buddhism is found and whether the Buddhist monks are involved in the worship. They may explain the role of the bhikkus (monks) in more detail and emphasise their role in communal worship compared to that of individual worship. For example, in the temple they may hear the monks chanting sacred texts or be given instruction by the monks. They are not likely to hear this in their home. In a temple there is time to talk and socialise. The temple is a place of social gathering as well as a place of meditation.</p>	6	

Question		Answer	Marks	Guidance
8	(a)	<p>What is meant by the term 'meditation'?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • discursive activity in one's head • deep level of thinking about passages from scripture to deepen the understanding of them • an act of private or public contemplation • a mental form of relaxation • a form/type of praying. <p>1 mark for each response</p>	1	
	(b)	<p>Give two symbols that might be in a Church.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • bread and wine • crucifix • cross • font • alpha and omega • ichthus • chi-rho • trinity. <p>1 mark for each response</p>	2	

Question		Answer	Marks	Guidance
	(c)	<p>Describe the purpose of prayer for Christians.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • it's a way to communicate with God • it's an act of obedience to God • it's a way to acknowledge God • it's an expression of wonder • it's a cry for help • it's a way to develop a personal relationship with God, through the power of the Holy Spirit and praying in union with Christ • it's a way to follow the example of Christ • it strengthens one's faith • it's an act of thanksgiving. <p>Each statement = 1 mark, or a statement with development 2 marks or statement, development and exemplification/amplification 3 marks.</p>	3	There are various ways in which to get 3 marks. It is possible to get 3 marks either by three separate relevant points made about the purpose of prayer. Or there can be one purpose described, developed and amplified, for example.


Question	Answer	Marks	Guidance
(d)	<p>Explain why Christians worship in different ways.</p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Candidates are likely to describe, explain and give examples of both public and private worship, such as praying or reading the Bible at home and holy communion or mass in a church weekly, for example and explain why they are different.</p> <p>Some of the differences could be explained because of different liturgies associated with worship in various denominations, or different beliefs held about the role of the ordained clergy and priesthood. Other differences such as festival observations are due to various branches of Christianity having different foci of beliefs.</p> <p>Candidates may explain how personal preferences affect how Christians worship. Some may explain that for some private worship is more personal and in public worship it is more for the community as a whole.</p> <p>Others reasons for the differences could be due to cultural differences and where in the world Christianity is found. It will also depend upon one's family upbringing as to how people respond to Christian worship. Different interpretations of Biblical texts have resulted in differences as well.</p>	6	

Question		Answer	Marks	Guidance
	(e)	<p>'Fasting strengthens faith'. Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Candidates are likely to point out that there are no rules or laws related to fasting in Christianity. Therefore it is not an essential activity to strengthen one's faith.</p> <p>However, in the life of Christ his period of time in the desert for 40 days is remembered in Lent and Christians are encouraged to think about fasting as a spiritual discipline. However, the fasting does not just apply to food. It could be they give up some other activity or commodity than food for a period of time. Some may talk about the importance of Lent for Christians, when some fast or give of their time to help others less fortunate than themselves. This strengthens one's faith. It helps them to realise their dependency upon God for everything. It helps remind them of the sufferings of Christ and to show dedication and commitment to their faith.</p> <p>Fasting can take other forms than not eating, denial of things not just food.</p> <p>Candidates are likely to suggest other ways in which Christian's faith is strengthened. This is likely to result in some description of forms of worship, praying, observing festivals, importance of rites of passage, acting in a loving way to all and so on. All are other ways in which one's faith could be strengthened therefore to only fast would not be what Christians would do.</p> <p>Candidates may compare and contrast to other religious traditions that have a duty to fast e.g. Muslims during Ramadan and how it strengthens their faith but in Christianity the Bible recognises the value of fasting but does not state a law about it.</p>	12	If there is no personal view given, it cannot reach the higher levels. However, a personal view could be conveyed in different ways. It may be an explicit paragraph in their response or as they proceed through their essay with comments about the materials they are using to answer. Either way does not matter, as long as it is obvious somewhere in the response.
		Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 2.	3	

Question		Answer	Marks	Guidance
9	(a)	<p>What is meant by the term 'meditation'?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • a practice to attain calm and insight • a means to achieve enlightenment • a form of worship • a practice that changes the way people behave and think • a way to focus the mind on other more important things in life • a mental form of relaxation • a way of visualising the gods in order to achieve unity. <p>1 mark for each response</p>	1	
	(b)	<p>Give two symbols that might be found in a Mandir.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • puja • murtis • any contents of a puja • arti • aum • icons • swastika. <p>1 mark for each response</p>	2	

Question	Answer	Marks	Guidance
(c)	<p>Describe the purpose of prayer for Hindus.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • it focuses the mind on a single object and allows visualization of the deities. • it is an intense way to worship the gods • it's a way to connect the worshipper to the deity • fosters feelings of love, compassion and generosity • encourages a feeling of community • it's a way of communicating with the divine • it is a way of thinking God for his blessings • encourages people to depend on God for help in distress. • to ask God for enlightenment • it's an act of thanksgiving. <p>Each statement = 1 mark, or a statement with development 2 marks or statement, development and exemplification/amplification 3 marks.</p>	3	<p>There are various ways in which to get 3 marks. It is possible to get 3 marks either by three separate relevant points made about the purpose of prayer. Or there can be one purpose described, developed and amplified, for example.</p>


Question	Answer	Marks	Guidance
(d)	<p>Explain why Hindus worship in different ways.</p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Candidates are likely to describe, explain and give examples of both public and private worship, such as meditation at home and worship in a mandir and explain why there are differences. More worship takes place at home than in a mandir, though many of the aspects of worship are the same in both private and public worship.</p> <p>The reason for differences is because there are many forms of worship. Differences stated may be around the individual family home shrine, dedicated to one deity where as in a mandir in Britain there may be several shrines dedicated to different deities.</p> <p>Various traditions from which Hindus come from will affect their style of worship. For example there is a difference between Indian and Western style forms of Hindu worship.</p> <p>In a mandir there is likely to be a priest in charge and may lead prayers, meditation and teach about the faith. At home each member of the family offers their own prayers, meditates and makes offerings to the deity. The home may have a shrine room whereas the reason for a mandir is to be the home for the god and it is dedicated to him solely. Therefore public worship is usually conducted by the priest and assistants.</p> <p>Some may explain the differences between personal and communal worship, though for Hindus the offering of one's whole life to a deity is a form of worship.</p>	6	

Question	Answer	Marks	Guidance
<p>(e)</p> 	<p>'Fasting strengthens faith'. Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Hinduism in your answer.</p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Fasting is encouraged in Hinduism. Scriptures encourage it as it cleanses the mind, body and soul, as well as showing a form of self sacrifice. This frees up the body, mind and soul to focus upon more important things in life and some believe that the good karma of fasting will be paid back in some positive way. Fasting also helps show solidarity with those less fortunate than themselves or who may be starving or hungry.</p> <p>Fasting is a matter for the individual and the exact form will vary from person to person. However, they believe it does strengthen their faith</p> <p>Some may talk about the ascetic who gives up much and fasts extensively to gain moksha and its significance to them.</p> <p>Fasting can take other forms than not eating, denial of things not just food.</p> <p>Candidates are likely to suggest other ways in which Hindu's faith is strengthened. This is likely to result in some description of forms of worship, praying, observing festivals, importance of rites of passage, devoting their whole life to a deity and so on. All are other ways in which one's faith could be strengthened therefore to only fast would not be what most Hindus would do.</p> <p>Candidates may compare and contrast to other religious traditions that have a duty to fast e.g. Muslims during Ramadan.</p> <p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 2.</p>	<p>12</p> <p>3</p>	<p>If there is no personal view given, it cannot reach the higher levels. However, a personal view could be conveyed in different ways. It may be an explicit paragraph in their response or as they proceed through their essay with comments about the materials they are using to answer. Either way does not matter, as long as it is obvious somewhere in the response.</p>

Question		Answer	Marks	Guidance
10	(a)	<p>What is meant by the term 'meditation'?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • discursive activity in one's head • deep level of thinking about passages from scripture to deepen the understanding of them • an act of private or public contemplation • a mental form of relaxation • a form/type of praying. <p>1 mark for each response</p>	1	
	(b)	<p>Give two ways in which Muslims use calligraphy.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • use calligraphy to praise Allah • to decorate mosques • to illustrate the Qur'an • to express belief • to give pleasure to people as they look at them. <p>1 mark for each response</p>	2	

Question		Answer	Marks	Guidance
	(c)	<p>Describe the purpose of prayer for Muslims.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • it's performed as an act of obedience to Allah • it shows humble submission to Allah • it shows total dedication to Allah • it's a way to remain committed to Allah • it builds up one's faith • it is the greatest form of worship according to the Qu'ran • it is a way of communicating with Allah • it keeps Allah on their mind all the time • it's an act of thanksgiving. <p>Each statement = 1 mark, or a statement with development 2 marks or statement, development and exemplification/amplification 3 marks.</p>	3	There are various ways in which to get 3 marks. It is possible to get 3 marks either by three separate relevant points made about the purpose of prayer. Or there can be one purpose described, developed and amplified, for example.


Question	Answer	Marks	Guidance
(d)	<p>Explain why Muslims worship in different ways.</p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Candidates are likely to describe, explain and give examples of both public and private worship, such as Friday Communal prayers in the mosque and individual praying at home and why there are these differences. However they are likely to emphasise how central to Muslims all worship is to show submission to the will of Allah.</p> <p>Some of the differences are that the local imam conducts regular prayers and lessons about the Islamic faith daily in the mosque. In homes although the worship of praying will be carried out in the same manner it is not the same as worshipping together in a large community. The Qur'an encourages Muslims to worship in a mosque, with others as much as possible rather than privately. The call to prayer is likely to be heard in a mosque rather than a home.</p> <p>The importance of the congregational prayers on Friday may be explained, with its special sermon for the congregation preached by the Imam. The meeting together and socialising, giving of charity are all things that tend to happen during public worship. However, private worship is very individual, personal and important to Muslims.</p> <p>Some may explain why there are differences between male and female forms of private and public worship.</p> <p>Other reasons for differences include cultural upbringing, different sects of Islam, e.g. Sunni, Shia and Sufis and family background. Any of these could be used to explain the differences.</p>	6	

Question	Answer	Marks	Guidance
<p>(e)</p> <p></p>	<p>'Fasting strengthens faith'. Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer.</p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>One of the five pillars of Islam is Saum and during the month of Ramadan Muslim are expected to refrain from eating, drinking, smoking and sex between dawn and sunset. It does strengthen faith as it shows dedication, commitment and submission to the will of Allah. It is a religious duty but there must be a willingness to do this as well. It is a joyful act and develops self discipline. It strengthens their faith because they believe that those who observe saum will receive their reward.</p> <p>It also involves some personal discomfort and inconvenience and helps Muslims appreciate the material things of life and put things into perspective. It helps them identify with people who are deprived or who suffer famine and drought.</p> <p>Fasting can take other forms than not eating, denial of things not just food.</p> <p>Candidates are likely to suggest other ways in which a Muslim's faith is strengthened. This is likely to result in some description of the other pillars of Islam, importance of rites of passage, the reading and studying of the Qur'an and so on. All are other ways in which one's faith could be strengthened therefore to only fast would not be what Muslims would do.</p> <p>Candidates may compare and contrast to other religious traditions that do not have a duty to fast e.g. Christians.</p> <p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 2.</p>	<p>12</p> <p>3</p>	<p>If there is no personal view given, it cannot reach the higher levels. However, a personal view could be conveyed in different ways. It may be an explicit paragraph in their response or as they proceed through their essay with comments about the materials they are using to answer. Either way does not matter, as long as it is obvious somewhere in the response.</p>

Question		Answer	Marks	Guidance
11	(a)	<p>What is meant by the term 'meditation'?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • discursive activity in one's head • deep level of thinking about passages from scripture to deepen the understanding of them • an act of private or public contemplation • a mental form of relaxation • a form/type of praying. <p>1 mark for each response</p>	1	
	(b)	<p>Give two symbols that might be found in a synagogue.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • star of David • menorah • ner tamid • parochet • articles of religious clothing • the Aron Hakodesh. <p>1 mark for each response</p>	2	

Question		Answer	Marks	Guidance
	(c)	<p>Describe the purpose of prayer for Jews.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • it's a form of worship of G-d • it's an act of obedience to G-d • it's a form of showing reverence and fear of G-d • Jews can communicate with G-d • it strengthens their faith and commitment • it's an act of thanksgiving. <p>Each statement = 1 mark, or a statement with development 2 marks or statement, development and exemplification/amplification 3 marks.</p>	3	There are various ways in which to get 3 marks. It is possible to get 3 marks either by three separate relevant points made about prayer. Or they can be one purpose described, developed and amplified, for example.

Question	Answer	Marks	Guidance
(d)	<p>Explain why Jews worship in different ways.</p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Candidates are likely to describe, explain and give examples of both public and private worship, such as individual daily prayers on waking and going to bed and the importance to all Jews to visit the synagogue during Yom Kippur and why there are these differences.</p> <p>Because of the 613 mitzvot found in the Torah are a way that Jews worship some are carried out communally and others individually. So worship is carried out in different ways.</p> <p>The conducting of one's life around the mitzvot varies from Jewish family to Jewish family. Differences between Jewish sects may be explained or differences privately and publically could be developed depending upon the way in which individuals observe the mitzvot.</p> <p>The housing of the Torah can only be in a synagogue and read and so Jews are encouraged to go to the synagogue to hear the Torah read and discussed at Shabbat.</p> <p>Differences between male and female requirements for worship may also be explained.</p>	6	

Question	Answer	Marks	Guidance
<p>(e)</p> <p></p>	<p>'Fasting strengthens faith'. Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Fasting is very important in Judaism. Candidates are likely to explain the importance of Yom Kippur and the 25 hour fast for Jews. The Torah commands this and it helps them concentrate on praying to G-d. The following of the Torah and the links to the covenant relationship may be developed as to a way of strengthening one's faith and a duty to do so.</p> <p>Fasting can take other forms than not eating, denial of things not just food.</p> <p>Candidates are likely to suggest other ways in which a Jew's faith is strengthened. This is likely to result in some description of forms of worship, praying, observing festivals, importance of rites of passage, fulfilling the mitzvot and so on. All are other ways in which one's faith could be strengthened therefore to only fast would not be what Jews would do.</p> <p>Candidates may compare and contrast to other religious traditions that do not have a duty to fast e.g. Christians or Buddhists.</p> <p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 2.</p>	<p>12</p> <p>3</p>	<p>If there is no personal view given, it cannot reach the higher levels. However, a personal view could be conveyed in different ways. It may be an explicit paragraph in their response or as they proceed through their essay with comments about the materials they are using to answer. Either way does not matter, as long as it is obvious somewhere in the response.</p>

Question		Answer	Marks	Guidance
12	(a)	<p>What is meant by the term 'meditation'?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • discursive activity in one's head • deep level of thinking about passages from scripture to deepen the understanding of them • an act of private or public contemplation • a form/type of praying • a mental form of relaxation • Nam simaran and nam japan. <p>1 mark for each response</p>	1	
	(b)	<p>Give two symbols that might be found in a Gurdwara.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Ik Onkar • Khanda • Nishan Sahib • any of the 5 Ks. <p>1 mark for each response</p>	2	

Question	Answer	Marks	Guidance
(c)	<p>Describe the purpose of prayer for Sikhs.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • it's a form of worship to Waheguru • it's a way to link with Waheguru spiritually and inwardly • it 's they core feature of worship for Sikhs • it helps Sikhs form a loving and personal relationship with God • it teaches Sikhs about the immanence of God • to ask for forgiveness from God for wrong doing • it helps Sikhs feel linked to the wider Sikh community • it reminds Sikhs to give thanks before eating and drinking anything. <p>Each statement = 1 mark, or a statement with development 2 marks or statement, development and exemplification/amplification 3 marks.</p>	3	<p>There are various ways in which to get 3 marks. It is possible to get 3 marks either by three separate relevant points made about the purpose of prayer. Or there can be one purpose described, developed and amplified, for example.</p>


Question	Answer	Marks	Guidance
(d)	<p>Explain why Sikhs worship in different ways.</p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Candidates are likely to describe, explain and give examples of both public and private worship, such as meditation at home and the reading of the Guru Granth Sahib Ji in the gurdwara and why there are these differences.</p> <p>Some candidates may explain the importance of the langar in the gurdwara and the sharing of a meal after communal praying. Eating in the langar is an important aspect of all Sikh worship at the gurdwara. Also some of the special feasts are encouraged collectively in the gurdwara with Sikhs rather than at home.</p> <p>The importance of doing things together is emphasised in Sikhism as it reflects the significant teaching of equality in the eyes of Waheguru of all people. Most Sikh homes will not have a complete copy of the Granth Sahib Ji and will therefore have to go to the gurdwara to hear the text being read and explained. Family worship can occur at any time.</p> <p>Whether in a gurdwara or at home Sikhs will meditate on God's name and always worship him in the home as well as in the gurdwara.</p> <p>Other reasons for differences could be due to cultural background, family upbringing, and the belief that Waheguru is immanent and therefore worship can take place anywhere.</p>	6	

SECTION C

Question		Answer	Marks	Guidance
13	(a)	<p>What is meant by the term 'rebirth'?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • reincarnation • being reborn again and again in a different body. 	1	
	(b)	<p>Give two examples of how Buddhists can behave morally.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • right way to earn a living • to not be greedy • to not hate • to not crave for material possessions • be truthful • be honest • refrain from destroying life. <p>1 mark for each response</p>	2	Award a mark for any list of positive behaviours that lead to good consequences or details of the eightfold path or rules related to life in the Sangha

Question	Answer	Marks	Guidance
(c)	<p>Describe one Buddhist belief about Nibbana.</p> <p>Responses might include:</p> <p>candidates may describe some of the following:</p> <ul style="list-style-type: none"> • nibbana as the end of the cycle of rebirth • it is impossible to say what it actually means. • it's the supreme good and releases people from the necessity of further rebirths • it's a state of 'higher consciousness' • it is something the Buddha kept silent upon when asked what was beyond rebirths • it's a release from suffering • it's an attitude of mind. <p>Each statement = 1 mark, or a statement with development 2 marks or statement, development and exemplification/amplification 3 marks.</p>	3	<p>There are various ways in which to get 3 marks. It is possible to get 3 marks either by three separate relevant points made about the belief. Or there can be one belief described, developed and amplified, for example.</p>


Question	Answer	Marks	Guidance
(d)	<p>Explain the link between Kamma and Samsara for a Buddhist.</p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Candidates will need to be clear about the link between samsara and kamma. People are trapped in the wheel of samsara, experiencing rebirth after rebirth because people are caught in a wheel of cravings. The realm they believe they will be reincarnated will depend upon their attitudes and behaviours of previous life. Kamma is the action and consequence of people's behaviour. The intention of every action is very important and influences what happens in the next life. Every action a person chooses to follow will have a consequence both positively and negatively. The kamma they build up through their actions may determine the realm they are reborn into when they die and therefore Buddhists try to act in a way that results in good kamma, to get a good rebirth</p> <p>The aim for all Buddhists is to stop think about kamma or acting without attachments in order to reach nibbana. They need to get into a frame of mind when they do not have to think about the consequences of actions because it happens automatically. When that happens samsara will cease.</p>	6	<p>In order to reach the higher levels of response candidates must establish the link between the two concepts and not just describe the two concepts.</p>

Question	Answer	Marks	Guidance
<p>(e)</p> <p></p>	<p>'There is no difference between the body and the soul'. Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer.</p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Candidates are likely to refute this statement according to Buddhists because they do not believe in a soul. Candidates may explain the concept of anatta and relate this to the statement.</p> <p>Details about the parts of a human being as explained by the Buddhist monk Nagasena to King Milanda may be cited to further explain that this statement is irrelevant to Buddhists.</p> <p>The ongoing change of the self is likely to be developed and that nothing remains the same for ever. There is no central core to a human being but five elements that are changing all the time. There is no permanent end to look forward to when this present life ends therefore the discussion about whether body and soul are the same is irrelevant.</p> <p>Some discussion may be seen about the philosophical meaning of the words 'body and soul' according to Buddhism. This relates to the statement.</p> <p>It is likely that candidates will discuss a secular or atheistic view of life after death and argue there is no evidence for a life after death or the existence of a soul. This is the only life and the body we have is all we have.</p> <p>Some may argue that we do have a spiritual side of the human body but it dies when we die</p> <p>Some may discuss examples of ghosts and other spiritual visions as evidence of spiritual beings and whether this points to a world of souls but it must be linked to the statement.</p> <p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 2.</p>	<p>12</p> <p>3</p>	<p>If there is no personal view given, it cannot reach the higher levels. However, a personal view could be conveyed in different ways. It may be an explicit paragraph in their response or as they proceed through their essay with comments about the materials they are using to answer. Either way does not matter, as long as it is obvious somewhere in the response.</p>

Question		Answer	Marks	Guidance
14	(a)	<p>What is meant by the term 'redemption'?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • to save someone from something bad • to 'buy back' or 'pay the ransom' • the process by which humanity is restored in communion with God • When someone has been forgiven of their sins • the saving work of Christ. 	1	Will accept a response that says "to be redeemed"
	(b)	<p>Give two examples of how Christians can behave morally.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • love God • love your neighbour as yourself • any of the 10 commandments • be kind • be caring <p>1 mark for each response</p>	2	Examiners must use their professional judgement and award any reference to general behaviours that lead to positive outcomes based upon any of the teachings or parables of Jesus


Question	Answer	Marks	Guidance
(c)	<p>Describe one Christian belief reflected in a Christian funeral ceremony.</p> <p>Responses might include:</p> <p>Candidates may describe any of the following beliefs:</p> <ul style="list-style-type: none"> • life eternal is for all who believe • the souls of the departed can be prayed for by the mourners and it could influence where they go in the next stage • the resurrection of all • Jesus is the only way, the truth and the life to everlasting life • body and the soul are distinct aspects of the human being • the soul goes onto eternal life • the resurrection of the body as well as the soul • references to heaven and hell, purgatory. <p>Each statement = 1 mark, or a statement with development 2 marks or statement, development and exemplification/amplification 3 marks.</p>	3	<p>Specific denominational differences may be referred to in the responses. The question allows for any from any denomination. Credit all relevant responses.</p> <p>An action can only credited if it is supported by a belief. Candidates are likely to address this question by first referring to an action performed at a funeral before linking to the belief.</p>
(d)	<p>Explain the link between salvation and heaven for a Christian.</p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Candidates will need to be clear about the link between salvation and heaven. Christians believe there is a heaven and that after death humans may be judged as whether they go to heaven or hell. The Bible teaches that through abuse of mankind's free will and human sin evil has entered into the world and broken the relationship between man and God. Through the saving and redeeming work of Christ on the cross the way to heaven has been restored. The price for mankind's sins has been paid for through the death and suffering of Christ. Thus this saving work of Christ liberates all who believe in him and paves the way to eternal life or heaven, being at one with God.</p>	6	<p>In order to reach the higher levels of response candidates must establish the link between the two concepts and not just describe the two concepts.</p>

Question	Answer	Marks	Guidance
(e)	<p>‘There is no difference between the body and the soul’. Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Candidates are likely to argue that they are not the same because of the different beliefs Christians have about the body and the soul. The soul is given to mankind by God and makes people unique. Candidates may cite references in scripture that shows that humans are different from animal species.</p> <p>The soul is distinct from the body and is the part that makes humans unique.</p> <p>Some may argue it is the part of a human that lives on after death or that it is the part of a human that relates them to God. The body is the physical part of us that houses the soul and therefore is not the same. Christians believe the soul lives on after death and the body dies. Some argue that the ‘divine spark breathed into the nostrils of Adam’ is evidence of the sacred in each one of us and therefore has to be treated with great respect.</p> <p>Many Christians believe there is a link to the earthly life and the heavenly life and that the soul carries on after death. Other Christians do believe in the resurrection of the body and the soul, so that although they are different, not one and the same, they both resurrect in the afterlife.</p> <p>Some may discuss the conflict between body and soul as evidence of them not being the same.</p> <p>Some discussion may be seen about the philosophical meaning of the words ‘body and soul’ according to Christianity. This relates to the statement. It is likely that candidates will discuss a secular or atheistic view of body and soul, connected to life after death and argue there is no evidence for a life after</p>	12	<p>If there is no personal view given, it cannot be at the higher levels. However, a personal view could be conveyed in different ways. It may be an explicit paragraph in their response or as they proceed through their essay with comments about the materials they are using to answer. Either way does not matter, as long as it is obvious somewhere in the response.</p>

Question		Answer	Marks	Guidance
		<p>death or the existence of a soul. This is the only life and the body we have is all we have.</p> <p>Some may argue that we do have a spiritual side of the human body but it dies when we die.</p> <p>Some may discuss examples of ghosts and other spiritual visions as evidence of spiritual beings and whether this points to a world of souls. But it must be linked to the statement</p> <p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 2.</p>	3	

Question		Answer	Marks	Guidance
15	(a)	<p>What is meant by the term 'moksha'?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • escape from the cycle of death and rebirth • becoming one with the Supreme Spirit • liberation. 	1	
	(b)	<p>Give two ways in which Hindus might follow their dharma.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • good actions • following duties according to one's varna • doing what is right according to the stage of life reached • specifics related to any of the stages in life (ashrama) ie the student stage, the householder stage, the forest stage and the 'wander' stage. 	2	
	(c)	<p>Describe one Hindu belief reflected in a Hindu funeral ceremony.</p> <p>Responses might include:</p> <p>Candidates may describe any of the following beliefs:</p> <ul style="list-style-type: none"> • reincarnation • samsara • atman • moksha • gaining karma • purification of a person. <p>Each statement = 1 mark, or a statement with development 2 marks or statement, development and exemplification/amplification 3 marks.</p>	3	There are various ways in which to get 3 marks. It is possible to get 3 marks either by three separate relevant points made about one belief. Or there can be one belief described, developed and amplified, for example.


Question	Answer	Marks	Guidance
(d)	<p>Explain the link between karma and samsara for a Hindu.</p> <p>Examiners should mark according to AO1 level descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates will need to be clear about the link between karma and samsara. Many Hindus believe that the ultimate purpose of existence is to attain moksha and cease to be part of the endless wheel of samsara. One way to do this is to perform good karma (actions). Some Hindus believe that one's karmic actions are balanced and determine what one is going to be born in the next life. So Hindus think it is very important to behave morally and act kindly and compassionately to achieve good karma, and so hopefully get near to moksha. But the motives of one's karma are equally important. To just behave morally in order to achieve moksha and escape samsara is not the right intention. One should to behave morally or act selflessly (nishkarmakarma) because of care for the world and love of God, not to win one's way to moksha.</p>	6	<p>In order to reach the higher levels of response candidates must establish the link between the two concepts and not just describe the two concepts.</p>

Question	Answer	Marks	Guidance
<p>(e)</p> <p></p>	<p>‘There is no difference between the body and the soul’. Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Hinduism in your answer.</p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Many Hindus believe that the body and soul are separate and that they are more than happy for their body to be used for organ replacements, for example.</p> <p>Hindus do not accept that the body and the soul are one and the same. The soul is in an endless cycle of birth, existence, death and re-birth. They believe that all life is special and treat it with respect. So whilst the body and the soul are not the same, the life of a human or an animal is important and should be respected.</p> <p>Hindus believe there is a spark of God in everyone and it is called the atman, the breath of life. The atman is not controlled by the body or affected by evil but is eternal. It unites eventually to Brahman and becomes ultimately one. Therefore the soul and the body are not the same and one is more important than the other.</p> <p>Some discussion may be seen about the philosophical meaning of the words ‘body and soul’ according to Hinduism. This relates to the statement.</p> <p>It is likely that candidates will discuss a secular or atheistic views of body and soul, life after death and argue there is no evidence for a life after death or the existence of a soul. This is the only life and the body we have is all we have.</p> <p>Some may argue that we do have a spiritual side of the human body but it dies when we die.</p> <p>Some may discuss examples of ghosts and other spiritual visions as evidence of spiritual beings and whether this points to a world of souls but must relate this to the statement.</p> <p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 2.</p>	<p>12</p> <p>3</p>	<p>If there is no personal view given, it cannot reach the higher levels. However, a personal view could be conveyed in different ways. It may be an explicit paragraph in their response or as they proceed through their essay with comments about the materials they are using to answer. Either way does not matter, as long as it is obvious somewhere in the response.</p>

Question		Answer	Marks	Guidance
16	(a)	<p>Where do Muslims hope to go in the afterlife?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • paradise • heaven • a place that is more pleasurable than the current world • a world with Allah in the afterlife • a place where all are reunited with their loved ones • a place where everlasting peace will reign. • Janna. 	1	
	(b)	<p>Give two examples of how Muslims can behave morally.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • do not drink alcohol or take drugs • follow any of the rules of the Qur'an • caring for others • looking after the poor. <p>1 mark for each response</p>	2	Candidates may be awarded marks for any of the Pillars stated or any relevant teaching from the Qur'an


Question	Answer	Marks	Guidance
(c)	<p>Describe one Muslim belief reflected in a Muslim funeral ceremony.</p> <p>Responses might include:</p> <p>Candidates may describe any of the following beliefs:</p> <ul style="list-style-type: none"> • akhirah • eternal Life with Allah • The Day of Judgement • Allah as judge • reward and punishment linked to Paradise • resurrection • angels asking questions of each person • paradise • burials and not cremations because of the need for the body in the after life. <p>Each statement = 1 mark, or a statement with development 2 marks or statement, development and exemplification/amplification 3 marks.</p>	3	<p>There are various ways in which to get 3 marks. It is possible to get 3 marks either by three separate relevant points made about the beliefs. Or there can be one belief described, developed and amplified, for example.</p>

Question	Answer	Marks	Guidance
(d)	<p>Explain the link between obedience to Allah and the afterlife for a Muslim.</p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Candidates will need to be clear about the link between Allah and the afterlife.</p> <p>Muhammad's ﷺ message to the people as stated in the Qur'an states that all must submit to the will of Allah or face on the Day of Judgement the consequences of not following the laws of Allah. Muhammad ﷺ was the final messenger sent to give the final message to humanity for all to surrender to the will of Allah. In the afterlife all will have their deeds weighed up and depending on their actions it will determine whether they go to paradise or hell in the afterlife.</p> <p>It is likely that candidates may explain the link to the concept of the Day of Judgement as well as the after life. Therefore it is very important for Muslims to follow the will of Allah if they want to avoid hell and punishment from Allah in the next life. There is a clear relationship between life on earth, obedience to the will of Allah and the afterlife.</p>	6	<p>In order to reach the higher levels of response candidates must establish the link between the two concepts and not just describe the two concepts.</p>

Question	Answer	Marks	Guidance
<p>(e)</p> 	<p>‘There is no difference between the body and the soul’. Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer.</p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Candidates are likely to explain that Muslims believe that each human being has a soul given to them soon after conception by Allah and that the body is the housing unit for the soul. Therefore they are not the same. Allah decided how long that the soul is to inhabit the body.</p> <p>On Judgement Day both the body and the soul are resurrected. Whilst both are important they are not the same. The soul desires to follow the will of Allah and the body has physical needs and may try to ignore what the soul needs. The soul is the master and the body is the servant. In worship the intention is that the body and the soul are united. And they must work together.</p> <p>Some discussion may be seen about the philosophical meaning of the words ‘body and soul’ according to Islam. This relates to the statement.</p> <p>It is likely that candidates will discuss a secular or atheistic view of life after death and argue there is no evidence for a life after death or the existence of a soul. This is the only life and the body we have is all we have.</p> <p>Some may argue that we do have a spiritual side of the human body but it dies when we die</p> <p>Some may discuss examples of ghosts and other spiritual visions as evidence of spiritual beings and whether this points to a world of souls but it must be linked to the statement.</p> <p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 2.</p>	<p>12</p> <p>3</p>	<p>If there is no personal view given, it cannot reach the higher levels. However, a personal view could be conveyed in different ways. It may be an explicit paragraph in their response or as they proceed through their essay with comments about the materials they are using to answer. Either way does not matter, as long as it is obvious somewhere in the response.</p>


Question		Answer	Marks	Guidance
17	(a)	<p>What is meant by the term 'heaven'?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • garden of Eden • perfect place with G-d • a place where good people go to after death. 	1	
	(b)	<p>Give two examples of how Jews can behave morally.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • following any of the 10 commandments • obedience to the 613 mitzvot • reference to any of the Torah laws • fulfilling their part of the covenant relationship • eating only kosher foods. <p>1 mark for each response</p>	2	Examiners must use their professional judgement and award a mark for any of the specific mitzvot or Talmudic teachings identified
	(c)	<p>Describe one Jewish belief reflected in a Jewish funeral ceremony.</p> <p>Responses might include:</p> <p>Candidates may describe any of the following beliefs:</p> <ul style="list-style-type: none"> • the importance of G-d and how He must be praised • ask for G-d's blessing upon the deceased • heaven and peace • the life returning to G-d who gave it in the first place • importance of the Shema Prayer • G-d as judge • reward and punishment after death. <p>Each statement = 1 mark, or a statement with development 2 marks or statement, development and exemplification/amplification 3 marks.</p>	3	There are various ways in which to get 3 marks. It is possible to get 3 marks either by three separate relevant points made about one belief. Or there can be one belief described, developed and amplified, for example.

Question	Answer	Marks	Guidance
(d)	<p>Explain the link between how Jews behave on earth and life after death.</p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Candidates will need to be clear about the link between Jewish behaviour and life after death. Candidates may explain that there is not a clear link between the two concepts. The prophet Ezekiel says that G-d will judge the people depending upon how they have lived their lives. Jews do believe that they will be judged but do not have clearly defined beliefs about the after life. What is more important to Jews is how they behave whilst on earth, not what happens to them after death. So following the 613 mitzvot and living a halakhic life is more important to them. So unlike other religions Jews do not behave morally because of the belief in a reward in heaven but think it is important to behave morally whilst on earth to please G-d.</p> <p>Beliefs about Sheol, heaven and hell have changed over time and later teachings from the Tenakh suggest a G-d who will judge Jews based upon their actions on earth but there are varying beliefs amongst Jews.</p>	6	<p>In order to reach the higher levels of response candidates must establish the link between the two concepts and not just describe the two concepts.</p>

Question	Answer	Marks	Guidance
(e)	<p>'There is no difference between the body and the soul'. Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Unlike other religions Judaism is not concerned with explaining the difference between the body and the soul. Jews believe that G-d breathed into Adam his soul and that Adam became alive. So for Jews it is the soul that gives life to a human.</p> <p>According to rabbis the soul leaves the body when people are asleep and is refreshed in heaven. This suggests that the body and the soul are not the same but separate entities. However Jews do believe that neither body nor soul can survive without the other.</p> <p>Some Jews talk about humans having two souls during Sabbath to bring them closer to G-d.</p> <p>Some discussion may be seen about the philosophical meaning of the words 'body and soul' according to Judaism. This relates to the statement.</p> <p>It is likely that candidates will discuss a secular or atheistic view of life after death and argue there is no evidence for a life after death or the existence of a soul. This is the only life and the body we have is all we have.</p> <p>Some may argue that we do have a spiritual side of the human body but it dies when we die</p> <p>Some may discuss examples of ghosts and other spiritual visions as evidence of spiritual beings and whether this points to a world of souls but it must link to the statement.</p> <p> Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 2.</p>	12	<p>If there is no personal view given, it cannot reach the higher levels. However, a personal view could be conveyed in different ways. It may be an explicit paragraph in their response or as they proceed through their essay with comments about the materials they are using to answer. Either way does not matter, as long as it is obvious somewhere in the response.</p>
		3	

Question		Answer	Marks	Guidance
18	(a)	<p>What is meant by the term 'samsara'?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • cycle of reincarnation. 	1	
	(b)	<p>Give two examples of how Sikhs can behave morally.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • life according to the will of Waheguru • keeping a healthy body • wholesome work • follow what one's conscience tells one to do • be truthful • serve one another • be patient • be humble • sewa. <p>1 mark for each response</p>	2	Examiners must use their professional judgement and award a mark for any of the specific teaching or reference to the Gurus examples identified

Question	Answer	Marks	Guidance
(c)	<p>Describe one Sikh belief reflected in a Sikh funeral ceremony.</p> <p>Responses might include:</p> <p>Candidates may describe any of the following beliefs:</p> <ul style="list-style-type: none"> • life after death • earth is not the permanent home • soul leaves the body for a new dwelling • the grace and mercy of Waheguru • being at one with Waheguru • importance of the purity of the soul • importance of cremation not burial as the body is not needed • future births dependent upon good and bad previous lives • liberation or mukti, release from samsara. <p>Each statement = 1 mark, or a statement with development 2 marks or statement, development and exemplification/amplification 3 marks.</p>	3	<p>There are various ways in which to get 3 marks. It is possible to get 3 marks either by three separate relevant points made about one belief. Or there can be one belief described, developed and amplified, for example.</p>
(d)	<p>Explain the link between karma and reincarnation for a Sikh.</p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p>	6	<p>In order to reach the higher levels of response candidates must establish the link between the two concepts and not just describe the two concepts.</p>

Question	Answer	Marks	Guidance
(e)	<p>‘There is no difference between the body and the soul’. Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Sikhism in your answer.</p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Sikhs believe that every body has an eternal soul which will be reborn into either a human or animal body depending upon their actions of a previous life.</p> <p>The soul continues its journey through the cycle of samsara until mukti is attained. The soul is separate from the body, not one and the same. The soul makes use of the body in each life and it will have a new body in the next life.</p> <p>The body can be cremated because they believe it does not have a future use. It is possible for the soul to be reborn in an animal’s body, though release from samsara is only possible when the soul is born into a human body.</p> <p>Some discussion may be seen about the philosophical meaning of the words ‘body and soul’ according to Sikhism This relates to the statement.</p> <p>It is likely that candidates will discuss a secular or atheistic view of life after death and argue there is no evidence for a body and souls, life after death or the existence of a soul. This is the only life and the body we have is all we have.</p> <p>Some may argue that we do have a spiritual side of the human body but it dies when we die</p> <p>Some may discuss examples of ghosts and other spiritual visions as evidence of spiritual beings and whether this points to a world of souls but it must be linked to the statement.</p> <p> Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 2.</p>	12	<p>If there is no personal view given, it cannot reach the higher levels. However, a personal view could be conveyed in different ways. It may be an explicit paragraph in their response or as they proceed through their essay with comments about the materials they are using to answer. Either way does not matter, as long as it is obvious somewhere in the response.</p>
		3	

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