ASSESSMENT and QUALIFICATIONS ALLIANCE

General Certificate of Education

Religious Studies 5061

RS05 *An introduction to Aspects of a Major World Faith*

Mark Scheme

2008 examination – June series

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Examination Levels of Response

Religious Studies (Advanced Subsidiary) AS Level Descriptors

[Marks for 15-mark questions are shown in brackets]

Level	AS Descriptors for Quality of Written Communication in AO1 and AO2	AS Descriptor AO1	Marks	AS Descriptor AO2	Marks
5	Appropriate form and style of writing, clear and coherent organisation of information, with appropriate and accurate use of specialist vocabulary; good legibility and high level of accuracy in spelling, punctuation and grammar.	A thorough treatment of the topic within the time available. Information is accurate, and good understanding is demonstrated through use of appropriate evidence / examples.	**13-15** **[9-10]**	A very good response to the issues raised. Different views are clearly explained with supporting evidence and arguments and are critically analysed. A process of reasoning leads to an appropriate conclusion.	**13-15**
4	Appropriate form and style of writing; generally clear and coherent organisation of information, mainly appropriate and accurate use of specialist vocabulary; good legibility and fairly high level of spelling, punctuation and grammar.	A fairly thorough treatment within the time available; information is mostly accurate and relevant. Understanding is demonstrated through the use of appropriate evidence / examples.	**10-12** **[7-8]**	A good response to the issues raised. Different views are explained with some supporting evidence and arguments and some critical analysis. A conclusion is drawn which follows from some of the reasoning.	**10-12**
3	Mainly appropriate form and style of writing, some of the information is organised clearly and coherently; there may be some appropriate and accurate use of specialist vocabulary. Satisfactory legibility and level of accuracy in spelling, punctuation and grammar.	A satisfactory treatment of the topic within the time available. Key ideas and facts are included, showing reasonable understanding.	**7-9** **[5-6]**	Main issues are addressed and views are considered, with some supporting evidence. There is some attempt at analysis or comment. Evaluation may not be fully supported by reasoning or evidence.	**7-9**
2	Form and style of writing appropriate in some respects; some clarity and coherence in organisation; there may be some appropriate and accurate use of specialist vocabulary; legibility and level of accuracy in spelling, punctuation and grammar adequate to convey meaning.	An outline account, including some relevant material. Limited in depth or breadth. Answer may show limited understanding. Some coherence.	**4-6** **[3-4]**	A simple argument, with some evidence in support.	**4-6**
1	There may be little clarity and coherence in organisation; little appropriate or accurate use of specialist vocabulary. The legibility and level of accuracy in spelling, punctuation and grammar may be very limited.	Isolated elements of accurate and relevant information. Slight signs of understanding.	**1-3** **[1-2]**	A few basic points which are relevant, but no real argument.	**1-3**
0	There may be little clarity and coherence in organisation; little appropriate or accurate use of specialist vocabulary. The legibility and level of accuracy in spelling, punctuation and grammar may be very limited.	Nothing of relevance.	**0**	No attempt to engage with the question or nothing of relevance.	**0**

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RS05: *An introduction to Aspects of a Major World Faith*

For AO1 the highest level answers may include some of the following information (but a top answer equally may be more selective and yet demonstrate sound knowledge and understanding). The following notes are not prescriptive but are intended to cover most ground. Given the time available, even a top level answer does not necessarily have to include everything listed.

Section A: *Buddhism*

1 ***Read this passage and answer parts (a) and (b) which follow.***

'Buddhism did not develop in isolation. The Buddha lived and taught in northeast India some 2,500 years ago, and the development of Buddhism was influenced, in part, by its religious context. There were many factors that influenced the Buddha's thinking and shaped the way the religion developed after his death.'

(a) ***Describe the religious factors leading to the emergence of Buddhism in India.***

Basic answer
Candidates might show an awareness of the different religious traditions. This may not be specific but may just focus on one aspect or factor.

Developed answer
Candidates should give more depth and detail of an understanding about the different religious traditions of the time. They should clearly link the factors to the emergence of Buddhism.

Religious factors that candidates may include

- Brahmanism was the traditional influence, probably dating back to the Aryan invasion. It was based upon Vedic sacrificial rites, was elitist in nature but was not the only form of what we call 'Hinduism' today.
- There was the influence of ascetic practices alongside ancient yogic techniques.
- Aranyaka forest dwellers may be mentioned.
- The development of Upanisadic writings.
- Ideas about the atman and Brahman alongside a belief in reincarnation.
- The role of the Priest was seen as important.
- A slight variation on Hindu Karma was niyati or destiny, which the Samanas / Ajivakas believed in.
- The life principle or jiva believed by the Jains could be mentioned as a negative view of the atman and karma.
- Equally, the materialists and a non-religious view may be included in the response with pessimism and the sceptics who were unsure, evasive and uncommitted.
- There was a great variety of ideas and new questions.

(10 marks) **AO1**

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(b) ***Examine the importance of the Buddha for Buddhists.***

Basic answer
The Buddha is the first jewel / treasure / refuge for Buddhists. He is a teacher and an inspiration.

Developed answer
For Theravada Buddhists, he is seen as a historical figure. For Mahayana Buddhists, he can be seen on different levels (The Trikaya). He is the 'awakened one' or the 'enlightened one'.

- Candidates might well feature something of the role of the Buddha and his influence on Buddhists in a detailed and in-depth way.
- The Buddha as a human being might also be discussed, his guidance and the respect Buddhists have for him.
- The life of the Buddha was an example for others to follow. He declared himself neither divine nor a prophet and in this way is, perhaps, different from other founders of the world faiths.
- The idea of the Buddha being a role model and his life illustrating the foundational teachings of Buddhism could be discussed.
- Candidates should not pick up many marks for mere storytelling but, inevitably, there may be a need to go into certain aspects of his life to suggest why he is such an important figure.
- Clearly, if candidates develop the idea of the historical Buddha Sakyamuni not being the only Buddha, they will be credited because according to some Buddhist traditions, there have been countless Buddhas in ages prior to our current history, and there will be many more in the future (e.g. Maitreya).

(10 marks) **AO1**

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2 (a) ***Examine the key features of life in a Theravadin Buddhist monastic community.***

Basic answer
Candidates may mention monks and nuns and their interaction with the lay community, meditation and instruction in the dhamma. They might include the basic structure of a monk's / nun's day (chanting / meditation / evening classes, one meal of the day, work and general chores).

Developed answer
Generally, candidates will be expected to give more depth and detail to a basic answer. They may include some or all of the following:

- An early breakfast, the daily alms round, reasoning behind the one meal of the day and this before noon, afternoon drink of tea, work / type of work around the monastery, administrative tasks, lecture or discussion with the Ajahn (Abbot) and, bed.
- A typical day can run from 4 a.m. until 10 p.m. including the meditation times.
- The sima (monastic boundary) might be mentioned alongside ordination rites and taking of robes and vows.
- The acceptance of the 8 to 10 precepts and the role of monastic discipline (the vinaya) with a discussion of the pratimokkha rules (individual rules) and the kamma vacanas (regulations for communal living).
- Chanting is a key aspect of Theravada monastic life and candidates may make mention of this especially on full – moon and observance days.
- 'Engaged Buddhism' has seen Theravada monastic communities in places such as Thailand, help in social action, e.g. drug rehabilitation centres and the teaching of English over the radio.

(15 marks) **AO1**

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(b) ***Outline the role of lay Buddhists in Theravada Buddhism, and assess the claim that monastic life cannot survive without the support of the lay people.***

Basic answer
Candidates might look at the way the laity support the practical needs of the monastery, give alms and assist with administrative tasks. Listening and responding to discussions on aspects of the dhamma.

Developed answer
Generally candidates will need more depth and detail to support the above, e.g.

- How the lay community can receive merit regularly.
- Ways to give alms and other material gifts and the dhamma support groups.
- In fact, they provide food, clothing, medicines and shelter as well as practice much of what goes on in the monastery, e.g. meditation.
- Candidates may focus on the teamwork between lay and monastic orders.
- The lay community can host retreats for the populace.
- The offer educational support in local schools and lead meditation classes (Samatha trust).
- Many lay people have skills that are useful in and around the monastery on work detail, e.g. they cook, clean, do the gardening, go shopping, and carry out building maintenance and they can handle money donations for the monks / nuns.
- By providing as they do, lay people ensure that those who wish to can engage in full time monasticism.
- The celebration of festival days brings lay and monastics together as one community.

(10 marks) **AO1**

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Assessment

For the statement
There is the issue of mutual dependence. The laity have a specific role to play in the faith. Lay people cover the practicalities of existence for the Monks. They would lead a very different and, maybe more difficult life, without lay input. Without the giving the laity do on the alms round there is an argument that says monastic Buddhism would collapse. Work done around the monastery would be impossible to accomplish without the laity. Donations of robes, assistance with aspects of 'engaged Buddhism' would not occur without the laity. The Forest tradition of Monks would feel isolated and there is the issue of mutual benefit between the two groups. The relationship has probably changed very little over the centuries. The Buddhist 'system' relies on a shared belief that the pursuit of religious and spiritual goals is worthwhile, even supreme. It has virtually continued, uninterrupted, in southeast Asia since Buddhism was first introduced there.

Against the statement
The monastic life is the best environment to develop spiritually and the laity has only a minor role to play. Buddhism is seen as a practical religion. If there were no lay people it would adapt; indeed, this anicca is what the Buddha taught and a major part of the faith. Today, many monks help in their own communities in economic and social development; they do not rely on the laity. Spiritually, in Theravada, it is seen as the higher ideal to become a monk / nun. They can do all the training, disciplining, and meditation instruction without the laity. Even with some communist governments trying to eradicate monastic Buddhism in parts of Asia, it has survived on its own merits.

(15 marks) **AO2**

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3 (a) ***Examine the teaching of the second Holy Truth.***

Basic answer
Candidates might highlight a general idea of the causes of suffering, e.g. craving and ignorance.

Developed answer
Candidates might deal with the second Holy Truth with more depth, breadth and detail and may include some of the following:

- Samudaya – the word Buddhists use to describe all things connected with the second Holy Truth.
- Tanha – thirst or grasping; thereby directly causing the arising of dukkha. It is not the only or first cause but the general cause.
- Knowledge of the attachment to things which ultimately causes suffering.
- The most common causes of attachment are the three defilements or fires or poisons, commonly known as akusala. These are greed (lobha), hatred (dosa) and delusion or ignorance (moha).
- A more universal perspective that candidates might mention is the paticcasamuppada or "dependent origination / conditioned geneses". It is the idea of "links" of causation or conditioned arising sometimes referred to as the 12 Nidanas.
- The 12 Nidanas would be seen as giving as rationale to samsara or rebirth (punabhava).

(15 marks) **AO1**

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(b) ***Summarise the teachings of the fourth Holy Truth, and assess the claim that it is "an extreme way of living and not the middle way".***

Basic answer
An awareness of the three trainings on the path of wisdom, morality and meditation and some of the basic elements of the magga. The answer may well be incomplete but could focus on aspects of the path, e.g. speech, action and livelihood.

Developed answer
The candidate will probably explore all aspects of the path and also the significance in terms of other Buddhist teachings, possibly using some examples.

- There could be more detail expressed of the three trainings and a knowledge shown of some of the pali words, e.g. samma = perfected or right; sati; ditthi; sankappa, etc.
- Indeed, each teaching begins with the word 'right' as Buddha showed the right way.
- An awareness of the particular grouping of wisdom (understanding and thought), morality (speech, action, livelihood) and meditation (effort, mindfulness and concentration).
- Candidates will probably draw out the significance of each of the stages of the path.

(10 marks) **AO1**

Assessment
In support of the statement
Some may argue that aspects of the path are not the middle way but are quite extreme. For example, the teaching on morality seems very idealistic. Take right livelihood. The reality is we cannot all be holding down jobs according to the view of the Buddha. It would just not be practical. Equally, some Buddhists argue that the path is best followed / practised in a monastic environment. Again, this is not practical for all. Some candidates might refer to the difficulty of practising meditation and the extreme side of this practice. The time involved and the unrealistic expectation of being 'mindful' all the time is not an example of a middle way of living. Society at large often seems in total contrast with the eightfold path.

Against the statement
It is a realistic path and accessible to all. It is in 'the here and now' and down to individuals to practice, whilst at the same time not relying on the grace of a divine power, etc. It is non dogmatic and has no extremes. In fact, it is taught as being in between the extremes of self-indulgence and self-mortification. There is also the practical aspect of the path, particular in the moral path which is seen as accessible and therefore, possible. It is interdependent and interrelated, making it a path that all can try. The stages are meant to be practised simultaneously not consecutively, therefore it is achievable.

(15 marks) **AO2**

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Section B: ***Christianity***

4 ***Read this passage and answer parts (a) and (b) which follow.***

'Christianity is based on a number of traditional teachings. Some of its beliefs about the nature of God are found in the Nicene Creed. Christianity also has distinctive beliefs about what humans are like, or the 'human condition'. These include the idea of humans being 'sinful'.'

(a) ***Outline the beliefs about the nature of God expressed in the Nicene Creed.***

One God
Father
Creator
Son
Truly God – homoousios / same nature or substance
Incarnation
Holy Spirit – filioque
Reflection of the nature of the Trinity / equality of 3 persons

(10 marks) **AO1**

(b) ***Explain what Christians mean by describing the human condition as 'sinful'.***

Old Testament views
The idea of the fall
Leading to humans being sinful

Christian developments
Idea of original sin
Prone to 'sin' rather than doing good
Capable of doing good, but needing God's help to do so
In need of 'salvation'

No more than Level 3 (5 marks) if only telling story of the fall.
For Levels 4 and 5 there should be some understanding of the specifically *Christian* teaching.

(10 marks) **AO1**

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5 (a) ***Examine the way in which the service of believers' baptism is conducted in a Baptist church.***

- Adult (or late teenager)
- Period of preparation
- No prescribed liturgy
- Part of a main service of worship
- Giving of personal testimony
- Sometimes questioning of candidates
- Idea of personal response is most important element
- Going down into the water
- Immersion by minister or elder – may be lowered backwards
- Historically, by pouring of water – still occasionally used today (e.g. for medical reasons)
- Coming out of the water
- 'Theological significance of going into – and being raised from the water
- In many churches, use of Aaronic blessing
- Reception by other members of the community
- Strong evangelistic quality about the service
- In some Churches followed by celebration of Lord's Supper.

No more than Level 3 (7 marks) for mere descriptions of pool and immersion.

(15 marks) **AO1**

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(b) ***Outline the reasons for believers' baptism, and assess the view that baptism should only be administered to believers.***

Outline

- New Testament practice
- Importance of scriptural authority
- Historical influence of Anabaptist movements
- Belief that baptism is a necessary means of grace
- Gifts of the spirit
- Seen as personal response to the activity of the Holy Spirit
- Importance of personal response
- Belief in the importance of baptism
- Need for commitment as prerequisite for baptism
- Belief that it is too important to be given indiscriminately to children,

etc.

For marks of Level 4 and above there needs to be some range of reasons.

(10 marks) **AO1**

In agreement

Look for use of points such as the above, developed as an argument

e.g.
Specialness
Importance
Sign of commitment
Acceptance of Jesus,
etc.

Against

Importance of baptism as a means of welcoming children into the community of the Church
If baptism bestows a gift of grace, then why limit it to adults?
Promises can be made by parents / godparents
There is always scope for confirmation / further signs of commitment at a later stage,
etc.

(15 marks) **AO2**

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6 (a) ***Describe the key features of worship in Christian churches.***

This is a deliberately broad question, and candidates will have a wide range of material from which to select.

Examples given are likely to include some of the following:

- Recognition of variety, even within the same denomination
- Lay or clergy led
- Formal liturgy or open and spontaneous
- Prayers – collective and private; liturgical and extempore
- Bible readings: as part of a lectionary and chosen by the preacher / leader, may also refer to readings offered, at their own choice, by members of the congregation
- Praise / hymns; other use of music
- Preaching
- Sacraments, especially the Eucharist
- Periods of silence and reflection
- Charismatic activity.

For marks of Level 4 and above there needs to be some range (i.e. 3 or more areas covered) and also an appropriate denominational contextualisation of the features under discussion. Higher level marks can be awarded for depth or breadth.

(15 marks) **AO1**

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(b) ***'By looking at the inside of a church, one can tell what sort of worship goes on in it.'***

With reference to Christian denominations you have studied, describe the internal features of the churches, and assess the claim that the nature of the building makes an essential contribution to Christian worship.

A wide range of examples may be considered here, and these may be influenced by what has been mentioned in part (a).
Obviously, there is a vast variety within the same denomination, but features such as the following may be noted:

- May mention pews or chairs, and their positioning – or lack of any seats in the Orthodox Churches.
- Traditional cruciform shape of many older Anglican Churches, with ornate decoration in some, including stained glass windows
- Simpler design of many other Protestant Churches, with plainer decoration.
- Particular features which will be found in Catholic Churches, such as stations of the cross, sometimes large crucifix, position of the altar.
- Highly complex theological architecture of Orthodox Churches (especially Russian), with mirroring of external and internal features, all symbolic. Icons, and iconostasis.
- Relative positions of, for example, altar and pulpit will reflect the relative importance of the sacraments and preaching.
- Position of the font in Catholic and Anglican Churches,

etc.

Credit may be given for relevant examples form other denominations, though these are not required for full marks.

If examples clearly only relate to one denomination, then no more than Level 3 (5 marks), however well done.

(10 marks) **AO1**

Assess

Agree
Within some traditions, physical appearance of the building is very important
It will have liturgical significance, as in traditional Catholic Churches and in Orthodox Churches
Physical features may be necessary to certain liturgical actions.

Disagree
Many would say that worship can take place anywhere, and the physical setting is unimportant
It is about what goes on within the individual
Ways in which Churches have changed, and features which would have been important in the past are no longer so important.

Better answers are likely to show awareness both of denominational distinctiveness and of styles which transcend traditional denominational patterns.

(15 marks) **AO2**

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Section C: ***Hinduism***

7 ***Read this passage and answer parts (a) and (b) which follow.***

'The Hindu temple or mandir is a symbol with many meanings. It is intended to be a special place for the encounter between the worshipper and the divine. The temple priests guide the worshippers on their journey to meeting the deity.'

(a) ***Describe the main features of worship in a Hindu temple.***

- Bathing / cleansing
- Decorating the murti
- Waking the deity (ringing the bell)
- Offerings (plates of boiled rice and sweets) / puja
- Curtains drawn around the image for the deity's meal
- Darshan (viewing the deity)
- Arti ceremony (waving of lamps in a circular motion accompanied by blowing of conch shell, drumming and cymbals. Lamp taken to devotees who cup hands over flames and touch their eyes and faces)
- Chanting arti prayer and other mantras
- Prashad (devotees receive and take away blessed food (prashad) and / or receive red powder for making a tilak mark on forehead).

Basic answer
Simply stated main points, or one or two in more depth.

Developed answer
Good range of points with some detail.

(10 marks) **AO1**

(b) ***Explain the role of temple priests in Hinduism.***

- In the temple they look after and serve the needs of the deities through conducting quite elaborate rituals
- Decorate murtis
- Receive offerings
- Regulate the flow of visitors to the shrine
- Lead congregational singing
- Organise and conduct ceremonies for special occasions
- Study and know the Sanskrit scriptures
- In the home they will conduct ceremonies associated with the purification, rites of passage, etc.

(10 marks) **AO1**

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8 (a) ***Examine the meaning of the Om symbol for Hindus.***

- Three letters in Sanskrit A U M
- Representation of Brahman
- The Hindu term to describe the Ultimate Reality. Impersonal, Absolute.
- Supreme Spirit. Source of energy that dwells within the material universe, and / or that reality which transcends the universe.
- It represents the many aspects of creation: past, present and future. Eternity, birth, life and death.
- Also sometimes the Trimurti, Brahma, Vishnu, Shiva.
- When uttered it is a kind of mantra, which puts the person in touch with their inner nature, atman and Brahman.
- It is used in meditation as a means of calming the mind and uniting with Brahman.
- It is a symbol of the Hindu religion and found on flags outside temples.

(15 marks) **AO1**

(b) ***Explain the Hindu teachings on the relationship between Brahman and atman, and assess the claim the union of the self (atman) with Brahman is the highest goal for all Hindus.***

Several teachings
The monistic one is that Brahman and atman are the same reality and each individual has to discover the nature of their true self. The inner self (atman) unites and becomes one with Brahman through the process of yoga culminating on the liberation of the self. This self realisation is the state of moksha which is 'knowledge, understanding and bliss'. Then one becomes one with Brahman. Other Hindu philosophers claim the union of the self with Brahman is not a complete merging and union but the self adores the ultimate Godhead before uniting with it.

Basic answer
Simple reference to notion of oneness.

Developed answer
Fuller explanation and understanding.

(10 marks) **AO1**

Assess
In support of the view
The highest goal is without doubt complete union, full knowledge and deepest happiness. This goal is more important than any material goal and described very clearly in the Bhagavad Gita.

In refutation of the view
Some Hindus claim that to surrender to the will and love of god is the highest goal (ISKCON). Others, such as Gandhi, would say that serving others is the highest goal. The highest goal will be relative to that person's status, and willingness to develop in a spiritual way.

(15 marks) **AO2**

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9 (a) ***Examine the religious aspects of the Indus Valley civilisation.***

- Ritual bathing and purity due to the large tanks found at Mohenjodaro and Harappa
- Ascetic practices and meditation associated with divine powers indicated by images on clay seal of a fertility deity seated cross legged (meditative pose) with corn growing out of chest and horns out of head. (Considered to be Shiva prototype)
- Sacred trees indicated on clay seal / pipal tree
- Sacred animals or god / as animal indicated by two profile faces
- Worship related to fertility / of the phallus due to presence of phallic shaped stones
- Belief in survival after death, due to burial of the dead
- Mother goddess / female fertility figurines
- Votive offerings in the hearths of ordinary homes indicating worship in the home.

Basic answer
Three main points, meditation / fertility and ritual bathing with some detail.

Developed answer
Full range of points with relevant detail.

(15 marks) **AO1**

(b) ***Outline those aspects of the Indus Valley civilisation which are present in Hinduism today, and assess the claim that Hinduism today is more focused on its ancient past than on the modern world.***

- Worship of Shiva lingum (shown in prototype Shiva figurines), practice of yoga and meditation.
- The cult of the goddess (fertility figurines)
- Ritual bathing (large bathing tanks)
- Possibility of priestly class
- Veneration of the cow and other sacred animals, plants and trees
- Importance of cycle of birth, death and rebirth indicated on link between religion and fertility
- Sacredness of nature / indwelling of god within nature leading to worship of sacred trees, rivers and mountains.
- Gods in animal form related back to notion of sacred and powerful animals

(10 marks) **AO1**

In support of the view
Unique feature of Hinduism is its continuity with ancient past and compilation of scriptures from Aryan and Vedic times which provides a source of wisdom and beliefs
Many of the images of deities and their role are related to these early origins and religious experiences.

In refutation of the view
Hinduism has constantly and still is assimilating new and different influences. It interprets the ancients teachings and incorporates old and new beliefs and practices in its rich diversity of expression.

(15 marks) **AO2**

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Section D: *Islam*

10 ***Read this passage and answer parts (a) and (b) which follow.***

'The time before Islam is often referred to as jahiliyya. Muslims believe that Muhammad was chosen as a prophet of God to bring people out of jahiliyya and back to the religion of Islam. Providing that Muslims reject jahiliyya and follow the message given by Muhammad, they will be rewarded on judgement day.

(a) ***Explain what is meant by jahiliyya.***

Basic answer
Knowledge and understanding of term meaning 'ignorance' with limited examples given.

Developed answer
Knowledge and understanding of term meaning ignorance of God, barbarianism, lack of morality, uncivilised society which is corrupt and backward in a social and religious sense with range of examples to support.

(10 marks) **AO1**

(b) ***Outline what Muslims believe about judgement.***

Basic answer
Knowledge and understanding of final judgement by Allah with limited reference to how this is seen by Muslims.

Developed answer
- Knowledge and understanding of Qur'anic descriptions, e.g. of judgement as final judgement by Allah, preceded by unnatural events, heralded by angels, involving book of deeds read out, reward or punishment decided.
- How one lives as a Muslim, faith and actions have implications for judgement in Islam – belief that God is omniscient – all actions should be expression of worship / submission to the will of God in anticipation of judgement. Concepts of heaven and hell may be mentioned.
- God is omnipotent – as a Muslim one should put God first, live accountably as servant of Allah.
- Akirah links.

(10 marks) **AO1**

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11 (a) ***Explain the ways in which the teaching of Muhammad given in Makkah (Mecca) before the hijra was different from the teaching given later in Madinah (Medina).***

Basic answer
Some knowledge and understanding of teaching of Muhammad in Mecca as having main focus on power of God, oneness of God, inevitability of judgement, need to live morally in contrast to teaching in Medina which was more practical.

Developed answer

- Knowledge and understanding of teaching given in Mecca as in short, dramatic prose, emphasising God's power revealed through nature and with requirement to submit to God and to Muhammad as the messenger of God.
- Reference may be made to Qur'anic teaching to highlight poetic and dramatic content, e.g. beauty / majesty of nature, role of man as God's servant, rejection of immorality, barbarianism and idolatry, recognition of judgement and life after death.
- In contrast, teaching given in Medina was different in both content and style, being more concerned with how to live as a Muslim, how to practice Islam hence longer, legalistic, sociological emphasis with examples to support referring to religious, social, economic and political issues, e.g. pillars of faith, prohibition of alcohol, usury, theft, murder, exploitation, exhortation to charity, equal rights and morality.
- Candidates may refer to difference in role of Muhammad in Mecca compared with that in Medina to support how and why the teaching differed in structure and purpose along with different situation of Muslims.

(15 marks) **AO1**

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(b) ***Outline the importance of religious practice for Muslims, and assess the claim that, it is the social aspects of religious practice which are more important for Muslims today, rather than the spiritual aspects.***

Basic answer
Some knowledge and understanding of religious practice, e.g. prayer, fasting, moral lifestyle with limited examples.

Developed answer
- Candidates may select practices to expand on their importance or cover several.
- Knowledge and understanding of types of religious practice and importance e.g. identity as Muslims, belonging to Islam, faith shown in action, e.g. practice of prayer as central, focus on submission to one God, unity of common practice as Muslims, servants of Allah, establishment of daily prayer, following example of Muhammad with preparations for prayer and ritual actions, e.g. facing Mecca, duty of almsgiving to support new community and recognise power of God;
- Practice of fasting; the need for mental / physical discipline, commitment to moral conduct with rejection of barbaric, uncivilised behaviour and emphasis on respect for life and property; practice of recitation of Qur'an, belief that Qur'an is final word of Allah, having miraculous power, significance of guidance of Qur'anic teaching and reaching / example of Muhammad as final messenger.

(10 marks) **AO1**

Assess

In support of the claim
- Social aspects of religious practice include meeting together for Friday prayer which unites the community and provides a focus for Muslims to share problems, seek advice and guidance, etc.
- The month of fast is a social activity, uniting Muslims locally, nationally and globally.
- Donation and collection of Zakat, after the fast, is primarily a form of social security, reminding Muslims of obligations to society as a whole.
- The act of hajj is a social occasion, uniting Muslims globally and giving a sense of collective identity.
- Other practices may have greater social than religious significance, e.g. support of the mosque, allegiance to sect of Islam attendance at the madrassah.

Candidates may refer to particular issues facing the British Muslim community as examples of the priority of social cohesion.

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In opposition to the claim

- The spiritual aspects of religious practice remain more important than the social aspects as these allow focus on submission to God, recognition of humility before God, the need for recognition of judgement by God, living life Islamically, recognising the power of God, living all life as an act of worship as God's servant, following Qur'anic teaching and the example of the prophet Muhammad.
- Candidates may refer to specific examples of religious practice to highlight importance of spiritual aspects, e.g. preparations for prayer, sacred time and space, act of greater jihad, desire to please God and to prostrate through ritual act of worship.
- Some candidates will recognise that Islam has a focus on both spiritual and social as being Muslims is a whole way of life.

(15 marks) **AO2**

12 (a) ***Explain what Muslims believe about prophets of God.***

Knowledge and understanding of view of Muhammad as final prophet with little development of why.

Developed answer

- Knowledge and understanding of role of Muhammad as final / seal of prophets with emphasis on Islamic teaching that Muhammad was the final prophet sent by God to bring Muslims back to Islam recognises many prophets before Muhammad, 25 are named in the Qur'an.
- Islam teaches that Muhammad was the seal of prophets, no other prophets will come after Muhammad. Muhammad was sinless from being chosen shows him to be the final prophet, the seal of prophets because the Qur'an is the undistorted word of God given to Muhammad as the vehicle of Allah who sets the perfect example for Muslim conduct.
- Muhammad is the seal of prophets because he is seen traditionally as the 'ummi' prophet (illiterate).

(15 marks) **AO1**

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(b) ***Outline what Muslims believe about angels, and assess the view that belief in angels is no longer of any importance for Muslims today.***

Basic answer
Knowledge and understanding of angels as created to serve God with some difference in roles.

Developed answer
- Knowledge and understanding of angels as heavenly beings created of light by God, sexless, sinless, immortal.
- Angels act as God's messengers, intermediaries, e.g. Jibr'il, or have specific roles, e.g. Mikail looks after Paradise, Israfil as responsible for Day of Judgement, Azrail takes last breath of man.
- Everyone has a guardian angel in life though Iblis is believed to be a fallen angel whose role is to tempt humans away from the straight path.
- Guardian angels are turned to during prayer, Muslims acknowledge this by turning to the left and right.

(10 marks) **AO1**

In support of the claim
- A variety of interpretations possible, e.g. belief in angels is not important as Muslims today may focus more on guidance given through Qur'an on how to live Islamically.
- It is this which gives guidance for religious, social and moral conduct. The teaching and example of the prophet may also guide Muslims today as Muhammad is referred to as the living Qur'an; the perfect pattern of conduct. Expect examples to support here.

In opposition to the claim
- Belief in angels continues to be important for Muslims today as they are seen to be intermediaries, sent by Allah.
- It is one of the 'six beliefs' to recognise the role and importance of angels – some may give detail here re. role of specific angels, Jibril is referred to in the Qur'an which is viewed as eternal, timeless speech of God.

(15 marks) **AO2**

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Section E: *Judaism*

13 ***Read this passage and answer parts (a) and (b) which follow.***

'Some people would say that Judaism can survive without a synagogue but cannot survive without the observant Jewish home. It is in the Jewish home where all the features of Judaism are learned and practised, festivals and dietary especially.'

(a) ***Explain Jewish teaching about dietary laws in the home.***

Based upon text from Deuteronomy and Leviticus
Elements are about: (a) types of food and those which are forbidden, and, (b) preparation of food, meat and milk separated, meat with no blood, killing of animals, (c) also eating of food, not milk and meat together which leads to separation of preparation and cooking in kitchens even separate kitchens.

- The specialist times like Pesach with rules about unleavened
- Teaching focuses around the concept of obedience to God's Law
- Also ideas about practical ways of showing submission to God
- Some refer to ideas about identity
- Some speak about healthy lifestyle

Basic answer
Will deal with major point about dietary law with foods and separation with limited example.

Developed answer
Will give good range of example and will deal with reasons for dietary law and refer to law beyond the basic guidance on food.

(10 marks) **AO1**

(b) ***Explain why the Jewish home is important for festival observance.***

Many festivals are home based. Examples might include Rosh Hashanah and home practices, e.g. apple and honey, or possibly Sukkot and the sukkah.
Might use Shabbat as example and in orthodox tradition is described as festival so allow, Shabbat meal.
Many festivals are family based in celebration they are not about individuals and thus are celebrated in home around the family.
Might mention the importance of home celebration in diaspora where less community celebration

Basic answer
Will focus upon what happens in the home by way of celebration, might deal with issue about why the celebration is in the home.

Developed answer
Will have wide range of examples of festival celebration in the home, perhaps also using Shabbat as an example. Will also have some statements about the reasons for celebration of festivals in the home, e.g. the family focus.

(10 marks) **AO1**

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14 (a) ***Explain the importance for Judaism of the covenants with Abraham and Moses.***

Abraham
- First selection of people by God, some see as start of Judaism, Abraham as founding father.
- Promise of land and succession of generations, foundation of circumcision to mark choice by God.
- Establishes idea of God working with people as feature of the covenant.
- Keeping Shabbat is a presumption in Genesis and creation.

Moses
- Covenant with whole people not individual as with Abraham.
- All Law provided as element of covenant and thus modern Judaism is rooted from here, both Written and Oral.
- Later covenants and only slightly modifying Moses in terms of emphasis, thus Moses remains the central element in whole of Judaism.

Festivals like Simchat Torah celebrate significance.

Basic answer
Will outline the two covenants probably seeing Abraham as less detailed than Moses.

Developed answer
Will have full details about the two covenants and will demonstrate why both are important by focusing upon Chosen People concept and the Law.

(15 marks) **AO1**

(b)(i) ***Examine briefly the relationship between covenant and Rosh Hashanah.***

(i) Rosh Hashanah is marking new start and thus has strong theme about reflection on how individuals have lived according to the covenant and to seek forgiveness for the occasions when they broke the covenant through their disobedience. Might mention the idea of corporate responsibility.

Basic answer
See Rosh Hashanah as a new beginning and will give some reference to how Jews need to obey God to keep their relationship with God.

Developed answer
Will see how Rosh Hashanah is about broken promises to keep the Law and thus is directly linked to covenant which is all about Law and the need to be obedient or the covenant may no longer exist.

(10 marks) **AO1**

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(ii) Assess the view that the covenant, an idea rooted in events so long ago cannot, be relevant to Jews of the 21st century.

(ii) Discussion may focus upon covenant but could widen into the whole law aspect from Moses, thus there can be discussion about covenant and idea of chosen people today, problems with events like holocaust and Israel today. Then discussion about law and what should still be followed, i.e. Orthodox versus Reform approach to law.
Should recognise how central covenant is to the whole of Jewish practice and belief
History does not necessarily make things irrelevant.
Conversely there are now Jews who see the focus upon the people and not God thus covenant is not significant others argue that the old ideas of God and the relationship with the Jews must change.

Basic answer
Will have some discussion about why covenant is important today and give limited example of how it is still observed.

Developed answer
Will provide good example of the importance for certain styles of Jew today, will recognise how events like the holocaust have caused people to reflect upon covenant ideas equally being in diaspora has caused reviews about which laws are important.

(15 marks) **AO2**

15 (a) ***Explain why many Jews in the 19th century sought reform of their religion.***

Reasons for needing reform
Demand for integration rather than isolation which can lead to persecution
Biblical criticism leading to questions about accuracy of Jewish scripture and challenges to scripture based upon God's authority
Thinking about nature of Judaism, based upon single historical event (Moses) or growing, developing religion
Also some ideas about Judaism as a people and as a religion and possible separation of these two elements, issue of nationality.
Concern over persecution

Basic answer
Will deal with Jews in Germany and their desire to be part of the German nation and not be separate, might refer briefly to some other factors.

Developed answer
Will full detail about the variety of reasons both practical and theological.

(15 marks) **AO1**

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(b) ***Outline the Orthodox opposition to reform movements in the 19th century, and assess the view that the survival of the Jewish religion into the 21st century is entirely due to these reform movements.***

Orthodox opposition centred around concerns of abandoning law and no longer seeing torah as absolute and different views of oral law that is Reform see these as man extrapolating from God's law, thus the ideas can be expended, thus losing central aspects of Judaism
Also opposition to more extreme reform ideas, like modelling synagogue on Christian churches, separation of religion and people the idea that one could be a Jew without following religious practices
Might refer to the development of Neo Orthodoxy and Hirsch as answer to reform movements.

Basic answer
Will give a brief account of Orthodox opposition probably dealing with teaching rather then also mentioning the practical.

Developed answer
Will give full details of the teachings and the practical elements which they object to and may also give some example of the practical opposition from the Orthodox community at the time.

(10 marks) **AO1**

Assess

Discussion around views of survival which is best separation from rest of world or integration with rest of world.

Also central question of whether Judaism is fixed in one final revelation or continues to grow and develop with ongoing relationship with God.

Many would suggest that without the Reform movements there would have been no Neo Orthodoxy and thus Judaism in diaspora would have been reduced to almost total separation
Might also argue for the importance of Israel as survival of Judaism.

Basic answer
Will have a limited example of arguments for and against.

Developed answer
Will have a good range of examples for and against and may also show that it is not so simple as Reform versus Orthodox and thus all the other variations which now exist from Neo-Orthodoxy through to Romantic Judaism all help in the survival process.

(15 marks) **AO2**

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Section F: *Sikhism*

16 ***Read this passage and answer parts (a) and (b) which follow.***

'The Nishan Sahib which flies from the flag pole outside the gurdwara shows that anyone, Sikh or non-Sikh, will be given a meal free-of-charge. This is called langar. Men, women and children work together, preparing vegetables and cooking and other people serve.'

(a) ***Explain how equality is expressed in the langar.***

Basic answer
- The answer may be fairly descriptive, showing that food is served to everyone, Sikh and non-Sikh and regardless of birth and gender.
- The physical organisation of the langar, e.g. people sitting in straight rows.

Developed answer
- The answer may be more explanatory, with more details and examples.
- Teachings of the Gurus regarding langar, e.g. Guru Amar Das and the Emperor Akbar.
- Examples of the ways in which the langar has been used to provide for needs of the local community
- That Sikhs of all ages and skills are able to practise sewa in the langar.

(10 marks) **AO1**

(b) ***Outline the meaning and purpose of langar in the gurdwara.***

Basic answer
- Explain langar as the meal that is eaten, usually at the end of the diwan ceremony.
- Give a basic understanding that langar is a symbol of equality
- That langar is one of the main ways by which Sikhs practise sewa.

Developed answer
- Explain that langar originally meant the food served and by extension meant the place where the food was cooked and served.
- That in the Rahit Maryada the langar is described as the 'laboratory of sewa'.
- That the langar provides for the needs of both Sikhs and non-Sikhs.
- Reference to the Kartarpur community and that Guru Nanak made it conditional that all members of the community eat together without reference to caste or gender.

(10 marks) **AO1**

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17 (a) ***Examine the importance of the Khalsa for Sikhs today.***

Basic answer

- The Khalsa is a sign of being a 'true' Sikh or a sign of commitment to Sikhism, e.g.
- The amrit sanskar ceremony.
- The 5Ks.
- To the religious names of Kaur and Singh.

Developed answer

- Reasons why some Sikhs do not become members of the Khalsa although they wear the 5Ks.
- The religious significance of each of the 5Ks and examples of how Sikhs have gained regulation changes to enable them to wear the 5Ks, e.g. kirpans for airport workers, the Offensive Weapons Act, turbans in place of caps for uniforms, e.g. police, armed services. Some reference to the Mandla v. Dowell judgement regarding school uniform.
- Reference to and details regarding the way in which the Rahit Maryada provides a code of conduct for both individuals and the organisation and management of gurdwaras.
- Reference to and details regarding the religious celebrations at Vaisakhi, especially the nagar kirtan as a way of demonstrating religious and community solidarity.

(15 marks) **AO1**

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(b) ***Outline the contribution of Guru Tegh Bahadur, and assess the claim that the spiritual emphasis of Guru Tegh Bahadur is no longer found in the Khalsa.***

Contribution

Basic answer
- An account of his martyrdom.
- He was martyred for the religious freedom of Hindus and Sikhs.

Developed answer
- Gurbani that he uttered is found in the Guru Granth Sahib.
- His martyrdom demonstrates Sikh respect for the right of people to worship according to their own faith.
- Reference to the phrase 'deg tegh', which were the Persian words meaning 'kettle' and 'sword'. It summarised and emphasised the Sikh responsibility to provide food and protection for people.
-

(10 marks) **AO1**

Assess

Spirituality

Agree with this claim
- One does not have to be a member of the Khalsa to have a spiritual emphasis to life.
- Amrit sanskar can be treated as a ritual by some Sikhs or it may be taken for community reasons, e.g. in 1984 to show solidarity with other Sikhs after Operation Bluestar.
- Some people are members of the Khalsa and wear the 5Ks but do not obey the teachings of the Rahit Maryada or live spiritual lives.

Against the claim
- Wearing the 5Ks is a reminder of responsibilities to God and other people.
- Each of the 5Ks has a spiritual meaning.
- The formation of the Khalsa in 1699 was the climax of the teachings of the Gurus, including those of Tegh Bahadur.
- Guru Gobind Singh stated that members of the Khalsa should be both sant [spiritual] and sipahi [courageous in obeying the Guru's teachings].
- The Rahit Maryada provides a code of conduct **and** a spiritual pattern to the daily life of Sikhs.
- Some may mention new emphasis on spirituality in some Sikh communities today.

(15 marks) **AO2**

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18 **(a)** ***Explain why the home is an important place of worship for Sikhs.***

Basic answer
- Daily prayers
- Meditating on God's name throughout the day
- Being honest in daily living
- Practising sewa

Developed answer
- Details regarding the daily prayers
- Guru Nanak's emphasis on the household as the ideal life for a Sikh.
- The analogy of the husband / wife with the relationship between God / humanity, e.g. Barah Maha, Lavan.
- Presence in some homes of the Guru Granth Sahib installed.

(15 marks) **AO1**

(b) ***Examine briefly the Sikh concept of God, with particular reference to the Mul Mantra (Mool Mantar), and assess the view that the Mul Mantra (Mool Mantar) tells a Sikh everything they need to know about God.***

Basic answer will identify the main concepts found in the Mul Mantra, e.g. One God, God is Truth, God is eternal and was neither born nor dies, God reveals himself to people because of divine grace.

Developed answers may more fully explain the main concepts.
- Belief in monotheism.
- That spiritual enlightenment (mukti) is by God's grace (gur Prasad).
- External and Transcendent God.
- That although mukti is by God's grace, Sikhs have a responsibility to conquer maya and haumai by following the Guru Granth Sahib.

(10 marks) **AO1**

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Assess

For

Basic answer may include:
- Mul means 'seed' and
- The Mul Mantra is traditionally understood to be a summary of Sikh teaching.
- The importance of the Mul Mantra in daily prayers.

Developed answer may include:
- The quotation says 'need to know' and the Mul Mantra explains everything Sikhs need to know, although their understanding continues each day.
- Sikhs recite the Mul Mantra as part of morning prayers; some Sikhs continually recite it for several minutes each day.

Against

Basic answer may include:
- Although the Mul Mantra may be a good summary, the Guru Granth Sahib explains more about God.
- That daily people learn more about God through God speaking to them.

Developed answer may include:
- Examples of ways in which God may speak to people, e.g. hukam nama, vak lao.
- The Mul Mantra does not contain details about the stages to mukti [the 5 Khands] which are in the following lines of the Japji Sahib, nor does it explain about Haumai and maya and how to conquer them.

(15 marks) **AO2**

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