

Religious Studies B

General Certificate of Secondary Education **1931/01 and 1931/03**

Paper 1 and Paper 3 Philosophy and Ethics

Mark Scheme for June 2010

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Topic 1: The Nature of God

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

1 Christianity

- (a) Describe some of the reasons why a Christian might believe in God. [8]**

Examiners should mark according to AO1 level descriptors.

Candidates might consider that:

Belief in miracles past and present convince people about the existence of God, as does the significance of the incarnation.

They might write about the life and work of Christ, the work of the Holy Spirit and spiritual conversion experiences.

Some might focus upon the existence of the Bible, the sacredness of the Bible and the reading of the Bible as to why Christians believe in God.

They might suggest that religious up-bringing convinces people.

Credit may be given for the use of simple explanations of the classic arguments for the existence of God, eg teleological argument.

- (b) Explain why the Bible is important to Christians. [7]**

Examiners should mark according to AO2 level descriptors.

Candidates might consider some of the following:

They are likely to focus upon understanding the Bible being the word of God and different interpretations of that phrase.

Most are likely to explain it's a source of authority and how reading it may change a person's life.

They may say that the Bible is a guide for life or a reference point to belief and teachings about God.

For some it's the source of their faith.

Some may explain how it links the lives of people past and present.

Other candidates might explain denominational differences about the importance of scriptures.

- (c) 'Belief in God has no place in modern society.' Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]**

Examiners should mark according to AO3 level descriptors.

Candidates might respond with views such as:

Agree with the statement because so few people practise faith in this country or attend places of worship. They may say that the increased growth of atheism and agnosticism reflects changes in beliefs about God in more recent times.

Some may say that science can answer most things and that as science has progressed so the decline in the power and influence of the Church has happened, resulting in less people believing in God.

They may say that other things have become more important such as materialism or a combination of the above.

Candidates may disagree because of the world wide numbers of believers in Christianity. This still points to this being important for many people. They may say that the fact that there are other religions as well still shows how important a belief in God or gods is for most people. Some might say how the fastest denominational growth of the Pentecostal and Evangelical Movement in Christianity in the 20th century shows that belief in God is not irrelevant. Candidates might argue from their own personal commitment, experiences and upbringing. The fact that many turn to God when having a crisis and suddenly pray when in trouble shows how relevant a belief in God still is.

2 Hinduism

(a) Describe some of the reasons why a Hindu might believe in God. [8]

Examiners should mark according to AO1 level descriptors.

Candidates might consider some of the following:

Belief in miracles past and present convince people about the existence of God, as does the significance of the incarnations of Vishnu. They might write about the work of avatars and spiritual enlightening experiences. Some might focus upon the existence of the sacred writings and the reading of the sacred writings as to why Hindus believe in God. They might suggest that religious upbringing convinces people.

(b) Explain why the Vedas are important to Hindus. [7]

Examiners should mark according to AO2 level descriptors.

Candidates might consider some of the following:

The Vedas are the earliest scriptures received by wise men through divine revelation/inspiration. They may explain it's one of two groups of writings – Sruti/smriti. Some may comment upon it as a source of authority and explain what they mean by that. They may explain that the Vedas include a source of hymns and teachings that are memorized and applied to daily life or that it is a reference point to belief and teachings about Brahman, the ultimate reality. Others may explain it is a source of their faith and links lives of people past and present. It also provides a sense of belonging.

(c) 'Belief in God or gods has no place in modern society.' Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Hinduism in your answer. [5]

Examiners should mark according to AO3 level descriptors.

Candidates might consider some of the following:

Agree with the statement because so few people practise faith in this country or attend places of worship. They may say that the increased growth of atheism and agnosticism reflects changes in beliefs about God in more recent times.

Some may say that science can answer most things and that as science has progressed so the decline in the power and influence of religion has happened, resulting in less people believing in God.

They may say that other things have become more important such as materialism or that there is a decline in second and third generations of Hindus practising their faith in this country. It could be a combination of the above.

Candidates may disagree because of the world wide numbers of believers in Hinduism and the fact that it is the oldest religion in the world. This still points to this being important for many people.

They may say that the fact that there are other religions as well still shows how important a belief in God or gods is for most people.

Candidates might argue from their own personal commitment, experiences and upbringing.

The fact that many turn to religion when having a crisis and suddenly pray when in trouble shows how relevant a belief in God still is.

3 Islam

(a) Describe some of the reasons why a Muslim might believe in Allah. [8]

Examiners should mark according to AO1 level descriptors.

Candidates might consider some of the following:

Belief in miracles past and present convince people about the existence of Allah, as does the significance of the revelation of the Qu'ran to Muhammad ﷺ.

They might write about the life and work of Muhammad ﷺ and spiritual experiences. Some might focus upon the existence of the Qu'ran, the sacredness of the Qu'ran and the reading of the Qur'an as to why Muslims believe in Allah.

They might suggest that religious up-bringing convinces people.

Credit may be given for the use of simple explanations of the classic arguments for the existence of Allah, eg teleological argument.

(b) Explain why the Qur'an is important to Muslims. [7]

Examiners should mark according to AO2 level descriptors.

Candidates might consider some of the following:

Most candidates are likely to explain that the Qur'an is the revealed words of Allah to the prophet Muhammad ﷺ and that the Qur'an is the culmination of all previous writings (scriptures), including the Bible and is the final revelation of the words of Allah.

They may explain how reading it may change a person's life because it is a guide for life, a set of rules to follow. It's a source of authority and a way to get closer to Allah through reciting from the Qur'an every day.

Others will say it's a reference point to belief and teachings about Allah or the source of their faith.

Some may explain that it is a link to lives of people past and present.

- (c) **'Belief in Allah has no place in modern society.'** Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Islam in your answer. [5]

Examiners should mark according to AO3 level descriptors.

Candidates might consider some of the following:

Agree with the statement because so few people practise faith in this country or attend places of worship. They may say that the increased growth of atheism and agnosticism reflects changes in beliefs about Allah in more recent times.

Some may say that science can answer most things and that as science has progressed so the decline in the power and influence of religion has happened, resulting in less people believing in Allah.

They may talk about decline in second and third generations of Muslims practising their faith in this country.

They may say that other things have become more important such as materialism or a combination of the above.

Candidates may disagree because of the world wide numbers of believers in Islam. This still points to this being important for many people.

They may say that the fact that there are other religions as well still shows how important a belief in Allah or gods is for most people.

Some might point to the rising growth in followers to Islam in the 20th century that shows that belief in Allah is not irrelevant.

Candidates might argue from their own personal commitment, experiences and upbringing.

The fact that many turn to Allah when having a crisis and suddenly pray when in trouble shows how relevant a belief in Allah still is.

4 Judaism

- (a) **Describe some of the reasons why a Jew might believe in G-d.** [8]

Examiners should mark according to AO1 level descriptors.

Candidates might consider some of the following:

Belief in miracles past and present convince people about the existence of G-d, as does the belief that G-d has acted in history.

They might write about the significance of the patriarchs and the life and work of Moses.

Some might focus upon the existence of the Torah, the Talmud and how the studying of such aids Jews to believe in G-d.

They might suggest that religious upbringing convinces people.

Some might focus upon the importance of Jewish identity in the face of persecution and the covenant relationship.

Credit may be given for the use of simple explanations of the classic arguments for the existence of G-d, eg teleological argument.

(b) Explain why the Torah is important to Jews. [7]

Examiners should mark according to AO2 level descriptors.

Candidates might consider some of the following:

They may explain the belief in the Torah being the word of G-d acting in history. It's a source of authority for Jews and forms part of their identity.

Some might explain the significance of the covenant relationship as expressed in the Torah and that the Torah is a guide for life.

They may say it's a reference point to belief and teachings about G-d; it's the source of their faith.

Some may explain that it links lives of people past and present.

Candidates might explain the importance of both the oral and written Torah and the different parts of the Tenakh.

(c) 'Belief in G-d has no place in modern society.' Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Judaism in your answer. [5]

Examiners should mark according to AO3 level descriptors.

Candidates might consider some of the following:

Agree with the statement because so few people practise faith in this country or attend places of worship. They may say that the increased growth of atheism and agnosticism reflects changes in beliefs about G-d or gods in more recent times.

Some may say that science can answer most things and that as science has progressed so the decline in the power and influence of religion has happened, resulting in less people believing in G-d.

Some might talk about a decline in the belief due to the Holocaust.

They may say that other things have become more important such as materialism or a combination of the above.

Candidates may disagree because of the world wide numbers of Jews despite the Holocaust and Anti-semitism. This still points to this being important for many people and the continuation of the Jewish family despite the attempt to wipe out worldwide Jewry.

Some may talk about how belief in G-d gives structure to one's life.

They may say that the fact that there are other religions as well still shows how important a belief in G-d or gods is for most people.

Candidates might argue from their own personal commitment, experiences and upbringing.

The fact that many turn to G-d when having a crisis and suddenly pray when in trouble shows how relevant a belief in G-d still is.

Topic 2: The Nature of Belief

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

5 Christianity**(a) Describe ways in which Christians might worship God. [8]**

Examiners should mark according to AO1 level descriptors.

Candidates might consider some of the following:

Some may describe details about services in churches or in the home eg Eucharist, saying grace, Bible study groups.

They could describe individual acts of worship as well as communal acts of worship. A focus is likely to be upon prayer and meditation eg Lord's prayer, grace, morning and evening prayers; use of music eg hymns, choral works to praise God and reading the Bible.

Some may describe major festivals eg Christmas.

Others may describe rites of passage eg Confirmation.

Credit will be given if candidates describe differences between denominations.

(b) Explain how the design of churches might help believers to worship. [7]

Examiners should mark according to AO2 level descriptors.

Candidates might explain some of the following:

How the building expresses key beliefs shown in the design of the building such as the cross shape, the importance of the tower, spires, the altar.

They could explain how the design of windows and importance of stained-glass windows tells people of key bible stories and people in the past.

Some may talk about the historical significance of the church and the community in the past and the present and how it helps them to feel part of a community.

How a building 'speaks' to people when they walk round inside and out and helps people to worship God.

They may explain how individual spaces within the building allow for a variety of ways to worship God such as chapels for individual saints or the positioning of features within the building reinforces key beliefs eg the door, the font and baptism.

Others might say how the building gives identity to people and what they stand for. Credit will be given if candidates explain how different designs reflect the different denominations' key beliefs and give example eg iconostasis and the Orthodox Church, the importance of preaching the Bible and the place of the pulpit in churches.

Some may explain that for some architecture does not help a believer to worship eg Quakers.

(c) 'Religious art gets in the way of worshipping God.' Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Examiners should mark according to AO3 level descriptors.

Candidates might consider some of the following:

Candidates are likely to discuss the differences between Christians such as the Quakers and other denominations and their attitude to and the use of art. They may show an understanding of the use of art forms as a distraction or an aid to worship. Others may express the danger of the art form becoming the object of worship whilst for some Christians icons, statues, paintings etc are very important in worship. Credit will be given if some candidates interpret the word 'art' more widely. They could refer to other art forms besides paintings in their arguments.

6 Hinduism

(a) Describe ways in which Hindus might worship God. [8]

Examiners should mark according to AO1 level descriptors.

Candidates might consider some of the following:

Many will describe details about services/rituals performed in the mandir or in the home.

Candidates can describe individual acts of worship as well as communal acts.

Prayer and meditation, the use of music, songs and dance, silent devotion or the reading the sacred writings are likely to be described.

Some may describe various festivals eg Holi, Divali.

Others may describe rites of passage eg sacred thread ceremony.

Credit will be given if candidates say that there are no set rules about where or how Hindus should worship.

(b) Explain how the design of mandirs might help believers to worship. [7]

Examiners should mark according to AO2 level descriptors.

Candidates might consider some of the following:

How the building expresses key beliefs shown in the design of the building such as the temple being the earthly home of the god, a holy place.

They may explain how the innermost part of the building identifies the presence of gods through the image or statues in the shrine room.

Some may explain the mandirs in Britain being homes to several of the gods with several shrines in the temple so that all families can go to the temple to worship their god.

Other candidates may explain the historical significance of the mandir in the community past and present.

They may explain how a building 'speaks' to people when they walk round inside and out and that individual spaces within the building allow for a variety of ways to worship God.

The positioning of features within the building to link with key beliefs may be developed eg the door facing the rising sun, the pyramidal roof, and the porches where people remove their shoes.

Some may explain how the building gives identity to people and what they stand for and how, for many mandirs in Britain, the use of materials transported from India connects them with their origins.

- (c) **'Religious art gets in the way of worshipping God.' Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Hinduism in your answer.** [5]

Examiners should mark according to AO3 level descriptors.

Candidates might consider some of the following:

Candidates are likely to discuss the many varied art forms used by Hindus in their worship but may also focus upon the differences between Hindus and other religions, showing an understanding of the use of art forms as a distraction to worship. They could explain the danger of the art form becoming the object of worship.

Credit will be given if some candidates may interpret the word 'art' to refer to other art forms besides paintings in their arguments.

7 Islam

- (a) **Describe ways in which Muslims might worship Allah.** [8]

Examiners should mark according to AO1 level descriptors.

Candidates might consider some of the following:

Some may give details about services/rituals performed in the mosque or in the home. They may describe individual acts of worship as well as communal acts.

They may describe prayer being the greatest form of worship.

Use of calligraphy and music may be referred to, along with reading from Qur'an.

Candidates may use the festivals to describe a variety of ways to worship or they may describe rites of passage eg Aqiqah ceremony.

Credit will be given if they refer to the observance of The Five Pillars as being a form of worship.

Observing food laws such as haram and halal may be described as ways that people worship Allah.

- (b) **Explain how the design of mosques might help believers to worship.** [7]

Examiners should mark according to AO2 level descriptors.

Candidates might explain some of the following:

The building expresses key beliefs in Allah shown in the design of the building such as the minaret and the call to prayer, the location of the mihrab or the dome.

They may refer to the plainness of the building and explain why there are no pictures or statues in the building.

Some may explain the need for a large hall, the different places for men and women to worship and the provision of places to ritually wash.

They may explain the historical significance of the mosque in the community past and present.

They could explain how a building 'speaks' to people when they walk round inside and out or talk about the spaces within the building to allow for a variety of activities such as Madrasa and meetings.

Others may explain how the building represents an identity to people and what they stand for.

- (c) **'Religious art gets in the way of worshipping Allah.' Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Islam in your answer.** [5]

Examiners should mark according to AO3 level descriptors.

Candidates might consider some of the following:

They may discuss the differences between Muslims and other religions, showing an understanding of the use of art forms as a distraction or an aid to worship.

They are likely to explain the concepts of tawhid and shirk, forbidding representations of Allah and the danger of the art form becoming the object of worship.

They may refer to other Muslim art forms being used such as the use of calligraphy in Arabic writing, geometrical patterns in tiling as being very important.

Some candidates may interpret the word 'art' to refer to other art forms besides paintings in their arguments.

8 Judaism

- (a) **Describe ways in which Jews might worship G-d.** [8]

Examiners should mark according to AO1 level descriptors.

Candidates might consider some of the following:

They may describe details about services in synagogues or in the home.

Individual acts of worship as well as communal acts may be described.

The importance of prayer may be raised with reference to daily prayers, grace or Shema prayer.

Some may describe the use of music or the reading of the Torah.

Credit will be given if candidates refer to festivals but focus upon the way Jews worship through festivals.

Rites of passage eg bar mitzvah may be described as forms of worshipping G-d

They may describe the physical ways in which they worship G-d through the clothes they wear.

Credit will also be given if candidates describe differences of worship between Ultra Orthodox, Orthodox and Liberal Jews.

- (b) **Explain how the design of synagogues might help believers to worship.** [7]

Examiners should mark according to AO2 level descriptors.

Candidates might consider some of the following:

They may explain how the building is important to the whole community for praying, for studying and social occasions and so the design reflects this, showing G-d is in all aspects of their life.

They are likely to explain the central place of the Ark reminding Jews of the covenant relationship or they may talk about the way the building faces reminding Jews of the importance of Jerusalem and Israel as their promised land by G-d. They could explain positioning of features within the building to link with key beliefs eg the plaques with the 10 Commandments.

They could explain the gallery for women, or the design of windows and importance of stained-glass windows telling people of key stories and people in the past.

They may explain the historical significance of the synagogue to the community past and present.

Some may explain how a building 'speaks' to people when they walk round inside and out.

Credit will be given if they explain different designs reflecting the different Jewish groups, their key beliefs and how they worship, eg the separate gallery for women in Orthodox communities.

- (c) 'Religious art gets in the way of worshipping G-d.' Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Judaism in your answer. [5]**

Examiners should mark according to AO3 level descriptors.

Candidates might consider some of the following:

Some may discuss the differences between Judaism and other religions, showing an understanding of the use of art forms as a distraction or an aid to worship.

They are likely to explain Jewish views forbidding the representation of G-d. The danger of the art form becoming the object of worship may be stated with reference to idolatry from the 10 Commandments.

They may say that some synagogues are very decorative whilst others are very plain depending upon the origins of the Jews.

Some candidates may interpret the word 'art' to refer to other art forms besides paintings in their arguments.

Topic 3: Religion and Science

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

9 Christianity

- (a) Describe Christian teachings about people's relationship to the planet. [8]**

Examiners should mark according to AO1 level descriptors.

Candidates might consider some of the following:

Candidates are likely to paraphrase biblical and church teachings about stewardship. Biblical references may be included from Genesis or the Psalms.

They may describe different interpretations of the texts to show differences between Christians about the relationship now and in the past i.e. 'having dominion over all things' means to control and have power over nature.

Some may focus upon the role of the man in the order of the species placing him as a supreme species above everything else.

References could be made of church teachings or Christian ecology groups and what they have to say about man's relationship to the planet.

Credit will be given for some focus on the differences and similarities between mankind and the animal world.

- (b) Explain the ideas some Christians might have about scientific theories of the origins of the world. [7]**

Examiners should mark according to AO2 level descriptors.

Candidates might consider some of the following:

Candidates will need to show an understanding of the creation theory, the evolutionary theory and the Big Bang theory and how Christians reconcile in their mind religion and science.

They may explain how some Christians agree with the biblical account of creation in Genesis, literally believing in six days of creation by God. They believe the whole of the universe was created by God and that Adam and Eve were the first humans.

They disagree with scientific theories of the Big Bang Theory or Evolution Theory

They will explain how other Christians accept the scientific theories, especially The Big Bang Theory and argue that is how God made the world.

Some Christians say that the scientific ideas show how awesome and wonderfully designed the world is. They may argue there must be a designer which they call God who started off everything. It was not an accident as some scientists have argued.

Candidates may explain that some Christians, who are scientists, argue that religion and science are asking two different questions, how the world was made and why the world was made, so there is no conflict. Some say the Bible is the symbolic way of explaining the origins of the world and science is explaining the process.

They may say that some Christians say that the scientific ideas are only ideas and ideas can change. We do not know which is correct because there is still much evidence needed to prove theories.

- (c) **'Knowing how the world was created is not important.' Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer.** [5]

Examiners should mark according to AO3 level descriptors.

Candidates might consider some of the following:

Candidates may argue that too much time and money is spent on trying to find out how the world was made and what is more important is how one lives one's life whilst on earth here and now.

Or they may argue that the importance of believing in a creator God and how wrong it is to distort or not accept literally what the sacred scriptures have to say.

Others may state that it is one of the big questions that has stirred mankind for centuries and that theologians, philosophers and scientists have grappled with this question for centuries, because it is important to them but are still debating the question.

10 Hinduism

- (a) **Describe Hindu teachings about people's relationship to the planet.** [8]

Examiners should mark according to AO1 level descriptors.

Candidates might consider some of the following:

They may describe the teaching about ahimsa (respect for life) and focus upon the human dependence on Creation and how this affects the way they live eg cows wander freely or why many Hindus are vegetarians.

They may describe the sacredness of all life so no living thing should be destroyed violently.

References could be made to teachings and duties about looking after the natural world on a daily basis.

Credit will be given for some focus on the differences and similarities between mankind and the animal world.

- (b) **Explain the ideas some Hindus might have about scientific theories of the origins of the world.** [7]

Examiners should mark according to AO2 level descriptors.

Candidates might consider some of the following:

Some might explain there is no central view about this as various Hindu groups, following different gurus will have varying views on this subject. Also there are various interpretations of the sacred writings ranging from conservative to liberal views.

Candidates will need to show an understanding of the Hindu creation stories about the origins of the world, the evolutionary theory and the Big Bang Theory.

They may explain how some people believe that two different questions are being answered by Hindus and scientists. The scientists explain how the world originated and the Hindus stories tell why the world originated, hence the differences.

Some say the creation stories are the symbolic way of explaining the origins of the world and science is explaining the process.

They may state that some Hindus say that the scientific ideas are only ideas and ideas can change. We do not know which is correct because there is still much evidence needed to prove theories.

- (c) **‘Knowing how the world was created is not important’. Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Hinduism in your answer.** [5]

Examiners should mark according to AO3 level descriptors.

Candidates might consider some of the following:

They may state that too much time and money is spent on trying to find out how the world was made and what is more important is how one lives one’s life whilst on earth here and now.

They may argue about the importance of believing in a creator God and how wrong it is to distort or not accept literally what the sacred scriptures have to say.

Or they could state it is one of the big questions that has stirred mankind for centuries and that theologians, philosophers and scientists have grappled with this question for centuries, because it is important to them.

11 Islam

- (a) **Describe Muslim teachings about people’s relationship to the planet.** (8)

Examiners should mark according to AO1 level descriptors.

Candidates might consider some of the following:

They are likely to describe the teaching about stewardship. Islamic teachings may be included such as it is forbidden to kill or imprison living creatures without good reason, and they have a similar attitude to plant life.

Some may describe man is being no more important than other species. In Allah’s eyes all living creatures belong to him but that mankind has responsibility to care for the created world.

Mankind holds a privileged position among Allah’s creations on earth. To abuse any living creature is a sin.

References could be made of Islamic ecology groups and what they have to say about man’s relationship to the planet.

Credit will be given for some focus on the differences and similarities between mankind and the animal world.

- (b) **Explain the ideas some Muslims might have about scientific theories of the origins of the world.** [7]

Examiners should mark according to AO2 level descriptors.

Candidates might consider some of the following:

Candidates will need to show an understanding of the creation theory, Islamic ideas about the origins of the world, the evolutionary theory and the Big Bang Theory and explain how Muslims reconcile religion and science.

Some may explain how many Muslims regard it as very important to study science because it informs them about the way Allah made the universe. There is no conflict between believing in a creator God with the scientific ideas

Some people may believe that two different questions are being answered by religion and science. The scientists explain how the world originated and the Qu'ran tells why the world originated, hence the differences.

Some Muslims say that the scientific ideas are only ideas and ideas can change. We do not know which is correct because there is still much evidence needed to prove theories.

- (c) **'Knowing how the world was created is not important'. Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Islam in your answer.** [5]

Examiners should mark according to AO3 level descriptors.

Candidates might consider some of the following:

They may argue that too much time and money is spent on trying to find out how the world was made and what is more important is how one lives one's life whilst on earth here and now.

Others could argue that the importance of believing in a creator God but that it is to be encouraged to find out more about the world in which we live.

Candidates could state how wrong it is to distort or not accept literally what the sacred scriptures have to say.

They may argue that it is one of the big questions that has stirred mankind for centuries and that theologians, philosophers and scientists have grappled with this question for centuries, because it is important to them

Some answers may talk about the difference between the disciplines answering two different questions i.e. how the world was made and why the world was made.

12 Judaism

- (a) **Describe Jewish teachings about people's relationship to the planet.** [8]

Examiners should mark according to AO1 level descriptors.

Candidates might consider some of the following:

They are likely to describe the teachings about stewardship. Biblical references may be included from Genesis or the Psalms.

Some could describe different interpretations of the texts to show differences between Jews about the relationship now and in the past i.e. 'having dominion over all things' means to control and have power over nature.

They may describe the role of the man in the order of the species placing him as a supreme species above everything else.

References to Jewish ecology groups and what they have to say about man's relationship to the planet may be described.

Credit will be given for some focus on the differences and similarities between mankind and the animal world.

- (b) **Explain the ideas some Jews might have about scientific theories of the origins of the world.** [7]

Examiners should mark according to AO2 level descriptors.

Candidates might consider some of the following:

Candidates will need to show an understanding of the creation theory, the evolutionary theory and the Big Bang Theory and how Jews reconcile religion and science.

Some Jews may agree with the biblical account of creation in Genesis literally believing in six days of creation by G-d. They believe the whole of the universe was created by G-d and that Adam and Eve were the first humans. They may disagree with scientific theories of the Big Bang Theory or Evolution Theory.

Whilst some Jews accept the scientific theories, especially The Big Bang Theory and argue that is how G-d made the world.

Some might refer to Einstein who said that “science without religion is lame and religion without science is blind.” Both are needed.

Some Jews, who are scientists, argue that religion and science are asking two different questions, how the world was made and why the world was made, so there is no conflict.

Some say that Genesis is the symbolic way of explaining the origins of the world and science is explaining the process.

Some Jews say that the scientific ideas are only ideas and ideas can change. We do not know which is correct because there is still much evidence needed to prove theories.

- (c) **‘Knowing how the world was created is not important’. Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Judaism in your answer. [5]**

Examiners should mark according to AO3 level descriptors.

Candidates might consider some of the following:

They may argue that too much time and money is spent on trying to find out how the world was made and what is more important is how one lives one’s life whilst on earth here and now.

Some may explain the importance of believing in a creator G-d and how wrong it is to distort or not accept literally what the sacred scriptures have to say.

They could argue that it is one of the big questions that has stirred mankind for centuries and that theologians, philosophers and scientists have grappled with this question for centuries, because it is important to them.

Topic 4: Death and the Afterlife

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

13 Christianity**(a) Describe Christian beliefs about life after death. [8]**

Examiners should mark according to AO1 level descriptors.

Candidates might consider some of the following:

They are likely to describe beliefs about heaven, hell and purgatory.
Some may describe denominational beliefs about heaven, hell and purgatory.
They could describe the issue of judgment and forgiveness and how the way a person lives their life may affect what happens to them when they die.
Or they could focus upon the distinctions between the body and the soul and what happens to each after death.
Some may use biblical texts to support their response. Eg, Pauline accounts of the spiritual body.
Most are likely to describe belief in the resurrection of the body and life ever lasting.

(b) Explain how funerals might help Christians cope with death. [7]

Examiners should mark according to AO2 level descriptors.

Candidates might consider some of the following:

They may explain how funerals reinforce beliefs in forgiveness and resurrection for all believers and provide hope to families that there is life after death.
They may explain that the actions and rituals help people deal with grief; it gives closure for the families.
They may explain that this is a time to reflect and celebrate the life of the deceased, a time to say goodbye and a time to reflect upon one's own mortality and ask the big life questions.
They may explain how this is a time for support for one another in the grieving process.
Some might say that it provides actions/rituals that help loved ones come to terms with death.
A funeral also emphasizes the importance of human life and that in death the body is dealt with dignity.

(c) 'The idea of life after death has no effect on how people live.' Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]

Examiners should mark according to AO3 level descriptors.

Candidates might consider some of the following:

Some candidates may argue whether or not they believe in life after death and so therefore how significant the concept of judgment is to them and others.
Others may argue that this life is the more important as this is real but no one knows whether there is really life after death.
They may argue that Christians believe there is evidence of life after death but there are differences between Christians' views about judgment and the end of the world.

Credit will be given where the significance of the different teachings that Christians use to state their beliefs is used in opinions and argument, eg the parable of The Sheep and Goats.

14 Hinduism

(a) Describe Hindu beliefs about life after death. [8]

Examiners should mark according to AO1 level descriptors.

Candidates might consider some of the following:

Most are likely to describe beliefs about samsara, karma and rebirth and ultimately moksha. Some may describe these beliefs in detail.

They may describe the relationship between moral behaviour and future rebirths or discuss the distinctions between the body and the Atman and what happens to each after death.

They could also refer to sacred texts they may have studied to support their response. Eg a man becomes immortal when all desires are detached from the heart (Brihadaranyaka Upanishad).

They may describe belief in reincarnation.

(b) Explain how funerals might help Hindus cope with death. [7]

Examiners should mark according to AO2 level descriptors.

Candidates might consider some of the following:

Funerals ensure a quick release of the atman to depart to another body

They may explain how actions and rituals help people deal with grief.

Funerals are very much a family affair and it gives closure for the families, a time to reflect and celebrate the life of the deceased and a time to say goodbye.

They may explain that this is a time to reflect upon one's own mortality and ask the big life questions.

Coming to a funeral allows a time to support one another in the grieving process.

Emphasizes the importance of human life and that in death the body is dealt with dignity.

(c) 'The idea of rebirths has no effect on how people live.' Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Hinduism in your answer. [5]

Examiners should mark according to AO3 level descriptors.

Candidates might consider some of the following:

They may argue whether or not they believe in life after death and so therefore how significant the concept of judgment is to them and others.

They could argue that this life is the more important as this is real but no one knows whether there is really life after death.

They should argue about Hindus' belief in reincarnation and the laws of karma influencing one's rebirth.

15 Islam**(a) Describe Islamic beliefs about life after death. [8]**

Examiners should mark according to AO1 level descriptors.

Candidates might consider some of the following:

Most are likely to describe beliefs about heaven and hell, the distinctions between the body and the soul and what happens to each after death.

Some could describe views about martyrdom.

They may describe the issue of judgement and forgiveness and how the way a person lives their life may affect what happens to them when they die.

Some may refer to the Qur'anic teachings to support their response.

(b) Explain how funerals might help Muslims cope with death. [7]

Examiners should mark according to AO2 level descriptors.

Candidates might consider some of the following:

They may explain that knowing that it is Allah's will that the person has died and their soul leaves the body because life on earth is temporary, a preparation for Akhirah (eternal life) that funerals are a step on that journey.

Some may explain how actions and rituals help people deal with grief. It gives closure for the families quickly as funerals take place within 24 hours. They are a time to reflect and celebrate the life of the deceased, a time to say goodbye and a time to reflect upon one's own mortality and ask the big life questions.

Funerals are a time to support one another in the grieving process.

They emphasize the importance of human life and that in death the body is dealt with dignity.

(c) 'The idea of life after death has no effect on how people live.' Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Islam in your answer. [5]

Examiners should mark according to AO3 level descriptors.

Candidates might consider some of the following:

They may argue whether or not they believe in life after death and so therefore how significant the concept of judgment is to them and others.

Or they may argue that this life is the more important as this is real but no one knows whether there is really life after death.

Muslims believe very strongly in the idea of accountability and judgment by Allah, and life after death.

16 Judaism**(a) Describe Jewish beliefs about life after death. [8]**

Examiners should mark according to AO1 level descriptors.

Candidates might consider some of the following:

Most are likely to describe beliefs about heaven and Sheol, the distinctions between the body and the soul and what happens to each after death.

Some may describe these beliefs in detail and explain how views about life after death have fluctuated over time.

They may describe how Jewish teaching on life after death is obscure so no point in speculating about whether there is life after death.

Some may talk about the issue of judgment and punishment after death and how the way a person lives their life may affect what happens to them when they die.

Some may refer to sacred texts to support their response. Eg Moses Maimonides (1135-1204) wrote perfect faith will lead to the resurrection of the dead.

(b) Explain how funerals might help Jews cope with death. [7]

Examiners should mark according to AO3 level descriptors.

Candidates might consider some of the following:

They may explain it's a time of prayer, acceptance of the will of G-d and hope for forgiveness and for eternal life.

Or they could explain how actions and rituals help people deal with grief. It's a sorrowful time and a time to grieve, it gives closure for the families, a time to reflect and celebrate the life of the deceased, a time to say goodbye and a time to reflect upon one's own mortality and ask the big life questions.

Funerals are a time to support one another in the grieving process.

It's a time to emphasize the importance of human life and that in death the body is dealt with dignity.

(c) 'The idea of life after death has no effect on how people live.' Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Judaism in your answer. [5]

Examiners should mark according to AO3 level descriptors.

Candidates might consider some of the following:

They may argue whether or not they believe in life after death and so therefore how significant the concept of judgment is to them and others.

They may state that this life is the more important as this is real but no one knows whether there is really life after death.

They are likely to argue that Jews have varying beliefs about what happens to the body and soul after death.

Jews accept that it is idle to speculate about immortality but many do believe in the idea of heaven and hell where people are rewarded and punished for the deeds.

They may use the significance of the different teachings that Jews use to state their beliefs in their arguments.

Topic 5: Good and Evil

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

17 Christianity

- (a) Describe Christian beliefs about why there is suffering in the world. [8]**

Examiners should mark according to AO1 level descriptors.

Candidates might consider some of the following:

The question raised is that how a benevolent God can allow suffering in the world.

The theodicies of Augustine and Irenaeus could be expanded upon.

They could describe it is the devil or evil forces that cause suffering or that it is the outcome of giving man free will.

It is sent as a test of faith to bring people closer to God.

Some may describe the difference between moral and natural evil that results in suffering.

Others may say that people learn through suffering to appreciate life. It makes people closer and work together more so good can come out of it.

They may say the Bible teaches that followers of Jesus have to be prepared 'to take up their cross' so God expects mankind to suffer.

- (b) Explain how Christians might decide upon the right way to live. [7]**

Examiners should mark according to AO2 level descriptors.

Candidates might consider some of the following:

Most are likely to explain that Christians should follow the teachings in the Bible and the example of Christ.

They may also include how Christians are brought up and the influence of key people such as parents and ministers of faith may affect how people live.

Some may explain the influence of church teachings, laws and their conscience.

They may explain how studying texts in Bible study groups also helps people.

Some may talk about praying individually and communally and answered prayers.

They could explain how talking to fellow Christians about how they have dealt with issues guides them.

- (c) 'There are no such things as evil forces.' Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [5]**

Examiners should mark according to AO3 level descriptors.

Candidates might consider some of the following:

Some will argue and discuss the texts about Satan and how Christians respond to the concept.

They may explain different Christian interpretations around metaphorical language in scriptures and what it means.

They could talk about experiences that people claim to have had eg possession by evil spirits and the idea of exorcism as evidence.

Others will argue there are no such things as evil forces.

Some Biblical examples may be given eg Genesis 3; Job; Temptations of Jesus.

18 Hinduism**(a) Describe Hindu beliefs about why there is suffering in the world. [8]**

Examiners should mark according to AO1 level descriptors.

Candidates might consider some of the following:

There is suffering in the world and candidates are likely to state that this is just how things are. They could describe the law of Karma as it relates to suffering. Some may state it is work of evil forces that cause suffering or it is the outcome of giving man free will. It is test to make people improve their position in the next life. They may talk about the difference between moral and natural evil. They could say people learn through suffering to appreciate life. Suffering makes people closer and work together more so good can come out of it. They may talk about the belief that the gods care for creation might help some with their suffering, however much they are suffering, knowing that they will be rewarded according to their goodness.

(b) Explain how Hindus might decide upon the right way to live. [7]

Examiners should mark according to AO2 level descriptors.

Candidates might consider some of the following:

They may explain how following the teachings in the sacred writing guides people and following the laws of Manu. They could talk about how Hindus are brought up and the influence of key people such as parents, gurus and priests. Some may explain Hindu Movements such as the Krishna Consciousness Movement and the Swaminarayans. Conscience affects people, as does studying texts in The Vedas etc in study groups. They may explain how meditation and yoga individually and communally influences people, as does talking to fellow Hindus about how they have dealt with issues.

(c) 'There are no such things as evil forces.' Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Hinduism in your answer. [5]

Examiners should mark according to AO3 level descriptors.

Candidates might consider some of the following:

Some may argue about a belief in evil forces and how Hindus respond to the concept . They could discuss metaphorical language in scriptures and what it means. They could state experiences that people claim to have had eg possession by evil spirits. Some will argue there are no such things as evil forces.

19 Islam**(a) Describe Muslim beliefs about why there is suffering in the world. [8]**

Examiners should mark according to AO1 level descriptors.

Candidates might consider some of the following:

It is dealing with the question of how a benevolent Allah can allow suffering in the world. Some will describe the belief that it is the Shaytan or evil forces that cause suffering. Others will say it is the outcome of giving man free will. They may state that it is sent as a test of faith to bring people closer to Allah. Some may describe the difference between moral and natural evil. They may say that people learn through suffering to appreciate life and that suffering makes people closer and work together more so good can come out of it.

(b) Explain how Muslims might decide upon the right way to live. [7]

Examiners should mark according to AO2 level descriptors.

Candidates might consider some of the following:

Most are likely to explain how important it is following the teachings in the Qur'an and the example of Muhammad ﷺ. Other ways the candidates could talk about are how Muslims are brought up and the influence of key people such as parents and imams, local Muslim leaders in society. They may explain the influence of conscience or studying the Qur'an in study groups. Or they could explain the influence of praying individually and communally. Talking to fellow Muslims about how they have dealt with issues could also be a way that guides people.

(c) 'There are no such things as evil forces.' Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Islam in your answer. [5]

Examiners should mark according to AO3 level descriptors.

Candidates might consider some of the following:

They may argue about a belief in evil forces and Shaytan, the disobedient angel thrown out of heaven to cause evil on earth. Some may talk about metaphorical language in scriptures and what it means. They could talk about experiences that people claim to have had. Others could argue there are no such things as evil forces or that these ideas are created to instil fear into people in order to behave properly.

20 Judaism**(a) Describe Jewish beliefs about why there is suffering in the world. [8]**

Examiners should mark according to AO1 level descriptors.

Candidates might consider some of the following:

It is dealing with the question that how a benevolent G-d can allow suffering in the world. They may say it is the Satan that causes suffering or it is the outcome of giving man free will.

Some might say it is sent as a test of faith to bring people closer to G-d.

Others may describe the difference between moral and natural evil.

They may say that people learn through suffering to appreciate life and that suffering makes people closer and work together more so good can come out of it.

References to the book of Job may be included. This suggests one has to cope with suffering as this is part of life so G-d expects mankind to suffer.

(b) Explain how Jews might decide upon the right way to live. [7]

Examiners should mark according to AO2 level descriptors.

Candidates might consider some of the following:

Most are likely to state that following the teachings in the Torah, the examples of the patriarchs and the prophets and the influence of 'traditions' in their history will help Jews decide the right way to live.

Other ways include how Jews are brought up and the influence of key people such as parents and rabbis.

Some may explain national groups such as the British Council of Jews.

They could explain how conscience and studying texts in Torah in study groups helps Jews.

Some may explain the influence of praying individually and communally.

They could talk to fellow Jews about how they have dealt with issues for advice and guidance.

(c) 'There are no such things as evil forces.' Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Judaism in your answer. [5]

Examiners should mark according to AO3 level descriptors.

Candidates might consider some of the following:

They could argue about a belief in evil forces and texts about Satan and how Jews respond to the concept.

They may explain the metaphorical language in scriptures and what it means.

Some may talk about experiences that people claim to have had eg possession by evil spirits.

Others will argue there are no such things as evil forces.

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