

General Certificate of Secondary Education
Religious Studies B (Philosophy and/or Applied Ethics)
Ethics 2 (Peace and Justice, Equality, Media)
Specimen Paper

B604

Time: 1 hour

Candidates answer on a separate answer booklet

Additional materials: 8 page answer booklet

INSTRUCTIONS TO CANDIDATES

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

INFORMATION FOR CANDIDATES

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

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

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Turn over

Section A: Religion, Peace and Justice

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

1 Buddhism

- (a) What is pacifism? [1]
- (b) Give two examples of what Buddhists might consider to be social injustice. [2]
- (c) Why might Buddhists work for peace? [3]
- (d) What are Buddhist attitudes towards war? [6]

-  (e) 'All people must be pacifists.'

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

 Spelling, punctuation and grammar [3]

2 Christianity

- (a) What is pacifism? [1]
- (b) Give two examples of what Christians might consider to be social injustice. [2]
- (c) Why might Christians work for peace? [3]
- (d) What are Christian attitudes towards war? [6]

-  (e) 'All people must be pacifists.'

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

 Spelling, punctuation and grammar [3]

3 Hinduism

- (a) What is pacifism? [1]
- (b) Give two examples of what Hindus might consider to be social injustice. [2]
- (c) Why might Hindus work for peace? [3]
- (d) What are Hindu attitudes towards war? [6]

-  (e) 'All people must be pacifists.'

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

 Spelling, punctuation and grammar [3]

4 Islam

- (a) What is pacifism? [1]
- (b) Give two examples of what Muslims might consider to be social injustice. [2]
- (c) Why might Muslims work for peace? [3]
- (d) What are Muslim attitudes towards war? [6]
-  (e) 'All people must be pacifists.'

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

 Spelling, punctuation and grammar [3]

5 Judaism

- (a) What is pacifism? [1]
- (b) Give two examples of what Jews might consider to be social injustice. [2]
- (c) Why might Jews work for peace? [3]
- (d) What are Jewish attitudes towards war? [6]
-  (e) 'All people must be pacifists.'

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

 Spelling, punctuation and grammar [3]

6 Sikhism

- (a) What is pacifism? [1]
- (b) Give two examples of what Sikhs might consider to be social injustice. [2]
- (c) Why might Sikhs work for peace? [3]
- (d) What are Sikh attitudes towards war? [6]
-  (e) 'All people must be pacifists.'

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

 Spelling, punctuation and grammar [3]

Section B: Religion and Equality

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

7 Buddhism

- (a) What is meant by 'equality'? [1]
- (b) What does reconciliation mean? [2]
- (c) Describe Buddhist beliefs about equality. [3]
- (d) Explain Buddhist teaching about the role of women in society. [6]
-  (e) 'Men and women are not equal.'

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

 Spelling, punctuation and grammar [3]

8 Christianity

- (a) What is meant by 'equality'? [1]
- (b) What do Christians believe about reconciliation? [2]
- (c) Describe Christian beliefs about equality. [3]
- (d) Explain Christian teaching about the role of women in society. [6]
-  (e) 'Men and women are not equal.'

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

 Spelling, punctuation and grammar [3]

9 Hinduism

- (a) What is meant by 'equality'? [1]
- (b) What do Hindus believe about reconciliation? [2]
- (c) Describe Hindu beliefs about equality. [3]
- (d) Explain Hindu teaching about the role of women in society. [6]
-  (e) 'Men and women are not equal.'

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

 Spelling, punctuation and grammar [3]

10 Islam

- (a) What is meant by 'equality'? [1]
- (b) What do Muslims believe about reconciliation? [2]
- (c) Describe Muslim beliefs about equality. [3]
- (d) Explain Muslim teaching about the role of women in society. [6]
-  (e) 'Men and women are not equal.'

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

 Spelling, punctuation and grammar [3]

11 Judaism

- (a) What is meant by 'equality'? [1]
- (b) What do Jews believe about reconciliation? [2]
- (c) Describe Jewish beliefs about equality. [3]
- (d) Explain Jewish teaching about the role of women in society. [6]
-  (e) 'Men and women are not equal.'

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

 Spelling, punctuation and grammar [3]

12 Sikhism

- (a) What is meant by 'equality'? [1]
- (b) What do Sikhs believe about reconciliation? [2]
- (c) Describe Sikh beliefs about equality. [3]
- (d) Explain Sikh teaching about the role of women in society. [6]
-  (e) 'Men and women are not equal.'

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

 Spelling, punctuation and grammar [3]

Section C: Religion and the Media

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

13 Buddhism

- (a) What is meant by 'the media'? [1]
- (b) What does 'freedom of speech' mean? [2]
- (c) How is Buddhism portrayed in the media? [3]
- (d) Explain Buddhist attitudes towards the portrayal of violence in the media. [6]

-  (e) 'People should never be allowed to make fun of religion in the media.'

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

 Spelling, punctuation and grammar [3]

14 Christianity

- (a) What is meant by 'the media'? [1]
- (b) What does 'freedom of speech' mean? [2]
- (c) How is Christianity portrayed in the media? [3]
- (d) Explain Christian attitudes towards the portrayal of violence in the media. [6]

-  (e) 'People should never be allowed to make fun of religion in the media.'

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

 Spelling, punctuation and grammar [3]

15 Hinduism

- (a) What is meant by 'the media'? [1]
- (b) What does 'freedom of speech' mean? [2]
- (c) How is Hinduism portrayed in the media? [3]
- (d) Explain Hindu attitudes towards the portrayal of violence in the media. [6]

-  (e) 'People should never be allowed to make fun of religion in the media.'

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

 Spelling, punctuation and grammar [3]

16 Islam

- (a) What is meant by 'the media'? [1]
- (b) What does 'freedom of speech' mean? [2]
- (c) How is Islam portrayed in the media? [3]
- (d) Explain Muslim attitudes towards the portrayal of violence in the media. [6]
-  (e) 'People should never be allowed to make fun of religion in the media.'

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

 Spelling, punctuation and grammar [3]

17 Judaism

- (a) What is meant by 'the media'? [1]
- (b) What does 'freedom of speech' mean? [2]
- (c) How is Judaism portrayed in the media? [3]
- (d) Explain Jewish attitudes towards the portrayal of violence in the media. [6]
-  (e) 'People should never be allowed to make fun of religion in the media.'

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

 Spelling, punctuation and grammar [3]

18 Sikhism

- (a) What is meant by 'the media'? [1]
- (b) What does 'freedom of speech' mean? [2]
- (c) How is Sikhism portrayed in the media? [3]
- (d) Explain Sikh attitudes towards the portrayal of violence in the media. [6]
-  (e) 'People should never be allowed to make fun of religion in the media.'

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

 Spelling, punctuation and grammar [3]

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**RELIGIOUS STUDIES
(PHILOSOPHY AND ETHICS)**

J620

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

Specimen Mark Scheme

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

INSTRUCTIONS TO EXAMINERS

General points

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

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

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

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

Specific points

Half marks must never be used.

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

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

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

AO1 Weak, Satisfactory, Good

AO2 Weak, Limited, Competent, Good

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

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

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

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

Written communication, Spelling, Punctuation and Grammar

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

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

The following points should be remembered:

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

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

Spelling, punctuation and grammar (SPaG) Assessment Grid

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

AO1 part (d) question

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

AO2 part (e) question

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

Religion, Peace and Justice		
Section A		
Question Number	Answer	Max Mark
	Buddhism	
1(a)	What is pacifism? A belief that people should never fight.	[1]
1(b)	Give two examples of what Buddhists may consider to be social injustice. Any suitable examples: racism, sexism, other forms of discrimination, unequal treatment of the poor.	[2]
1(c)	Why might Buddhists work for peace? <ul style="list-style-type: none"> Peace as one of the central aims of Buddhist life and teaching and that Buddhists hope that eventually these teachings will spread across the world; the example of the Dalai Lama as someone who has used his life to work towards peace in the world. 	[3]
1(d)	What are Buddhist attitudes towards war? Candidates may explain: <ul style="list-style-type: none"> Buddhism is opposed to any war which involves physical violence; war is against Buddhist teachings and it leads away from the goal of enlightenment; the concept of ahimsa – non-violence as being central to Buddhist thinking; it is possible that candidates may use some recent examples in their answers where some individual Buddhists have taken up arms to defend themselves. 	[6]
1(e)	‘All people must be pacifists.’ Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer. Answers may include: <ul style="list-style-type: none"> pacifism has different forms and explain the different connotations of these; there will always be certain occasions when pacifism is not a viable option; a Buddhist perspective, where they are likely to agree with the statement. <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]

Religion, Peace and Justice		
Section A		
Question Number	Answer	Max Mark
	Christianity	
2(a)	What is pacifism? A belief that people should never fight.	[1]
2(b)	Give two examples of what Buddhists may consider to be social injustice. Any suitable examples: racism, sexism, other forms of discrimination, unequal treatment of the poor.	[2]
2(c)	Why might Christians work for peace? Candidates may include descriptions of: <ul style="list-style-type: none"> • Biblical teachings which stress the desirability of peace; • the example of Martin Luther as someone who worked towards peace. 	[3]
2(d)	What are Christian attitudes towards war? Candidates may describe: <ul style="list-style-type: none"> • the principles of Just War as being a Christian concept; • Biblical teachings which appear to oppose war; • that Christians can and should only consider physical warfare under certain conditions; • examples of when Christians have fought in wars and also those when individuals have refused to fight. 	[6]
2(e)	‘All people must be pacifists.’ Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer. Answers may include: <ul style="list-style-type: none"> • pacifism has different forms and explain the different connotations of these; • there will always be certain occasions when pacifism is not a viable option; • a debate as to whether Jesus and, therefore, Christianity really preaches a pacifist ethic. <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]

Religion, Peace and Justice		
Section A		
Question Number	Answer	Max Mark
	Hinduism	
3(a)	What is pacifism? A belief that people should never fight.	[1]
3(b)	Give two examples of what Hindus may consider to be social injustice. Any suitable examples: racism, sexism, other forms of discrimination, unequal treatment of the poor.	[2]
3(c)	Why might Hindus work for peace? Candidates may include descriptions of: <ul style="list-style-type: none"> teachings about ahimsa and karma; a focus on the work of education, preaching and setting an example to others as well as the possibility of direct intervention; MK Ghandi's teachings and examples. 	[3]
3(d)	What are Hindu attitudes towards war? Candidates may explain: <ul style="list-style-type: none"> the Laws or Manu and guidelines about the right ways to behave during war time; Hindus are essentially pacifist and can only consider physical warfare under certain conditions; whether Hindus are required to fight may depend on their varna and give the example of the teaching of Krishna on the battlefield as an indication that sometimes war is necessary for an individual. 	[6]
3(e)	'All people must be pacifists.' Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Hinduism in your answer. Answers may include: <ul style="list-style-type: none"> pacifism has different forms and explain the different connotations of these; there will always be certain occasions when pacifism is not a viable option; questioning how far MK Ghandi was preaching a Hindu principle although Hinduism is essentially pacific. <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]

Religion, Peace and Justice		
Section A		
Question Number	Answer	Max Mark
	Islam	
4(a)	What is pacifism? A belief that people should never fight.	[1]
4(b)	Give two examples of what Muslims may consider to be social injustice. Any suitable examples: racism, sexism, other forms of discrimination, unequal treatment of the poor.	[2]
4(c)	Why might Muslims work for peace? Candidates may include descriptions of: <ul style="list-style-type: none"> references in the Qur'an and Hadith which stress the desirability of peace; the example of Muslim pacifists such as Badshah Khan. 	[3]
4(d)	What are Muslim attitudes towards war? Candidates may explain: <ul style="list-style-type: none"> the ideas of greater and Lesser Jihad and suggest that Muslims can only consider physical warfare under certain conditions; that the conditions of Lesser Jihad mean that no true Jihad has been declared for over a thousand years; that despite these conditions, Muslims have a duty to protect themselves and their families when necessary. 	[6]
4(e)	'All people must be pacifists.' Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer. Answers may include: <ul style="list-style-type: none"> pacifism has different forms and explain the different connotations of these; there will always be certain occasions when pacifism is not a viable option; consideration of the extent to which Islam preaches a pacifist ethic. <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]

Religion, Peace and Justice		
Section A		
Question Number	Answer	Max Mark
	Judaism	
5(a)	What is pacifism? A belief that people should never fight.	[1]
5(b)	Give two examples of what Buddhists may consider to be social injustice. Any suitable examples: racism, sexism, other forms of discrimination, unequal treatment of the poor.	[2]
5(c)	Why might Jews work for peace? Candidates may describe: <ul style="list-style-type: none"> teachings in the Jewish Scriptures which stress the desirability of peace; the example of Jewish pacifists such as Albert Einstein. 	[3]
5(d)	What are Jewish attitudes towards war? Candidates may explain: <ul style="list-style-type: none"> the concepts of Just War and Holy War and indicate that Jews can only consider physical warfare under certain conditions; there has been no Holy War since the time of the events of the Jewish Scriptures; more modern events of war in which Jews have been involved. 	[6]
5(e)	‘All people must be pacifists.’ Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer. Answers may include: <ul style="list-style-type: none"> pacifism has different forms and explain the different connotations of these; there will always be certain occasions when pacifism is not a viable option; consideration of the extent to which Judaism preaches a pacifist ethic. <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]

Religion, Peace and Justice		
Section A		
Question Number	Answer	Max Mark
	Sikhism	
6(a)	What is pacifism? A belief that people should never fight.	[1]
6(b)	Give two examples of what Sikhs may consider to be social injustice. Any suitable examples: racism, sexism, other forms of discrimination, unequal treatment of the poor.	[2]
6(c)	Why might Sikhs work for peace? Candidates may include descriptions of: <ul style="list-style-type: none"> • Sikhism is a religion which preaches peace as a goal; • the reason some of the Gurus kept armies and fought in wars was in order to defend Sikhs and their religion from oppression; • references in the Guru Granth Sahib Ji which stress the desirability of peace. 	[3]
6(d)	What are Sikh attitudes towards war? Candidates may explain: <ul style="list-style-type: none"> • Sikh attitudes towards war including the concept of dharma yudh – a Holy War fought against tyranny and fanaticism; • wars which took place in the period of the human Gurus and consider how these were seen as necessary to defend Sikhs and Sikhism. 	[6]
6(e)	‘All people must be pacifists.’ Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Sikhism in your answer. Answers may include: <ul style="list-style-type: none"> • Sikhism teaching can be used to argue both for and against the statement; • whether the statement can be considered true from all perspectives. <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]

Religion and Equality		
Section B		
Question Number	Answer	Max Mark
	Buddhism	
7(a)	<p>What is meant by ‘equality’?</p> <ul style="list-style-type: none"> treating everyone equally regardless of any other considerations 	[1]
7(b)	<p>What does ‘reconciliation’ mean?</p> <ul style="list-style-type: none"> the ending of conflict or renewing a relationship with other people or with god. 	[2]
7(c)	<p>Describe Buddhist beliefs about equality.</p> <p>Candidates may describe:</p> <ul style="list-style-type: none"> Buddhism does teach that everyone is equal and this is reflected in the Buddha’s rejection of the caste system; the equality of all was central to the teaching of the Buddha and is reflected in his teachings and the Buddhist scriptures. 	[3]
7(d)	<p>Explain Buddhist teaching about the role of women in society.</p> <p>Candidates may include explanations of:</p> <ul style="list-style-type: none"> Buddhism teaches that men and women are equal; the different importance sometimes attached to Bhikkus and Bhikkunis suggests that this is not always the same in practice; Buddhism may often reflect the society in which the Buddhists live, this may also be reflected in the attitudes towards women. 	[6]
7(e)	<p>‘Men and women are not equal.’</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer.</p> <p>Buddhist teaching is likely to argue against the statement.</p> <p>Balanced responses are likely to consider whether the statement can be considered true from all perspectives.</p> <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]

Religion and Equality		
Section B		
Question Number	Answer	Max Mark
	Christianity	
8(a)	<p>What is meant by 'equality'?</p> <ul style="list-style-type: none"> treating everyone equally regardless of any other considerations. 	[1]
8(b)	<p>What does 'reconciliation' mean?</p> <ul style="list-style-type: none"> the ending of conflict or renewing a relationship with other people or with god. 	[2]
8(c)	<p>Describe Christian beliefs about equality.</p> <p>Candidates may describe:</p> <ul style="list-style-type: none"> that the New Testament does not teach that everyone is equal except when talking about God's creation; the teachings of Paul which say that all Christians are equal; texts in both Old and New Testament which suggest that people should be treated equally; Church teaching. 	[3]
8(d)	<p>Explain Christian teaching about the role of women in society.</p> <p>Candidates may include explanations of:</p> <ul style="list-style-type: none"> Christianity has historically appeared to put women in a secondary role in society and teaching about women priests might be used to illustrate this; Jesus' example of the treatment of his mother to stress one viewpoint whilst the woman with the alabaster jar indicates another view. 	[6]
8(e)	<p>'Men and women are not equal.'</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</p> <p>Christian teaching can be used to argue both for and against the statement.</p> <p>Balanced responses are likely to consider whether the statement can be considered true from all perspectives.</p> <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]

Religion and Equality		
Section B		
Question Number	Answer	Max Mark
	Hinduism	
9(a)	<p>What is meant by 'equality'?</p> <ul style="list-style-type: none"> treating everyone equally regardless of any other considerations. 	[1]
9(b)	<p>What does 'reconciliation' mean?</p> <ul style="list-style-type: none"> the ending of conflict or renewing a relationship with other people or with god. 	[2]
9(c)	<p>Describe Hindu beliefs about equality.</p> <p>Candidates may describe:</p> <ul style="list-style-type: none"> the historical idea of the caste system in addressing this question; cite the creation of humanity in the Purusha Sukta to justify this; a broader and more modern view of true equality in Hinduism. 	[3]
9(d)	<p>Explain Hindu teaching about the role of women in society.</p> <p>Candidates may include explanations of:</p> <ul style="list-style-type: none"> that according to Hindu teaching men and women are equal in society; although women do have a traditional role as mothers and carers, nevertheless women who work and are in business have great respect. 	[6]
9(e)	<p>'Men and women are not equal.'</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Hinduism in your answer.</p> <p>Hindu teaching can be used to argue both for and against the statement. Balanced responses are likely to consider whether the statement can be considered true from all perspectives.</p> <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]

Religion and Equality		
Section B		
Question Number	Answer	Max Mark
	Islam	
10(a)	<p>What is meant by ‘equality’?</p> <ul style="list-style-type: none"> treating everyone equally regardless of any other considerations. 	[1]
10(b)	<p>What does ‘reconciliation’ mean?</p> <ul style="list-style-type: none"> The ending of conflict or renewing a relationship with other people or with god. 	[2]
10(c)	<p>Describe Muslim beliefs about equality.</p> <p>Candidates may describe:</p> <ul style="list-style-type: none"> Islam does teach very clearly that everyone is equal and should be treated equally; the message is contained in the Qur’an when Allah creates humanity and says that different appearances and colours are to add variety and wonder, not in any way to argue that some are better than others; these teachings about equality are not always reflected in the way in which Islam is observed in some communities. 	[3]
10(d)	<p>Explain Muslim teaching about the role of women in society.</p> <p>Candidates may include explanations of:</p> <ul style="list-style-type: none"> reiterating media stereotypes about the treatment of women in society and cite extreme fundamentalist societies; on the other hand, Islam itself teaches that woman have the right to run businesses, make and keep their own money and have the respect of men; the separation between men and women in the mosque. 	[6]
10(e)	<p>‘Men and women are not equal.’</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer.</p> <p>Muslim teaching can be used to argue both for and against the statement.</p> <p>Balanced responses are likely to consider whether the statement can be considered true from all perspectives.</p> <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]

Religion and Equality		
Section B		
Question Number	Answer	Max Mark
	Judaism	
11(a)	<p>What is meant by 'equality'?</p> <ul style="list-style-type: none"> treating everyone equally regardless of any other considerations. 	[1]
11(b)	<p>What does 'reconciliation' mean?</p> <ul style="list-style-type: none"> The ending of conflict or renewing a relationship with other people or with god. 	[2]
11(c)	<p>Describe Jewish beliefs about equality.</p> <p>Candidates may describe:</p> <ul style="list-style-type: none"> Judaism does teach very clearly that everyone is equal and should be treated equally; the message is contained in the Jewish Scriptures when they are reminded that they were once strangers and exiles. 	[3]
11(d)	<p>Explain Jewish teaching about the role of women in society.</p> <p>Candidates may include explanations of:</p> <ul style="list-style-type: none"> reiterating media stereotypes about the treatment of women in society; on the other hand, Judaism itself teaches that woman have the right to run businesses, make and keep their own money and have the respect of men; the separation between men and women in the synagogue. 	[6]
11(e)	<p>'Men and women are not equal.'</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</p> <p>Jewish teaching can be used to argue both for and against the statement.</p> <p>Balanced responses are likely to consider whether the statement can be considered true from all perspectives.</p> <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]

Religion and Equality		
Section B		
Question Number	Answer	Max Mark
	Sikhism	
12(a)	<p>What is meant by 'equality'?</p> <ul style="list-style-type: none"> treating everyone equally regardless of any other considerations 	[1]
12(b)	<p>What does 'reconciliation' mean?</p> <ul style="list-style-type: none"> the ending of conflict or renewing a relationship with other people or with god 	[2]
12(c)	<p>Describe Sikh beliefs about equality.</p> <p>Candidates may describe:</p> <ul style="list-style-type: none"> the teachings of Guru Nanak Dev Ji and the Guru Granth Sahib Ji and say that equality is an essential part of Sikh faith and belief; the abandonment of the caste system, the fact that women can be granthi and the use of the langar in the gurdwara all point to beliefs about equality. 	[3]
12(d)	<p>Explain Sikh teaching about the role of women in society.</p> <p>Candidates may include explanations of:</p> <ul style="list-style-type: none"> that the Gurus stressed the equality of women and that they should have equal roles to play in society; granthi and the langar to emphasise this as well as the fact that women can join the Khalsa; the fact that men and women sit separately in the gurdwara indicates that there are still perceived differences. 	[6]
12(e)	<p>'Men and women are not equal.'</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Sikhism in your answer.</p> <p>Sikh teaching can be used to argue both for and against the statement. Balanced responses are likely to consider whether the statement can be considered true from all perspectives.</p> <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]

Religion and the Media		
Section C		
Question Number	Answer	Max Mark
	Buddhism	
13(a)	<p>What is meant by ‘the media’?</p> <ul style="list-style-type: none"> e.g. television, radio, film, newspapers, internet. 	[1]
13(b)	<p>What does ‘freedom of speech’ mean?</p> <p>The belief or principle that people have the right to speak their mind or say whatever they want.</p>	[2]
13(c)	<p>How is Buddhism portrayed in the media?</p> <p>Responses may deal with any type of media.</p> <p>Candidates may describe:</p> <ul style="list-style-type: none"> positive portrayals; negative portrayals; different purposes such as education; examples such as the situation between China and the Dalai Lama. 	[3]
13(d)	<p>Explain Buddhist attitudes towards the portrayal of violence in the media.</p> <p>Responses may deal with any type of media.</p> <p>Candidates may include explanations of:</p> <ul style="list-style-type: none"> Ahiusa; Buddhism is opposed to physical violence; gratuitous violence would not be acceptable; if the portrayal is necessary to achieve a positive goal then it might be acceptable; examples of violence. 	[6]
13(e)	<p>‘People should never be allowed to make fun of religion in the media.’</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer.</p> <p>It depends on what is meant by ‘fun’. They may suggest that, along with all other aspects of life, there may be humour to be found within religion and religious practices.</p> <p>In relation to Buddhism in particular there are instances when some jokes may be acceptable but actually making fun of the religion in the media is not.</p> <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]

Religion and the Media		
Section C		
Question Number	Answer	Max Mark
	Christianity	
14(a)	<p>What is meant by ‘the media’?</p> <ul style="list-style-type: none"> e.g. television, radio, film, newspapers, internet. 	[1]
14(b)	<p>What does ‘freedom of speech’ mean?</p> <p>The belief or principle that people have the right to speak their mind or say whatever they want.</p>	[2]
14(c)	<p>How is Christianity portrayed in the media?</p> <p>Responses may deal with any type of media.</p> <p>Candidates may describe:</p> <ul style="list-style-type: none"> positive portrayals; negative portrayals; different purposes of education; examples such as reporting high profile controversy e.g. some Papal Statements. 	[3]
14(d)	<p>Explain Christian attitudes towards the portrayal of violence in the media.</p> <p>Responses may deal with any type of media.</p> <p>Candidates may include explanations of:</p> <ul style="list-style-type: none"> gratuitous violence would not be acceptable; if the portrayal is necessary to achieve a positive goal then it might be acceptable; examples of violence. 	[6]
14(e)	<p>‘People should never be allowed to make fun of religion in the media.’</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</p> <ul style="list-style-type: none"> It depends on what is meant by ‘fun’. They may suggest that, along with all other aspects of life, there may be humour to be found within religion and religious practices; in relation to Christianity in particular there are instances when some jokes may be acceptable but actually making fun of the religion in the media is not. <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]

Religion and the Media		
Section C		
Question Number	Answer	Max Mark
	Hinduism	
15(a)	<p>What is meant by ‘the media’?</p> <ul style="list-style-type: none"> e.g. television, radio, film, newspapers, internet. 	[1]
15(b)	<p>What does ‘freedom of speech’ mean?</p> <p>The belief or principle that people have the right to speak their mind or say whatever they want.</p>	[2]
15(c)	<p>How is Hinduism portrayed in the media?</p> <p>Candidates may describe:</p> <ul style="list-style-type: none"> Positive portrayals; negative portrayals; different purposes of education; examples such as newspaper reports about clashes in India. 	[3]
15(d)	<p>Explain Hindu attitudes towards the portrayal of violence in the media.</p> <p>Candidates may include explanations of:</p> <ul style="list-style-type: none"> gratuitous violence would not be acceptable; if the portrayal is necessary to achieve a positive goal then it might be acceptable; examples of violence. 	[6]
15(e)	<p>‘People should never be allowed to make fun of religion in the media.’</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Hinduism in your answer.</p> <p>Answers may refer to:</p> <ul style="list-style-type: none"> it depends on what is meant by ‘fun’. They may suggest that, along with all other aspects of life, there may be humour to be found within religion and religious practices; in relation to Islam in particular there are instances when some jokes may be acceptable but actually making fun of the religion in the media is not. <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]

Religion and the Media		
Section C		
Question Number	Answer	Max Mark
	Islam	
16(a)	What is meant by ‘the media’? e.g. television, radio, film, newspapers, internet.	[1]
16(b)	What does ‘freedom of speech’ mean? The belief or principle that people have the right to speak their mind or say whatever they want.	[2]
16(c)	How is Islam portrayed in the media? Responses may deal with any type of media. Candidates may describe: <ul style="list-style-type: none"> • Positive portrayals; • negative portrayals; • different purposes such as education; • examples such as islamophobia. 	[3]
16(d)	Explain Muslim attitudes towards the portrayal of violence in the media. Responses may deal with any type of media. Candidates may include explanations of: <ul style="list-style-type: none"> • gratuitous violence would not be acceptable; • if the portrayal is necessary to achieve a positive goal, then it might be acceptable; • examples of violence. 	[6]
16(e)	‘People should never be allowed to make fun of religion in the media.’ Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer. Answers may refer to: <ul style="list-style-type: none"> • it depends on what is meant by ‘fun’. They may suggest that, along with all other aspects of life, there may be humour to be found within religion and religious practices; • in relation to Islam in particular there are instances when some jokes may be acceptable but actually making fun of the religion in the media is not. <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]

Religion and the Media		
Section C		
Question Number	Answer	Max Mark
	Judaism	
17(a)	What is meant by ‘the media’? e.g. television, radio, film, newspapers, internet.	[1]
17(b)	What does ‘freedom of speech’ mean? The belief or principle that people have the right to speak their mind or say whatever they want.	[2]
17(c)	How is Judaism portrayed in the media? Responses may deal with any type of media. Candidates may describe: <ul style="list-style-type: none"> • Positive portrayals; • Negative portrayals; • Different purposes such as education; • Examples such as Israel. 	[3]
17(d)	Explain Jewish attitudes towards the portrayal of violence in the media. Responses may deal with any type of media. Candidates may include explanations of: <ul style="list-style-type: none"> • gratuitous violence would not be acceptable; • if the portrayal is necessary to achieve a positive goal then it might be acceptable; • examples of violence. 	[6]
17(e)	‘People should never be allowed to make fun of religion in the media.’ Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer. Answers may refer to: <ul style="list-style-type: none"> • it depends on what is meant by ‘fun’. They may suggest that, along with all other aspects of life, there may be humour to be found within religion and religious practices; • in relation to Judaism in particular there are instances when some jokes may be acceptable but actually making fun of the religion in the media is not. Answers must be supported and a personal opinion must be included to attain level 3 and above.	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]

Religion and the Media		
Section C		
Question Number	Answer	Max Mark
	Sikhism	
18(a)	What is meant by ‘the media’? e.g. television, radio, film, newspapers, internet.	[1]
18(b)	What does ‘freedom of speech’ mean? The belief or principle that people have the right to speak their mind or say whatever they want.	[2]
18(c)	How is Sikhism portrayed in the media? Responses may deal with any type of media. Candidates may describe: <ul style="list-style-type: none"> • Positive portrayals; • negative portrayals; • different purposes such as education; • examples such as reports on the fighting in 1984 in the Harmandir Sahib. 	[3]
18(d)	Explain Sikh attitudes towards the portrayal of violence in the media. Responses may deal with any type of media. Candidates may include explanation of: <ul style="list-style-type: none"> • gratuitous violence would not be acceptable; • if the portrayal is necessary to achieve a positive goal then it might be acceptable; • examples of violence. 	[6]
18(e)	‘People should never be allowed to make fun of religion in the media.’ Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Sikhism in your answer. Answers may refer to: <ul style="list-style-type: none"> • it depends on what is meant by ‘fun’. They may suggest that, along with all other aspects of life, there may be humour to be found within religion and religious practices. • in relation to Sikhism in particular there are instances when some jokes may be acceptable but actually making fun of the religion in the media is not. <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]
Paper Total:		[51]

Assessment Objectives Grid (includes QWC)

All questions have the same AOs.

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

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