

**GCSE**

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

Unit **B601**: Philosophy of Religion 1

General Certificate of Secondary Education

**Mark Scheme for June 2017**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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


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

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

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2017

**Annotations**

	Blank Page – this annotation <b>must</b> be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
---	--

**Subject-specific Marking Instructions**

We do not annotate Religious Studies scripts.

**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.

### Awarding Spelling, Punctuation and Grammar to scripts with a coversheet

1. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
  - a. Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
  - b. Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
  - c. Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (eg grammar only)	Mark if candidate eligible for two thirds (eg grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3
6	2	4
7	2	5
8	3	5
9	3	6

2. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point 1 above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
3. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point 1 above.
4. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

## AO1 part (d) question

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

## AO2 part (e) question

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

## MARK SCHEME

Question	Answer	Mark	Guidance
<b>Section A</b>			
1a	<p><b>Give the meaning of the term 'miracle'.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• An unnatural event</li> <li>• An impossible event</li> <li>• Something that happens which defies the laws of nature</li> <li>• A supernatural event</li> <li>• An amazing or wonderful event</li> <li>• Extraordinary event attributed to a divine agency</li> </ul> <p>1 mark for response.</p>	<b>1</b>	
1b	<p><b>State two beliefs about buddhas.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Buddhas are extraordinary human beings that have attained mental and spiritual powers</li> <li>• There is a series of buddhas that have come to the world to teach about Dharma and help people to achieve enlightenment</li> <li>• Someone who has gone through many human and non-human lives in preparation for becoming a buddha</li> <li>• There were buddhas before The Buddha, Siddhartha Gotama, and there will be buddhas to come</li> <li>• Anyone can become a buddha practising the dhamma</li> <li>• Some Buddhists believe that not everyone can become a buddha</li> <li>• Buddhas are enlightened beings</li> </ul> <p>1 mark for each response.</p>	<b>2</b>	



Question	Answer	Mark	Guidance
1c	<p><b>Describe one purpose of bodhisattvas for Buddhists.</b></p> <p>Responses might include descriptions of the following:</p> <ul style="list-style-type: none"> <li>• To inspire others, as they are someone who is well on the way to becoming a Buddha</li> <li>• To save others, rather than seeking one's own salvation. They are someone who takes a vow to work tirelessly over countless lifetimes to lead others to nibbana</li> <li>• To show the importance of compassion and willingness to make sacrifices on behalf of others.</li> <li>• To learn the truth and teach others</li> <li>• To intervene in the world to help others</li> <li>• To destroy all evil passions</li> </ul> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>	3	


<p><b>1d</b></p>	<p><b>Explain why Buddhists believe the status of the gods is limited.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Candidates are likely to explain that the reason why the status of the gods is limited is due to the teachings of The Buddha. The Buddha, when asked about God or gods, refused to discuss them. He argued that this was not the way to seek enlightenment. However, some Buddhists do believe in deities but they have a limited status. Buddhism has a rich pantheon of gods who are not all powerful, but also trapped in wheel of samsara.</p> <p>Some may explain that in the wheel of samsara the realm of the gods is not the best realm to be reborn into. The godly realm is so pleasant that the gods are lulled into a false sense of security and seek no desire to progress towards enlightenment. A human rebirth is more desirable. Each person has to make their own journey to enlightenment without the help of gods.</p> <p>Gods can intervene in the world but only in a limited way. Some may worship a local deity to ensure a good crop, for example, but this is largely a cultural action and not a requirement of Buddhism.</p>	<p><b>6</b></p> <p>Note the question is about 'why' the status of the gods is limited. Failure to address this part of the question and merely describe the limited status of the gods is likely to get no higher than level 2</p>
------------------	---	--

<p>1e</p>	<p><b>'It is important to believe in bodhisattvas'.</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Candidates could agree with the statement, describing various beliefs associated with bodhisattvas in Theravada and Mahayana Buddhism. Even though there are differences of beliefs about bodhisattvas they are believed to have an importance. However the level of importance will vary. Bodhisattva is a central concept of Mahayana Buddhism whereas the concept of arhats is more significant in Theravada Buddhism. The Bodhisattva path in Mahayana can be followed by any layperson, whereas in Theravada pursuing a monastic route to become an arhat is more important.</p> <p>On the other hand candidates could argue that it is not important to believe in bodhisattvas. The importance of bodhisattvas only developed after the death of the Buddha. Within a short time of the Buddha's death there were two major movements that both accepted the same doctrinal elements that the Buddha propounded. However they interpreted his teachings differently, resulting in different beliefs about bodhisattvas. The religion of Buddhism is based upon one man's spiritual journey to Enlightenment, and of the teachings and ways of living that developed from it. The Buddha found the path to Enlightenment, a way from pain and suffering and rebirth, and stated that this was achievable for everyone. Therefore candidates may develop this argument against the statement.</p> <p>Some Buddhists talk about three sorts of audiences the Buddha sought to help towards enlightenment. One can become a worldly Buddhist, an arhat and then a bodhisattva before becoming fully enlightened. It is not that one way is better than the other. They are just different ways suited to different people. Therefore it is not important for all Buddhists to believe in bodhisattvas.</p> <p>In Western Buddhism such a concept does not have a major role. Others may argue that bodhisattvas have no practical use in achieving enlightenment. It is a person's own unique journey and can take many rebirths before Buddha-hood is attained. Also, there is no objective evidence of the existence of such beings. Therefore it is not important to believe in bodhisattvas.</p> <p>To some Buddhists there may be no argument here. If one accepts the idea that a bodhisattva is an ordinary person who takes up a course in his or her life that moves in the direction of The Buddha, then actually, anyone who directs their attention, their life, to practicing the way of life of a buddha is a bodhisattva.</p> <p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.</p>	<p>12</p> <p>SPaG 3</p>	<p>Candidates are likely to elaborate upon the purpose and role of bodhisattvas as spelt out in their response to 1c), but they must use this knowledge to argue why it is important to believe in bodhisattvas or otherwise.</p>
-----------	--	-----------------------------	---

<b>2a</b>	<b>Give the meaning of the term 'miracle'.</b>  Responses might include: <ul style="list-style-type: none"><li>• An unnatural event</li><li>• An impossible event</li><li>• Something that happens which defies the laws of nature</li><li>• A supernatural event</li><li>• An amazing or wonderful event</li><li>• Extraordinary event attributed to a divine agency</li></ul> 1 mark for response.	<b>1</b>	
<b>2b</b>	<b>State two reasons Christians might give for believing in miracles.</b>  Responses might include a belief that: <ul style="list-style-type: none"><li>• They may have experienced a miracle</li><li>• They have prayed and had answers through miracles</li><li>• They believe God is omnipotent and omniscient. Therefore He can perform miracles</li><li>• Because they believe the Bible is the Word of God and is true, the accounts of miracles must be true also</li><li>• Miracles have happened at pilgrimage sites and convinced Christians of their authenticity</li><li>• They believe in Jesus as God's Son who performed many miracles</li><li>• There are miracles that happen every day such as the miracle of birth or nature</li><li>• The existence of an amazing world</li></ul> 1 mark for each response	<b>2</b>	

<b>2c</b>	<b>Describe one purpose of the Holy Spirit for Christians.</b>  Responses might include some of the following: <ul style="list-style-type: none"><li>• It leads people to God</li><li>• It controls people's lives to live by God's commandments</li><li>• It guides and helps people to do what God wants, like a 'counsellor'</li><li>• It acts as a comforter when people are in trouble</li><li>• It acts upon man's consciences to reveal the sinful ways of mankind</li><li>• It intercedes between God and humanity</li><li>• It provides gifts of the Spirit to help humans in various situations, e.g. patience</li></ul> Marks should be awarded for a statement supported by any combination of development and exemplification.	<b>3</b>	
-----------	--	----------	--

<p><b>2d</b></p>	<p><b>Explain why there are many beliefs about the nature of God.</b></p> <p>Examiners should mark according to AO1 level descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates are likely to show that there is more than one reason as to why there are many beliefs about the nature of God. These might include the history of the Christian Church around the world, resulting in different denominations with different interpretations of scriptures and the battle to create Christian Creeds that all could agree to. Examples may be given to demonstrate this.</p> <p>Various theological interpretations of scriptures and spiritual experiences may be discussed to explain why people have many beliefs about God's nature.</p> <p>Some may explain the difficulty of language to describe something that is beyond this world. God is extraordinary, so how does one describe that adequately?</p> <p>Another reason that could be cited is the different aspects of the nature of God as revealed in the Old Testament and the New Testament. For example, some may argue that in the Old Testament God is presented as an almighty judge, whereas in the New Testament God is all loving and merciful.</p> <p>Some may describe the lives of individuals that have had different revelations of God's nature to them, thus explaining why there are many beliefs.</p>	<p><b>6</b></p>	<p>Note the question is about 'why' there are many beliefs about God's nature. Failure to address this part of the question and merely describe the nature of God is likely to get no higher than level 2</p>
------------------	---	-----------------	---


<p>2e</p>	<p><b>'It is important to believe in God.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>For Christians, they are likely to agree with this statement and develop the line that unless they believe in God they cannot get to the Kingdom of God on earth or in the next life. Links to the old and new covenants, through the history of the Jews and the new gospel message for all, through Jesus, may be developed in detail. God wants a personal relationship with all but people must choose this freely.</p> <p>Some may cite the life and work of Jesus Christ as the reason why Christians must believe in God. Candidates are likely to develop the soteriological reasons for Christians to believe in God. Man is sinful and needs to repent of their ways but also accept the gift of grace from God through the sending of His son, Jesus, to pay for the price of mankind's sins.</p> <p>Some may argue that belief in God is important because it answers big life questions such as 'where did we come from' or 'why are we here'? Throughout the ages of mankind, people have sought answers to such questions and many have found answers and a faith that helps them in life by believing in God.</p> <p>Some may refer to the origin of the Bible, what it is and how it proves God exists and that it is important to believe what God says through sacred scriptures. Christians believe the Bible is the Word of God and millions of Christians down the ages have believed in God because of it.</p> <p>Some candidates may argue that it is not enough to just believe in God and say that one does, but it is also important to live out the teachings of the New Testament through actions and deeds. They could argue that it is easy to say words about believing in God but one has to show this in practice.</p> <p>Candidates could argue from an atheistic or humanist perspective stating that there is no reason to believe in God. God does not exist or is irrelevant to many people's lives. Therefore it is not important to believe in God.</p> <p> Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.</p>	<p>12</p> <p>SPaG 3</p>	
-----------	--	-----------------------------	--

<p><b>3a</b></p>	<p><b>Give the meaning of the term 'miracle'.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• An unnatural event</li> <li>• An impossible event</li> <li>• Something that happens which defies the laws of nature</li> <li>• A supernatural event</li> <li>• An amazing or wonderful event</li> <li>• Extraordinary event attributed to a divine agency</li> </ul> <p>1 mark for response.</p>	<p><b>1</b></p>	
<p><b>3b</b></p>	<p><b>State two reasons Hindus might give for believing in miracles.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• They may have experienced a miracle</li> <li>• They have prayed and had answers through miracles</li> <li>• Because they believe the scriptures are true, accounts of miracles must be true</li> <li>• There was a spiritual age called Satya Yuga when miracles regularly happened</li> <li>• Miracles have happened at pilgrimage sites and convinced Hindus of their authenticity</li> <li>• Avatars of Vishnu have performed many miracles</li> <li>• They believe God can do anything. Therefore miracles can happen</li> <li>• There are miracles that happen every day such as the miracle of birth or nature</li> <li>• The existence of an amazing world</li> </ul> <p>1 mark for each response</p>	<p><b>2</b></p>	



<b>3c</b>	<b>Describe one purpose of avatars for Hindus.</b>  Responses might include some of the following: <ul style="list-style-type: none"><li>• To reveal the power or attribute of a god</li><li>• To remind people of the influence of evil and to draw them back to the ways of goodness</li><li>• To influence human actions</li><li>• To benefit humanity and rejuvenate people spiritually</li><li>• Avatars of Vishnu bring back dharma to the social and cosmic order</li><li>• To protect the good and destroy evil</li><li>• To be a constant reminder from age to age of eternal dharma</li></ul> Marks should be awarded for a statement supported by any combination of development and exemplification.	<b>3</b>	
-----------	--	----------	--

<p><b>3d</b></p>	<p><b>Explain why there are many beliefs about the nature of God.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>This is the oldest religion of all the major religions and may have its roots in the civilisations around the Indus valley thousands of years ago. Over time each generation has evolved and developed its beliefs and practices. The religion has many beliefs. There is no single founder to this religion but a plethora of beliefs that have been gathered to represent what is nowadays called Hinduism.</p> <p>Spiritual experiences of hundreds of people over the ages have refreshed the spiritual message, resulting in slightly varying beliefs about the nature of the God. Whilst being the oldest of religions it is also the most modern as the spiritual message is evolving all the time through different people.</p> <p>Cultural, sociological, geographical and historical factors may be explained as to why there are different beliefs about the nature of God. Hinduism is a gradual discovery by mankind over time so it is inevitable there will be many different beliefs about the nature of God.</p> <p>Some may cite examples of religious teachers and scriptures to explain why there are many beliefs.</p>	<p><b>6</b></p> <p>Note the question is about 'why' there are many beliefs about God's' nature. Failure to address this part of the question and merely describe the nature of God is likely to get no higher than level 2</p>
------------------	--	--

<p>3e</p>	<p><b>'It is important to believe in God.'</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> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Candidates are likely to agree with this statement discussing the concept of God and the manifestations of God. Brahman is depicted in three forms, namely Brahma, Vishnu and Shiva. They symbolise Brahman as 'creator, preserver and destroyer of the universe. Candidates may well develop this in detail to support their case for the statement.</p> <p>Some may elaborate upon the impossibility to express what God is and how Hindus have developed a way of showing how God relates to human beings in many different ways. Many Hindus do not think of God as a personality that is divine but a Supreme Spirit or The Ultimate Reality divided into deities to help Hindus understand the many aspects of God. However many Hindus believe God is present all around them in every life form.</p> <p>Some candidates may describe the existence of many avatars, particularly of Vishnu, who are revered, such as Rama and Krishna. Some may discuss other deities and their roles arguing that that there are many manifestations of God. However they are all confirming the importance to Hindus of believing in God.</p> <p>Some candidates may explain why believing in God and practising a faith helps people towards achieving their journey towards moksha.</p> <p>Some candidates may argue against this statement because many Hindus are genuine polytheists who do not actually see the deities as manifestations of God but as actual gods and goddesses.</p> <p>Candidates could argue from an atheistic or humanist perspective stating that there is no reason to believe in God. God does not exist or is irrelevant to many people's lives. Therefore it is not important to believe in God.</p> <p> Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.</p>	<p>12</p> <p><b>SPaG</b> <b>3</b></p>	
-----------	--	---	--

4a	<p><b>Give the meaning of the term 'miracle'.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• An unnatural event</li> <li>• An impossible event</li> <li>• Something that happens which defies the laws of nature</li> <li>• A supernatural event</li> <li>• An amazing or wonderful event</li> <li>• Extraordinary event attributed to a divine agency</li> </ul> <p>1 mark for response.</p>	1	
4b	<p><b>State two reasons Muslims might give for believing in miracles.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• They may have experienced a miracle</li> <li>• They have prayed and had answers through miracles</li> <li>• To convince people of Allah's power and might</li> <li>• The miracle of the Qur'an as the Word of Allah and that everything written is true</li> <li>• Allah used ayahs or miracles to show His power and intervention into this world</li> <li>• Allah revealed himself through miracles that happened in the lives of previous prophets such as Moses and Jesus</li> <li>• There are many miraculous accounts connected to Muhammad ﷺ becoming the Last Prophet. It would be wrong for Muslims to deny this.</li> <li>• Allah is believed to be omnipotent and transcendent. Therefore He can perform miracles</li> <li>• There are miracles that happen every day such as the miracle of birth or nature</li> <li>• The existence of an amazing world</li> </ul> <p>1 mark for each response</p>	2	

<b>4c</b>	<b>Describe one Muslim belief about Allah.</b>  Responses might include some of the following: <ul style="list-style-type: none"><li>• Allah created the heavens and the earth</li><li>• Muslims believe that there is only one God (Allah)</li><li>• Allah has control and authority over everything</li><li>• All should submit to the will of Allah if they are to avoid eternal punishment</li><li>• Some may describe the meaning of one of the 99 names for Allah to describe a belief about Allah's nature</li></ul> Marks should be awarded for a statement supported by any combination of development and exemplification.	<b>3</b>	
-----------	--	----------	--

<p><b>4d</b></p>	<p><b>Explain why there are many beliefs about the nature of Allah.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Candidates are likely to show that there is more than one reason as to why there are many beliefs about the nature of Allah. There are 99 names in the Qur'an that describe the nature of Allah. This reveals the complex nature of Allah. They offer an insight into how Muslims are to understand Allah.</p> <p>They may explain the role of angels, as Allah's messengers, and what they convey about the nature of Allah, or describe the thousands of prophets that have been sent by Allah to reveal his message that conveys to the listeners something about the nature of Allah.</p> <p>Sources of belief about Allah's nature come not only from the Qur'an but also from the other monotheistic faiths of Judaism and Christianity, which could account for why there are various beliefs about the nature of Allah.</p> <p>Candidates might include details about the history of Islam dividing into different sects, with different interpretations of the Qur'an and the teachings of Muhammad ﷺ, which attribute to different beliefs.</p> <p>Various theological interpretations of scriptures and spiritual experiences may be discussed to explain why there are various Muslim beliefs about Allah's nature.</p> <p>Some may explain the difficulty of language to describe something that is beyond this world. Allah is extraordinary, so how does one describe that adequately?</p>	<p><b>6</b></p> <p>Note the question is about 'why' there are many beliefs about Allah's nature. Failure to address this part of the question and merely describe the nature of Allah is likely to get no higher than level 2</p>
------------------	--	---


<p>4e</p>	<p><b>'It is important to believe in God.'</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>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>The Shahadah is the First Pillar of Islam and must be accepted as a fundamental belief by every Muslim. Candidates are likely to describe the concept of tawhid and explain why this is so important, agreeing with the statement.</p> <p>Some candidates may elaborate upon the belief in a Day of Judgement and why it is important to believe in Allah. Beliefs about what happens in the afterlife make it very important to believe in Allah. Thus agreeing with the statement.</p> <p>Another reason why Muslims believe it is important to believe in Allah is because of the life of Muhammad ﷺ, his teachings and the creation of the Qur'an as the final revelation of Allah to the world. Candidates are likely to expound this in more detail and agree with the statement.</p> <p>Some candidates may elaborate upon the other Four Pillars of Islam and their practical actions that Muslims have to do. They may emphasise that it is not enough to just believe in Allah but one also has to show obedience to the will of Allah by observing the other Four Pillars.</p> <p>Candidates could argue from an atheistic or humanist perspective stating that there is no reason to believe in God. God does not exist or is irrelevant to many people's lives. Therefore it is not important to believe in God.</p> <p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.</p>	<p>12</p> <p>SPaG 3</p>	
-----------	--	-----------------------------	--

<p><b>5a</b></p>	<p><b>Give the meaning of the term 'miracle'.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• An unnatural event</li> <li>• An impossible event</li> <li>• Something that happens which defies the laws of nature</li> <li>• A supernatural event</li> <li>• An amazing or wonderful event</li> <li>• Extraordinary event attributed to a divine agency</li> </ul> <p>1 mark for response.</p>	<p><b>1</b></p>	
<p><b>5b</b></p>	<p><b>State two reasons Jews might give for believing in miracles.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• They may have experienced a miracle</li> <li>• The history of the Jews is littered with accounts of G-d's miracles</li> <li>• They believe G-d is omnipotent and omniscient. Therefore He can perform miracles</li> <li>• They believe the Torah is the Word of G-d and everything written is true and G-d used the miracles to help the children of Israel to believe in G-d.</li> <li>• There are many miraculous accounts connected to the prophets such as Moses, Elijah and others recorded in the Tenakh which they believe are true</li> <li>• They have prayed and had answers through miracles</li> <li>• There are miracles that happen every day such as the miracle of birth or nature</li> <li>• The existence of an amazing world</li> </ul> <p>1 mark for each response</p>	<p><b>2</b></p>	



<b>5c</b>	<b>Describe one belief about G-d.</b>  Responses might include some of the following: <ul style="list-style-type: none"><li>• There is only one true G-d</li><li>• G-d is the creator of everything that exists in the universe</li><li>• G-d is eternal</li><li>• G-d will judge everyone</li><li>• Some may describe words like omnipotence or omni-benevolent to describe a belief about G-d</li><li>• G-d has created a special relationship with the Jews called a covenant</li></ul> Marks should be awarded for a statement supported by any combination of development and exemplification.	<b>3</b>	
-----------	--	----------	--

<p><b>5d</b></p>	<p><b>Explain why there are many beliefs about the nature of G-d.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Candidates are likely to show that there is more than one reason as to why there are many beliefs about the nature of G-d. Candidates are likely to cite the many examples of how G-d has revealed himself to the prophets and the patriarchs in different times in their history, revealing a different aspect of his nature to them.</p> <p>There are different interpretations and understandings of the Torah and the Talmud that contribute to different beliefs about the nature of G-d. Such differences are evident in the various sects of Judaism. Examples may be given to demonstrate this.</p> <p>Candidates might include details about the history of Judaism resulting in Jews being dispersed around the world and assimilating into various cultures, resulting in different interpretations of the Torah and the Talmud. Reference to secular Judaism may be cited.</p> <p>Some may explain the difficulty of language to describe something that is beyond this world. G-d is extraordinary, so how does one describe that adequately?</p> <p>Some may describe the lives of individuals that have had different revelations of G-d's nature to them, thus explaining why there are many beliefs.</p>	<p><b>6</b></p> <p>Note the question is about 'why' there are many beliefs about G-d's nature. Failure to address this part of the question and merely describe the nature of G-d is likely to get no higher than level 2</p>
------------------	--	---

<p>5e</p> 	<p><b>'It is important to believe in God.'</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>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Jews believe that G-d appointed the Jews to be his chosen people in order to set an example of holiness and ethical behaviour to the world. Therefore some candidates may elaborate upon this to explain why it is important they believe in G-d.</p> <p>Candidates may describe the importance of the covenant relationship to Jews and why they think it is important to believe in G-d. Because Jews have made a covenant with G-d to keep his laws, keeping that covenant and doing things in the way that pleases G-d is vital. In return G-d promised them a land of their own where they could always practise their faith and He would look after them. G-d acts through their history and has revealed Himself through the prophets.</p> <p>Some candidates may develop the promise of The Messianic Age as an important reason to believe in G-d.</p> <p>Some candidates may explain that there are secular Jews who are fiercely passionate about being Jewish but are not religious in any way. They may say that it is not important to believe in G-d but because of anti-Semitism it is more important to preserve traditions and identity.</p> <p>Candidates could argue from an atheistic or humanist perspective stating that there is no reason to believe in G-d. G-d does not exist or is irrelevant to many people's lives. Therefore it is not important to believe in G-d.</p> <p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.</p>	<p>12</p> <p>SPaG 3</p>	
---	---	-----------------------------	--

6a	<p><b>Give the meaning of the term 'miracle'.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• An unnatural event</li> <li>• An impossible event</li> <li>• Something that happens which defies the laws of nature</li> <li>• A supernatural event</li> <li>• An amazing or wonderful event</li> <li>• Extraordinary event attributed to a divine agency</li> </ul> <p>1 mark for response</p>	1	
6b	<p><b>State two reasons Sikhs might give for believing in miracles.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• They may have experienced a miracle</li> <li>• There are accounts of miracles happening in the lives of the Gurus</li> <li>• Waheguru is omnipotent and omniscient. Therefore He can perform miracles</li> <li>• The existence of an amazing world</li> <li>• Sikhs have prayed and had answers through miracles</li> <li>• There are miracles that happen every day such as the miracle of birth or nature</li> </ul> <p>1 mark for each response</p>	2	
6c	<p><b>Describe one belief about Waheguru.</b></p> <p>Responses might include some of the following:</p> <ul style="list-style-type: none"> <li>• There is only one true God (Waheguru)</li> <li>• Waheguru is a 'Wonderful Lord'</li> <li>• Waheguru is a personal God</li> </ul>	3	

	<ul style="list-style-type: none"><li>• Waheguru is without form or gender- nirguna</li><li>• God is revealed in the hearts of every person – saguna</li><li>• Some may describe words like omnipotence or transcendent describe a belief about Waheguru</li><li>• Everything happens because of hukam, the divine order of Waheguru</li></ul> <p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>		
--	--	--	--

<p><b>6d</b></p>	<p><b>Explain why there are many beliefs about the nature of Waheguru.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Some may explain this is so because of past history. Like the people of ancient times, the common people of Guru Nanak Dev Ji's day paid tribute to a large number of gods and goddesses that were then known to Hinduism. They were attached to these in superstitious bondage and fear evolved over the centuries, which had no relation at all to religion as such. Likewise, at the time of Guru Nanak people also knew about the single God of Islam. Guru Nanak grew up in India that was influenced by Islam. Whilst Guru Nanak Dev Ji gave a new message that he had received from God, nevertheless the sacred writings contain verses from Muslim sages. All of which contribute to a rich picture about the nature of Waheguru.</p> <p>The Sikh religion no longer has any living Guru as the line of Gurus was ended by Guru Gobind Singh, the Tenth Guru. He, however, left the Adi Granth Sahib, the Sikh scriptures, to be a permanent, unchangeable guide for all faithful Sikhs for whom it has the status of a living Guru or Teacher. Each Guru learnt something new about God and so there are different aspects of God's nature revealed over time.</p> <p>Because Sikhs believe God is be found in each one of us, it means that there are many attributes and qualities seen through the lives of human beings, revealing different aspects of Waheguru's nature.</p>	<p><b>6</b></p> <p>Note the question is about 'why' there are many beliefs about Waheguru's nature. Failure to address this part of the question and merely describe the nature of Waheguru is likely to get no higher than level 2</p>
------------------	--	---

<p>6e</p>	<p><b>'It is important to believe in God.'</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>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Candidates are likely to agree with this statement and expand upon the central beliefs of Sikhism. They believe there is only one God, without form, or gender and that everyone has direct access to God. The teaching of Guru Nanak may be further developed, i.e. in the sight of God all people are equal; true religion is available for all and requires devotion to God and living the right way in the world; religious action is more important than religious theory.</p> <p>Some may describe the history of Sikhism and explain that the importance of the gurus' message that requires all to believe in God and to develop a personal relationship with God and be a gurmukh. Sikhism is a monotheistic faith formed in the fifteenth century by Guru Nanak Dev Ji. Guru Nanak Dev Ji, along with the following nine Gurus, was sent by God to deliver a new message. The Tenth Guru then compiled all the teaching of Gurus into the Holy Scripture known as Guru Granth Sahib Ji. A guru is one with God and delivers the message of God.</p> <p>Some may expand upon the Sikh goal of human life, which is to merge with God by meditation on God and performance of acts of service and charity. All life is God's creation and everyone is born into a state of transmigration and may be reincarnated after death. The goal for humanity is to achieve freedom from the cycle of existence. Sikhism emphasizes this path of devotion. It also lays stress on the need for earning God's grace in order to reach the spiritual goal. Therefore they will agree with the statement.</p> <p>Candidates could argue from an atheistic or humanist perspective stating that there is no reason to believe in God. God does not exist or is irrelevant to many people's lives. Therefore it is not important to believe in God.</p> <p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.</p>	<p>12</p> <p><b>SPaG 3</b></p>	
-----------	--	--------------------------------	--

<b>Section B</b>			
<b>7a</b>	<p><b>Give one example of a symbol that might be found in a Buddhist home.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Buddha Rupa</li> <li>• Candles</li> <li>• Flowers</li> <li>• Incense</li> <li>• Offerings</li> <li>• Mandalas</li> <li>• Thangkas</li> </ul> <p>1mark for response.</p>	<b>1</b>	
<b>7b</b>	<p><b>State two reasons Buddhists might give for fasting.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• As a spiritual discipline</li> <li>• To remind Buddhists not to crave for food</li> <li>• To avoid getting greedy</li> <li>• To cleanse the mind and body of attachments</li> <li>• To allow for periods of deeper meditation</li> <li>• As a path to follow the Middle Way</li> <li>• For charity to raise money for needy</li> <li>• To show solidarity with those who are living with hunger all the time</li> </ul> <p>1 mark for each response</p>	<b>2</b>	<p>Must link to a religious reason. If they said “to lose weight”, that would not get a mark.</p>



Section B			
7c	<p><b>List three different ways Buddhists might worship in a vihara.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"><li>• Various forms of meditation</li><li>• Personal prayer</li><li>• Decorating shrines</li><li>• Monks performing various actions whilst laity watch</li><li>• Removal of shoes as a mark of respect</li><li>• Making offerings to the Buddha rupa</li><li>• Chanting</li><li>• Readings from the scriptures</li><li>• Listening to a bhikkhu giving a talk about the Buddha's teachings</li></ul> <p>1 mark for each response</p>	3	


7d	<p><b>Explain why worship might be important to Buddhists.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Some may explain that the conventional, Western understanding of the word 'worship' does not apply in Buddhism. Buddhists do not worship Buddha as a Christian may worship Jesus. However, outwardly it would appear that there are various rituals and actions that appear that way. Devotion might be a better word to describe what Buddhists do and why.</p> <p>Buddhists make a vow of allegiance to the Buddha, His Teaching, and The Sangha. Regularly, in front of an image of The Buddha, they reaffirm this vow. Every gathering of Buddhists begins with reciting The Three Refuges, as this reminds them that all can find their own way to enlightenment if they follow the Buddha's teachings. So this kind of worship is important to remind Buddhists of their vows.</p> <p>Some candidates may explain in detail the way of the Sangha and the daily worship of monks and its importance. They are completely devoted to practicing Buddhism. Different ways of worship help them to be reminded of The Three Refuges and their commitment to that e.g. The Five Precepts, the wearing of saffron yellow robes. They also model to those outside the monastery the contemplative life leading to enlightenment.</p> <p>Most candidates will explain the importance of prayer and meditation to help them see clearly the inner reality of the Buddha's teaching and this is a central act of devotion for Buddhists. It helps them change how they see the world and understand The Four Noble Truths. All of which helps towards achieving nibbana.</p>	6	
----	---	---	--

<p>7e</p>	<p><b>'Symbols are not significant in Buddhism'.</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Candidates are likely to disagree with this statement and describe the use of various symbols. Buddhism uses symbols, like many other religions, to explain difficult ideas. Using symbols helps to make things clear without having to use words. For example, the Lotus Flower is often used as the symbol for Buddhism or an eight spoke wheel. Flowers offered at shrines are common and they symbolise the belief that everything is dukkha, because they die quickly.</p> <p>The significance of the different stances of images and pictures of the Buddha may be developed to show the importance of The Buddha. He was not an ordinary person but one who had special gifts, as symbolised by the 'bump' usually shown on the top of his head; his long ears a symbol of his background from an important family; his curly hair a symbol of his holiness. However, candidates may reiterate that it is not the Buddha that they are worshipping and the symbols only help remind followers about the Buddha.</p> <p>Other symbols that explain the teachings of the Buddha, such as mandalas about the cycle of life, The Wheel of Law, the stages of rebirth until enlightenment is reached, could be expounded and argued they are very significant. Colours or the elements are also used to express ideas about The teachings of the Buddha. They help Buddhists understand the Buddha's teachings. Some may agree with statement arguing that symbols are not that significant and that it is putting into practise the teachings of the Buddha that is more significant. They may elaborate in more detail about this Some candidate may discuss the different emphasis on the use of symbols depending upon the origins of Buddhism. Originally there were almost no symbols, as the Buddha did not feel he needed them to find his answer to the question of suffering in life. However, over time different schools of Buddhism have developed, alongside various symbols. Theravada and Mahayana symbols may be expounded to show their significance.</p> <p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.</p>	<p>12</p> <p><b>SPaG</b> <b>3</b></p>	
-----------	---	---	--

<p><b>8a</b></p>	<p><b>Give one example of a symbol that might be found in a Christian home.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• A crucifix</li> <li>• A cross</li> <li>• Jewellery</li> <li>• Nativity and Easter scenes</li> <li>• Icons</li> <li>• Images of the saints, Jesus, the Pope etc</li> <li>• A candle</li> </ul> <p>1 mark or response</p>	<p><b>1</b></p>	
<p><b>8b</b></p>	<p><b>State two reasons Christians might give for fasting.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• As a spiritual discipline</li> <li>• To remind Christians not to crave or covet for materialistic things or food</li> <li>• To remind them of the time Jesus fasted in the wilderness</li> <li>• As part of traditions associated with Lent</li> <li>• To devote more time to God and Jesus through prayer and study</li> <li>• To allow for periods of deeper meditation and prayer</li> <li>• As an act of penance, repentance and atonement</li> <li>• For charity to raise money for needy</li> <li>• To show solidarity with those who are living with hunger all the time</li> </ul> <p>1 mark for each response</p>	<p><b>2</b></p>	<p>Must link to a religious reason. If they said “to lose weight”, that would not get a mark.</p>

<b>8c</b>	<b>List three different ways Christians might worship in a church.</b>  Responses might include: <ul style="list-style-type: none"><li>• Formal liturgies associated with types of services</li><li>• Reading the Bible</li><li>• Singing hymns</li><li>• Chanting e.g. Taizé</li><li>• Silent prayer</li><li>• Praying</li><li>• Reflecting upon a sermon</li><li>• Sharing the bread and wine together</li><li>• Speaking in tongues</li><li>• Listening to a sermon</li><li>• Meditating</li></ul> 1 mark for each response	<b>3</b>	
-----------	---	----------	--

8d	<p><b>Explain why worship might be important to Christians.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Most candidates are likely to explain that Christians are encouraged in the scriptures to come together and share worship in the form of Holy Communion together. This strengthens the bond between Christians and deepens the faith of the individuals and the community, as they believe they are sharing in the sacrifice of Christ and following his instructions given to the disciples on the occasion of the Last Supper.</p> <p>Through worship Christians praise God and give thanks for all the blessings. This makes people think beyond themselves and connect to God.</p> <p>Worship allows for prayers to be heard and answered and the personal relationship between God and the Christian is further developed.</p> <p>Worship is a form of communication with God and candidates may describe religious experiences that deepen the faith of the individual when such experiences happen.</p> <p>Families worshipping together strengthen the faith and safeguard culture as the beliefs and practices are passed down from one generation to another. Worship strengthens community, as they come together and celebrate various festivals and rites of passage.</p> <p>Some candidates may differentiate between public and private worship and explain how both can help Christians consider what their faith means and grow in commitment to God.</p>	6	
----	---	---	--

<p>8e</p>	<p><b>'Symbols are not significant in Christianity'.</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>It is likely that candidates may disagree with the statement by describing the many different kinds of symbols used in Christianity to convey ideas about God that are difficult to express in words. E.g. the Chi Rho, Alpha and Omega symbols.</p> <p>Candidates may also describe places or areas where one would see these symbols to show how significant they are for many people. For example some Christians have on their cars a symbol known as the Ichthus. They are witnessing to others that they are Christians. Drawing others to Christianity is an essential part of being a Christian.</p> <p>Some candidates may discuss various denominational views towards the use of symbols and point out that some Christians regard symbols as a distraction to worship of God, e.g. The Quakers. Other Christian denominations such as The Orthodox Church or the Roman Catholic Church have many symbols to convey central beliefs about the Trinity and the saints to remind and teach people about their faith.</p> <p>Some candidates may refer to the dangers of idolatry by having lots of icons, statues of the saints or images of God or Jesus. Therefore they should not be significant, though they may help to focus the mind on the things that are important.</p> <p>Some may argue that it is living the life of a Christian and putting into practice the teachings of Jesus that is far more significant than having symbols about the faith. They would therefore agree with the statement.</p> <p> Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.</p>	<p>12</p>	
-----------	--	-----------	--

**SPaG 3**

<p><b>9a</b></p>	<p><b>Give one example of a symbol that might be found in a Hindu home.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Incense</li> <li>• Diva lamps</li> <li>• Puja tray</li> <li>• Written symbol of Om</li> <li>• Lotus image</li> <li>• Images of the deities</li> <li>• Flowers</li> <li>• A candle</li> </ul> <p>1 mark for a response.</p>	<p><b>1</b></p>	
<p><b>9b</b></p>	<p><b>State two reasons Hindus might give for fasting.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• To mark key events e.g. the birth of Krishna</li> <li>• A way of spiritual discipline that allows spiritual progress</li> <li>• To cleanse the body and the mind</li> <li>• To show self sacrifice</li> <li>• To show solidarity with those who are living with hunger all the time</li> <li>• To build up good karma</li> <li>• For charity to raise money for needy</li> </ul> <p>1 mark for each response</p>	<p><b>2</b></p>	<p>Must link to a religious reason. If they said “to lose weight”, that would not get a mark.</p>



9c	<p><b>List three different ways Hindus might worship in a mandir.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"><li>• The welcoming ceremony of arti</li><li>• Meditation</li><li>• Praying</li><li>• Singing hymns (bhajans)</li><li>• Chanting</li><li>• Making offerings to the deities</li><li>• Dressing the murtis</li><li>• Arti ceremony</li><li>• Walking round various shrines and offering puja</li><li>• Removal of shoes and washing to show respect for the area they are entering</li></ul> <p>1 mark for each response</p>	3	
----	--	---	--

9d	<p><b>Explain why worship might be important to Hindus.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Worshipping regularly for Hindus whether at home or in a mandir helps Hindus enormously. It deepens their faith by reminding them of the spiritual dimension to life that they must not forget.</p> <p>Through worship it helps Hindus to not lose sight of the higher goals in life. Candidates could expand upon this more making links to working towards moksha.</p> <p>All forms of worship draw Hindus closer to God, though there are many different traditions with various formalised ways to worship.</p> <p>Families worshipping together strengthen the faith and safeguard culture as the beliefs and practices are passed down from one generation to another. Worship strengthens community, as they come together and celebrate various festivals and rites of passage.</p> <p>By worshipping daily through prayer or offering puja at a family shrine they are reminded that God is everywhere and they should never forget this. It shows their love of God and is a way of communicating with the divine. Hence worship is very important to Hindus.</p>	6	
----	--	---	--

<p>9e</p>	<p><b>'Symbols are not significant in Hinduism'.</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> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Candidates are likely to disagree with this statement and describe the use of various kinds of symbols that are used in worship, to convey their beliefs, retell stories and celebrate various festivals.</p> <p>Some candidates may describe in detail one or two symbols, e.g. the items on a puja tray, and argue how they help Hindus focus upon the divine.</p> <p>Symbols can take many forms and credit must be given if candidates talk about forms of dance, chanting or actions that are symbolic as well as visual symbols. Candidates need to show how they are or are not significant to Hindus.</p> <p>Some candidates may agree with the statement and argue that there are other things that are much more significant than symbols. Prayer or studying the scriptures or living as a Hindu community, supporting one another is a more significant way to worship God.</p> <p>Some may explain how there is a plethora of beliefs and practices that make up Hinduism. It is a pluralistic faith and what is significant for one Hindu may not be so with another Hindu. The family is the basic unit of society and each will develop their own traditions and way of worship. Hence symbols may be significant for some and not to others.</p> <p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.</p>	<p>12</p> <p>SPaG 3</p>	
-----------	---	-------------------------	--

<p><b>10a</b></p>	<p><b>Give one example of a symbol that might be found in a Muslim home.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Zellige -patterns utilizing colourful geometric shapes often seen on tiles.</li> <li>• Prayer Beads</li> <li>• Star and Crescent</li> <li>• Covers for the Qur'an</li> <li>• Designs on the Prayer Rug</li> <li>• Calligraphy</li> </ul> <p>1 mark for a response</p>	<p><b>1</b></p>	
<p><b>10b</b></p>	<p><b>State two reasons Muslims might give for fasting.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• It is a requirement by Allah to fast for one month</li> <li>• It is one of the Five Pillars of Islam</li> <li>• It is a religious duty</li> <li>• It reminds them of the need to focus upon Allah and develops self discipline</li> <li>• It's an act of sacrifice and brings Muslims closer together</li> <li>• It helps Muslims identify with those who suffer from famine and drought</li> <li>• Muslims believe they will be rewarded by Allah if they commit to sawm</li> <li>• For charity to raise money for needy</li> <li>• To show solidarity with those who are living with hunger all the time</li> </ul> <p>1 mark for each response</p>	<p><b>2</b></p>	<p>Must link to a religious reason. If they said "to lose weight", that would not get a mark.</p>

10c	<p><b>List three different ways Muslims might worship in a mosque.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"><li>• Preparations at the mosque before entering the prayer hall</li><li>• Prayer positions and rakas</li><li>• Separation of the sexes in the mosque</li><li>• Studying the Qur'an</li><li>• Recite the Qur'an</li><li>• Jumu'ah Prayers</li><li>• Face towards qiblah</li><li>• Salah</li><li>• Removal of shoes and washing to show respect for the area they are entering</li></ul> <p>1 mark for each response</p>	3	
-----	--	---	--

10d	<p><b>Explain why worship might be important to Muslims.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Coming together in prayer to worship Allah is an integral part of a Muslim's life and part of the Five Pillars. It is compulsory for Muslims to worship Allah daily and pray at least five times a day. Not only does this deepen the faith of the individual but it also strengthens the bond between fellow Muslims and supports each other in the journey of faith.</p> <p>Families worshipping together strengthen the faith and ensure beliefs and practices are passed down from one generation to another, as they come together and celebrate various festivals and rites of passage.</p> <p>By carrying out the daily prayers or observing the festivals Muslims know that where ever they are in the world the community of Muslims are doing this. It makes it a powerful witness and strengthens one's faith by joining in with so many others.</p> <p>Within the home the role of the women to lead by example and worship Allah is very important for preserving the faith and passing this onto the next generation.</p> <p>By worshipping Allah Muslims are submitting completely to the will of Allah in humility and a desire to want to please Allah. Muslims try their utmost to worship Allah every day. If they want to be judged favourably on The Day of Judgement then worship of Allah is essential.</p>	6	
-----	--	---	--


<p>10e</p>	<p><b>'Symbols are not significant in Islam'.</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>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Candidates are likely to agree with this statement explaining the dangers of having symbols or images of Allah as shirk. It is forbidden, as it could be viewed as a form of idolatry. Hence symbols of Allah or the Prophet Muhammad ﷺ are forbidden. Unlike many other religions Islam is a religion that discourages the use of symbols.</p> <p>Some may expand upon the Muslim views of other religions, especially Hinduism with its many deities or the Christian belief in a Triune God. Such religions with its many forms of symbols to represent these beliefs would be regarded as idolatrous and wrong.</p> <p>Some may argue that there are symbols that are evident in Islam but it is how they are used and what they represent that is all-important. Candidates are likely to give details of such symbols. They are significant in that they represent some belief but they are done in such a way as to not be offensive or shirk. The use of calligraphy may be developed to show how mosques and homes are decorated with the writing of words in a beautiful creative form to show the beauty and meaning of the words of Allah.</p> <p>The symbolic significance of colours, such as gold and brightly coloured tiles, with geometrical patterns, may be developed. These are features in places of worship to reinforce the importance of the mosque for Muslims where they can daily and freely prostrate themselves to Allah and worship him.</p> <p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.</p>	<p>12</p> <p>SPaG 3</p>	
------------	---	-------------------------	--

<p><b>11a</b></p>	<p><b>Give one example of a symbol that might be found in a Jewish home.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Star of David</li> <li>• Tephillin</li> <li>• Tallit</li> <li>• Mezuzah</li> <li>• Pair of Candlesticks</li> <li>• Kiddush Cup</li> <li>• Unfinished or undecorated piece of wall in the house</li> </ul> <p>1 mark for a response</p>	<p><b>1</b></p>	
<p><b>11b</b></p>	<p><b>State two reasons Jews might give for fasting.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• It is expected to fast during Yom Kippur, as it is the Jew's most Holy Day</li> <li>• It is a way of showing sincerity and discipline to G-d.</li> <li>• It is a way of connecting with those who live daily with hunger and drought</li> <li>• The Torah commands Jews to observe The Day of Atonement-Yom Kippur</li> <li>• It is a time to focus upon prayer and G-d and the higher things of life.</li> <li>• For charity to raise money for needy</li> <li>• To show solidarity with those who are living with hunger all the time</li> </ul> <p>1 mark for each response</p>	<p><b>2</b></p>	<p>Must link to a religious reason. If they said "to lose weight", that would not get a mark.</p>



11c	<p><b>List three different ways Jews might worship in a synagogue.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"><li>• Face towards Jerusalem and pray</li><li>• Hearing readings from the Torah</li><li>• Singing of hymns</li><li>• Chanting</li><li>• Prayers</li><li>• Wearing specialist items of religious clothing</li><li>• Depending upon the sect of Judaism seating arrangements of men and women</li><li>• Service in Hebrew</li><li>• Scroll of the Torah is paraded around the synagogue</li><li>• Jewish men are called up to read from the Torah, on a bimah, using a yad</li></ul> <p>1 mark for each response</p>	3	
-----	---	---	--


11d	<p><b>Explain why worship might be important to Jews.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Whether Jews worship at home or in the synagogue it is a time to devote to G-d, show his love and respect for G-d, to thank him for all the blessings and ask for help to carry on with their faith. This time allows people to grow in their faith and reminds them there is a higher being than them who must be worshipped.</p> <p>Families worshipping together strengthen the faith and safeguard it, as the beliefs and practices are passed down from one generation to another. Worship strengthens community, as they come together and celebrate various festivals and rites of passage.</p> <p>Because Jews are encouraged to observe the 613 mitzvot found in the Torah it shows how they are a chosen or covenanted people. G-d has selected them to show the rest of the world His ways. It's a two-way agreement and is what identifies Judaism. So when Jews worship together and live out the 613 mitzvot they are reinforcing this relationship, drawing them closer to G-d all the time. It is a lifetime of commitment and journeying. So worship together helps unite Jews wherever they are in the world and they feel as a family, G-d's family.</p> <p>Some candidates may focus upon one form of worship such as Sabbath worship in the home and explain why this is important to deepen the faith of the family and the individuals.</p>	6	
-----	---	---	--

<p>11e</p> <p></p>	<p><b>'Symbols are not significant in Judaism'.</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>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Candidates are likely to disagree with this statement, as there are many symbols that have religious significance that are used regularly by Jews. The mezuzah, tallit, tephellin, tzitzit, menorah, yarmulke are just some of the symbolic clothing or artefacts found in Judaism that do have significance for Jews. Candidates are likely to develop their knowledge about these symbols and disagree with the statement.</p> <p>Many religions have used symbols to express ideas or beliefs that are hard to put into words. Judaism is no different from other religions. The symbols in Judaism help successive generations of Jews identify with their history and traditions, as well as express core beliefs about G-d.</p> <p>On the other hand some candidates may describe one of the Ten Commandments about how wrong it is to make graven images. So some may argue that to have symbols of G-d may go against that commandment. One will find different decorated styles of synagogue depending upon the branch of Judaism, with a range of symbols used and in others they may be very plain.</p> <p>Some candidates may explain that there are many Jews who are not religious Jews but secular Jews, yet fiercely proud of being Jewish. The religious significance of the symbolic clothing or artefacts is irrelevant to them. They may be significant to them for very different reasons, though, because of their history. So seeing a star of David on a flag somewhere would be a significant symbol to show the anti-Semitism has not been successful.</p> <p>Some candidates may discuss the differences between various Jewish sects and forms of worship. So what symbol is significant to one group may not be so to another.</p> <p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.</p>	<p>12</p> <p><b>SPaG 3</b></p>	
---	---	--------------------------------	--

2a	<p><b>Give one example of a symbol that might be found in a Sikh home.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Ik Onkar</li> <li>• The Khanda</li> <li>• Any of the items that make up the Five K's</li> <li>• Chauri</li> </ul> <p>1 mark for response</p>	1	Candidates can give the terminology of the 5 K's or the English translation of the words. Either will be credited.
12b	<p><b>State two reasons Sikhs might give for not fasting.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• The religion does not require fasting</li> <li>• The Rehat Maryada strongly renounces the keeping of fasts</li> <li>• The Sikh Gurus said that fasting does not bring any spiritual benefit</li> <li>• The Sikh Holy Scripture says that there will be less reward if people fast</li> <li>• It can become a meaningless ritual</li> <li>• Fasting does not make anyone more devoted to Waheguru</li> </ul> <p>1 mark for each response</p>	2	Must link to a religious reason. If they said "to lose weight", that would not get a mark.

12c	<p><b>List three different ways Sikhs might worship in a gurdwara.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"><li>• All sit on the floor</li><li>• Sing hymns (kirtans)</li><li>• The reader will fan the scriptures with a chauri</li><li>• Readings from the Guru Granth Sahib Ji</li><li>• Prayers</li><li>• Meditation on the name of God</li><li>• Distribution and sharing of food</li><li>• Karah prashad</li><li>• Observing festivals</li><li>• Removal of shoes and washing to show respect for the area they are entering</li><li>• Langar</li></ul> <p>1 mark for each response</p>	<b>3</b>	
-----	--	----------	--


12d	<p><b>Explain why worship might be important to Sikhs.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Even though Sikhs consider Waheguru to reside everywhere, they still gather at places of worship later referred to as gurdwaras. The Guru Granth Sahib, which is the Sikh holy text, is found in each gurdwara and is used by any Sikh, male or female, young or old, rich or poor, to lead the Sikh congregation in worship. It is a visible sign of Waheguru's presence and must be seen by everyone in the gurdwara. There is no priestly caste in Sikhism. Sikhs come to worship as a sign of respect to Waheguru.</p> <p>To understand how and why Sikhs worship in the way that they do, it's important to understand the fundamental tenets of the Sikh faith. This religion focuses on doing good acts, rather than simply following a set code of religious rituals and rites. Sikhs believe that to live a good life, they must always keep Waheguru in their hearts and minds, live with honesty, be generous to the less fortunate, and serve others. Acting like this in everyday life is as much a form of worship as attending the gurdwara and very important to Sikhs. Worship is literally built into every facet of their lives and, ultimately, becomes about a way of life and being, rather than simply living.</p> <p>Families worshipping together strengthen the faith and safeguard culture, as the beliefs and practices are passed down from one generation to another. Worship strengthens community, as they come together and celebrate various festivals and rites of passage.</p> <p>Worship is important because it cultivates a rich personal relationship with Waheguru through both public and private worship. When a Sikh prays, he or she believes they are actually connecting with Waheguru. Prayer is considered the primary way in which Sikhs connect to Waheguru.</p>	6	
-----	---	---	--

<p>12e</p> <p></p>	<p><b>'Symbols are not significant in Sikhism.'</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>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Candidates may disagree with this statement and explain the significance of the Ik Onkar, which highlights the oneness of Waheguru and the Khanda symbol, which shows the eternity and power of Waheguru.</p> <p>Other candidates may develop the importance, use and religious significance of The Five Ks as being the most important outward symbols to show being a Sikh. Some may explain the link between the Khalsa and the wearing of the Five Ks as being the 'true pure' Sikh. There are different attitudes and practices by Sikhs about observing the wearing of the 5K's so some candidates may develop this in more detail.</p> <p>Sikhs are prohibited from worshipping idols, images, or icons. Guru Nanak was concerned to not let trappings of religions, with its rituals and signs, become the most important thing in Sikhism. Rather, worshipping Waheguru was to be a complete way of living and serving the world, as all mankind is equal. In that sense it could be argued that symbols are not that significant. What is far more important to Sikhs is serving one's fellow men and helping others where they are in need.</p> <p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.</p>	<p>12</p> <p><b>SPaG 3</b></p>	
---	--	--------------------------------	--

<b>Section C</b>			
<b>13a</b>	<p><b>What word describes the state of being free from rebirths?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Nibbana/Nirvana</li> <li>• Enlightenment</li> <li>• Liberation</li> <li>• Moksha/Mukti</li> </ul> <p>1 mark for a response.</p>	<b>1</b>	
<b>13b</b>	<p><b>Give two Buddhist beliefs about reincarnation.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• The process of kamma impacts upon reincarnation</li> <li>• People are trapped in an endless wheel of reincarnations and the aim for all is to escape this cycle</li> <li>• It is the cravings of life that keep people locked in reincarnation</li> <li>• The khandas are changing all the time and are connected to each other through a process of cause and effect</li> <li>• Reincarnation will stop when nibbana is reached</li> </ul> <p>1 mark for each response</p>	<b>2</b>	
<b>13c</b>	<p><b>List three things that might keep a Buddhist trapped in samsara.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Greed</li> <li>• Hatred</li> <li>• Cravings</li> <li>• Delusion</li> </ul> <p>1 mark for each response</p>	<b>3</b>	There may be other more general responses that could be argued as correct and would be acceptable.




13d	<p><b>Explain the relationship between moral behaviour and future rebirths.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>There is a very clear connection between moral behaviour and future rebirths for Buddhists. This is not just a Buddhist belief but one that has come from the Indian continent and been held for centuries. Buddhists believe people are trapped in a cycle of rebirths or wheel known as samsara. There are various realms in which people can be reborn into and they proceed up and down depending upon their kamma and attitude. Every action has a consequence that can be negative or positive. The kamma that people build up through their actions on earth will help determine which realm they are born into when they die.</p> <p>The aim for every Buddhist is to escape from this endless cycle of samsara and attain nibbana. Therefore many Buddhists try to act in moral ways that result in good kamma, which in turn results in a good rebirth.</p> <p>Ultimately what every Buddhist wants is to be completely detached from consequences of actions and just act without thinking about any positive consequences they may get. When that state has been reached, when one is not thinking about trying to build up good kamma but just acts with no attachments, full understanding and benevolence to all, then one will be enlightened and attain nibbana.</p>	6	
-----	--	---	--

<p>13e</p> 	<p><b>'All human beings have a soul.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>Candidates are likely to completely disagree with this statement and argue that Buddhists do not believe in the existence of a soul as it is understood by other religions. They are likely to explain what anatta is and that the idea of a soul does not make sense to Buddhists.</p> <p>Some may discuss the Buddha's teachings about the soul and his denial about the existence of a permanent or eternal self. The Buddha's advice was not to waste time over this unnecessary speculation, whether there is such a thing as a soul, or try and devote time to strive for our salvation. When one has attained perfection then one will be able to realize whether there is a soul or not.</p> <p>Some may explain the story connected to King Milanda or details about the five khandas to develop their discussion against this statement. The anatta doctrine of the Buddha is over 2500 years old. It is likely that candidates will say that this concept is very hard to explain.</p> <p>Some candidates may discuss the differences between Buddhist's concept of anatta and other religions that do believe in a soul. It is a matter of belief. One cannot prove either way if human beings have souls. People have come to believe this through experiences of life and asking questions such as what happens to us when we die, or what the purpose of life is. Buddhism does have beliefs related to the life after death but they are connected to being reborn many times over until one reaches nibbana.</p> <p>Some candidates may argue that to define the word 'soul' in a way that all understand is very difficult. It is a religious and philosophical term that has many meanings. Therefore this statement will be accepted by some and argued against by others.</p> <p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.</p>	<p>12</p> <p><b>SPaG 3</b></p>	
--	---	--------------------------------	--

14a	<p><b>What is meant by the term 'salvation?'</b> Responses might include:</p> <ul style="list-style-type: none"> <li>• To save people from their sins</li> <li>• To save from harm</li> <li>• To help in distress</li> <li>• To be rescued</li> <li>• To be delivered from harm</li> <li>• To be redeemed</li> </ul> <p>1 mark for a response.</p>	1	The response must link to being rescued or saved, even if this is not in a religious context.
14b	<p><b>Give two Christian beliefs about purgatory.</b> Responses might include:</p> <ul style="list-style-type: none"> <li>• Roman Catholics are a denomination that believes in purgatory</li> <li>• Protestant Christians do not believe purgatory exists</li> <li>• It is a place where people go to prepare for heaven</li> <li>• It's a place where souls go to have a limited amount of suffering to expiate their sins</li> <li>• It's a temporary place or condition of suffering one goes to after death</li> <li>• It's an act of spiritual cleansing of one's sins</li> </ul> <p>1 mark for each response</p>	2	
14c	<p><b>List three different Christian funeral rites.</b> Responses might include:</p> <ul style="list-style-type: none"> <li>• Eulogies</li> <li>• Wearing black clothes</li> <li>• Last Rites</li> <li>• Anointing with oil</li> <li>• Coffin taken to chapel/church the night before the funeral service</li> <li>• Requiem Mass for the soul of the departed</li> <li>• Readings from scriptures</li> <li>• Prayers for the departed soul</li> <li>• Committal</li> <li>• Throwing dirt on the coffin</li> </ul> <p>1 mark for each response</p>	3	Any rites connected with death as well as funerals will be credited.

14d	<p><b>Explain the relationship between God the Judge and the afterlife.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>There is a fundamental link between the idea of God the Judge and the afterlife. The Apostle's Creed, one of the earliest summaries of Christian beliefs states that God will judge the living and the dead at the end of time. In the book of Revelation it talks of two books in which those who have believed in the death and resurrection of Jesus will be noted and they will avoid being punished. Those who fail to acknowledge or disbelieve in Jesus will be recorded and subsequently punished.</p> <p>Christians do believe in the concepts of heaven and hell that follows after death. The understanding of these concepts is hugely variable amongst Christians. However, all agree that there will be a future time when the end of the world will occur and all living and dead will be accountable to God whether they believe in Jesus or not. Those who have believed will live in eternal life with God and those who have not believed will be in hell, a place of separation from God for eternity.</p>	6	
-----	---	---	--

<p>14e</p> 	<p><b>'All human beings have a soul.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>It is likely that candidates will agree with this statement arguing that many Christians believe that human beings are made up of body, mind and soul, due to the account described in Genesis which gives rise to the belief of a divine spark in every person. They may also explain that it is the soul that makes us different from the animal world, even though we are a type of animal.</p> <p>Others may agree with the statement because of teachings in the New Testament that affirm the existence of the soul and the battle between the soul and the body to overcome temptations and sin. The soul carries on after death somehow, though Christians are divided about views of heaven and the Last Judgement and when Christians go to heaven.</p> <p>Some may argue that Jesus, himself, talked about going to prepare a room for others after death implying there is life after death and for many it is the soul that continues in eternity. Therefore they believe that all human beings have a soul. Some may explain how Christianity built upon Plato's ideas of a soul and this has been accepted and believed for two thousand years.</p> <p>Some candidates may discuss the differences between religious and scientific views about the soul. It is not just Christianity that believes in a soul but many other religions believe human beings have a soul. However Buddhism teaches about the concept of anatta and does not believe in a soul. It is a matter of belief. Therefore one cannot agree or disagree with the statement. People have come to believe this through experiences of life and asking questions such as what happens to us when we die, or what the purpose of life is.</p> <p>Some candidates may argue that to define the word 'soul' that all understand is very difficult. It is a religious and philosophical term that has many meanings. Therefore this statement will be accepted by some and argued against by others.</p> <p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.</p>	<p>12</p> <p><b>SPaG</b> <b>3</b></p>	
--	--	---	--

15a	<p><b>What is meant by the term 'varnashrama'?</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Literal meaning is social divisions/class and different stages of life</li> <li>• Duties depending upon one's age and social division</li> <li>• A set of responsibilities regarding class and stage of life</li> </ul> <p>1 mark for a response</p>	1	If only one part of the word is developed marks cannot be awarded.
15b	<p><b>Give two ways Hindus can escape samsara.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Bhakti Yoga</li> <li>• Karma Yoga</li> <li>• Jnana Yoga</li> <li>• Raja Yoga</li> </ul> <p>1 mark for each response</p>	2	Candidates will be credited if they give the English phrasing of these four pathways to escape samsara. I.e. knowledge, work, devotion, meditation. There may be other more general responses that could be argued as correct and would be acceptable e.g. dying in Varanasi.
15c	<p><b>List three different Hindu funeral rites.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Body bathed and dressed by family members</li> <li>• Cremate the body and collect the ashes</li> <li>• On the fourth day, disperse the ashes in a sacred body of water or other place of importance to the deceased person</li> <li>• Cracking of the skull by oldest son to release the soul</li> <li>• Mourners will wear simple, white, casual clothes.</li> </ul>	3	Any rites connected with death as well as funerals will be credited.

	<ul style="list-style-type: none"><li>• A priest or oldest son (or other male) of the family presides at the service.</li><li>• Prayers</li><li>• Hymns sung and said</li><li>• Flowers on the body.</li><li>• The casket will be open, and all mourners are expected to quietly view it</li><li>• Indian tradition of oldest son lighting the pyre</li></ul> <p>1 mark for each response</p>		
--	---	--	--

15d	<p><b>Explain the relationship between moral behaviour and future rebirths.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Hindus believe there is a very close relationship between moral behaviour and future rebirths. For Hindus there is a 'sacred law' or duty known as dharma that it is right for them to follow through certain stages of life, depending upon one's social class. It is the desire for Hindus to achieve moksha and the way to do this is to escape from the cycle of samsara.</p> <p>Not only does one do this through following one's varnashramadharmas, but by going through the stages of yoga it helps Hindus focus and achieve self control, and achieve liberation from samsara.</p> <p>The aim for every Hindu is to escape from this endless cycle of samsara and attain nibbana. Therefore many Hindus try to act in moral ways that result in good karma, which in turn results in a good rebirth.</p> <p>Everyone is subject to the laws of karma, which determine a person's destiny in future rebirths. Every action is good or evil and rewarded by a good or bad rebirth in the future. Everyone is born into a state of transmigration (samsara) and enters the cycle of existence. In order to be liberated from this people must strive to achieve good karma and this has implications for how one behaves morally.</p>	6	
-----	--	---	--



15e	<p><b>'All human beings have a soul.'</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> <p>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>It is likely that candidates will agree with this statement, arguing that Hindus believe that all human beings have an atman (soul) housed in a physical body. The soul is formless and eternal. Most Hindus believe that it's the soul that is the person. The body and mind are just expressions for the soul.</p> <p>Others may agree with the statement because of teachings in the sacred writings of the Bhagavad Gita. Here, Krishna expounds the theory of transmigration of souls through reincarnation. This is a summation of Hindu beliefs.</p> <p>Others may agree with the statement and explain the Hindu belief that we are all essentially Brahman. The soul or atman is the divine part in us. Hindus promote spiritual humanism, which affirms the essential nature of man is spirit, soul or atman.</p> <p>Some candidates may discuss the differences between religious and scientific views about the soul. It is not just Hinduism that believes in a soul but many other religions believe human beings have a soul. It is a matter of belief. Therefore one cannot agree or disagree with the statement. People have come to believe this through experiences of life and asking questions such as what happens to us when we die, or what the purpose of life is.</p> <p>Others may use atheism or humanism to explain away big life questions and refute completely the idea of a soul in human beings.</p> <p>Some candidates may argue that to define the word 'soul' in a way that all understand is very difficult. It is a religious and philosophical term that has many meanings. Therefore this statement will be accepted by some and argued against by others.</p> <p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.</p>	12	
-----	--	----	--

SPaG 3

<p><b>16a</b></p>	<p><b>What is meant by the term 'paradise?'</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Heaven, as the ultimate abode</li> <li>• Al-Jannah</li> <li>• An eternal place for Muslims</li> <li>• Garden of delights promised after death of beautiful streams</li> <li>• A place that satisfies one dreams and aspirations</li> </ul> <p>1 mark for a response</p>	<p><b>1</b></p>	
<p><b>16b</b></p>	<p><b>Give two Muslim beliefs about hell.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• It's a fiery place</li> <li>• A gruesome place of punishment</li> <li>• Allah sends people to hell if he is displeased with them</li> <li>• Allah sends people for a time of punishment and then forgives them</li> <li>• It's extremely cold</li> <li>• It's the opposite of paradise</li> <li>• Physical and spiritual suffering will be endless for those who have committed shirk</li> <li>• There are 7 levels</li> </ul> <p>1 mark for each response</p>	<p><b>2</b></p>	

<b>16c</b>	<b>List three different Muslim funeral rites.</b>  Responses might include: <ul style="list-style-type: none"><li>• As far as it is possible family members are present at the death of a loved one</li><li>• Recite the Shahadah as one is dying</li><li>• Body ceremonially washed and wrapped in clean white cloth</li><li>• Body is perfumed and often covered by their own ihram clothing</li><li>• Muslims make supplications to Allah to forgive the sins of the deceased.</li><li>• Funeral prayers performed by all members of the community.</li><li>• Bodies are buried facing Makkah</li><li>• Readings from the Qur'an</li><li>• Body lowered with legs first and then laid on right side</li></ul> 1 mark for each response	<b>3</b>	Any rites connected with death as well as funerals will be credited.
------------	--	----------	--


16d	<p><b>Explain the relationship between Allah the Judge and the afterlife.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>The relationship between Allah the Judge and the afterlife is of fundamental importance to all Muslims. Muslims believe that all Muslims are responsible for their own salvation. Allah, in the Qur'an has given Muslims knowledge and guidance to show them how to live their lives, but it is up to them to follow this advice. This earthly life is like a test and a preparation for the afterlife.</p> <p>Allah has revealed himself in the Qur'an as Judge so therefore there is no Muslim in the world who will question the authority of the Qur'an, and so they accept that Allah the Judge will determine where they are in the afterlife. Allah says that people will come to His judgment and not to fear this but just agree to obey Him and submit to His will.</p> <p>Following death there is a stage of waiting between death and the Day of Judgment, known as barzakh. Allah, the Judge will judge them according to their good and bad deeds, recorded in the Book of Deeds by the angels Rakeeb and Atheed. On the Day of Judgement, also called the Last Day, when the world will be destroyed, this book will be used to determine whether the individual is fit for heaven, paradise and rewarded for a good life, or sent to hell as punishment for a bad life. Allah, the Judge will determine this.</p> <p>Many Muslims believe that until the Last Day the dead will remain in their tombs and those heading for paradise will experience peace while those heading for hell will experience suffering.</p>	6	
-----	--	---	--

16e	<p><b>'All human beings have a soul.'</b>  <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer.</b></p> <p>Examiners should mark according to AO2 level descriptors.  Candidates might consider some of the following:</p> <p>It is likely that candidates will agree with this statement, as Muslims believe that all human beings receive an individual soul soon after the baby begins to develop in the womb. References to Surahs about the soul may be cited as evidence that everyone has a soul. The Qur'an, being the very words of Allah, cannot be challenged. What it says is true.</p> <p>Others may agree with the statement because of beliefs about the soul and the Day of Judgement and that both the body and the soul are resurrected on the Day of Judgment. Muslims try to live an obedient life and live according to the Qur'an so that their souls will be purified and secure everlasting happiness.</p> <p>Some may discuss what the Hadith says about the soul as evidence to support the statement. From the Hadith one understands that Allah assigns an Angel to "breathe" a soul into an embryo after 40 days of pregnancy.</p> <p>Some may discuss the common foundations of the Abrahamic faiths all tracing their roots back to the one true God. So, the fact that so many people believe in these faiths is evidence that humans accept the scriptures and revelations from the prophets about God and creating people with souls. However Christians believe that only humans were given souls, as they were made in the image of God, whereas Muslims believe that humans, plants and animals have souls too.</p> <p>Some candidates may discuss the differences between religious and scientific views about the soul. It is not just Islam that believes in a soul but many other religions believe human beings have a soul. It is a matter of belief. Therefore one cannot agree or disagree with the statement. People have come to believe this through experiences of life and asking questions such as what happens to us when we die, or what the purpose of life is.</p> <p>Others may use atheism or humanism to explain away big life questions and refute completely the idea of a soul in human beings.</p> <p>Some candidates may argue that to define to word 'soul' in a way that all understand is very difficult. It is a religious and philosophical term that has many meanings. Therefore this statement will be accepted by some and argued against by others.</p> <p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.</p>	12	
-----	---	----	--

**SPaG**  
3

17a	<p><b>What is meant by the term ' bereaved?'</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Someone who is mourning a death</li> <li>• Being deprived of a close relation or friend through death</li> </ul> <p>1 mark for each response</p>	<b>1</b>	
17b	<p><b>Give two Jewish beliefs about Sheol.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• It's a where all the dead go</li> <li>• It's a dark place where dead go for eternity</li> <li>• It was a place situated at the very bottom of/under the earth</li> <li>• There is no light or sound</li> <li>• It's a place where there is no connection with G-d</li> <li>• The dead merely exist without knowledge or feeling</li> <li>• It is the appointed house or place for all the living</li> </ul> <p>1 mark for each response</p>	<b>2</b>	
17c	<p><b>List three different Jewish funeral rites.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Jews recite the Shema just before someone dies</li> <li>• The Kaddish is said immediately after someone has died</li> <li>• Body is washed and dressed in a white shroud</li> <li>• The body is put in a plain wooden coffin that is sealed.</li> <li>• From the time of death until burial, the body is never left alone.</li> <li>• Family members make small tears in clothes</li> <li>• Short burial service</li> <li>• The body is buried</li> </ul> <p>1 mark for each response</p>	<b>3</b>	Any rites connected with death as well as funerals will be credited.


17d	<p><b>Explain the relationship between moral behaviour and life after death.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>Jewish scriptures suggest that after death all go down to Sheol. However, Jewish understanding about life after death evolved and changed, as seen in the writings of later prophets. Nowadays Jews believe they will be rewarded or punished by G-d at the end of time, but there is no clear teaching about the afterlife. Therefore Jews think it is more important to concentrate upon how one lives and behaves whilst on earth and not what might happen after they die. Therefore moral behaviour is very important to them. Jews will try to live according to the 613 mitzvot and aim to live a halakhic life. But, because they believe in a G-d that will judge people according to their actions, there is a connection between how they behave and the end of times, but there is no clear teaching about what happens to the body and soul immediately after death.</p> <p>Following the commandments in the Torah, and the Ethics of the Fathers, guides their moral behaviour more than the beliefs about life after death.</p> <p>Candidates may explain the significance of the covenant relationship to Jews. It is essential for Jews to follow what G-d requires of them as spelt out in the Torah. That is more important than being concerned about life after death. So the relationship between moral behaviour and life after death is different compared to other religions.</p>	6	
-----	---	---	--

<p>17e</p>	<p><b>'All human beings have a soul.'</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>          Examiners should mark according to AO2 level descriptors.          Candidates might consider some of the following:</p> <p>It is likely that candidates will agree with this statement arguing that Jews believe that all human beings have a soul. Judaism teaches that the body and soul are separate yet indivisible partners in human life. Rather than imprisoning or corrupting the soul, the body is a G-d-given tool for doing sacred work in the world. It requires protection, care, and respect, because it is holy.</p> <p>Candidates are likely to describe the account in Genesis which gives rise to the belief of a divine spark in every person. They may explain rabbinical teachings about the soul being refreshed regularly and that neither the body nor the soul can exist without each other. Some might argue that it is not only humans that have souls. Judaism teaches that not just the human being, but also every created entity possesses a "soul." Animals have souls, as do plants and even inanimate objects; every blade of grass has a soul, and every grain of sand. Not only life, but also existence requires a soul to sustain it.</p> <p>Some candidates may link beliefs about Sheol and judgement by G-d to responses in 17d surrounding the soul. Later Jewish beliefs state that G-d will judge people; the soul will judge the body and the body will have to face consequences of its actions. Some Jews believe the body and the soul cannot be separated and that in the resurrection both are resurrected. However it affirms why Jews believe that all humans have a soul.</p> <p>Some candidates may discuss the differences between religious and scientific views about the soul. Judaism teaches that all humans have a soul yet Buddhism teaches about the concept of anatta. It is a matter of belief. Therefore one cannot agree or disagree with the statement. People have come to believe this through experiences of life and asking questions such as what happens to us when we die, or what the purpose of life is.</p> <p>Others may use atheistic views or scientific knowledge to explain what humans are and refute completely the idea of a soul in human beings.          Some candidates may argue that to define to word 'soul' that all understand is very difficult. It is a religious and philosophical term that has many meanings. Therefore this statement will be accepted by some and argued against by others.</p>	<p>12</p>	
	<p>Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 6.</p>	<p><b>SPaG 3</b></p>	



<b>18a</b>	<p><b>What word means ‘the law of cause and effect’</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• karma</li> </ul> <p>1 mark for a response</p>	<b>1</b>	
<b>18b</b>	<p><b>Give two Sikh beliefs about samsara.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• It is the repeating cycle of birth, life and death (reincarnation)</li> <li>• Lives are determined by the accumulation of one’s good and bad karma</li> <li>• It is one's actions and consequences in the past, present, and future that will influence what kind of rebirth will happen</li> <li>• Each individual has many reincarnations, but being born a human means the soul is nearing the end of rebirth.</li> </ul> <p>1 mark for each response</p>	<b>2</b>	
<b>18c</b>	<p><b>List three different Sikh funeral rites.</b></p> <p>Responses might include:</p> <ul style="list-style-type: none"> <li>• Mourners and the deceased are dressed in white</li> <li>• Bodies are always cremated</li> <li>• Body is washed</li> <li>• Body is often dressed in the 5 Ks</li> <li>• Sohila prayer recited</li> <li>• Short service of prayers</li> <li>• Readings at the gurdwara</li> <li>• Ashes of the deceased scattered on a river or the sea</li> <li>• Special reading from the Guru Granth Sahib Ji</li> </ul> <p>1 mark for each response</p>	<b>3</b>	<p>Any rites connected with death as well as funerals will be credited.</p>

18d	<p><b>Explain the relationship between moral behaviour and future rebirths.</b></p> <p>Examiners should mark according to AO1 level descriptors. Candidates might consider some of the following:</p> <p>There is a very important connection between moral behaviour of Sikhs and future rebirths. The goal of every Sikh is to build a close, loving relationship with Waheguru, to escape samsara and the cycle of rebirths. Each eternal soul will be reborn into either a human or animal body, depending upon the actions of previous lives. Freedom from rebirths is achieved through initiation ceremonies, a life of honesty, meditation on Waheguru, having faith, reciting the name of Waheguru avoiding getting caught up in worldly distractions, and remembering Waheguru in every moment possible. It means one has become like a guru or 'gurmukh', following the ways of a guru and not living by basic animal instincts or desires of the mind.</p> <p>However, just to live exemplary moral lives according to the teachings in the Guru Granth Sahib Ji will not necessarily lead to freedom from rebirths. Guru Nanak taught that it is due to Waheguru's will or grace that people will stop having future rebirths. Waheguru will decide when the final liberation from samsara will happen, but in the meantime, each person must work towards becoming a gurmukh, by focusing on how they behave morally.</p> <p>a. Sikhism doesn't ask people to turn away from ordinary life to get closer to Waheguru. In fact it demands that they use ordinary life as a way to get closer to Waheguru. A Sikh serves Waheguru by serving other people every day.</p>	6	
-----	---	---	--

<p>18e</p>	<p><b>'All human beings have a soul.'</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>Examiners should mark according to AO2 level descriptors. Candidates might consider some of the following:</p> <p>It is likely that candidates will agree with this statement arguing that Sikhs believe that all human beings have an eternal soul. There is a divine spark which is part of Waheguru in each person and this spark or soul is taken back to join Waheguru when a person is finally released from the cycle of rebirth. Just like one changes clothes, the soul changes life forms. This very fact has been narrated by Waheguru through the Sikh gurus. Teachings from the Guru Granth Sahib Ji may well be cited to back up agreement with the statement.</p> <p>Some candidates may explain why the gurus are so important and to be believed, as the reason why they agree with the statement.</p> <p>Some may argue that it is not only humans that have souls. The Guru Granth Sahib Ji also teaches that all animals including humans have soul and the soul goes through different life forms until it is purified when it become one with Waheguru.</p> <p>Some candidates may discuss the differences between religious and scientific views about the soul. Sikhism teaches that all humans have a soul yet Buddhism teaches about the concept of anatta and does not believe in a soul. It is a matter of belief. Therefore one cannot agree or disagree with the statement. People have come to believe this through experiences of life and asking questions such as what happens to us when we die, or what the purpose of life is.</p> <p>Others may use atheistic views or scientific knowledge to explain what humans are and refute completely the idea of a soul in human beings.</p> <p>Some candidates may argue that to define to word 'soul' in a way that all understand is very difficult. It is a religious and philosophical term that has many meanings. Therefore this statement will be accepted by some and argued against by others.</p> <p> Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.</p>	<p>12</p> <p><b>SPaG 3</b></p>	
------------	--	--------------------------------	--

**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://www.ocr.org.uk)**

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
**is a Company Limited by Guarantee**  
**Registered in England**  
**Registered Office; 1 Hills Road, Cambridge, CB1 2EU**  
**Registered Company Number: 3484466**  
**OCR is an exempt Charity**

**OCR (Oxford Cambridge and RSA Examinations)**  
**Head office**  
**Telephone: 01223 552552**  
**Facsimile: 01223 552553**

© OCR 2017

