

Religious Studies B

General Certificate of Secondary Education **1931/02 & 1931/04**

Paper 2 and Paper 4 (Philosophy and Ethics)

Mark Scheme for June 2010

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

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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INSTRUCTIONS FOR EXAMINERS**GENERAL POINTS**

Before starting to mark scripts, please ensure that you are familiar with the following:

- (a) The specification
- (b) The prescribed text(s) (where appropriate)

PRINCIPLES UNDERLYING THE MARK SCHEME

This examination tests the extent to which candidates are able to fulfil the Assessment Objectives:

Candidates should be able to:

AO1	recall, select, organise and deploy knowledge of the specification content;	[40%]
AO2	describe, analyse and explain the relevance and application of a religion or religions;	[35%]
AO3	evaluate different responses to religious and moral issues, using relevant evidence and argument.	[25%]

Examiners should mark according to the statements defining levels of response. This Mark Scheme includes a section outlining the characteristics of answers at four levels of response for each of the three objectives. You should study this thoroughly.

The guiding principle for Examiners in applying the Mark Scheme to answers is to remember the concept of Positive Awarding. Therefore, marks should be awarded for appropriate responses to reasonable interpretations of the question.

In the Mark Scheme there are no instances where answers are specifically excluded or required. What is included is information for Examiners, provided as guidance for what one might reasonably expect to find on a script. All appropriate answers therefore have the potential to be credited. It is perfectly possible for a candidate to achieve the highest level of response using a different argument or different information from that which appears in the Mark Scheme.

There are no instances where candidates are penalised for their response. In some instances parts of questions may be interdependent. Candidates answering one part incorrectly will not, therefore, necessarily penalise themselves in subsequent, related parts. The incorrect answer is ignored and marks are awarded for the correct response.

It must be assumed that Examiners are capable of answering the questions on the paper and so they can award the appropriate level of response to the candidate. The detailed marking schemes are there as suggestions of what might be found in the answer. Examiners should not check whether the content of the marking schemes is in the answers but rather be guided by the Levels of Response and the concept of Positive Awarding. Checking on what is not in the answer almost always leads to lower marks than are indicated by the Levels of Response.

No account should be taken of the quality of Written Communication in the answers themselves, this mark is awarded separately, for the specified question only. In the same way there are no marks to be lost or gained for the transliteration of words from non-Roman alphabets. Examiners must bear in mind that throughout these specifications, except where specifically noted, candidates may answer exclusively from a denominational perspective of their choice.

Full instructions on non-subject-specific aspects of the marking process are to be found in the OCR 'Instructions for Assistant Examiners' book issued with the stationery; examiners should be familiar with this, particularly noting any changes from previous sessions, before attending the Standardisation meeting.

USING THE MARK SCHEME

- (a) All scripts must be marked in red, except for those initially marked in pencil prior to the Standardisation Meeting.
- (b) Each page of a script must display some indication that it has been seen and read by the Examiner.
- (c) The Level of Response achieved will be apparent from the mark awarded for each part of the question, which should be written in the right hand margin. There is no overlap in marks between the Levels of Response and therefore there is no need to write anything other than the mark.
- (d) Examiners should use the full range of marks available within the Levels of Response and not hesitate to award the maximum where it is deserved.
- (e) Examiners must not exceed the total marks allowable for the Level achieved or the total allowable for the part of the question.
- (f) The ringed total at the end of the question should represent the total of the marks recorded in the margin.

**MATRIX TO BE USED FOR AWARDING MARKS
ACCORDING TO LEVELS OF RESPONSE**

Mark Weighting	Level 1	Level 2	Level 3	Level 4
8	1-2	3-4	5-6	7-8
7	1-2	3-4	5-6	7
5	1-2	3	4	5

LEVELS OF RESPONSE

The statements which follow should be used to determine the appropriate level of response for each objective. They should be applied as appropriate to the question and as the assessment of the work of an average 16 year old.

AO1

The candidates' work will show at:

Level 1 [1-2]	An attempt to answer the question. The inclusion of a small amount of relevant information. Some facts may be reported in outline only. Answers may be simplistic and the essential information ignored.
Level 2 [3-4]	A valid attempt to answer the question. Some of the relevant information will have been selected with evidence of organisation. Information may be stated but lacking in detail.
Level 3 [5-6]	A competent attempt to answer the question. Selection of some relevant material with appropriate development.
Level 4 [7-8]	A good response to the question. A fairly comprehensive account of the range and depth of relevant material.

AO2

The candidates' work will show at:

Level 1 [1-2]	An attempt to answer the question with limited understanding of religious language and concepts and of the relevance and application of a religion. There will be few explanations offered. Limited ability to recognise the relationship between an issue and the study of religion. Some facts may be reported in outline only. Answers may be simplistic and the essential issues ignored.
Level 2 [3-4]	A valid attempt to answer the question with some understanding of religious language and concepts and of the relevance and application of a religion, although lacking in detail. The ability to make simple comparisons and recognise similarities and differences. Some ability to recognise the relationship between an issue and the study of religion.
Level 3 [5-6]	A competent attempt to address the question with a wider level of understanding of religious language and concepts and of the relevance and application of a religion. The ability to recognise the relationship between an issue and the study of religion. The ability to recognise and handle religious issues.
Level 4 [7]	A good response to the question with the demonstration of a good understanding of religious language and concepts and of the relevance and application of a religion.

AO3

The candidates' work will show at:

Level 1 [1-2]	An attempt to answer the question. A statement of the obvious, a one-sided judgement with little or no argument.
Level 2 [3]	A valid attempt to answer the question. An expression of one opinion directly related to the issue raised with an argument offered in support of it or a simple statement of two points of view.
Level 3 [4]	A competent attempt to address the question. The ability to recognise some of the significance of the issue raised. The expression of opinions directly related to it supported with some use of relevant evidence and argument.
Level 4 [5]	A good response to the question. The ability to recognise some of the significance of the issue(s) raised and to express valid opinions about different points of view supported by relevant evidence and argument. Reference must be made to the religion studied.

The Assessment of WRITTEN COMMUNICATION

Candidates are required to:

- present relevant information in a form that suits its purpose;
- ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

Where appropriate they should also use a suitable structure and style of writing.

The candidates' level of Written Communication is assessed according to the following levels **in a single question** as specified on the question paper – in this case the compulsory question. 'A form that suits its purposes' does not *require* the use of continuous prose, though the highest level will probably only be reached by the use of continuous prose.

Below Threshold performance	0 marks	
Threshold performance	1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; text may not always be legible.
Intermediate performance	2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy; text is generally legible.
High performance	3 marks	Candidates spell, punctuate and use the rules of grammar with almost faultless accuracy, deploying a range of grammatical constructions; text is legible.

Topic 6: Religion and Human Relationships

- 1 (a) **Describe how a Christian marriage ceremony reflects Christian beliefs about marriage.** [8]

Candidates might include:

The talk/ sermon from the minister/ priest shows that marriage was created by God and symbolises the relationship between Christ and the Church

The agreement by the bride and groom confirms that they are free to marry, and willing to do so

The promises or vows (candidates might list these in detail and show how each reflects a key belief)

The exchange of rings demonstrates that the marriage is for ever

The blessing of the marriage to show that the union is sanctified by God

The service is likely to include prayers and hymns which reflect belief

The signing of the register – the minister may act as a witness which shows that the relationship between Church and State

Be aware of cultural variations.

- (b) **Explain Christian attitudes towards divorce.** [7]

Candidates might include:

That no denominations promote divorce but that attitudes do vary

That the attitudes of some Christians are taken from the Old Testament whilst others might base their attitudes on the teachings of Jesus in Matthew and Mark.

That some Christians (eg Roman Catholics) would be against civil divorce in any circumstances without an annulment whilst Christians from other denominations might accept that it may be the lesser of two evils if all attempts to reconcile a couple have failed

Information about annulment might be included –this can be credited if it is related to the attitude towards divorce rather than an explanation of what it is.

- (c) **'Marriage is not an equal partnership'.** [5]

Do you agree? Give reasons to support your opinion and show that you have thought about different points of view. You must refer to Christianity in your answer.

Candidates might suggest that 'equal' does not necessarily mean doing the same things, and that the couple might have equal status, whilst fulfilling different roles.

They might argue that the vows do not imply inequality and that in the NT it says that there is no male or female (Galatians), on the other hand they might quote from 1 Peter, which says that wives should be submissive to husbands.

- 2 (a) Describe how a Hindu marriage ceremony reflects Hindu beliefs about marriage. [8]

Candidates might include:

The date for the service will have been specially chosen according to horoscopes of the couple

That the marriage ceremony can take place in the home of the bride, although a larger venue might be hired

An altar is set up wherever the ceremony takes place to symbolise the presence of the deity

Blessings are said by the families and the priest

A sacred fire is lit and the priest recites mantras to Agni

The end of the bride's sari is tied to the groom's scarf and the couple join hands to symbolise unity

The bride places her foot on a stone to reflect that she will be as steadfast as a rock

Seven steps are taken around the fire to show a hope that their future life together will include food, strength, wealth, wisdom & happiness, children health and friendship

Offerings of barley are made

Be aware of cultural variations.

- (b) Explain Hindu attitudes towards divorce. [7]

Candidates might include:

On the whole Hindus might have a negative attitude towards divorce but that it may be acceptable as a last resort

As many marriages are arranged there may be an attitude that problems are inevitable but there should be an attempt to work things out

However, if a marriage is at an end the effect on both families must be considered
Divorce may be viewed as socially unacceptable by some Hindus.

- (c) 'Marriage is not an equal partnership'. [5]

Do you agree? Give reasons to support your opinion and show that you have thought about different points of view. You must refer to Hinduism in your answer.

Candidates might suggest that 'equal' does not necessarily mean doing the same things, and that the couple might have equal status, whilst fulfilling different roles.

They might argue that the promises do not imply inequality but show that the marriage is based on partnership. However, candidates may say that traditionally wives have less power than husbands and that cultural influences have meant that marriage has not been equal. They may say that the dharma for a married man is different from that of a woman and this is a reason for perceived inequalities.

- 3 (a) Describe how a Muslim marriage ceremony reflects Muslim beliefs about marriage. [8]

Candidates might include:

Muslim marriage services are simple. It is likely that the following takes place:

The couple must declare publicly are willing and free to marry to marry

The signing of the contract (which includes the mahr –dowry –given by the groom to the bride) as required in the Qur'an

The promises reflect that the couple will work to make the marriage an act of obedience to Allah

That the relationship will show mercy, love, peace and faithfulness as required in the Qur'an by Allah

That marriage was created by Allah

That marriage is the basis of Muslim society

Be aware of cultural variations.

- (b) Explain Muslim attitudes towards divorce. [7]

Candidates might include:

Although marriage is expected to be permanent divorce can occur but is not encouraged

The marriage contract can be ended. It is acceptable to divorce provided it is certain that the woman is not pregnant (the iddah might be explained)

Divorce is more likely to be instigated by the male than the female although it is possible for a woman to return the mahr as a sign that the marriage is at an end. In some cases it is hard for a female to divorce.

- (c) 'Marriage is not an equal partnership'. [5]

Do you agree? Give reasons to support your opinion and show that you have thought about different points of view. You must refer to Islam in your answer.

Candidates might suggest that 'equal' does not necessarily mean doing the same things, and that the couple might have equal status, whilst fulfilling different roles.

They might argue that the promises do not imply inequality and that Islam teaches that men and women are equal but have different roles to play. They might say that the Qur'an says that the final decision on any issue is to be taken by the husband (surah2: 228). Candidates might use examples from Muhammad (pbuh) which demonstrate his attitude to the relationships within marriage.

- 4 (a) Describe how a Jewish marriage ceremony reflects Jewish beliefs about marriage. [8]

Candidates might include:

Blessings said about the creation of man and woman reflect the belief that marriage was created by G-d

That G-d blesses marriage and sanctifies the union provided it is not a forbidden partnership (details from the blessing may be given)

That G-d will gladden the bride and groom

That the marriage is a partnership and bride and groom are to be companions

That marriage is a time of joyfulness in society as well as for the couple.

The service must take place under a huppah – it might be in a synagogue but can be at home or outside to symbolise the start of a new family

The ketubah is signed by two male witnesses to show the responsibility of the groom

The groom checks that the bride is who he is expecting to marry after the muddle when Jacob married Leah not Rachel

Vows are made by the groom as he gives the bride a ring

Seven blessings are said

After a glass of wine is shared then the glass is smashed underfoot by the groom to symbolise good and bad times in a marriage (other explanations are likely)

Be aware of cultural variations.

- (b) Explain Jewish attitudes towards divorce. [7]

Candidates might include:

Although marriage is expected to be permanent divorce can occur but is not encouraged

Jewish attitudes might have a basis in the belief that men and women were meant to be in union from the time of Adam and Eve

If a marriage is at an end the process must be ratified by the Rabbinical Court.

Reference may be made to Deuteronomy 24:1

It is essential that sufficient time has elapsed to prove that the woman is not pregnant

Divorce is more likely to be instigated by the male although some progressive groups now accept that a woman can issue the relevant notice (get).

- (c) 'Marriage is not an equal partnership'. [5]

Do you agree? Give reasons to support your opinion and show that you have thought about different points of view. You must refer to Judaism in your answer.

Candidates might suggest that 'equal' does not necessarily mean doing the same things, and that the couple might have equal status, whilst fulfilling different roles.

They might argue that the promises do not imply inequality and that the married couple is considered to be a complete entity rather than two separate people.

However, they might say that the wife is seen as being ruled over by her husband and having no formal role outside of the home.

Topic 7: Religion and Medical Ethics**5 (a) Describe Christian attitudes towards fertility treatment. [8]**

Candidates might include:

Candidates are likely to point out that there is no direct teaching from the Bible on fertility treatment. They may base their answer on the sanctity of life –that all life is a gift from God.

Some Christians would use this as evidence that it is God's decision whether a child is born. If conception does not occur, this is also God's will and should be accepted. 1 Samuel 1:2,6 – 'Hannah had no children .. because the Lord closed her womb.' Roman Catholics are against artificial forms of conception.

Some Christians would argue that fertility treatment should be encouraged as the most loving thing to do to make a childless couple happy – Matthew 7:12 – do to others what you would have them do to you.

Some Christians accept certain forms of fertility treatment (AIH) where the sperm and egg belong to the husband and wife, but not others (AID) as they feel that this introduces a third party into the relationship which is a form of adultery. There are similar concerns about surrogacy.

There are issues with 'spare' embryos.

(b) Explain Christian beliefs about the use of animals for medical research. [7]

Candidates might include:

Church of England and Roman Catholics – animal experimentation is tolerable for the greater good of humans, as humans are God's most important creation, and are the only part of creation to have souls. However, they would say that the experiments must be reasonable and will lead to an improvement in human health or will save lives.

Christians feel that humans have a responsibility to care for animals (as in Genesis, but that they have the right to use animals for the greater good of humanity.

However, some Christians believe that animals, as a part of God's creation, deserve respect and should not be experimented on. Some denominations believe that animals have souls and it is therefore wrong to use them for research.

(c) 'No one has the right to have a child.' [5]

Do you agree? Give reasons to support your opinion and show that you have thought about different points of view. You must refer to Christianity in your answer.

Candidates might suggest that it is every person's right to have a child, as procreation is the basis of human existence. They might say that it is only a right for a committed couple, or that it is up to God to decide whether a baby is born. They might suggest that a baby can be adopted to fulfil a person's right to a child. They might say that it is a right but not for everyone.

They might use the quotation (see above) from 1 Samuel, or, conversely from Genesis 30:1 – Rachel.. said to Jacob 'Give me children or I will die'.

- 6 (a) Describe Hindu attitudes towards fertility treatment. [8]

Candidates might include:

Fertility treatment is likely to be accepted as it is important for a Hindu to have at least one son who will carry out important religious duties.

It is a part of the dharma for a man to be a father.

There are some concerns about AID as this will result in the child having different genes from the rest of the family and social class might be an issue

'Spare' embryos might also be an issue.

- (b) Explain Hindu beliefs about the use of animals for medical research. [7]

Candidates might include:

Candidates are likely to base their answer on the Hindu principle of ahimsa –doing no harm to any living thing. Hurting or destroying animal life will lead to bad karma.

However some Hindus might accept the need to use animals for medical experimentation in order to benefit human health

Some Hindu social groups would feel that it is acceptable for them to have contact with animals for research.

- (c) 'No one has the right to have a child.' [5]

Do you agree? Give reasons to support your opinion and show that you have thought about different points of view. You must refer to Hinduism in your answer.

Candidates might suggest that it is every person's right to have a child, as procreation is the basis of human existence. They might say that it is only a right for a committed couple, or that it is up to God to decide whether a baby is born. They might suggest that a baby can be adopted to fulfil a person's right to a child. They might say that it is a right but not for everyone.

They might say that bringing a child into the world is so important that everyone should have the right to do so.

- 7 (a) Describe Muslim attitudes towards fertility treatment. [8]

Candidates might include:

Candidates are likely to point out that there is no direct teaching from the Qur'an on fertility treatment. They may base their answer on the sanctity of life –that all life is a gift from Allah.

Some Muslims would use this as evidence that it is Allah's decision whether a child is born. If conception does not occur, this is also God's will and should be accepted. Some Muslims believe that it is their duty to find a treatment to enable a childless couple to have a child. They might use evidence from Surah 51:28-30, (Sara wife of Ibrahim) or Surah 21:89-90, (Zakariya)

According to Surah 25:54 Allah has decreed relationships and lineage so this precludes the donation of sperm or embryos.

- (b) Explain Muslim beliefs about the use of animals for medical research. [7]

Candidates might include:

Islam is not opposed to animal experimentation in order to safeguard or benefit human health. However, all life, including that of animals, is a part of Allah's creation and is therefore to be respected. (Surah 6:38. 24:42)

Muslims might cite evidence from the life of Muhammad pbuh to show that animals should be treated with care and respect.

The beliefs about the killing and preparation of animals for food might be given as an example of how Muslims show respect for animals.

The issue of the use of halal animals in transplants and experimentation.

- (c) 'No one has the right to have a child.' [5]

Do you agree? Give reasons to support your opinion and show that you have thought about different points of view. You must refer to Islam in your answer.

Candidates might suggest that it is every person's right to have a child, as procreation is the basis of human existence. They might say that it is only a right for a committed couple, or that it is up to God to decide whether a baby is born. They might suggest that a baby can be adopted to fulfil a person's right to a child. They might say that it is a right but not for everyone.

They might say that bringing a child into the world is so important that everyone should have the right to do so.

- 8 (a) Describe Jewish attitudes towards fertility treatment. [8]

Candidates might include:

Candidates are likely to point out that there is no direct teaching from the Bible on fertility treatment. They may base their answer on the sanctity of life – that all life is a gift from G-d.

Some Jews would use this as evidence that it is G-d's decision whether a child is born. If conception does not occur, this is also G-d's will and should be accepted.

1 Samuel 1:2,6 – Hannah had no children .. because the Lord closed her womb. Some Jews believe that having a child is a commandment (Maimonides – whoever adds one Jewish soul is said to have created a world) and therefore they would accept some forms of fertility treatment, although not AID as the child should be conceived within the marriage.

- (b) Explain Jewish beliefs about the use of animals for medical research. [7]

Candidates might include:

Jews might base their response on the fact that animals were traditionally used as sacrifices in the Temple, and it is therefore acceptable to use them in medical experimentation (being used for the good of humans) However, they might also respond by saying that animals were created by G-d and as apart of his creation are worthy of respect and care. In Genesis 1;26 man is told to rule over animals, and is given the task of naming them in Genesis 2:19 – 20, thus man has power over animals.

Credit may be given for the example of shekitah to show respect for animals Only kosher animals are acceptable for transplant and experimentation.

- (c) 'No one has the right to have a child.' [5]

Do you agree? Give reasons to support your opinion and show that you have thought about different points of view. You must refer to Judaism in your answer.

Candidates might suggest that it is every person's right to have a child, as procreation is the basis of human existence. They might say that it is only a right for a committed couple, or that it is up to God to decide whether a baby is born. They might suggest that a baby can be adopted to fulfil a person's right to a child. They might say that it is a right but not for everyone.

They might say that bringing a child into the world is a commandment so everyone should have the right to do so.

They might use the quotation (see above) from 1 Samuel, or, conversely from Genesis 30:1 – Rachel.. said to Jacob 'Give me children or I will die'.

Topic 8: Religion and Equality**9 (a) Describe Christian teachings about equality. [8]**

Candidates might include:

Candidates might base their answers on the Biblical teaching in Genesis 1:27 – man is made in the image of God. and in Acts 10: – God does not have favouritism but accepts ...all who fear him.

They might say that the love of God is unconditional and that humans should show the same love each other.

Candidates might use Christian beliefs about racism or gender to support their answer.

Galatians 3:28 is relevant, as is the parable of the Good Samaritan (Luke 10)

Some candidates might include Christian beliefs from the past, when specific groups were not considered equal (slavery, Apartheid).

(b) Explain why some Christians believe that missionary work is important. [7]

Candidates might include:

Some Christians would say that Christianity is the one true faith and that other faiths are wrong (John 14:6 – the only way to have eternal life with God is through Christianity. In the past missionaries were sent to convert non-believers and this does continue, as Christianity is an evangelical religion.

However, other Christians might accept that different faiths are ways people try to find a path to God. Joint worship might be encouraged without an aim to convert others.

In some cases missionaries believe that their role is to live alongside people of other faiths and demonstrate Christian beliefs in their actions

Candidates might base their answer on responses to different Christian denominations (ecumenism); this is not likely to achieve a high level.

(c) 'Fighting racism is the most important thing a Christian can do.' [5]

Do you agree? Give reasons to support your opinion and show that you have thought about different points of view. You must refer to Christianity in your answer.

Candidates might suggest that racism goes against the teachings of Christianity – that all are made in the image of God (Genesis 1:27) and that they should treat others as they would wish to be treated – Love your neighbour as you love yourself (Luke 10:27) and is therefore unacceptable. They might say that people should be treated with respect before any other activity can take place and therefore racism should be fought against.

Others might suggest that racism is not the most important thing for a Christian to fight against – they might suggest a variety of alternatives such as stopping hunger, poverty, or other forms of social injustice.

Some candidates might take issue with the concept of fighting and suggest other ways to deal with an issue.

- 10 (a) Describe Hindu teachings about varnashramadharma. [8]

Candidates might include:

Hindus might say that the different groups in society are equal but different and have different functions. However this has not always been the case and candidates might say that different social groups have not always been treated equally. They might give a number of examples to support their answers (sacred thread ceremony is not for all groups; the existence of the dalit group)

They might give details of belief in karma which informs treatment and is based on past actions.

- (b) Explain why some Hindus show tolerance towards other religions. [7]

Candidates might include:

Candidates are likely to say that:

Hinduism is generally tolerant of other faiths

That as Hindus themselves have very diverse beliefs they are more able to accept other faiths.

Hinduism is not evangelical

They might give details of the Ramakrishna Mission.

- (c) 'Fighting racism is the most important thing a Hindu can do.' [5]

Do you agree? Give reasons to support your opinion and show that you have thought about different points of view. You must refer to Hinduism in your answer.

Candidates might suggest that Hindus believe that all human beings have common ancestors and therefore should be treated with equal respect so fighting racism would be very important. However it might be suggested that there was a point of separation where some became better than others and therefore discrimination is acceptable.

They might say that people should be treated with respect before any other activity can take place and therefore racism should be fought against.

Others might suggest that racism is not the most important thing for a Hindu to fight against – they might suggest a variety of alternatives such as stopping hunger, poverty, or other forms of social injustice.

Some candidates might take issue with the concept of fighting and suggest other ways to deal with an issue.

- 11 (a) Describe Muslim teachings about equality. [8]

Candidates might include:

Answers might include reference to Surah 49:13 –that all are created by Allah and are therefore equal

Surah 30:22 – that Allah created all variations in colour and language.

Examples such as attitudes towards racism or gender may be used to support their answer. Muslims would accept people of all races, taking the choice by Muhammad pbuh of the first muezzin as an example of a lack of prejudice.

- (b) Explain why some Muslims believe they should encourage people to follow Islam. [7]

Some Muslims would respond by saying that Islam is the one true faith and that other faiths are wrong

Muslims might feel that they have a duty to show others the fact that, as they believe, all people are born with a natural instinct to be Muslim but that other faiths prevent them from following this instinct.

Islam is an evangelical faith, although it might be said that a person is not 'converting' but returning to the faith.

- (c) 'Fighting racism is the most important thing a Muslim can do.' [5]

Do you agree? Give reasons to support your opinion and show that you have thought about different points of view. You must refer to Islam in your answer.

Candidates might suggest that racism goes against the teachings of Islam – as demonstrated by the final sermon of Muhammad pbuh. All humans are descended from Adam and Eve. They might say that people should be treated with respect before any other activity can take place and therefore racism should be fought against.

Others might suggest that racism is not the most important thing for a Muslim to fight against – they might suggest a variety of alternatives such as stopping hunger, poverty, or other forms of social injustice.

Some candidates might take issue with the concept of fighting and suggest other ways to deal with an issue.

- 12 (a) Describe Jewish teachings about equality. [8]

Candidates might include:

Candidates might base their answers on the Biblical teaching in Genesis 1:27 – man is made in the image of God, and that therefore all are equal.

They might say that Jews are encouraged to accept all are equal and aim to live in peace

They might include evidence from the Exile and the Holocaust to show that Jews have been victims of persecution themselves but still work against racism. They might use examples such as attitudes towards racism or gender to support their answer.

- (b) Explain Jewish attitudes towards conversion to Judaism. [7]

Candidates might include:

The belief that Jews are ‘the chosen people’ although in reality this means that they have an obligation to act an example to others.

The importance of following the Noachide Code (this is unlikely to be named as such but might be given as examples)

That Jews believe that people should follow their own faith

Judaism, in the main, actively discourages conversion and the path to becoming a Jew is long and difficult.

- (c) ‘Fighting racism is the most important thing a Jew can do.’ [5]

Do you agree? Give reasons to support your opinion and show that you have thought about different points of view. You must refer to Judaism in your answer.

Candidates might suggest that racism goes against the teachings of Judaism – that all are made in the image of God (Genesis 1:27)) and is therefore unacceptable.

They might say that it is written in the Talmud that G-d used different coloured soil from the four corners of the earth to make Adam and that as everyone is descended fro Adam, racism is wrong and should be fought against.

They might suggest that people should be treated with respect before any other activity can take place and therefore racism should be fought against.

Others might suggest that racism is not the most important thing for a Jew to fight against – they might suggest a variety of alternatives such as stopping hunger, poverty, or other forms of social injustice.

Some candidates might take issue with the concept of fighting and suggest other ways to deal with an issue.

Topic 9: Religion Poverty and Wealth**13 (a) Describe Christian teachings about moral and immoral occupations. [8]**

Candidates might include:

that there is no specific teaching in the Bible about which occupations are / are not acceptable but that general guidance can be found:

As people have a responsibility to care for one another, they should take jobs that do this (vocational such as nursing, teaching etc) and avoid jobs that actively do not do this (such as those which exploit others, cheat or exploit them, or take their lives)

Candidates are likely to give detailed examples of what is/ is not acceptable. There may be some contradictory evidence concerning the armed forces – that Christians should not kill (10 commandments), but that they should protect their country (Just War)

They might include the fact that some Christians would not work on a Sunday (10 Commandments).

(b) Explain why Christians show concern for the poor. [7]

Candidates might include:

Christians follow Biblical teachings such as:

Caring for the less fortunate is an obligation

Christians believe that they will be judged on the way they have behaved towards others (Parable of the Sheep & Goats Matthew 25) and this will affect what happens to them when they die.

A Christian should follow the example of Jesus (Luke 4:18)

Jesus taught that this is important (Beatitudes. Luke 6:20-21)

That a Christian cannot love God without caring for those less fortunate

That caring for the poor might be done in different ways such as giving money, or working as a volunteer for a charity, or giving time; all of which are acceptable.

(c) 'Money should not be important to Christians.' [5]

Do you agree? Give reasons to support your opinion and show that you have thought about different points of view. You must refer to Christianity in your answer.

Candidates might argue that money is needed to enable a person to feed, clothe and generally provide for their dependents and is therefore important

They might say that, whilst money IS important, it is only to be used for necessities and that excess money is positively harmful, leading to greed etc.

They might suggest that money is not necessary as people can survive by bartering skills food and other items as required.

On the other hand some candidates might suggest that in today's society money is one of the most important things to enable a person to succeed and that money in itself is not a problem but the way it is used might be. They might refer to Paul – the love of money is the root of all evil.

- 14 (a) Describe Hindu teachings about moral and immoral occupations. [8]

Candidates might include:

That traditionally Hindu society was rigorously divided into social groups (varnas) with their own prescribed occupations (might include a description of the different social groups)

That occupations would be handed down through generations according to the groups and a 'right' job was one that matched a person's dharma, whilst a 'wrong' job was one that took a person outside of their traditional group.

That there are some occupations that would be considered unacceptable regardless of varnas eg anything that meant a woman dressed immodestly, a butcher (many Hindus are vegetarian).

- (b) Explain why Hindus show concern for the poor. [7]

Candidates might include:

Because showing concern for the poor is accepted practice in Hinduism

Giving to charity in order to help the poor helps to build up good karma, resulting in rewards for the giver in the future

That a person might need the support in a future life, or that the person in need of concern now might have been someone known to the giver in a previous life

That Gandhi taught that service to others is the best way to find God, as well as to understand the human condition.

- (c) 'Money should not be important to Hindus.' [5]

Do you agree? Give reasons to support your opinion and show that you have thought about different points of view. You must refer to Hinduism in your answer.

Candidates might argue that money is needed to enable a person to feed, clothe and generally provide for their dependents and is therefore important

They might say that, whilst money IS important, it is only to be used for necessities and that excess money is positively harmful, leading to greed etc

On the other hand some candidates might suggest that in today's society money is one of the most important things to enable a person to succeed, and that there is a period in the life of a Hindu when gaining wealth is positively encouraged (artha) and during Divali Lakshmi is prayed to for prosperity.

- 15 (a) Describe Muslim teachings about moral and immoral occupations. [8]

Candidates might include:

That Muslims should live according to the Qur'an, which teaches that some jobs are unacceptable – such as money lending at interest, profiting from alcohol, gambling, sexual impropriety (Surah 24:26), or from burglary or fraud.

Basically a Muslim should not have a job which harms or exploits others, but a job which helps others (services such as teaching, medicine etc are acceptable.)

Muslims would expect to be able to perform required prayers during work, including Salat-ul-Jumu'ah (Friday prayers).

- (b) Explain why Muslims show concern for the poor. [7]

Candidates might include:

Zakah (purification of wealth by welfare payment) in order to help the poor is one of the Five Pillars of faith and is therefore obligatory for a Muslim.

Zakah is 2.5% of income and savings calculated annually and should be given to individuals or to the mosque for distribution (Surah 9:60) to the poor

That additional amounts may be given during the main festivals and voluntary donations can also be given as well to help someone in specific need (sadaqah)

They are following the teachings of Muhammad pbuh (Surah 2:110)

They have an obligation to support the ummah

That, according to hadith, it is better to show concern, for example, by giving to charity, privately.

- (c) 'Money should not be important to Muslims.' [5]

Do you agree? Give reasons to support your opinion and show that you have thought about different points of view. You must refer to Islam in your answer.

Candidates might argue that money is needed to enable a person to feed, clothe and generally provide for their dependents and is therefore important

They might say that, whilst money IS important, it is only to be used for necessities and that excess money is positively harmful, leading to greed etc.

On the other hand some candidates might suggest that in today's society money is one of the most important things to enable a person to succeed.

- 16 (a) Describe Jewish teachings about moral and immoral occupations. [8]

Candidates might include:

Whatever work is done there should be adequate time allowed for religious study and that on the Sabbath no work should be done (Exodus 20:8 – 11)

There are thirty nine forbidden activities which should not take place, although it is acceptable to feed animals, save life.

That all business deals should be honest, using accurate measures etc.

Judaism forbids work in prostitution, unlawful killing, gambling, drug dealing etc.

- (b) Explain why Jews show concern for the poor. [7]

Candidates are likely to explain that Jews are expected to give one tenth of their wealth as tzedaka and not to do so would be seen as denying those in need their rights.

They might say that this requirement is given in the Torah (Deuteronomy 15:7)

That concern for the poor in the form of charity is encouraged by the synagogue through pushkes (collection boxes)

That concern for the poor can be in various forms including giving money but also in kind actions, such as volunteer work. Jews are encouraged to show concern by helping the poor to help themselves in the long term.

There might be reference to the practice outlined in Leviticus 19, of farmers leaving crops at the edge of the fields for the poor to glean and for vineyard owners to leave some fruit for the poor.

- (c) 'Money should not be important to Jews.' [5]

Do you agree? Give reasons to support your opinion and show that you have thought about different points of view. You must refer to Judaism in your answer.

Candidates might argue that money is needed to enable a person to feed, clothe and generally provide for their dependents and is therefore important

They might say that, whilst money IS important, it is only to be used for necessities and that excess money is positively harmful, leading to greed etc.

On the other hand some candidates might suggest that in today's society money is one of the most important things to enable a person to succeed.

Topic 10: Religion Peace and Justice

- 17 (a) Describe how Christians might work to overcome social injustice. [8]**

Candidates might include:

An explanation – with possible examples – of peaceful protests that have taken place in order to overcome social injustice. Martin Luther King and the bus boycott are most likely. (Candidates using Gandhi as an example cannot be credited)
Marches, letters to the authorities, prayer meetings, with examples.
Some might suggest that violent protests might be justified.
Liberation Theology with examples (Oscar Romero) can be credited.

- (b) Explain Christian attitudes towards Just War. [7]**

Candidates might include:

The origins of the Just War Theory
There is no requirement to list the conditions but candidates may include them :
Started by an authority
Just reasons
Good not evil as the end result
Last resort
Only necessary force, and only against military, not civilian targets
These may be described in a variety of ways, with examples given to illustrate the conditions
In order to access higher levels of response candidates should explain how the elements of the theory inform the way in which Christians might respond to a conflict or war. They may use topical examples.
They might say that for some Christians (eg Quakers) war is NEVER just, whilst for others it is only as a way to overcome evil.

- (c) 'Peace is more important than justice'. [5]**

Candidates might argue that peace is the ideal for life and that the Bible encourages a time when there will be no need for war. As such, Christians should work for peace over and above all other things.
However, they may argue that peace without justice is not possible and that justice is necessary before peace can be established, therefore it might be necessary to fight in order achieve justice.
Some might suggest that injustice is acceptable as peace is the most important outcome in any situation.

Do you agree? Give reasons to support your opinion and show that you have thought about different points of view. You must refer to Christianity in your answer.

- 18 (a) Describe how Hindus might work to overcome social injustice. [8]

Candidates might include

An explanation – with possible examples – of peaceful protests that have taken place in order to overcome social injustice.

Protests instigated by Gandhi after the 1919 massacre may be described Marches, letters to the authorities, prayer meetings, with examples.

Non-violent protests, which do not bring bad karma on the participants, are to be encouraged

Generally Hindus would strive to lead a good life in order to be born into a social group with more respect in the future, as they do not believe that they can change the group they belong to

Cultural or geographical differences might influence the answer.

- (b) Explain Hindu attitudes towards ahimsa. [7]

Candidates might include:

That ahimsa involves an effort to overcome injustice and fight against evil, but that this does not mean using physical force

That war leads to bad karma and is therefore to be avoided, although this is not always the case. One of the social groups in Hinduism is the Kshatriya or warrior class whose duty was to defend the people using their skills as fighters

That basic rules were laid down in the Laws of Manu-

Fighting should only take place between warriors and not involve women and children

Fighting should be fair.

- (c) 'Peace is more important than justice'. [5]

Do you agree? Give reasons to support your opinion and show that you have thought about different points of view. You must refer to Hinduism in your answer.

Candidates might argue that peace is the ideal for life. For example, Mahatma Gandhi believed that violence was always wrong and therefore a Hindu should work for peace over and above all other things. However, they may argue that peace without justice is not possible and that justice is necessary before peace can be established.

Some might suggest that injustice is acceptable as peace is the most important outcome in any situation.

- 19 (a) Describe how Muslims might work to overcome social injustice. [8]

Candidates might include:

The obligation as laid down in the Qur'an to ensure all people are treated in a just way.

The emphasis to prevent injustice against the most vulnerable—in Islam this is seen to be orphans, travellers and the needy (eg handicapped). Surah 59:7; 4:2 and 24:61 might be quoted

An explanation – with possible examples – of peaceful protests that have taken place in order to overcome social injustice.

Marches, letters to the authorities, prayer meetings, with examples.

Some might suggest that violent protests might be justified.

- (b) Explain Muslim attitudes towards jihad. [7]

Candidates might include:

Jihad is a personal effort made by individuals and means 'to struggle in the way of Allah'

That Holy War is justified if it is to fight against evil or to preserve Islam

Muslims would base this justification on the actions of Muhammad pbuh

That Muslims are allowed to fight in self defence but should not be the first to attack (Surah 2:190 – fight in the cause of Allah, but do not transgress limits)

Jihad is only acceptable if-

It is started by an authority or leader

It is defensive

Peaceful solutions have been tried

It is fought for the right reasons (not for land or power)

It is against military targets

The ultimate aim is peace

These may be described in a variety of ways, with examples given to illustrate the conditions listed.

In order to access higher levels of response candidates should explain how the elements of the theory inform the way in which Muslims might respond to a conflict or war. They may use topical examples.

*Reference to **Greater Jihad** (a personal struggle against evil on a daily basis) and **Lesser Jihad** (a struggle against evil in a wider sense) with explanations.*

- (c) 'Peace is more important than justice'. [5]

Do you agree? Give reasons to support your opinion and show that you have thought about different points of view. You must refer to Islam in your answer.

Candidates might argue that peace is the ideal for life. The word Islam can mean peace. However, this does not mean that injustice should be accepted and they may argue that peace without justice is not possible and that justice is necessary before peace can be established.

Some might suggest that injustice is acceptable as peace is the most important outcome in any situation.

- 20 (a) Describe how Jews might work to overcome social injustice. [8]

Candidates might include:

Reference to Leviticus 19:33-34. Jews are told to treat a stranger as one of their own citizens. Justice is seen to be important and Jews should work to overcome injustice in many ways, including financially. This might include tzedaka.

An explanation – with possible examples – of peaceful protests that have taken place in order to overcome social injustice.

Marches, letters to the authorities, prayer meetings, with examples.

Some might suggest that violent protests might be justified.

- (b) Describe Jewish attitudes towards Holy War. [7]

Candidates might include:

Jewish teaching recognises three types of war –

That which is commanded by G-d, such as the war fought by Joshua for the Promised Land

War fought out of choice – acceptable if it is the last resort, other means have been tried, only the military targeted and as little damage as possible inflicted

War fought to prevent Israel being attacked.

These categories might be described in a variety of ways, with examples given to illustrate each one.

In order to access higher levels of response candidates should explain how the elements of each one informs the way in which Jews might respond to a conflict or war. They may use topical examples.

- (c) 'Peace is more important than justice'. [5]

Do you agree? Give reasons to support your opinion and show that you have thought about different points of view. You must refer to Judaism in your answer.

Candidates might argue that peace is the ideal for life and that the Torah encourages a time when there will be no need for war. As such, Jews should work for peace over and above all other things. However, they may argue that peace without justice is not possible and that justice is necessary before peace can be established.

Some might suggest that injustice is acceptable as peace is the most important outcome in any situation.

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