Component 1 Religious, philosophical and ethical themes in the modern world

Theme 1: Issues of relationships

Exam practice, p.4
B-type question: ‘Describe ways in which families are important in a faith community.’

Model answer: (This is one way to answer but many different answers are creditworthy. What is important is the answer meets the band descriptors found on pp.153–158.)

Faith communities all regard family as the most important foundation of society, and as such believe in the need to create strong nuclear and extended families. Family life is also the place where religious belief, practices and teachings are lived out, e.g. keeping Shabbat, fasting in Ramadan, praying together. It is where important religious festivals are celebrated together.

Exam practice, p.7
A-type question: ‘What does “cohabitation” mean?’

Question requires selecting one of the three given answers in the exam practice box which is worthy of full marks.

The best answer is: ‘Living together in the same house and having sex but not being married.’ (This answer is worthy of 2 marks as it gives ‘an accurate and appropriate account of the concept’.) The first answer is incomplete; and the second is a different use of the word ‘cohabit’.

Exam practice, p.11
D-type question: ‘Sex outside marriage is always wrong.’ Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.)

Model answer: (This is just one way to answer and reflects the mark scheme for a Band 5 – detailed analysis; use of religious language; use of sources of wisdom; and shows an understanding of how beliefs influence individuals, communities and societies. Refer to the descriptors found on pp.153–158.)

For many religious people, sex should only take place within marriage, and in the Ten Commandments, and the Qur’an, adultery is forbidden. Whether sex outside of marriage is wrong may depend on the different
circumstances understood by some people: for some it means living together as part of their relationship; for others it means having sex with other partners while they are married. For many Christians and Jews sex is seen as holy and sacred, a gift from God. To some Muslims sex is considered an act of worship. It is for these kinds of reasons that many believers would say that ‘sex outside of marriage is always wrong’ and that fidelity in marriage is to be valued.

There are many Christians, Jews and Muslims that see marriage as the basis of family life. They would describe marriage as: God-given; the best basis for creating an environment into which children should be born; a lifelong commitment. An important argument is that some Christians regard marriage as a sacrament, and the Christian marriage service reflects this by using the phrase ‘what God has joined together, let no one separate’. The marriage vows promise sexual faithfulness, and sex outside of marriage is likely to undermine the status of the marriage. This is important as when married couples say these words they are making a vow or a promise.

However, there have been many changes in society, and having sexual relationships before marriage is socially acceptable. Some religious traditions, such as liberal groups within the Anglican Church, allow sex before marriage if the relationship is stable and the couple intend to marry. Nevertheless, more conservative or evangelical groups within the Anglican Church take a different view of this matter. Many religious and non-religious traditions would argue that sex can also be meaningful and show enjoyment, love and commitment outside of marriage.

**Exam practice, p.13**

D-type question: ‘Sex outside marriage is always wrong.’ Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.)

*Model answer: (This is just one way to answer and reflects the mark scheme for a Band 5 – detailed analysis; use of religious language; use of sources of wisdom; and shows an understanding of how beliefs influence individuals, communities and societies. Refer to the descriptors found on pp.153–158.)*

- **Sex should be part of a committed marital relationship.**

  For many religious people, sexual relationships should only take place within marriage. For many Christians and many Jews, the Ten Commandments specifically prohibit sex outside of marriage. Sex is seen as holy and sacred, a gift from God. To some Muslims sex is considered an act of worship. It is for these kinds of reasons that many believers would say that ‘sex outside of marriage is always wrong’ and that fidelity in marriage is to be valued.
• **Adultery is condemned by a number of religious traditions.**

The teachings of Christianity, Islam and Judaism all show adultery as a great sin. For many Christians, adultery is a breaking of the marriage vows, which promise sexual faithfulness. The Ten Commandments specifically prohibit adultery, and in the Qur’an it states that adultery is a shameful thing, opening the way to other evils.

• **Adultery can cause distress in a family.**

For many religious believers adultery is seen as spoiling the special relationship between a married couple. For some Muslims adultery is considered going against the unity and peace of the **ummah**. It is almost inevitable that as a result of adultery the relationships within the family unit are harmed, and that can lead to tensions and distress for all members of the family.

• **Sex outside of marriage can show a lack of commitment.**

Most religious marriage ceremonies contain some kind of vows or promises that there will be faithfulness within the marriage. The teachings of Christianity, Judaism and Islam all regard marriage as the place for sexual relationships. They also regard marriage as the taking on of a commitment, and the Christian vows, which often end with the words ‘and this is my solemn vow’, indicate that the couple are taking on a serious commitment. Having sex with someone else is therefore devaluing that original commitment.
Theme 2: Issues of life and death

Exam practice, p.27

C-type question: ‘From two different religions or two religious traditions, explain beliefs about life after death.’

Model answer: (For answers to meet the Band 4 level descriptors, they need to include the key words for the two religions being explained, and three or more of the bullet points shown below for each of the religions. The key words are given below; for level descriptors refer to pp.153–158.)

Christianity – eternal life; heaven; resurrection; purgatory
Buddhism – nirvana; samsara; bodhisattvas; enlightenment
Islam – akhirah; Judgement Day; paradise
Judaism – immortality of the soul; resurrection

Christianity:

• Eternal life is received through faith. Although bodies grow old and die there is a life after death with Christ in heaven (‘We believe in the resurrection of the body and the life everlasting’ – the Apostles Creed).

• To gain entry to heaven there are two things needed:
  1. How a person responds to Jesus and his teachings (‘For God loved the world so much that he gave his only son so that whoever believes in him may not be lost but have eternal life’ – John 3:16).
  2. How a person responds to those in need on earth (‘Anything you did for any of my people here, you also did it for me … Come and receive the kingdom prepared for you’ – Matthew 25:34, 40).

• Resurrection is a central belief because of the resurrection of Jesus, though there are different views about who is resurrected.

• Reference to Catholic ideas about purgatory.

• Different ideas about types of hell, e.g. is it a real place? Is it about torment and pain? Is it a state of mind when cut off from kindness and God/goodness?

Buddhism:

• Rebirth of the karmic energy of the person.

• Importance of nirvana, which exists not as a place but a state of mind where the fires of greed, ignorance and hatred are extinguished and one is liberated from rebirth.

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• Concept of the six different rebirth realms, some positive, some negative, depending on the karma one has attained in the current life.
• Concept of the wheel of samsara as the karmic energy is reborn.
• In the Mahayana tradition, concepts of bodhisattvas who choose to be reborn in order to show others the way to enlightenment.

Islam:
• Akhirah is the life ever after and referred to in the Qur’an.
• At the Judgement Day everything that people do on earth will be judged and used as evidence to decide their life after death.
• Timing of death is known to Allah: ‘No one dies unless Allah permits. The term of every life is fixed’ (Surah 3:145).
• Teachings about Paradise and Gehenna, e.g. Surah 98:5–8.

Judaism:
• Immortality of the soul believed by most Jews (Mishna, Sanhedrin 11:1).
• View of some Jews that the resurrection will happen when the Messiah comes.
• View of some Jews that the body will be resurrected.
• Emphasis on this life rather than the next.
• Belief in resurrection in ‘the world to come’ (Genesis 15:15).
• Rewarding afterlife depends on one’s actions rather than beliefs alone.
Theme 3 and 4: Issues of good and evil/human rights

Exam practice, p.35

Rewrite a question on how the work of prison reformers and prison chaplains reflects religious beliefs.

Model answer: (This is just one way to answer and many different answers are creditworthy. What is important is the answer meets the band descriptors found on pp.153–158.)

Many Christians are involved in volunteering in prisons. They often do this because they want to care for others as Jesus did when he reached out to people in need, and to show people are special and have something of God in them. In addition, they believe it is important to show forgiveness, just as Jesus did and taught, such as in the story of the Good Samaritan. Chaplains will often help people who need to pray, as well as leading services like communion, or to help Muslims in reading the Qur’an and keeping to halal foods as far as possible. Sometimes they just help the prisoners with spiritual and physical needs.

In the past there have been people like Elizabeth Fry, a Quaker who dedicated her life to improving the state of British prisons. She believed strongly in the need for education in prisons, and for prisoners to be helped to reform, rather than just be isolated from the rest of society. She is particularly famous for teaching female prisoners to read.

Exam practice, pp.43 and 45

Sorting of the jumbled meanings of the command terms used in the exam paper.

The correct meanings for the commands are shown below:

<table>
<thead>
<tr>
<th>Command</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is meant by...</td>
<td>Definition of a key term (linked to one of the key terms identified for each unit), e.g. ‘What is meant by sin?’</td>
</tr>
<tr>
<td>Describe...</td>
<td>Demonstrate knowledge and understanding by describing a belief, teaching, practice, event, etc., e.g. ‘Describe views on the death penalty.’</td>
</tr>
</tbody>
</table>
### Command

<table>
<thead>
<tr>
<th>Command</th>
<th>Meaning</th>
</tr>
</thead>
</table>
| Explain... [8 marks] | Demonstrate knowledge and understanding of a topic by explaining the statements made with reasoning and/or evidence, e.g.:  
• Explain how...  
• Explain why...  
• Explain the main features of...  
• Explain the importance/significance of...  
e.g. ‘From two different religions or two religious traditions, explain views about free will.’ |

| Discuss this statement showing that you have considered more than one point of view (you must refer to religion and belief in your answer). [15 marks] | Evaluation of a view from more than one perspective. These perspectives can all be ‘for’ the statement, all be ‘against’ the statement, or be a mixture of both ‘for’ and ‘against’, e.g. ‘The existence of suffering proves there is no God.’ Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.) |

### Exam practice, p.47

Answers that describe how someone’s personal conviction has conflicted with the law.

**Model answer:** (Your answer could describe one particular belief, for example the right to wear hijab, or the right to euthanasia. Or it could focus on the actions of one particular person who has acted on their beliefs to oppose a law. There will be many examples you have studied that you can refer to, and the table below gives some examples that could be an answer; but many different answers are creditworthy. What is important is the answer meets the band descriptors found on pp.153–158.)

<table>
<thead>
<tr>
<th>Issue</th>
<th>Personal conviction</th>
<th>Law of the country</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race equality</td>
<td>All people should be treated equally as all are made in the image of God.</td>
<td>In America people were segregated with separate schools, seating areas on buses, etc.</td>
<td>Martin Luther King led non-violent action, e.g. protest marches, made speeches, etc.</td>
</tr>
<tr>
<td>Abortion</td>
<td>The belief that all life is created by God and is sacred.</td>
<td>Many countries such as Britain allow abortions under certain conditions.</td>
<td>Some religious believers campaign outside abortion clinics, write letters of protest and pray for changes in the law.</td>
</tr>
</tbody>
</table>
## Issue

<table>
<thead>
<tr>
<th>Personal conviction</th>
<th>Law of the country</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education for girls</strong></td>
<td>Everyone – male and female – has the right to education.</td>
<td>In some countries, for example in areas of Pakistan, girls are banned from attending schools.</td>
</tr>
<tr>
<td><strong>Injustice and inequality</strong></td>
<td>People having to endure poverty and injustice because of ineffective government or corruption.</td>
<td>In El Salvador there was much crime and corruption in the 1960s.</td>
</tr>
<tr>
<td><strong>Leading worship/prayers</strong></td>
<td>That worship or prayers can be led by men or women.</td>
<td>Some religious traditions place restrictions on women leading worship or prayers.</td>
</tr>
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<td>That worship or prayers can be led by men or women.</td>
<td>Some religious traditions place restrictions on women leading worship or prayers.</td>
</tr>
<tr>
<td><strong>Same-sex marriages</strong></td>
<td>That marriage is between a man and a woman, and not members of the same sex or gender.</td>
<td>Many countries do allow marriage of same-sex partners.</td>
</tr>
<tr>
<td><strong>The right to euthanasia</strong></td>
<td>That people suffering chronic pain, disability or poor quality of life should have the right to euthanasia.</td>
<td>The law in Britain does not allow euthanasia or assisted suicide.</td>
</tr>
<tr>
<td><strong>Capital punishment</strong></td>
<td>That the use of capital punishment is acceptable, and would reduce serious violent crime.</td>
<td>Capital punishment is no longer used in Britain.</td>
</tr>
</tbody>
</table>

### Exam practice, p.52

D-type question: ‘Religions should do more to fight against prejudice and discrimination.’ Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.)

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Model answer: (This is just one way to answer and many different answers are creditworthy. What is important is the answer meets the band descriptors found on pp.153–158.)

<table>
<thead>
<tr>
<th>Point</th>
<th>Details to include</th>
<th>Paragraph</th>
</tr>
</thead>
</table>
| The teachings and work of religious leaders such as Martin Luther King. | • Baptist minister who used non-violent protests to campaign against racism.  
• Argued that acting on conviction and accepting the penalty of the law was the highest sign of respect.  
• Influenced by the teachings of Jesus on love. | Martin Luther King was a Baptist minister in the USA who campaigned against the racism in the country. Because he was a Christian he believed in the teachings of Jesus and tried to follow these in his campaigns. So he used non-violent protest, and argued that if personal conviction caused a person to act against an unjust law, and at the same time accept the penalty of the law, this was showing the highest respect possible. He was convinced that non-violence was the best way to work, as it followed the example and teaching of Jesus. |
| Teachings from sacred texts from two religious traditions that show the need for believers to work for racial equality. | • Christian: God created all human beings equals, whatever race, ability or gender (Galatians 3:28).  
• Muslim: Men and women have equal religious and ethical rights (Qur’an 5:8). | In the book of Galatians in the New Testament, it states that God created all human beings equal, and so the implication is that Christians should work for achieving what God intended all along. In the Muslim holy book, the Qur’an, it also states that men and women have equal rights – which means that Muslims ought to be pursuing a path that shows that same equality. |
| An argument that religion can separate or divide people along racial lines. | • Some religions are based on birth and nationality.  
• Within a religious tradition there can be a diversity of races. | To some people it is clear that religion will often divide people along racial lines, because in some countries, and therefore races, the religion is based on where a person is born and the country in which they live. On the other hand, within some religious traditions there can be a range of different races and |
Reference to all the acts of discrimination that happen that could be stopped.

- Freedom of worship.
- Acts of violence or abuse.
- Job opportunities.
- Defacing/destruction of places of worship.
- Burning sacred texts.
- Prevented from wearing religious symbols.

If religions did more to fight against prejudice and discrimination, then the many different acts of discrimination could be stopped. For example, if religions explained and demonstrated their types of worship, people might understand more and not target places of worship, but respect them. If religions could promote understanding that all people share a common humanity, as they believe, then there would be less discrimination in the workplace. More working to break down prejudice would result in fewer acts of discrimination and violence.

### Christianity

**Exam practice, p.62**

B-type question: ‘Explain Christian teaching about the crucifixion of Jesus.’

*Model answer: (This is just one way to answer and many different answers are creditworthy. What is important is the answer meets the band descriptors found on pp.153–158.)*

The crucifixion is very important for Christians and is found in the Bible. The death of Jesus was part of a divine plan. Jesus was crucified on a cross with other people, but Christians believe his death was an act of atonement for the sins of the people. It was part of the process of salvation or redemption for humanity. Christians teach that the crucifixion was a fulfilment of the Old Testament prophecy in Luke’s Gospel. Jesus...
tells his disciples that they were going to Jerusalem where everything foretold by the prophets would come true.

Exam practice, p.65

D type question - ‘Jesus was just an ordinary man.’ Discuss this statement showing that you have considered more than one point of view. [You must refer to religion and belief in your answer].

Model Answer: (In order to meet the level descriptors for a Band 5 – detailed analysis; use of religious language; use of sources of wisdom; and shows an understanding of how beliefs influence individuals, communities and societies – an answer would need to include detail for four of the following points. Refer to the descriptors found on pp.153–158.)

Explanations of the six statements shown:

• Son of God/God incarnate.
  This argues against the statement in the question. Christians believe that Jesus was God incarnate. That is, he was born as a human being but was at the same time God in human flesh. Sometimes this is described as Jesus being the Son of God. In this sense therefore he was not just an ordinary person. For Christians this is vitally important. As human he could identify with all other humans; as God he could absorb the punishment for sin that justice demanded.

• Christians believe Jesus is part of the Trinity.
  This argues against the statement in the question. The Trinity is the belief that God is one, yet is known or experienced in three different ways: God the Father (Creator), God the Son (Jesus), God the Holy Spirit (the power of God at work in the world). This belief means that Jesus was not just an ordinary person like any other, but was in some extraordinary way, part of God whilst also truly human. Some Muslims, for example, believe Jesus was an important prophet, but not God incarnate.

• Jesus was also human; he was physically born.
  This could support the statement, or be used to argue against it. On the one hand, this statement is suggesting that as Jesus was born in the same way any other person is born, that he was just an ordinary person. On the other hand, in the context of the belief of Christians that Jesus is fully human and fully God at the same time, then his human-ness was different to that of every other human being. Also some people would say Jesus was one of the most influential figures who ever lived, and so not ordinary.

• If Jesus was ordinary lots of people wouldn’t worship him.
This argues against the statement in the question. The reason that people worship Jesus is that he seemed to be more than just an ordinary person: he performed miracles, and he came back to life after being crucified and entombed. Taking the specialness of Jesus away, results in there being no reason to follow or worship him, even though he said and did good things. If he was just ordinary, millions of followers would not have followed him, or be influenced to change their lives because of his teachings and example.

- Christians believe Jesus was resurrected and ascended.
  This argues against the statement in the question. If Jesus was just an ordinary person, as the statement in the question suggests, then he could not have risen to life after death, and would not have ascended into heaven: both these things are out of the realm of normal ordinary human beings. Therefore, if Jesus was resurrected and ascended, then he was no ordinary person.

- Many people believe salvation came through Jesus.
  This argues against the statement in the question. Christians believe that salvation, which includes the cleansing of sin and the overcoming of the death that such sin demands, was possible through Jesus because he was both human and divine. The belief in Jesus as God incarnate – fully man and fully God – is an essential element of the Christian belief in salvation.

### Exam practice, p.72

Sorting of the jumbled meanings of the command terms used in the exam paper.

*The correct meanings for the commands are shown below:*

<table>
<thead>
<tr>
<th>Command</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is meant by... [2 marks]</td>
<td>Definition of a key term (linked to one of the key terms identified for each unit), e.g. ‘What is meant by sin?’</td>
</tr>
<tr>
<td>Describe... [5 marks]</td>
<td>Demonstrate knowledge and understanding by describing a belief, teaching, practice, event, etc., e.g. ‘Describe views on the death penalty.’</td>
</tr>
</tbody>
</table>
### Command and Meaning

<table>
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<tbody>
<tr>
<td>Explain... [8 marks]</td>
<td>Demonstrate knowledge and understanding of a topic by explaining the statements made with reasoning and/or evidence, e.g.:</td>
</tr>
<tr>
<td></td>
<td>• Explain how...</td>
</tr>
<tr>
<td></td>
<td>• Explain why...</td>
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<td>• Explain the main features of...</td>
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<tr>
<td></td>
<td>e.g. ‘From two different religions or two religious traditions, explain views about free will.’</td>
</tr>
</tbody>
</table>

| Discuss this statement showing that you have considered more than one point of view (you must refer to religion and belief in your answer). [15 marks] | Evaluation of a view from more than one perspective. These perspectives can all be ‘for’ the statement, all be ‘against’ the statement, or be a mixture of both ‘for’ and ‘against’, e.g. ‘The existence of suffering proves there is no God.’ Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.) |

### Exam practice, p.82

B-type question: ‘Describe how Tearfund helps people in need.’

*Model answer: (This is just one way to answer but many different answers are creditworthy. What is important is the answer meets the band descriptors found on pp.153–158.)*

The answer shown in the Revision Guide would gain Band 1, 1 mark, as it is a limited statement of information and has no religious or specialist language or references to sources of wisdom and authority. To meet the criteria for a Band 3, 4–5 marks, it should include the following:

Tearfund is a Christian charity that helps those in need by:
- providing emergency aid in many different parts of the world
- providing development aid in some of the poorest parts of the world, whatever the nationality, race or religion of the people
- raising public awareness of issues such as poverty and discrimination, and the need to respond
providing practical help in order to act out teachings of Jesus, such as in Matthew’s Gospel which says that whenever people in need are helped it’s as if Jesus himself has been helped.

**Buddhism**

Exam practice, p.86

B-type question: ‘Describe the Buddha’s early life.’

*Explanation of the comparison:*

The second answer is given full marks because:

- it describes aspects of Buddha’s early life (his birth, his name, his mother dying, the wise man’s prediction, his father’s keeping him in the palace)
- it uses religious and specialist language (Jakarta, Siddhartha Gautama, enlightened Buddha, holy man).

Exam practice, p.87

Sorting of the jumbled meanings of the command terms used in the exam paper.

*The correct meanings for the commands are shown below:*

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</tr>
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<tr>
<td>What is meant by...</td>
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<tr>
<td>Describe...</td>
<td>Demonstrate knowledge and understanding by describing a belief, teaching, practice, event, etc., e.g. ‘Describe views on the death penalty.’</td>
</tr>
<tr>
<td>Explain...</td>
<td>Demonstrate knowledge and understanding of a topic by explaining the statements made with reasoning and/or evidence e.g.:</td>
</tr>
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</tr>
<tr>
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<td>• Explain why...</td>
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<tr>
<td></td>
<td>e.g. ‘From two different religions or two religious traditions, explain views about free will.’</td>
</tr>
</tbody>
</table>
**Command**

| Discuss this statement showing that you have considered more than one point of view (you must refer to religion and belief in your answer). | Evaluation of a view from more than one perspective. These perspectives can all be ‘for’ the statement, all be ‘against’ the statement, or be a mixture of both ‘for’ and ‘against’, e.g. ‘The existence of suffering proves there is no God.’ Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.) |

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**Exam practice, p.94**

C-type question: ‘Explain the importance of the Five Aggregates ((s)kandhas) for Buddhists.’

*Model answer:* (This is just one way to answer and reflects the mark scheme for a Band 4 – detailed explanation showing knowledge and understanding; use of religious language; use of sources of wisdom; and shows an understanding of how beliefs influence individuals, communities and societies. Refer to the descriptors found on pp.153–158.)

Buddhists don’t believe in a soul or in a self so, like a chariot which is just a name given to a combination of components, living beings are made up of these and, when the form dies, they all die.

The Five Aggregates are important because Buddhism teaches what we call ‘a person’ consists of five aggregates, which are form, sensation, perception, mental formation and consciousness. They are what makes us and are empty of independent existence.

When all the aggregates or (s)kandhas come together then the being is created. Buddhism does not accept the idea that there is a core of being which changes its form or inhabits a new state: rather, a being is the becoming of the five aggregates or (s)kandhas together as one.

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**Exam practice, p.101**

D-type question: ‘Buddhists need places of worship.’ Discuss this statement showing you have considered more than one point of view. (You must refer to religion and belief in your answer.)

*Explanations of the ten answers shown:* (In order to meet the level descriptors for a Band 5 – detailed analysis; use of religious language; use of sources of wisdom; and shows an understanding of how beliefs...
Many Buddhists do not believe they need to worship in a place of worship.
– Supports the statement ‘Buddhists may meditate in any place’ and is an argument that places of worship are not important, worship can be anywhere.

2 A place of worship is necessary because it may be used for marriage and funeral ceremonies.
– Offers a further reason for the need for places of worship, for ceremonies that are important to believers, and so performing in a ‘special’ or dedicated place adds significance.

3 Many Buddhists have a shrine at home where they are able to meditate.
– Supports the statement ‘Buddhists may meditate in any place’ and is an argument that places of worship are not important, worship can be anywhere – and where better than the home?

4 *Puja* does not need to be performed in a place of worship.
– Is an argument that places of worship are not important, as worship can be anywhere – and the home is a suitable place for *puja*.

5 A Buddhist may not live close to a Buddhist place of worship.
– Does not address the statement as such.

6 A place of worship is necessary to help foster a sense of community and identity.
– In part supports the need for a place of worship, although community and identity can be fostered through other means as well.

7 A place of worship may be a focal point for community celebrations.
– As for number 2, offers a further reason for the need for places of worship, for celebrations that are important to believers, and so performing in a ‘special’ or dedicated place adds significance; on the other hand, these can also be performed in community centres or other places just as well.

8 A place of worship may be an important centre for Buddhist teaching.
– Although possible, a centre for teaching need not necessarily be a place of worship as well.

9 Many Buddhist *sanghas* are used for community events such as meditation classes and so on.
– Denies the statement, as Sanghas are monastic communities, which may or may not have a place of worship in them, and can be used for the promotion and development of Buddhist practice.

10 This can often serve to raise awareness of Buddhism in countries where it is not the predominant religion.
– Supports the statement, as a place of worship can be a focal point for others to see and discover something about a faith they are not familiar with; on the other hand, this can be done through families and small groups just as effectively, and sometimes more so.
Exam practice, p.109

Sorting of the jumbled meanings of the command terms used in the exam paper.  
*The correct meanings for the commands are shown below:*

<table>
<thead>
<tr>
<th>Command</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is meant by...</td>
<td>Definition of a key term (linked to one of the key terms identified for each unit), e.g. ‘What is meant by sin?’</td>
</tr>
<tr>
<td>Describe...</td>
<td>Demonstrate knowledge and understanding by describing a belief, teaching, practice, event, etc., e.g. ‘Describe views on the death penalty.’</td>
</tr>
</tbody>
</table>
| Explain...           | Demonstrate knowledge and understanding of a topic by explaining the statements made with reasoning and/or evidence e.g.:  
|                      |   - Explain how...                                                        |
|                      |   - Explain why...                                                        |
|                      |   - Explain the main features of...                                      |
|                      |   - Explain the importance/significance of... e.g. ‘From two different religions or two religious traditions, explain views about free will.’ |
| Discuss this statement showing that you have considered more than one point of view (you must refer to religion and belief in your answer). | Evaluation of a view from more than one perspective. These perspectives can all be ‘for’ the statement, all be ‘against’ the statement, or be a mixture of both ‘for’ and ‘against’, e.g. ‘The existence of suffering proves there is no God.’ Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.) |

Exam practice, p.127

D-type question: ‘Belief in Allah is the most important Muslim belief.’ Discuss this statement showing that you have considered more than one point of view. (You must refer to religion or belief in your answer.)

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Model answer: (This is just one way to answer and reflects the mark scheme for a Band 5 – detailed analysis; use of religious language; use of sources of wisdom; and shows an understanding of how beliefs influence individuals, communities and societies. Refer to the descriptors found on pp.153–158.)

The belief in Allah is the most important Muslim belief because Muslims recite this belief in the Shahadah, which is the first pillar of faith. It declares that ‘there is no god but God, and Muhammad is the prophet of God’. This pillar is seen as the central support for the other four pillars – Salah (prayer), Zakah (charity), Sawm (fasting) and Hajj (pilgrimage) – as they are each outward expressions of the belief in Allah. To many Muslims, all other beliefs follow from belief in Allah, and without belief in Allah no other religious beliefs make sense.

The way of life for all Muslims is called Shari’ah – the straight path. This is the set of moral and religious rules that puts the principles set out by the Qur’an and the Hadith into practice. By following Shari’ah Muslims know that they are obeying the will of God, and the most important aspect of that is the belief in and worship of Allah. In the Hadith there is an account of the last sermon by Muhammad in which he instructed his followers to be obedient to the teachings set out in the Qur’an and the Sunnah.

However, some Muslims believe that good deeds and social action (e.g. zakat) are more important than just belief in Allah. In addition, some Muslims would argue that belief in the afterlife (akhirah) is the most important belief, as some people do have belief about the afterlife without belief in Allah.

Judaism

Exam practice, p.131

Sorting of the jumbled meanings of the command terms used in the exam paper.

The correct meanings for the commands are shown below:

<table>
<thead>
<tr>
<th>Command</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is meant by... [2 marks]</td>
<td>Definition of a key term (linked to one of the key terms identified for each unit), e.g. ‘What is meant by sin?’</td>
</tr>
<tr>
<td>Describe... [5 marks]</td>
<td>Demonstrate knowledge and understanding by describing a belief, teaching, practice, event, etc., e.g. ‘Describe views on the death penalty.’</td>
</tr>
</tbody>
</table>
Exam practice, p.136

D-type question: ‘Keeping the Ten Commandments is the most important part of Judaism.’ Discuss this statement showing that you have considered more than one point of view. (You must refer to religion or belief in your answer.)

Model answer: (In order to reflect the mark scheme for a Band 5 – detailed analysis; use of religious language; use of sources of wisdom; and showing an understanding of how beliefs influence individuals, communities and societies – the answer should include the detail added below for at least four of the points listed in the exam practice box. Refer to the descriptors found on pp.153–158.)

1 The Ten Commandments are important as they were given by God.
   – Supports the statement as the Ten Commandments were given as a covenant and so are very important.

2 There are many other mitzvot that are important.
   – Rejects the statement, as it highlights the other 603 duties that are also important in Judaism.
3 Different traditions in Judaism keep Shabbat in different ways.
   – Rejects the statement, as there are different views regarding the importance of how the duties are
     kept. For example, there are different practices regarding Shabbat among Orthodox and Reform Jews.

4 *Pikuach nefesh* is more important than Shabbat regulations.
   – Rejects the statement, as for many Jews *pikuach nefesh*, or setting aside of certain mitzvot in order to
     save life, is a key practice in Judaism; just as important as the Ten Commandments.

5 Importance of belief in one God as in the Shema.
   – In one sense it supports the statement, as the Shema refers to the oneness of God, from whom the
     Ten Commandments came.
   – On the other hand, it can also be seen to reject the statement, as the Shema is important as well,
     reflected by the way it is placed in the *mezuzah* and *tefillin*.

6 Importance of the Ten Commandments are shown in the synagogue.
   – Supports the statement, as all synagogues have replicas of the Ten Commandments, accompanied by
     the *ner tamid*.

An additional point that supports the statement is that the Ten Commandments are the basis of many laws
of Western countries like Britain, and are therefore highly influential and important to Jews and non-Jews
alike.

**Exam practice, p.138**

B-type question: ‘Describe different Jewish beliefs about resurrection.’

*Explanation of the comparison of answers:*

The second answer meets the criteria for Band 3 because:

- it gives specific details about different Jewish beliefs in the resurrection (the soul will be raised/not the
  body; Reform Judaism rejects resurrection … soul lives on; on Judgement Day Jews will be raised)
- it uses religious/specialist language and terms (Orthodox Jews; Reform Judaism; Judgement Day;
  Mount Zion; Jerusalem).

**Exam practice, p.141**

C-type question: ‘Explain why Shabbat is important.’

*Model answer: (This is just one way to answer and reflects the mark scheme for a Band 4 – detailed
exploration showing knowledge and understanding; use of religious language; use of sources of wisdom;
and showing excellent understanding of how beliefs influence individuals, communities and societies. Refer
to the descriptors found on pp.153–158.)*
Shabbat remembers God’s creation, as in Genesis it states that God rested on the seventh day, after his creative work; and Exodus 20 refers to remembering the Sabbath and keeping it.

Shabbat is a time for spiritual renewal and meeting with the family and Jewish community. This is shown through the lighting of the two candles to bring the presence of Shabbat into the home; the family are all together, and sit down to a special meal – a time of happiness and relaxation; on the Saturday the family usually goes to the synagogue for the Shabbat service, and after further relaxing and time with family, the importance of Shabbat is shown again in the saying ‘goodbye’ to Shabbat by lighting the Havdallah candle.

Observing Shabbat is one of the Ten Commandments which were given as a covenant by God, and which are very important for Jews to observe in their daily lives.

Exam practice, p.145
D-type question: selecting points and evaluating their strength, in answering the question, ‘Are synagogues important today in Britain?’

Model answer: (In order to reflect the mark scheme for a Band 5 – detailed analysis; use of religious language; use of sources of wisdom; and showing an understanding of how beliefs influence individuals, communities and societies – the answer should include the detail added to four of the eight points listed in the exam practice box. Refer to the descriptors found on pp.153–158.)

People can pray anywhere.
– Strongly gives a negative answer, as it shows that people can worship and pray anywhere they are, not only in a place of worship, such as a synagogue.
– On the other hand, the synagogue is an important place in the religious life and practice for Jews all over the world, including in Britain.

There are a decreasing number of Jews to worship at the synagogue.
– Strongly gives a negative answer, in the sense that the importance of the synagogue in the minds of many Jews is changing, as they don’t attend for worship.
– On the other hand, it also offers a positive response, in the sense that the synagogue is important, just that there are not as many Jews to make it possible to have regular worship.

Some prayers require a minyan.
– This is not a strong argument in answer to the question of the importance of synagogues in Britain; it is more about the requirements for the conducting of prayers within the synagogue.
– On the other hand, it can be seen as an argument that synagogues in Britain are less important than elsewhere, if there is difficulty in getting the required minyan.
• Synagogues organise social and community activities.
  – Strongly supports a positive response to the question, as any Jewish community would want and need a sense of identity and communal expression for their religious ceremonies and celebrations, as well as for social and recreational opportunities.
• Synagogues are often too big and expensive for the number of worshippers.
  – Offers a negative answer to the question, for if the synagogues were important there would be sufficient people to maintain them appropriately.
  – On the other hand, it could be argued that the synagogues are by definition important, and that the issue is about the number of Jews available in any one place to administer and upkeep the synagogues.
• Synagogues are also houses of study.
  – This is a strong positive answer to the importance of synagogues, as they are not simply places of worship, but centres where study takes place and the faith and belief of believers is strengthened and developed.
• There can be difficulties in getting a rabbi.
  – This is not really a strong argument about the importance of the synagogue; it is rather about the difficulties in recruiting people able and willing to take up the role of rabbi.