

**General Certificate of Secondary Education**  
**Religious Studies B (Philosophy and/or Applied Ethics)**  
**Philosophy 2 ( Good and Evil, Revelation, Science)**  
**Specimen Paper**

**B602**

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 – Good and Evil
    - Section B – Religion, Reason and Revelation
    - Section C – Religion and Science
  - 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**.
- Quality of written communication is assessed throughout the paper.
- 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: Good and Evil

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

#### 1 Buddhism

- (a) What is meant by evil? [1]
- (b) Give two examples of human suffering. [2]
- (c) What is the difference between natural and moral evil? [3]
- (d) How might Buddhists explain the problem of evil in the world? [6]

-  (e) 'It is the gods who make people suffer.'

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

 Spelling, punctuation and grammar [3]

#### 2 Christianity

- (a) What is meant by evil? [1]
- (b) Give two examples of human suffering. [2]
- (c) What is the difference between natural and moral evil? [3]
- (d) How might Christians explain the problem of evil in the world? [6]

-  (e) 'It is God who makes people suffer.'

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

 Spelling, punctuation and grammar [3]

#### 3 Hinduism

- (a) What is meant by evil? [1]
- (b) Give two examples of human suffering. [2]
- (c) What is the difference between natural and moral evil? [3]
- (d) How might Hindus explain the problem of evil in the world? [6]

-  (e) 'It is the gods who make people suffer.'

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

 Spelling, punctuation and grammar [3]

**4 Islam**

- (a) What is meant by evil? [1]
- (b) Give two examples of human suffering. [2]
- (c) What is the difference between natural and moral evil? [3]
- (d) How might Muslims explain the problem of evil in the world? [6]
-  (e) 'It is Allah who makes people suffer.'

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

 Spelling, punctuation and grammar [3]

**5 Judaism**

- (a) What is meant by evil? [1]
- (b) Give two examples of human suffering. [2]
- (c) What is the difference between natural and moral evil? [3]
- (d) How might Jews explain the problem of evil in the world? [6]
-  (e) 'It is G-d who makes people suffer.'

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

 Spelling, punctuation and grammar [3]

**6 Sikhism**

- (a) What is meant by evil? [1]
- (b) Give two examples of human suffering. [2]
- (c) What is the difference between natural and moral evil? [3]
- (d) How might Sikhs explain the problem of evil in the world? [6]
-  (e) 'It is Waheguru who makes people suffer.'

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 Revelation

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

### 7 Buddhism

- (a) What does the word 'revelation' mean? [1]
- (b) What is meant by scriptures or sacred texts? [2]
- (c) What do Buddhists mean by revelation? [3]
- (d) Explain the importance for Buddhists of their sacred texts. [6]

-  (e) 'Sacred texts are too old to be useful.'

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

 Spelling, punctuation and grammar [3]

### 8 Christianity

- (a) What does the word 'revelation' mean? [1]
- (b) What is meant by scriptures or sacred texts? [2]
- (c) What do Christians mean by revelation? [3]
- (d) Explain the importance for Christians of their sacred texts. [6]

-  (e) 'Sacred texts are too old to be useful.'

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

 Spelling, punctuation and grammar [3]

### 9 Hinduism

- (a) What does the word 'revelation' mean? [1]
- (b) What is meant by scriptures or sacred texts? [2]
- (c) What do Hindus mean by revelation? [3]
- (d) Explain the importance for Hindus of their sacred texts. [6]

-  (e) 'Sacred texts are too old to be useful.'

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

 Spelling, punctuation and grammar [3]

**10 Islam**

- (a) What does the word 'revelation' mean? [1]
- (b) What is meant by scriptures or sacred texts? [2]
- (c) What do Muslims mean by revelation? [3]
- (d) Explain the importance for Muslims of their sacred texts. [6]

-  (e) 'Sacred texts are too old to be useful.'

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

 Spelling, punctuation and grammar [3]

**11 Judaism**

- (a) What does the word 'revelation' mean? [1]
- (b) What is meant by scriptures or sacred texts? [2]
- (c) What do Jews mean by revelation? [3]
- (d) Explain the importance for Jews of their sacred texts. [6]

-  (e) 'Sacred texts are too old to be useful.'

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

 Spelling, punctuation and grammar [3]

**12 Sikhism**

- (a) What does the word 'revelation' mean? [1]
- (b) What is meant by scriptures or sacred texts? [2]
- (c) What do Sikhs mean by revelation? [3]
- (d) Explain the importance for Sikhs of their sacred texts. [6]

-  (e) 'Sacred texts are too old to be useful.'

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 Science

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

#### 13 Buddhism

- (a) What is stewardship? [1]
- (b) Give two examples of environmental issues. [2]
- (c) What are the main scientific theories concerning how the world and humanity began? [3]
- (d) Explain why some Buddhists might not accept scientific theories about the origins of the world. [6]

-  (e) 'The world is ours to treat as we like.'

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 stewardship? [1]
- (b) Give two examples of environmental issues. [2]
- (c) What are the main scientific theories concerning how the world and humanity began? [3]
- (d) Explain why some Christians might not accept scientific theories about the origins of the world. [6]

-  (e) 'The world is ours to treat as we like.'

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 stewardship? [1]
- (b) Give two examples of environmental issues. [2]
- (c) What are the main scientific theories concerning how the world and humanity began? [3]
- (d) Explain why some Hindus might not accept scientific theories about the origins of the world. [6]

-  (e) 'The world is ours to treat as we like.'

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 stewardship? [1]
- (b) Give two examples of environmental issues. [2]
- (c) What are the main scientific theories concerning how the world and humanity began? [3]
- (d) Explain why some Muslims might not accept scientific theories about the origins of the world. [6]

-  (e) 'The world is ours to treat as we like.'

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 stewardship? [1]
- (b) Give two examples of environmental issues. [2]
- (c) What are the main scientific theories concerning how the world and humanity began? [3]
- (d) Explain why some Jews might not accept scientific theories about the origins of the world. [6]

-  (e) 'The world is ours to treat as we like.'

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 stewardship? [1]
- (b) Give two examples of environmental issues. [2]
- (c) What are the main scientific theories concerning how the world and humanity began? [3]
- (d) Explain why some Sikhs might not accept scientific theories about the origins of the world. [6]

-  (e) 'The world is ours to treat as we like.'

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

 Spelling, punctuation and grammar [3]

**Paper Total: [51]**

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

**J620**

B602: Philosophy 2 (Good and Evil, Revelation, Science)

**Specimen Mark Scheme**

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

## INSTRUCTIONS TO EXAMINERS

### General points

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

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

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

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

### Specific points

Half marks must never be used.

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

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

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

AO1 Weak, Satisfactory, Good

AO2 Weak, Limited, Competent, Good

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

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

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

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

## Written communication, Spelling, Punctuation and Grammar

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

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

The following points should be remembered:

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

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

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

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

## AO1 part (d) question

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

## AO2 part (e) question

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

Good and Evil		
Section A		
Question Number	Answer	Max Mark
	<b>Buddhism</b>	
1(a)	<b>What is meant by evil?</b> Something which is immoral or wrong.	[1]
1(b)	<b>Give two examples of human suffering.</b> <ul style="list-style-type: none"> <li>• Physical suffering: illness;</li> <li>• mental suffering;</li> <li>• financial suffering.</li> </ul>	[2]
1(c)	<b>What is the difference between natural and moral evil?</b> <ul style="list-style-type: none"> <li>• Natural evil is seen in events such as volcanoes, earthquakes and the Boxing Day Tsunami;</li> <li>• moral evil is when people act badly towards others. The most likely example to be used is that of the twentieth-century Holocaust;</li> <li>• droughts and famines could be considered natural evil but if they are caused by the acts of human beings such as abuse of the environment and global warming then they are really moral evils.</li> </ul>	[3]
1(d)	<b>How might Buddhists explain the problem of evil in the world?</b> Candidates may explain: <ul style="list-style-type: none"> <li>• Buddhist understandings of the concepts of good and evil;</li> <li>• role of Mara in temptation;</li> <li>• the principles of skilful and unskilful actions;</li> <li>• the idea that evil and suffering are the result of bad kamma in a previous life.</li> </ul>	[6]
1(e)	<b>'It is the gods who make people suffer.'</b> Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer. Candidates may agree: <ul style="list-style-type: none"> <li>• for religious people, this is part of belief and a matter of acceptance.</li> </ul> Others may suggest: <ul style="list-style-type: none"> <li>• suffering is the responsibility of human beings who cause it and have the power to prevent it;</li> <li>• Buddhist beliefs about the causes about suffering should be included;</li> <li>• answers must be supported and a personal opinion must be included to attain level 3 and above.</li> </ul>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]

Good and Evil		
Section A		
Question Number	Answer	Max Mark
	<b>Christianity</b>	
2(a)	<b>What is meant by evil?</b> Something which is immoral or wrong.	[1]
2(b)	<b>Give two examples of human suffering.</b> <ul style="list-style-type: none"> <li>• Physical suffering: illness;</li> <li>• mental suffering;</li> <li>• financial suffering.</li> </ul>	[2]
2(c)	<b>What is the difference between natural and moral evil?</b> Answer may describe: <ul style="list-style-type: none"> <li>• natural evil is seen in events such as volcanoes, earthquakes and the Boxing Day Tsunami;</li> <li>• moral evil is when people act badly towards others. The most likely example to be used is that of the twentieth-century Holocaust;</li> <li>• droughts and famines could be considered natural evil but if they are caused by the acts of human beings such as abuse of the environment and global warming then they are really moral evils.</li> </ul>	[3]
2(d)	<b>How might Christians explain the problem of evil in the world?</b> Candidates may explain: <ul style="list-style-type: none"> <li>• Christian understanding of the concepts of good and evil;</li> <li>• the roles of God and the Devil (Satan);</li> <li>• the theological concepts of the Fall, original sin and redemption.</li> </ul>	[6]
2(e)	<b>'It is God who makes people suffer.'</b>  <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</b> Candidates may agree: <ul style="list-style-type: none"> <li>• for religious people, this is part of belief and a matter of acceptance.</li> </ul> Others may suggest: <ul style="list-style-type: none"> <li>• suffering is the responsibility of human beings who cause it and have the power to prevent it;</li> <li>• Christian beliefs about the causes about suffering should be included.</li> </ul> Answers must be supported and a personal opinion must be included to attain level 3 and above.	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]

Good and Evil		
Section A		
Question Number	Answer	Max Mark
	<b>Hinduism</b>	
3(a)	<b>What is meant by evil?</b> Something which is immoral or wrong.	[1]
3(b)	<b>Give two examples of human suffering.</b> <ul style="list-style-type: none"> <li>Physical suffering: illness;</li> <li>mental suffering;</li> <li>financial suffering.</li> </ul>	[2]
3(c)	<b>What is the difference between natural and moral evil?</b> Answers may describe: <ul style="list-style-type: none"> <li>natural evil is seen in events such as volcanoes, earthquakes and the Boxing Day Tsunami;</li> <li>moral evil is when people act badly towards others. The most likely example to be used is that of the twentieth-century Holocaust;</li> <li>droughts and famines could be considered natural evil but if they are caused by the acts of human beings such as abuse of the environment and global warming then they are really moral evils.</li> </ul>	[3]
3(d)	<b>How might Hindus explain the problem of evil in the world?</b> Candidates may explain: <ul style="list-style-type: none"> <li>Hindu understanding of the concepts of good and evil;</li> <li>beliefs about good and evil as different parts of the nature of Deity, and as illusory;</li> <li>different aspects of the Divine, represented through different deities and Devas and asuras;</li> <li>suffering can be seen as the result of bad karma in a previous life.</li> </ul>	[6]
3(e)	<b>'It is the gods who make people suffer.'</b>  <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Hinduism in your answer.</b> Candidates may agree: <ul style="list-style-type: none"> <li>for religious people, this is part of belief and a matter of acceptance.</li> </ul> Others may suggest that: <ul style="list-style-type: none"> <li>suffering is the responsibility of human beings who cause it and have the power to prevent it.</li> <li>Hindu beliefs about the causes of suffering should be included.</li> </ul>	

Good and Evil		
Section A		
Question Number	Answer	Max Mark
3(e) cont'd	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]
	<b>Islam</b>	
4(a)	<b>What is meant by evil?</b> Something which is immoral or wrong.	[1]
4(b)	<b>Give two examples of human suffering.</b> <ul style="list-style-type: none"> <li>• Physical suffering: illness;</li> <li>• mental suffering;</li> <li>• financial suffering.</li> </ul>	[2]
4(c)	<b>What is the difference between natural and moral evil?</b> Answers may explain: <ul style="list-style-type: none"> <li>• natural evil is seen in events such as volcanoes, earthquakes and the Boxing Day Tsunami;</li> <li>• moral evil is when people act badly towards others. The most likely example to be used is that of the twentieth-century Holocaust;</li> <li>• droughts and famines could be considered natural evil but if they are caused by the acts of human beings such as abuse of the environment and global warming then they are really moral evils.</li> </ul>	[3]
4(d)	<b>How might Muslims explain the problem of evil in the world?</b> Candidates may explain: <ul style="list-style-type: none"> <li>• suffering as the result of evil is part of the way in which Allah tests people for a future life and that therefore it must be accepted whilst taking what steps can be made to alleviate it;</li> <li>• natural evil may be seen as natural events. Humans cannot explain why Allah permits events of natural evil but again they are to be accepted.</li> </ul>	[6]
4(e)	<b>'It is Allah who makes people suffer.'</b>  <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer.</b>	

Good and Evil		
Section A		
Question Number	Answer	Max Mark
4(e) cont'd	<p>Candidates may agree:</p> <ul style="list-style-type: none"> <li>for religious people, this is part of belief and a matter of acceptance.</li> </ul> <p>Others may suggest:</p> <ul style="list-style-type: none"> <li>suffering is the responsibility of human beings who cause it and have the power to prevent it;</li> <li>Muslim beliefs about the causes of suffering should be included.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]
5(a)	<p><b>Judaism</b></p> <p><b>What is meant by evil?</b> Something which is immoral or wrong.</p>	[1]
5(b)	<p><b>Give two examples of human suffering.</b></p> <ul style="list-style-type: none"> <li>Physical suffering: illness;</li> <li>mental suffering;</li> <li>financial suffering.</li> </ul>	[2]
5(c)	<p><b>What is the difference between natural and moral evil?</b> Answer may describe:</p> <ul style="list-style-type: none"> <li>natural evil is seen in events such as volcanoes, earthquakes and the Boxing Day Tsunami;</li> <li>moral evil is when people act badly towards others. The most likely example to be used is that of the twentieth-century Holocaust;</li> <li>droughts and famines could be considered natural evil but if they are caused by the acts of human beings such as abuse of the environment and global warming then they are really moral evils.</li> </ul>	[3]
5(d)	<p><b>How might Jews explain the problem of evil in the world?</b> Candidates may explain:</p> <ul style="list-style-type: none"> <li>suffering caused by natural evil has to be accepted and avoided where possible but is essentially G-d's will;</li> <li>moral evil is the work of people who cause others to suffer and must be prevented wherever possible.</li> </ul>	[6]

Good and Evil		
Section A		
Question Number	Answer	Max Mark
5(e)	<p><b>'It is G-d who makes people suffer.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</b></p> <p>Candidates may agree:</p> <ul style="list-style-type: none"> <li>• for religious people, this is part of belief and a matter of acceptance.</li> </ul> <p>Others may suggest:</p> <ul style="list-style-type: none"> <li>• suffering is the responsibility of human beings who cause it and have the power to prevent it.</li> <li>• Jewish beliefs about the causes of suffering should be included.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]
6(a)	<p><b>Sikhism</b></p> <p><b>What is meant by evil?</b></p> <p>Something which is immoral or wrong</p>	[1]
6(b)	<p><b>Give two examples of human suffering.</b></p> <ul style="list-style-type: none"> <li>• Physical suffering: illness;</li> <li>• mental suffering;</li> <li>• financial suffering.</li> </ul>	[2]
6(c)	<p><b>What is the difference between natural and moral evil?</b></p> <p>Answer may describe:</p> <ul style="list-style-type: none"> <li>• natural evil is seen in events such as volcanoes, earthquakes and the Boxing Day Tsunami;</li> <li>• moral evil is when people act badly towards others. The most likely example to be used is that of the twentieth-century Holocaust;</li> <li>• droughts and famines could be considered natural evil but if they are caused by the acts of human beings such as abuse of the environment and global warming then they are really moral evils.</li> </ul>	[3]
6(d)	<p><b>How might Sikhs explain the problem of evil in the world?</b></p> <p>Candidates may explain:</p> <ul style="list-style-type: none"> <li>• Evil is caused by people turning from Waheguru and so evil exits through their greed, self-interest and egotism;</li> <li>• belief in maya and haumi.</li> </ul>	[6]

Good and Evil		
Section A		
Question Number	Answer	Max Mark
6(e)	<p><b>'It is Waheguru who makes people suffer.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Sikhism in your answer.</b></p> <p>Candidates may agree:</p> <ul style="list-style-type: none"> <li>• for religious people, this is part of belief and a matter of acceptance.</li> </ul> <p>Others may suggest:</p> <ul style="list-style-type: none"> <li>• suffering is the responsibility of human beings who cause it and have the power to prevent it.</li> <li>• Sikh beliefs about the causes of suffering should be included.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]

Religion and Revelation		
Section B		
Question Number	Answer	Max Mark
	<b>Buddhism</b>	
7(a)	<b>What does the word 'revelation' mean?</b> Something which is revealed to humanity by the divine or god(s).	[1]
7(b)	<b>What is meant by scriptures or sacred texts?</b> Religious writings which are revealed by god or god(s).	[2]
7(c)	<b>What do Buddhists mean by revelation?</b> Candidates may describe: <ul style="list-style-type: none"> <li>the revelation of ultimate truths through Buddhas and bodhisattvas;</li> <li>how nibbana may be known through scriptures, meditation.</li> </ul> Buddhas and Bodhisattvas.	[3]
7(d)	<b>Explain the importance for Buddhists of their sacred texts.</b> Candidates may explain: <ul style="list-style-type: none"> <li>the sacred texts contain the teachings of the Buddha and that therefore they show Buddhists how to live according to the Middle Way of the Buddha's teachings;</li> <li>there are many different texts in Buddhism and that these have differing degrees of importance.</li> </ul>	[6]
7(e)	<b>'Sacred texts are too old to be useful.'</b> <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer.</b> Candidates may argue: <ul style="list-style-type: none"> <li>sacred texts are too old to be useful though some may consider what 'useful' means;</li> <li>many of the situations in which people find themselves today are not addressed by the texts;</li> <li>the very fact that texts are sacred means that they are always useful and should be for all time;</li> <li>there are general teachings which can apply to any situation;</li> <li>in specific relation to Buddhism the texts are useful but the example of the Buddha has always been more important than the texts.</li> </ul> Answers must be supported and a personal opinion must be included to attain level 3 and above.	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]

Religion and Revelation		
Section B		
Question Number	Answer	Max Mark
	<b>Christianity</b>	
8(a)	<b>What does the word 'revelation' mean?</b> Something which is revealed to humanity by the divine or god(s).	[1]
8(b)	<b>What is meant by scriptures or sacred texts?</b> Religious writings which are revealed by god or god(s).	[2]
8(c)	<b>What do Christians mean by revelation?</b> Candidates may describe: <ul style="list-style-type: none"> <li>• the Bible as being the revealed word of God;</li> <li>• what this particular idea of revelation means;</li> <li>• how Christians accept the Bible as truth because it was revealed;</li> <li>• revelation through mystical and religious experience;</li> <li>• revelation of God through the world;</li> <li>• revelation of God in the person of Jesus.</li> </ul>	[3]
8(d)	<b>Explain the importance for Christians of their sacred texts.</b> Answers might include the suggestion that: <ul style="list-style-type: none"> <li>• Christians would read the Bible on a regular basis;</li> <li>• the Bible would be used for reference in times of difficulty;</li> <li>• the Bible would be a source of encouragement and hope;</li> <li>• the Bible would provide Christians with ethical guidance;</li> <li>• the Bible would be treated with respect and as a higher source of authority than other books.</li> </ul> Candidates might also consider the effects of believing the Bible literally, and difficulties this might cause.	[6]
8(e)	<b>'Sacred texts are too old to be useful.'</b>  <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</b> Candidates may argue: <ul style="list-style-type: none"> <li>• sacred texts are too old to be useful though some may consider what 'useful' means;</li> <li>• many of the situations in which people find themselves today are not addressed by the texts;</li> <li>• the very fact that texts are sacred means that they are always useful and should be for all time;</li> <li>• there are general teachings which can apply to any situation.</li> </ul>	

Religion and Revelation		
Section B		
Question Number	Answer	Max Mark
8(e) cont'd	<ul style="list-style-type: none"> <li>In specific relation to Christianity the texts are useful because they contain not only the revealed word of God but also the example and teachings of Jesus.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]
	<b>Hinduism</b>	
9(a)	<p><b>What does the word 'revelation' mean?</b></p> <p>Something which is revealed to humanity by the divine or god(s).</p>	[1]
9(b)	<p><b>What is meant by scriptures or sacred texts?</b></p> <p>Religious writings which are revealed by god or god(s).</p>	[2]
9(c)	<p><b>What do Hindus mean by revelation?</b></p> <p>Candidates may describe:</p> <ul style="list-style-type: none"> <li>the difference between sruti and smriti – that which is heard and that which is written;</li> <li>some of the Hindu sacred texts and the way in which some of them are regarded as being revealed;</li> <li>revelation through religious experience and revelation of the divine.</li> </ul>	[3]
9(d)	<p><b>Explain the importance for Hindus of their sacred texts.</b></p> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>the traditional importance of studying the Vedas as part of a student's education, for those who can afford it;</li> <li>the respect which is shown to the Vedas;</li> <li>the status of the Vedas as sruti,</li> <li>the ways in which hymns are memorised and repeated;</li> <li>the ways in which the teachings might be applied to daily life;</li> <li>the sense of belonging which the Vedas might give to Hindus.</li> </ul>	[6]
9(e)	<p><b>'Sacred texts are too old to be useful.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Hinduism in your answer.</b></p>	

Religion and Revelation		
Section B		
Question Number	Answer	Max Mark
9 (e) cont'd	<p>Candidates may argue:</p> <ul style="list-style-type: none"> <li>• sacred texts are too old to be useful though some may consider what 'useful' means;</li> <li>• many of the situations in which people find themselves today are not addressed by the texts;</li> <li>• the very fact that texts are sacred means that they are always useful and should be for all time;</li> <li>• there are general teachings which can apply to any situation.</li> <li>• In specific relation to Hinduism the texts are useful but that it is the stories of the gods which have always been more important than the texts.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]
10(a)	<p><b>Islam</b></p> <p><b>What does the word 'revelation' mean?</b> Something which is revealed to humanity by the divine or god(s).</p>	[1]
10(b)	<p><b>What is meant by scriptures or sacred texts?</b> Religious writings which are revealed by god or god(s).</p>	[2]
10(c)	<p><b>What do Muslims mean by revelation?</b> Candidates may describe:</p> <ul style="list-style-type: none"> <li>• the Qur'an as being the revealed word of Allah;</li> <li>• what this particular idea of revelation means and how Muslims accept the Qur'an as truth because it was revealed;</li> <li>• other types of revelation such as: Allah's revelations to humanity since the creation of the world; the final revelation of the Qur'an to Muhammad ﷺ; revelation through mystical and religious revelation of Allah through the world.</li> </ul>	[3]
10(d)	<p><b>Explain the importance for Muslims of their sacred texts.</b> Answers might include:</p> <ul style="list-style-type: none"> <li>• the respect which is shown to the Qur'an;</li> <li>• the way it is kept when not in use;</li> <li>• washing before reading it;</li> <li>• reading in silence;</li> </ul>	

Religion and Revelation		
Section B		
Question Number	Answer	Max Mark
10(d) cont'd	<ul style="list-style-type: none"> <li>the efforts made to learn the Qur'an by heart;</li> <li>the effect on life in terms of the teaching of the Qur'an influencing behaviour;</li> <li>as the law of the land if living in a Muslim country;</li> <li>as a personal ethical system;</li> <li>the effects of having a completely authoritative reference, giving confidence and a sense of unity.</li> </ul>	[6]
10(e)	<p><b>'Sacred texts are too old to be useful.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer.</b></p> <p>Candidates may argue:</p> <ul style="list-style-type: none"> <li>sacred texts are too old to be useful though some may consider what 'useful' means;</li> <li>many of the situations in which people find themselves today are not addressed by the texts;</li> <li>the very fact that texts are sacred means that they are always useful and should be for all time;</li> <li>there are general teachings which can apply to any situation;</li> <li>in specific relation to the Qur'an the texts are the revealed word of Allah and therefore essential. They may also cite sunnah and hadith as being the example and teachings of the Prophet.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]
	<b>Judaism</b>	
11(a)	<p><b>What does the word 'revelation' mean?</b></p> <p>Something which is revealed to humanity by the divine or god(s).</p>	[1]
11(b)	<p><b>What is meant by scriptures or sacred texts?</b></p> <p>Religious writings which are revealed by god or god(s).</p>	[2]

Religion and Revelation		
Section B		
Question Number	Answer	Max Mark
11(c)	<p><b>What do Jews mean by revelation?</b></p> <p>Candidates may describe:</p> <ul style="list-style-type: none"> <li>the Torah as being the revealed word of G-d;</li> <li>what this particular idea of revelation means and how Jews accept the Torah as truth because it was revealed;</li> <li>other types of revelation such as: beliefs about G-d's revelations to Abraham, Moses and the prophets; revelation through mystical and religious experience; revelation of G-d through the world.</li> </ul>	[3]
11(d)	<p><b>Explain the importance for Jews of their sacred texts.</b></p> <p>Answers could include:</p> <ul style="list-style-type: none"> <li>the respect which is shown to the Torah;</li> <li>the way it is kept when not in use;</li> <li>shown respect in the synagogue;</li> <li>the effect on life in terms of the teaching of the Torah influencing behaviour, by following the mitzvot and as a personal ethical system;</li> <li>the effects of having a completely authoritative reference, giving confidence and a sense of unity.</li> </ul>	[6]
11(e)	<p><b>'Sacred texts are too old to be useful.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</b></p> <p>Candidates may argue:</p> <ul style="list-style-type: none"> <li>sacred texts are too old to be useful though some may consider what 'useful' means;</li> <li>many of the situations in which people find themselves today are not addressed by the texts;</li> <li>the very fact that texts are sacred means that they are always useful and should be for all time;</li> <li>there are general teachings which can apply to any situation;</li> <li>In specific relation to Judaism the texts are useful because they contain the revealed word of G-d.</li> <li>differences between the status of the parts of the Tenakh and of the Oral and Written Torah.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]

Religion and Revelation		
Section B		
Question Number	Answer	Max Mark
	<b>Sikhism</b>	
12(a)	<p><b>What does the word 'revelation' mean?</b></p> <p>Something which is revealed to humanity by the divine or god(s).</p>	[1]
12(b)	<p><b>What is meant by scriptures or sacred texts?</b></p> <p>Religious writings which are revealed by god or god(s).</p>	[2]
12(c)	<p><b>What do Sikhs mean by revelation?</b></p> <p>Candidates may describe:</p> <ul style="list-style-type: none"> <li>the Guru Granth Sahib Ji as being a text revealed to the Gurus by Waheguru;</li> <li>revelation through mystical and religious experience and the of Waheguru through the world.</li> </ul>	[3]
12(d)	<p><b>Explain the importance for Sikhs of their sacred texts.</b></p> <p>Candidates may explain:</p> <ul style="list-style-type: none"> <li>the importance of the Guru Granth Sahib Ji and the great respect shown to the text by Sikhs;</li> <li>the way in which it is used in worship and also the manner in which it is cared for and carried in procession.</li> </ul>	[6]
12(e)	<p><b>'Sacred texts are too old to be useful.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Sikhism in your answer.</b></p> <p>Candidates may argue:</p> <ul style="list-style-type: none"> <li>sacred texts are too old to be useful though some may consider what 'useful' means;</li> <li>many of the situations in which people find themselves today are not addressed by the texts;</li> <li>the very fact that texts are sacred means that they are always useful and should be for all time;</li> <li>there are general teachings which can apply to any situation;</li> <li>in specific relation to Sikhism the Guru Granth Sahib Ji is useful because it contains the inspired teachings of the human Gurus.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]

Religion and Science		
Section C		
Question Number	Answer	Max Mark
	<b>Buddhism</b>	
13(a)	<b>What is stewardship?</b> Someone who looks after something on behalf of someone else.	[1]
13(b)	<b>Give two examples of environmental issues.</b> Pollution, global warming, litter, GM crops.	[2]
13(c)	<b>What are the main scientific theories concerning how the world and humanity began?</b> Candidates should address both parts of the question. Candidates may describe: <ul style="list-style-type: none"> <li>ideas such as the Big Bang Theory for the origins of the world and Darwinian evolutionary theory for the origins of humanity;</li> <li>'intelligent design' as a scientific theory.</li> </ul>	[3]
13(d)	<b>Explain why some Buddhists might not accept scientific theories about the origins of the world.</b> Candidates may explain: <ul style="list-style-type: none"> <li>this is not an important issue for many Buddhists.</li> <li>belief in the cyclical nature of the universe, in dependent origination and the refusal to discuss causation means that there are Buddhist beliefs which are different from scientific theories.</li> </ul>	[6]
13(e)	<b>'The world is ours to treat as we like.'</b> <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer.</b> Candidates may argue: <ul style="list-style-type: none"> <li>there is no other influence in the world other than humanity;</li> <li>humanity has a responsibility to care for the world and for others as representatives of the deity on earth.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]

Religion and Science		
Section C		
Question Number	Answer	Max Mark
	<b>Christianity</b>	
14(a)	<b>What is stewardship?</b> Someone who looks after something on behalf of someone else.	[1]
14(b)	<b>Give two examples of environmental issues.</b> Pollution, global warming, litter, GM crops.	[2]
14(c)	<b>What are the main scientific theories concerning how the world and humanity began?</b> Candidates should address both parts of the question. Candidates may describe: <ul style="list-style-type: none"> <li>ideas such as the Big Bang Theory for the origins of the world and Darwinian evolutionary theory for the origins of humanity;</li> <li>'intelligent design' as a scientific theory.</li> </ul>	[3]
14(d)	<b>Explain why some Christians might not accept scientific theories about the origins of the world.</b> The question states 'some' and so candidates are not required to explain why all Christians might disagree. They may explain: <ul style="list-style-type: none"> <li>for some Christians scientific ideas do not present any problem;</li> <li>for some, who believe in the infallibility of the Bible, these ideas are completely unacceptable;</li> <li>creationist theories;</li> <li>the idea that science says 'how' and religion says 'why'.</li> </ul>	[6]
14(e)	<b>'The world is ours to treat as we like.'</b> <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</b> Candidates may argue: <ul style="list-style-type: none"> <li>there is no other influence in the world other than humanity;</li> <li>humanity has a responsibility to care for the world and for others as representatives of God on earth. They may draw on texts such as the creation stories to support this view.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]

Religion and Science		
Section C		
Question Number	Answer	Max Mark
	<b>Hinduism</b>	
15(a)	<b>What is stewardship?</b> Someone who looks after something on behalf of someone else.	[1]
15(b)	<b>Give two examples of environmental issues.</b> Pollution, global warming, litter, GM crops.	[2]
15(c)	<b>What are the main scientific theories concerning how the world and humanity began?</b> Candidates should address both parts of the question. Candidates may describe: <ul style="list-style-type: none"> <li>ideas such as the Big Bang Theory for the origins of the world and Darwinian evolutionary theory for the origins of humanity;</li> <li>'intelligent design' as a scientific theory.</li> </ul>	[3]
15(d)	<b>Explain why some Hindus might not accept scientific theories about the origins of the world.</b> The question states 'some' and so candidates are not required to explain why all Hindus might disagree. They may explain: <ul style="list-style-type: none"> <li>for some Hindus scientific ideas do not present any problem;</li> <li>for some, who believe in the infallibility of the sacred texts, these ideas are completely unacceptable;</li> <li>creationist theories;</li> <li>the idea that science says 'how' and religion says 'why'.</li> </ul>	[6]
15(e)	<b>'The world is ours to treat as we like.'</b> <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Hinduism in your answer.</b> Candidates may argue: <ul style="list-style-type: none"> <li>there is no other influence in the world other than humanity;</li> <li>humanity has a responsibility to care for the world and for others as representatives of the gods on earth.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]

Religion and Science		
Section C		
Question Number	Answer	Max Mark
	<b>Islam</b>	
16(a)	<b>What is stewardship?</b> Someone who looks after something on behalf of someone else.	[1]
16(b)	<b>Give two examples of environmental issues.</b> Pollution, global warming, litter, GM crops.	[2]
16(c)	<b>What are the main scientific theories concerning how the world and humanity began?</b> Candidates should address both parts of the question. Candidates may describe: <ul style="list-style-type: none"> <li>ideas such the Big Bang Theory for the origins of the world and Darwinian evolutionary theory for the origins of humanity;</li> <li>'intelligent design' as a scientific theory.</li> </ul>	[3]
16(d)	<b>Explain why some Muslims might not accept scientific theories about the origins of the world.</b> The question states 'some' and so candidates are not required to explain why all Muslims might disagree. They may explain: <ul style="list-style-type: none"> <li>for some Muslims scientific ideas do not present any problem;</li> <li>for some, who believe in the infallibility of the Qur'an, these ideas are completely unacceptable even though mainstream Islam has long argued that scientific developments merely serve to explain what is really inherent in the text anyway;</li> <li>creationist theories;</li> <li>the idea that science says 'how' and religion says 'why'.</li> </ul> <p><b>'The world is ours to treat as we like.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer.</b></p> Candidates may argue: <ul style="list-style-type: none"> <li>there is no other influence in the world other than humanity;</li> <li>humanity has a responsibility to care for the world and for others as vice-regents of Allah on earth.</li> </ul> Answers must be supported and a personal opinion must be included to attain level 3 and above.	[6]
		[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]

Religion and Science		
Section C		
Question Number	Answer	Max Mark
	<b>Judaism</b>	
17(a)	<b>What is stewardship?</b> Someone who looks after something on behalf of someone else.	[1]
17(b)	<b>Give two examples of environmental issues.</b> Pollution, global warming, litter, GM crops.	[2]
17(c)	<b>What are the main scientific theories concerning how the world and humanity began?</b> Candidates should address both parts of the question. Candidates may describe: <ul style="list-style-type: none"> <li>ideas such the Big Bang Theory for the origins of the world and Darwinian evolutionary theory for the origins of humanity;</li> <li>'intelligent design' as a scientific theory.</li> </ul>	[3]
17(d)	<b>Explain why some Jews might not accept scientific theories about the origins of the world.</b> The question states 'some' and so candidates are not required to explain why all Jews might disagree. They may explain: <ul style="list-style-type: none"> <li>for some Jews scientific ideas do not present any problem;</li> <li>for some, who believe in the infallibility of the Bible, these ideas are completely unacceptable;</li> <li>creationist theories;</li> <li>the idea that science says 'how' and religion says 'why'.</li> </ul>	[6]
17(e)	<b>'The world is ours to treat as we like.'</b> <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</b> Candidates may argue: <ul style="list-style-type: none"> <li>there is no other influence in the world other than humanity;</li> <li>humanity has a responsibility to care for the world and for others as representatives of G-d on earth. They may draw on the creation stories to demonstrate the idea of stewardship.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]

Religion and Science		
Section C		
Question Number	Answer	Max Mark
	<b>Sikhism</b>	
<b>18(a)</b>	<b>What is stewardship?</b> Someone who looks after something on behalf of someone else.	<b>[1]</b>
<b>18(b)</b>	<b>Give two examples of environmental issues.</b> Pollution, global warming, litter, GM crops.	<b>[2]</b>
<b>18(c)</b>	<b>What are the main scientific theories concerning how the world and humanity began?</b> Candidates should address both parts of the question. Candidates may describe: <ul style="list-style-type: none"> <li>ideas such the Big Bang Theory for the origins of the world and Darwinian evolutionary theory for the origins of humanity;</li> <li>'intelligent design' as a scientific theory.</li> </ul>	<b>[3]</b>
<b>18(d)</b>	<b>Explain why some Sikhs might not accept scientific theories about the origins of the world.</b> The question states 'some' and so candidates are not required to explain why all Sikhs might disagree. They may explain: <ul style="list-style-type: none"> <li>for some Sikhs scientific ideas do not present any problem;</li> <li>for some, who believe in the infallibility of the sacred texts, these ideas are completely unacceptable;</li> <li>creationist theories;</li> <li>the idea that science says 'how' and religion says 'why'.</li> </ul>	<b>[6]</b>
<b>18(e)</b>	<b>'The world is ours to treat as we like.'</b> <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Sikhism in your answer.</b> Candidates may argue: <ul style="list-style-type: none"> <li>there is no other influence in the world other than humanity;</li> <li>humanity has a responsibility to care for the world and for others as representatives of the deity on earth.</li> </ul>	

<b>Religion and Science</b>		
<b>Section C</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Max Mark</b>
<b>18(e) cont'd</b>	Answers must be supported and a personal opinion must be included to attain level 3 and above.	<b>[12]</b>
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG [3]</b>
<b>Paper Total:</b>		<b>[51]</b>

### Assessment Objectives Grid (includes QWC)

All questions have the same AO's

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

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

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